

Pontificia Universidad Católica de Valparaíso

Instituto de Literatura y Ciencias del Lenguaje

Facultad de Filosofía y Educación



Teaching Vocabulary Inclusively to Young Learners

Training ELT Pre-service Teachers to Teach Vocabulary to Young Learners

with and without Special Educational Needs

TRABAJO DE TITULACIÓN

Para optar al título de Profesor de Inglés

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Estudiante: Ximena Constanza Ibaceta Quijanes

Profesora guía: Mónica S. Cárdenas-Claros

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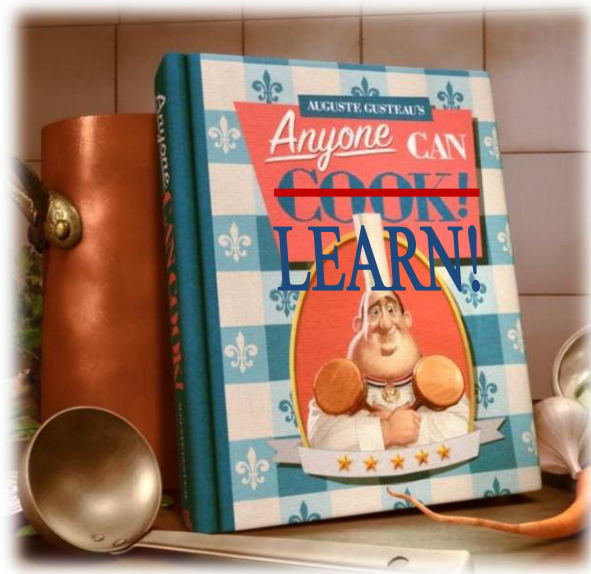
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Abstract

This graduation project seeks to train pre-service teachers on how to design L2 vocabulary lessons for young learners with and without intellectual or learning disabilities. According to the standards for English Language Teaching programs in Chile, teachers of English as a Foreign Language should know strategies to work towards an inclusive classroom so no child is left behind, however pre-service teachers have declared not feeling confident and properly trained to do so. In this graduation project, the focus is on three strategies to teach vocabulary inclusively to young learners: Universal design for learning (UDL), guided visual vocabulary practice (GVVP), and multisensory approach. To do so, the syllabus is designed so pre-service teachers get acquainted with, experience, and implement the different strategies at the moment of creating activities that work for an inclusive lesson plan.

Keywords: Inclusion, intellectual disability, learning difficulty, vocabulary learning.



Introduction

Inclusion must be a priority in classrooms worldwide, and our country should not be the exception. In its path to achieve inclusion, the Chilean Ministry of Education (MINEDUC) has implemented the School Integration Program (Programa de Integración Escolar, hereafter PIE), an initiative that seeks to support the different learning needs of students with and without special educational needs.

PIE program supports teachers with the help of special education teachers who are expected to work together on the lesson plans, however, due to the hard working conditions and tight schedules of teachers at schools, it is hard for both teachers and special education teachers to work together or to implement strategies that aim at special educational needs during class time.

In the case of the subject English as a Foreign Language (EFL), students are frequently exempt or dismissed from it since it is believed that students who already have problems in their mother tongue will struggle even more in a second language. One of the basis for this belief is the lack of preparation that EFL teachers have in order to work with special educational needs students. A systematic evaluation of nine ELT programs in Chile shows that only Universidad de Las Americas and Universidad Diego Portales have in their curricular plan subjects that formally teach how to work with special needs, curriculum adaptation, and diversity; therefore, most EFL teachers in Chile lack training on how to work with students with special needs along with regular students. This lack of training contradicts the standards for ELT programs (MINEDUC, 2013), specifically standard number eight, which states that EFL teachers should know the strategies to favour students' involvement and to be able to choose the appropriate tools and materials to stimulate their individual characteristics and strengths, this is to say, to be prepared to face diversity and promote inclusion in the classroom (MINEDUC, 2013).

Moreover, research on the topic is scant. Some studies have examined how inclusion is perceived both in general terms (Fletcher et al, 2010) and in the specific case of the EFL (Mera & Otárola, 2008). Others have proposed how to teach to students diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD), or have addressed visual impairment cases at higher education. However, no studies have addressed intellectual disability or learning difficulties in young learners enrolled in English classes.

In this graduation project the focal points will be Learning Difficulties and Mild Intellectual Disability. The weakest point of these two disabilities is the lack of comprehension skills, as comprehension is achieved up to a certain level and not beyond. Comprehension is a key element when learning a second language, as L2 learners are expected to grasp the contents and main ideas from the input given. One cause of the lack of comprehension relates to the lack of vocabulary, as insufficient vocabulary translates into poor comprehension. According to Zhang & Li (2011) "proficiency of language skills such as reading, listening, speaking, and writing all builds on vocabulary knowledge" (Zhang & Li, 2011 [as cited in Rahimi, & Donyaie, 2016, p. 32]); because students in Chile are dismissed or exempt from the English subject, the limitations for students to actively participate of the classroom are not only because of their diagnosed disabilities, but also because they are not even given the basic tools, such as vocabulary knowledge, to have a degree of involvement in the class.

Accordingly, this graduation project seeks to train pre-service teachers on how to design L2 vocabulary lessons for young learners with and without intellectual or learning disabilities. This will be achieved by using different inclusive and multisensory approaches in order to help students build on the basis for comprehension.

The graduation project is structured into two main sections. The first section, a literature review on intellectual disability and learning difficulty and how students with these special needs have been taught vocabulary, as well as an account of the research done about it in Chile and in other countries. The second part consists of a pedagogical proposal formed by a description of the syllabus and its sample lessons which are primarily based on the

principles of Universal Design for Learning (UDL), being this the frame for multisensory strategies to teach vocabulary.

Literature Review

This literature review is divided into three parts. This first part gives an account of the situation in Chile regarding special educational needs, what Intellectual Disability and Learning Difficulty are, and what is the reality in teaching a second language to students with special educational needs. The second part covers the teaching of vocabulary to young learners. Finally, the third part is about the teaching of vocabulary to young learners with disabilities.

1. Special Educational Needs

According to MINEDUC (2009) and the edict No. 170, Special Educational Needs are understood as the support given to the learning differences of all the students in the school community. In order to fulfil this goal, most schools align with the School Integration Program or PIE (for its name in Spanish), and include in their teaching processes the support of special educational teachers, psychologists and educational psychologists.

Special educational needs are the main reason for PIE to be implemented, being these categorised according to MINEDUC into transitional and permanent special needs. Schools which are part of PIE program must have a maximum of five students with transitional special needs and a maximum of two students with permanent ones in the classroom; therefore, the diversity that teachers encounter in a classroom with PIE students is higher in comparison to a regular classroom.

Even though PIE is not compulsory for schools nationwide, 54.2 percent of schools have applied to it and have already implemented it (Centro de Innovación en Educación, 2013). In 2015 a total of 5,014 schools became part of the PIE program given the increasing cases of students who presented any type of special need. Out of that total, 4,294 schools present cases of Mild Intellectual Disability, whereas 4,098 schools present cases of Learning Difficulties (Directorio PIE, 2015).

1.1. Mild Intellectual Disability

According to MINEDUC (2009), Intellectual disability (ID) refers to the lack in the ability to learn beyond a certain point and it is categorised as a permanent special educational need. Intellectual disability affects both intellectual functioning and adaptive behaviour, this means that people have problems with their learning and reasoning processes, as well as with daily communication and independent living (Parekh, 2015); however, not all the cases are the same since it does not only refers to dysfunctions in the cognitive processes, people who suffer from this can have problems with their motor skills and still have an excellent memory (Fuentes, 1996). The causes of intellectual disability are varied and have primarily to do with genetic issues. For a person to be classified as "intellectually disabled" must score around 70 and 75 in the IQ test, but the context and background of the person is also taken into account before making a final diagnose. According to the American Psychiatric Association (2015), a person diagnosed with Intellectual Disability will not be able to achieve high when it comes to language skills such as reading and writing or with math, reasoning, knowledge and memory (Parekh, 2015). This disability can be divided into three categories: mild, moderate, and severe, with most cases at schools of mild intellectual disability. Students with moderate or severe intellectual disability are not commonly seen in the classroom; people with moderate ID know very basic language and numerical concepts, they are able to handle daily activities but present problems with attention, memory, and generalization (Fuentes, 1996); students with severe ID present significant delays in their learning processes as well as medical problems and physical dysfunctions. The focus of this graduation project will be on mild intellectual disability which is harder to spot as people who suffer from these can develop skills similarly to those who do not, they develop basic communication, socialization and academic skills (Fuentes, 1996). By 2009, 22.7 percent of students in Chile were diagnosed with Mild Intellectual Disability.

1.2. Learning Difficulty

In 2009, 24.4 percent of students in Chile were diagnosed with Learning Difficulties, which refers to the dysfunctions of the central nervous system that prevent students from realizing their full potential at developing the ability to succeed (Tolbert, J, Lazarus, B, & Killu, K, 2015). According to MINEDUC (2009), it is categorised as a transitional educational need.

Learning Difficulty (LD), also referred as specific learning disorders, involves problems at performing key academic skills such as reading, writing and mathematics (Parekh, 2016). Learners who are diagnosed with this disorder have problems when reading from single words to whole pieces of texts in terms of fluency and comprehension; it also affects the written expression in terms of organisation, punctuation and grammar. In the case of language, specific disorders can be present, such as dyslexia (difficulties at recognising, decoding and spelling words) and dysgraphia (difficulties with handwriting). This disorder can also be divided into categories: mild, moderate and severe. According to Parekh (2016), mild LD is characterised for some difficulties when learning in one or two academic areas not being able to perform in the same way in both of them; moderate LD comprehends significant problems when learning; and severe LD presents problems in the learning processes affecting more than one academic areas. In the last two cases, specialised teachers or specialist are required in order to help guiding the learner.

Intellectual disability and learning difficulties are commonly confused with one another since its characteristics and symptoms seem to be similar; however, they are very different. Intellectual disability has its effects on the person's intelligence being that the main reason for its other name, mental retardation; in addition, ID causes problems in the person's daily life, manifested in problems with adaptative behaviour. On the other hand, learning difficulty has its roots on the brain's ability to process, store and respond to information but it does not affect the person's intelligence, being completely related to learning; therefore, it should not affect the learners social life and adaptative behaviour. As aforementioned, intellectual disability prevents the achievement of a certain goal or task, while someone

with learning difficulty has the ability to achieve a specific goal or task but the disorder makes it much more difficult.

1.3. Teaching a second language to learners with learning difficulties and intellectual disability

Primary School students in Chile who are diagnosed with special educational needs, such as learning difficulty or intellectual disability are often exempt from the English as a Foreign Language subject. One of the main beliefs is that if students perform poorly academically in subjects that require the use of their mother tongue, their academic performance in a foreign language will be poorer: this belief is supported by Sparks and Ganschow (1991), who "speculate that L2 learning is built largely on L1 skills and that problems in L1 will carry over into the L2" [as cited in Sparks, Ganschow & Patton, 2008, p. 13]. In the case of students who are allowed to participate of the subject and take tests, teachers are often expected to create special arrangements in testing situations in order to be suitable for second language learners with disabilities (Sparks, 2013).

The term used to talk about students with a poor performance in an L2 is underachiever (Pimsleur, 1964), which specifically refers to students who struggle in the L2 classroom, and their academic performance is at risk. Nonetheless, a research study conducted by Sparks *et al* (2008) shows that average L2 learners with and without learning disabilities are both far from the academic performance of high-achievers, but the difference in academic performance between them is not quite significant (Spark *et al*, 2008). In order to move from the underachiever, both, learners with and without special needs must be guided in their process of building their mental lexicon.

2. Teaching Vocabulary to Young Learners

Vocabulary learning is really important when learning a second language, 'without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.' (Thornbury, 2002, p. 13), therefore, teaching vocabulary to young learners is fundamental for them to have the tools to explore and comprehend the input given in the second language. According to Hirsch (2003) and Sedita (2005), if students do not understand at least 90 percent of the words in a text, they will not actually understand what is on the text [as cited in Hanson and Padua, 2011]. The focus of this graduation project is on the cognitive process learners go through in order to understand, categorize, and store [vocabulary] in their mental lexicon (Hedge, 2000, p. 117). Students need to be taught vocabulary so they can comprehend, infer and discriminate when facing an oral or written text.

In a study put forward by Peters (2007) he noted that when vocabulary is presented in a text, even if students are only required to focus on vocabulary, students will still pay more attention to the content of the text, even if they are told that they will be evaluated just on vocabulary; as a result students are more worried about understanding the context rather than learning new words. According to Hanson & Padua (2011), an effective way to teach vocabulary is to teach it explicitly so students acquire an in-depth knowledge of the vocabulary needed, for this it is advisable to provide student-friendly definitions, use the words in context, expose the students to the words in different ways, and to provide opportunities for learners to apply what they have learnt. In this way teachers help students to develop categorising skills and to build a network of vocabulary knowledge (Thornbury, 2002).

According to Marzano (2004), there are eight characteristics of effective direct vocabulary instruction to bear in mind when teaching vocabulary explicitly (Marzano, 2004, p. 112 - 118):

1. *Effective vocabulary instruction does not rely on definitions*, arguing that definitions do not grant understanding of the word and that students are more prone to construct a definition of the word based on their familiarity either with the word or with the structure of the definition. Therefore, it is important that learners are presented vocabulary that is familiar to their everyday life.
2. *Students must represent their knowledge of words in linguistic and nonlinguistic ways*, based on the dual coding theory which states that for a word to be learnt it should have a language base (linguistic) and an imaginary base (nonlinguistic); this can also help some students to create mental pictures of vocabulary. For that, learners can use graphics, pictures, and pictographs.
3. *Effective vocabulary instruction involves the gradual shaping of word meaning through multiple exposures*. Because of varied and repetitive exposure to the words, learners can deepen their understanding of the word, while limited exposure leads the learner to superficial understanding; therefore, learners must be constantly exposed to the newly taught vocabulary.
4. *Teaching word parts enhances students' understanding of terms*. According to Marzano (2004), teaching parts of the words will help students to understand other words more easily, for example, teaching roots that are common to a certain number of words so students can make their own conclusions when facing new unknown words.
5. *Different types of words require different types of instruction*. According to the type of word, vocabulary instruction should be different, as when teaching verbs or nouns. Taking the example of nouns, concrete and abstract nouns cannot be taught in the same way; according to Marzano's (2004) account on Stahl (1999), concrete nouns can be only described while abstract nouns must be exemplified.
6. *Students should discuss the terms they are learning*. By discussing, expressing their thoughts, and manipulating the words learners are more prone to encode the information in their own words, and view things from different perspectives. Marzano's (2004) account on Stahl and Clark (1987) shows that learners who know they will not be called out during vocabulary instruction tend to remember less words than those who actively participate.

7. *Students should play with words.* By providing manageable challenges, arising curiosity, and involving some degree of fantasy through games, learners will be able to apply and experience vocabulary.

8. *Instruction should focus on terms that have a high probability of enhancing academic success.* It is important to teach vocabulary that will be critical for the learner's academic life, this is to say words that he/she will encounter repeatedly during their formation years. In this sense, as the learners advance, they will be able to recall on their academic background knowledge.

3. Teaching Vocabulary to Disabled Learners

When it comes to teach to students with disabilities in an inclusive way, in the United States Universal Design for Learning (UDL) has the lead. Based on Universal Design that proposes that buildings should be built in a way to provide easy access to anyone, UDL's principles provide guidelines to facilitate the learning process of learners with and without disabilities in the regular classroom. Edyburn (2005, p. 17) identified three overarching principles of UDL which state that learners should be provided with

- "Multiple means of representation to give learners various ways of acquiring information and knowledge.
- Multiple means of expression to provide learners alternatives for demonstrating what they know.
- Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn."

UDL's main tool is technology, with the use of different software, it allows students to advance, for example, at their own pace when reading a book giving the possibility for each of them to stop to cover and review the most difficult words for each of them. Additionally, in its insistence on providing multiple means of representation, expression, and engagement, UDL works trying to exploit most of the learners' senses making teaching not only a visual and auditory action but also a multisensory experience.

Closely related to the strategies used by UDL, the multisensory approach has been widely used when it comes to teaching learners with any kind of special educational need. Smassanow (2008) [as cited in Phillips & Feng, 2012) defines multisensory approach as the moment when "instruction appeals to visual, auditory, and kinesthetic-tactual learning styles" (Phillips & Feng, 2012, p. 13); thus, this approach involves auditory, visual and kinesthetic interactions with the presented input or content, and it is specially addressed to the different learning styles present in an educational context. On a study conducted by Phillips & Feng (2012), a contrast was made between Traditional Flashcard method and Multisensory approach in teaching Dolch sight words, the results showed that students who were taught through the multisensory approach learnt more words than those who were taught through the traditional flashcard method, authors relate the success of multisensory approach over the traditional flashcard method to the level of engagement and interaction experienced by the learners. In order to support their finding, an account is made on other study (Frey et al, 2005, as cited in Phillips & Feng, 2012) which proved that learners who had poorly reading and writing skills did better when involved in kinesthetic-tactile and physical, or visual-auditory interaction. In relation to inclusive teaching, the multisensory approach offers the possibility of making as many accommodations as possible according to the diversity of the population. English language learners and "special education students need direct and systematic instruction, [t]hey need to be stimulated with visuals and cues during instruction, [t]hey also need to have abstract ideals taken into a concrete form" (Phillips & Feng, 2012, p. 32) making the multisensory approach of key importance to teach inclusively.

A number of initiatives have been focusing on the performance of students with special educational needs when learning a second language. For instance, in Sanandai, Iran, Rahimi and Donyaie (2016) reported on a study that sought to examine the relation between images and words in learning vocabulary by young learners with intellectual disability. A group of 32 mentally retarded female students were taught in two different ways: through flashcards and through translation into the L1. The findings showed that the mentally retarded students who were taught through flashcards did better in short and long-term test, insisting

that engaging students in their learning process is key when teaching and promoting retention of vocabulary.

Another study conducted in the United States by Tolbert, Lazarus & Killu (2015) proposes the use of groups of flashcards in order to help students who learn a second language to increase their vocabulary knowledge. The Guided Visual Vocabulary Practice (GVVP) teaches vocabulary from concrete to abstract words with a set of flashcards that provide visual, auditory and written input to the students. This technique demands a high degree of participation from the students so they are able to infer what is needed to complete the set of flashcards of a particular concept and associate an image with its word in English and its equivalent in Spanish. GVVP seeks to engage the students in their learning process helping them to create memories.

Accordingly, the overarching principles of Universal Design for Learning with their aim in multiple means of representation, expression and engagement comprehend the use of visual and multisensory input as in the aforementioned techniques and approach (multisensory, GVVP, and flashcards); therefore, in this graduation project, UDL will be considered as the umbrella term for the techniques used to achieve inclusion in the classroom.

In Chile, research has been done on how inclusion is perceived by the members of the school community in general (Fletcher *et al*, 2010); specifically in the field of teaching English as a foreign language, in Valdivia a study was conducted by Mera & Otárola (2008) in order to evaluate the current inclusion of disabled students in the region; in Valparaíso, Veas and teachers from Universidad de Playa Ancha have been studying the performance of a blind student enrolled in the ELT program; and Águila (2015), designed a set of sample lessons addressed to ADHD students. However, nothing has been found in relation to the teaching of L2 vocabulary neither for students with special needs, nor for the specific cases of intellectual disability and learning difficulties. MINEDUC in its web page www.educacionespecial.mineduc.cl provides material to be used in the areas of mathematics, biology, and other subjects, however there is no material aimed for the learning of a foreign language specifically.

Pedagogical proposal

1. Course syllabus

Name of the course: Towards an Inclusive English Classroom

Type: Elective course

Target: Pre-service teachers

Duration: 16 sessions, 90 minutes each.

Teacher: Ximena Ibaceta Quijanes

Contact: xibaceta@gmail.com

This workshop is addressed to pre-service teachers who want to learn strategies in order to design L2 vocabulary lessons for young learners with and without intellectual disabilities and learning difficulties in order to create an inclusive classroom environment.

The course is organised in a task-based syllabus, this is to say, pre-service teachers will develop collaborative tasks being actively involved in decisions such as content selection, strategies and evaluations (Nunan, 1989). At the same time students will have to analyze, design and create teaching materials taking into consideration the task based approach.

The syllabus of the course is informed by a needs analysis (see appendix A) conducted with pre-service teachers from Pontificia Universidad Católica de Valparaíso who have gone through or are currently in their teaching practicum. The results (see appendix B) of the needs analysis showed that:

- 1) Pre-service teachers do not feel prepared to teach students with special needs.
- 2) Pre-service teachers do not know any or are not sure about the strategies to be used with students with intellectual disability or learning difficulties.
- 3) Pre-service teachers see the need of being trained on how to teach students with special educational needs.

2. Course organisation

This course is organised into four units which start by providing the information and theory needed until pre-service teachers are able to adapt and create their own inclusive lesson plans at the moment of vocabulary teaching.

Unit I provides the general framework of special educational needs and the current situation in Chile regarding inclusion, specifically in relation with the implementation and evolution of the School Integration Program (PIE). In addition, pre-service teachers are presented with definitions and characteristics for intellect disability and learning difficulties.

Unit II focuses on the strategies used to teach inclusively with approaches such as the universal design for learning, multisensory approach and the different uses of flashcards, such as the GVVP technique. In this unit pre-service teachers will experience and reflect on the activities and strategies proposed in each approach.

Unit III presents techniques used to teach vocabulary to young learners, it also aims to integrate inclusive strategies in the teaching of vocabulary. By this point, pre-service teachers should start adapting and then creating their own inclusive activities.

Unit IV is a completely hands-on unit where pre-service teachers are expected to design a lesson plan that aligns with the principles and strategies present in the contents covered in order to achieve an inclusive classroom. Pre-service teachers will also evaluate their own learning regarding what was covered in the workshop.

UNITS	OBJECTIVE Pre-service teachers will be able to	CONTENT
UNIT I Special Educational Needs in the Chilean Context	<ul style="list-style-type: none"> -Get to know what special educational needs are. -Identify characteristics of the Chilean classrooms in relation to special educational needs. -Contrast the different features of intellectual disability and learning difficulties. 	<ul style="list-style-type: none"> -General aspects of special educational needs. -School Integration Program (PIE) in the Chilean classroom. -Learning styles. -Intellectual Disability. -Learning Difficulties.
UNIT II Teaching Inclusively	<ul style="list-style-type: none"> -Get to know strategies used to teach inclusively. -Discuss the effectiveness of strategies according the context. -Get to know different ways to assess their students outcome. 	<ul style="list-style-type: none"> -Universal Design for Learning (UDL). -Multisensory Approach. -Flashcards - GVVP -Assessment in diverse classrooms.
UNIT III Inclusive Strategies for Teaching Vocabulary to Young Learners	<ul style="list-style-type: none"> -Understand how students learn vocabulary. -Get to know different strategies to inclusively teach vocabulary to young learners. -Design inclusive activities to teach L2 vocabulary -Get to know different ways to assess their students outcome. 	<ul style="list-style-type: none"> -Teaching L2 vocabulary. -Teaching vocabulary explicitly. -Assessment in diverse classrooms. -Task-based approach
UNIT IV Creating Inclusive Classrooms	<ul style="list-style-type: none"> -Evaluate strategies to teach inclusively according to the classroom context. -Adapt learning procedures for an inclusive classroom. -Design activities to teach L2 vocabulary. -Identify, organise and name vocabulary in context through inclusive activities. -Evaluate their own learning outcomes. 	<p>Pre-service teachers are expected to apply the knowledge acquire in the previous units.</p>

3. Assessment

Pre-service teachers will be assessed in the following ways:

Evaluations	%	Description
Reflections	10	Students will write reflections on the topics covered in Unit I. Students will write reflections for specific class tasks. Students will write a reflection based on their own learning outcomes by the end of Unit V.
Class participation	10	Students will carry out and experience the activities and strategies used in each topic.
Guided creation of the activities	35	Students will create different activities applying the strategies covered. Students will receive feedback from the teacher and classmates.
Lesson plan creation	45	Pair work. Students will create a lesson plan according to a given context.

3.1. Rubrics

Guided creation of activities

This rubric will be used when pre-service teachers present the activities they have created in order to teach vocabulary to young learners. Their peers will use the same rubric in order to give feedback to their classmates. A comment section for each criteria has been given in cases comments want to be given or if the evaluation peers are unsure about the criteria.

Aspects	Unsatisfactory	Basic	Competent	Comments
Instructions	Poor and unclear instructions. Can lead the students to confusion.	Instruction are mostly clear. Even if students are confused, clarifications are successfully made.	Instructions are clear. Little clarification is needed.	
Learning objectives	The activity is not connected with the learning objective(s).	The activity is not clearly connected with the learning objective(s).	The connection between the activity and learning objective(s) is clear and coherent.	
Principles of the different strategies	The principles are poorly noticeable in the proposed activity.	There is coherence between the principles and the activity with some exceptions.	The principles are clearly noticeable in the proposed activity.	

Lesson plan

The following rubric will be used to assess pre-service teachers' final project which consists of a lesson plan.

Aspects	Unsatisfactory	Basic	Competent
Learning Objectives	Most activities are coherent with the learning objectives.	All activities seem to be coherent with the learning objectives with some exceptions.	Most of the activities are coherent with the learning objectives
	Does not communicate the class objectives.	Communicates class objectives but not very clear.	Clearly communicates class objectives.
Class structure	Ambiguous class structure. In relation to "beginning, core, and closure", two of these stages are not present.	Beginning, core or closure of the class is missing.	Beginning, core and closure are clearly stated.
Didactic resources	Poor use of didactic resources and the discussed methodologies.	Basic use of didactic resources and the discussed methodologies.	Good use of didactic resources and the discussed methodologies.
Activities	Most of the activities are not engaging /meaningful to the students' context	Activities are engaging or meaningful to the students' context.	Most activities are engaging and meaningful to the students' context.
Use of terminology and references	Activities and strategies are poorly connected with the contents covered in the workshop.	Some activities and strategies are coherent with the contents covered in the workshop.	Activities and strategies are coherent with the contents covered in the workshop.

SAMPLE LESSONS

The sample lessons correspond to the following units of the workshop:

Unit II: Teaching Inclusively.

Lesson 1 - UDL: In this lesson pre-service teachers will get acquainted with one of the approaches used to teach inclusively.

Unit III: Inclusive Strategies for Teaching Vocabulary to Young Learners.

Lesson 1 - Teaching vocabulary explicitly to young learners: Students will be presented theory and strategies to teach vocabulary to young learners.

Lesson 3 - Hands on: Teaching inclusively 1: In this lesson pre-service teachers will start creating their own activities in order to teach vocabulary inclusively.

Unit IV: Creating Inclusive Classrooms.

Lesson 1: Current teaching situation: Pre-service teachers will analyse and evaluate a lesson plan proposed by MINUDUC for 5th graders. Pre-service teachers will reflect on its limitations and the changes that can be done.

Lesson 2: Pre-service teachers will analyse and adapt different activities proposed by MINEDUC for 5th graders while going through a reflective process

Iconography



Think / Reflection



Think-Pair-Share



Lecture Time



Group Work



Practice



Hands on!

UNIT II

TEACHING INCLUSIVELY

Unit objectives

-Get to know strategies used to teach inclusively.

-Discuss the effectiveness of strategies according to the context.

-Get to know different ways to assess their students outcome.

Lesson 1- Universal Design for Learning (UDL)

Class Objectives

Get acquainted with Universal Design for Learning (UDL).

Experience the activities and strategies corresponding to UDL.

Discuss effectiveness of the activities according to UDL.



Getting ready!

1. Look at the different production activities. To what kind of students do you think they are directed? Use the cases in the box to help your discussion.

Introvert students - Extrovert students - Students who feel more comfortable with speaking/writing/listening/reading skill - Visual-Spatial students - Verbal-linguistic students - Logic-mathematical students

After being presented with vocabulary about the airport students are required to...

a. write a paragraph describing airport procedures when travelling to another country.

b. create and perform a dialogue representing an airport situation.

c. make a drawing of an airport and label the different elements according to the vocabulary covered.

d. identify in an listening the vocabulary covered and why they are mentioned.





Students will listen to and pay attention to the teacher explanation about **Universal Design for Learning.**



Universal Design for Learning

- It is based on Universal Design in architecture.
 - ▣ Everybody must have easy access to everywhere.
- Universal design for learning
 - ▣ Everybody must have easy access to knowledge.
 - ▣ The teacher, the lesson, the activities and the materials are adapted to the students needs.
 - ▣ We are all different, so it is thought for everybody not just for students with special educational needs.
 - ▣ Use of technology as a tool for accessibility to knowledge.



Principles



1. Provide multiple means of representation

- Recognition network
 - ▣ How we gather facts and categorise what we see, hear, and read.
 - ▣ How we identify letters, words, or an author's style.

Recognition Networks The "what" of learning



Remember: Every student in a classroom has, first, a different learning style, and you may also have special need cases, for both you must make sure you present the content in different ways so most of them get what you are teaching.
Here the recognition network works on grasping the format that suits best the learner.



Principles



1. Provide multiple means of representation

- Strategies
 - ▣ Provide examples or options of perception.
 - ▣ Highlight critical features such as pattern, big ideas, or relationships.
 - ▣ Provide multiple media and formats.
 - ▣ Activate and support background knowledge.
 - ▣ Offer alternative visual and auditory information.
 - ▣ Promote understanding across languages.
 - ▣ Guide information processing, visualization, and manipulation.

For example...



Principles



1. Provide multiple means of representation

- When presenting new vocabulary, you can...

Say the word
/'æp.əl/

Draw a picture or
show an image

Write the concept

Apple

Have the students smell,
touch, and see the word
(when possible)

In its multiple ways,
representation must be clear and
concrete, specially for students
with learning difficulties.
For example, fonts must be as
simple as possible.

Principles



2. Provide multiple means of action and expression

- Strategic network
 - ▣ How learners plan and perform tasks.
 - ▣ In this stage learners organize and express their ideas according to the strategies that are more related to their learning styles.

Strategic Networks
The "how" of learning

Consciously or unconsciously, we all have different strategies to perform a task. For example, some need to write down a math problem in order to solve it, while others can just think about it, or using their fingers. Therefore, strategic network selects the most efficient way in which a learner can perform a task.



Principles



2. Provide multiple means of action and expression

Strategies

- ▣ Provide flexible models of skilled performance.
 - Provide options for physical action like handwriting, manipulating and creating objects, physical movements, etc.
- ▣ Provide opportunities to practice with support.
 - Use multiple media.
 - Promote monitoring.
 - Support planning and strategy development.
- ▣ Provide ongoing relevant feedback.
- ▣ Offer flexible opportunities for expressing skill.
 - Provide options for expression and communication.
- ▣ Guide appropriate goal-setting.

For example...



Principles



2. Provide multiple means of action and expression

Student Choice Board

Choose an activity. Color in the activity once it is completed.

Write a letter to someone famous.	Make a set of Text Feature Flash Cards.	Write a poem about a character from a story.	Create a menu for your own restaurant.	Create a "tweet" of a story. (Summary in less than 140 letters.)
Design a poster showing the different forms of government.	Create a poster of examples of text features.	Create a character trait web about a main character in a story.	Using your name, create an acrostic poem that describes you.	Write a journal entry: If I was President...
Using the title, create an acrostic poem describing a book.	Write a new ending to a story.	Free Space	Make a character sketch of the main characters in a story.	Create your own captions for a set of pictures.
Illustrate a book cover for a story you are reading or have written.	Write a story that includes a crime and how the crime is solved.	Create a Venn Diagram: Compare yourself and a character from a story.	Create a timeline showing 4 important events in your life.	Design a weather warning poster.
Write a rap song for a story read in class.	Create a sequence chain using events from a story.	Create a story in a comic strip that includes the elements of fiction.	Write a short play. (include characters, problem and resolution.)	Write a rhyming poem about school.

Strategies such as the "Students' Choice Board" provide learners with multiple means to express the knowledge they have acquired.

Considering UDL's principle, it is good that learners can choose a production activity that makes them feel comfortable. Here, the strategic network will choose the kind of task that fits best with the learners profile.

BE CAREFUL! Not all learners know how they learn and express their knowledge best. You must be an important guide for them.

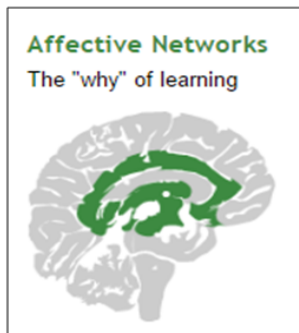


Principles



3. Provide multiple means of engagement

- Affective network
 - How learners get engaged and motivated on a task.
 - How students are challenged, excited, or interested in a particular subject.



A variety of sources can influence the learners' engagement, for example, culture, personal relevance, subjectivity, or background knowledge. There is no only one way to have students engaged during the class.



Principles



3. Provide multiple means of engagement

- Strategies
 - Offer choices of content and tools.
 - Optimize individual choice and autonomy.
 - Offer adjustable levels of challenge.
 - Heighten salience of goals and objectives.
 - Vary demands and resources to optimize challenge.
 - Offer choices of rewards.
 - Minimize threats and distractions.
 - Promote expectations and beliefs that optimize motivation.
 - Offer choices of learning contexts.
 - Optimize relevance, value, and authenticity of the input.
 - Develop self-assessment and reflection

Principles



3. Provide multiple means of engagement

Student Choice Board
Choose an activity. Color in the activity once it is completed.

Write a letter to someone famous.	Make a set of Text Feature Flash Cards.	Write a poem about a character from a story.	Create a menu for your own restaurant.
Design a poster showing the different forms of government.	Create a poster of examples of text features.	Create a character trait web about a main character in a story.	Using your name, create an acrostic poem that describes you.
Using the title, create an ending to a story.	Write a new ending to a story.	Free	Make a character or create your own captions.

Name _____ Date _____

Guided Reading Tic-Tac-Toe

Instructions: Choose 3 squares in a ROW to complete and hand in by _____. The middle square is a **pass** die. The other 2 are your **choices**. Color the squares you complete.

<p>Spelling: "1-2-3" <i>(using blank worksheet)</i> Classify your words according to syllables. Record each word in the correct column.</p>	<p>Letter Writing: <i>Using the post office stationery, write a letter to _____ and share a summary of what _____ is about so far!</i></p>	<p>Spelling: "Comic Strip Story" <i>Write a comic strip story using at least 8 of your spelling words in the talking speech bubble.</i></p>
<p>Spelling: "Rainbow Writing" <i>On the Rainbow Writing paper, write your spelling words in rainbow colors (each letter a different color).</i></p>	<p>Poetry: "Visualizing" <i>Visualize and illustrate the picture you see in your head for the poem, "Falling Snow" or "Melinda Made a Snowman."</i></p> <p style="text-align: center;">**Must Do**</p>	<p>Explore Magazines: "Non-Fiction Discovery Report" <i>Using past magazines on the bookshelf, complete the "Non-Fiction Discovery Report". Fill in the information for what you learned and draw a picture of what you discovered.</i></p>
<p>Explore Magazines: "3-2-1" <i>Using past magazines on the bookshelf, complete the "3-2-1 Strategy Chart". Record 3 things you discovered, 2 interesting things you learned, and 1 question you still have.</i></p>	<p>Spelling: "Silly Poem" <i>Write a silly poem using as many of your spelling words as you can. (underline the spelling words)</i></p>	<p>Independent Book: "Story Chart" <i>For a book you have read independently, fill out a "Story Chart" worksheet. Include story elements and your opinion of the book.</i></p>

When you finish tic-tac-toe, you may do any of the activities below:

- Read silently

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Vocabulary
Rock and Roll

Define The Word	Draw It!
Make a List of Synonyms	What Does it Remind You of?
Use the Word in a Sentence	Make a List of Antonyms

Remember that all learners have different motivations, interests, objectives, and necessities.

Strategies such as the "Student's Choice Board", help the students decide which activity is more meaningful and engaging for them.





Discriminating

1. Look at the following activities and match them with the corresponding UDL principle. In some cases more than one principle may apply to an activity.

Recognition Network	-	Strategic Network	-	Affective Network
---------------------	---	-------------------	---	-------------------

*Classroom context: 5th Grade
Unit: Food and Health
Class content: Fruits and vegetables*

Principle(s): _____

Activity A.

First, the teacher projects the fruits and its written names on the board. Teacher points out the fruits and says their names out-loud. She repeats the names 3 times.

Before hand students were asked to bring different fruits and vegetables. To check comprehension the teacher asks: Can you show me the apple? Can you show me the strawberry? Students are expected to show the fruit to the whole group. After that, they watch and listen a video with a song about fruits.

Principle(s): _____

Activity B.

Once students have finished covering fruits and vegetables vocabulary, students are expected to do a final project. In groups, students have the possibility to choose any of the following projects:

1. Make a healthy dessert or dish for the class and talk about its ingredients.
2. Create a vocabulary poster to stick in the "English Wall".
3. Sing and perform a song with fruits and vegetables vocabulary.
4. Perform a dialogue about eating healthy.
5. Write a short text about your opinion on fruits and vegetables.

Principle(s): _____

Activity C.

Homework:
Recognise at least 8 of the following pictures, write down the name of the fruit or vegetable.
Then draw a picture or take a photo of the fruits and vegetables that you like the most and the least. Provide 5 elements at least.

Am I doing it right?



- Deriving UDL solutions.
 - Grade: 3
 - Subject: Science
 - Goal: Research and present information on a flower.

The "Deriving UDL solutions" table helps you foresee the possible obstacles you may encounter in the classroom if you do not think inclusively, and help you to find possible solutions.

Materials & Methods	Potential barriers / Missed opportunities	UDL Solutions
Independent project	James—Context won't draw on his leadership and collaboration skills. Helen—Could have difficulty working alone. Elizabeth—Deep knowledge of plants	Encourage James to support other students as they work. Be sure to find aspect of project of particular interest to Helen and check in frequently. Support presentation with notes Pair Elizabeth with Jose to share her knowledge and enthusiasm

Materials & Method: The actual materials you have or the method you must use in your class.
Potential barriers or missed opportunities: Difficulties to keep in mind when thinking on how your students can learn best.
UDL Solutions: The actions you will take based on UDL principles.



Am I doing it right?



□ Universal Design for Learning Considerations Checklist

Universal Design for Learning Principle	Universal Design for Learning Strategy	How the principle and strategy applies to current situation
To support students' diverse <i>recognition</i> networks, provide multiple, flexible means of <i>representation</i>	Provide multiple examples	
	Highlight critical features	
	Provide multiple media and formats	
	Support background context	
To support students' diverse <i>strategic</i> networks, provide multiple, flexible means of <i>expression</i>	Provide flexible models of skilled performance	
	Provide opportunities to practice with supports	
	Provide ongoing, relevant feedback	
To support students' diverse <i>affective</i> networks, provide multiple, flexible means of <i>engagement</i>	Offer flexible opportunities for demonstrating skill	
	Offer choices of context and tools	
	Offer adjustable levels of challenge	
	Offer choices of rewards	
	Offer choices of learning context	

Another way to check if your classes are inclusive enough you can use the "Universal Design for Learning Considerations Checklist", which forces the teacher to assure if the UDL principles are met in their planning.

Remember! An effectively inclusive activity or lesson plan is not the one that meets all of UDL's principles, but the one that applies them properly in benefit of students' learning. Let's see how this works!

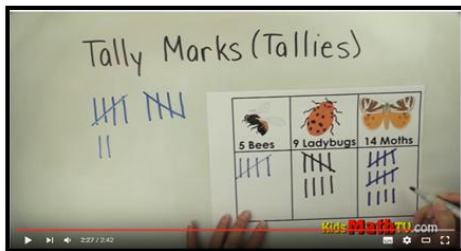




Let's practice

□ Procedure

- Students and teacher watch the videos together, one at a time.
- First view: Students and teacher comment on the videos on how effective, engaging, and varied they think the activities are.
- Second view: Students and teacher stop the video every time there is a UDL principle present and complete the checklist.



Video 1: Count with tally marks.



Video 2: Find the missing part of 10.



Universal Design for Learning Considerations Checklist

Universal Design for Learning Principle	Universal Design for Learning Strategy	How the principle and strategy applies to current situation	
		Video 1	Video 2
To support students' diverse recognition networks, provide multiple, flexible means of representation	Provide multiple examples	Yes, it shows different ways of grouping the tally marks.	Yes, the teacher have students count with their fingers first, then models the activity, some students also model the activity.
	Highlight critical features	Not observed.	It seems so, teacher highlights the reason of the chart on the floor and why students are there.
	Provide multiple media and formats	Only tally marks.	Students use their hands and bodies to count.
	Support background context	Not observed.	Teacher refers to previous classes and warm ups the activity.



Universal Design for Learning Considerations Checklist

Universal Design for Learning Principle	Universal Design for Learning Strategy	How the principle and strategy applies to current situation	
		Video 1	Video 2
To support students' diverse strategic networks, provide multiple, flexible means of expression	Provide flexible models of skilled performance	Only one way to perform the task .	Preparation for the task depends on the strategy that works best for the students, but the outcome must be the same.
	Provide opportunities to practice with supports	Not observed.	Yes, teacher and students monitors the students performance.
	Provide ongoing, relevant feedback	Nor observed.	Teacher guide the students when doubts or problems arise.
	Offer flexible opportunities for demonstrating skill	Not observed.	Not observed.



Universal Design for Learning Considerations Checklist

Universal Design for Learning Principle	Universal Design for Learning Strategy	How the principle and strategy applies to current situation	
		Video 1	Video 2
To support students' diverse affective networks, provide multiple, flexible means of engagement	Offer choices of content and tools	One content and tool.	One content and 2 different tools.
	Offer adjustable levels of challenge	Not observed.	Not observed.
	Offer choices of rewards	Not observed.	Not observed, but participation is a great motivator
	Offer choices of learning context	Not observed.	Not observed.



2. Watch the videos carefully, take notes if possible. In pairs, complete the "Universal Design for Learning Considerations Checklist", in order to analyse which teaching situation aligns better with UDL's principles. Then, share your answers with the class.



Video 3: Grade 1 Mathematics



Video 4: Skip count by 10.

Universal Design for Learning Considerations Checklist

Universal Design for Learning Principle	Universal Design for Learning Strategy	How the principle and strategy applies to current situation	
		Video 3	Video 4
To support students' diverse <i>recognition</i> networks, provide multiple, flexible means of <i>representation</i>	Provide multiple examples		
	Highlight critical features		
	Provide multiple media and formats		
	Support background context		
To support students' diverse <i>strategic</i> networks, provide multiple, flexible means of <i>expression</i>	Provide flexible models of skilled performance		
	Provide opportunities to practice with supports		
	Provide ongoing, relevant feedback		
	Offer flexible opportunities for demonstrating skill		

To support students' diverse <i>affective</i> networks, provide multiple, flexible means of <i>engagement</i>	Offer choices of content and tools		
	Offer adjustable levels of challenge		
	Offer choices of rewards		
	Offer choices of learning context		

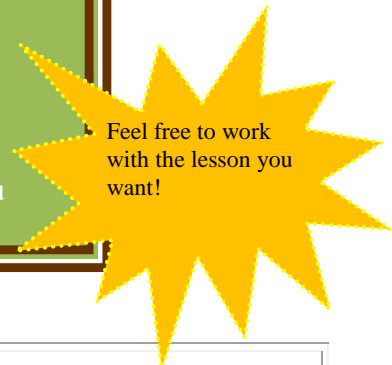


Hands on!

1. In pairs, choose one situation from the "deriving UDL solutions table", and create an activity considering the information provided on the table. The activity must align with at least 2 of the UDL's overarching principles.

Grade: 5th grade
 Unit 5: Nature
 Lesson 1 - Plants and flowers in the area
 Lesson 2 - Starting a herb garden
 Lesson 3 - National flowers
 Lesson 4 - Our pets

Data and computer lab can be used at school only if you reserve them one week in advance.



Deriving UDL Solutions table

Materials & Methods	Potential Barriers/ Missed Opportunities	UDL Solutions
Printed textbook	<i>Kevin</i> —Difficulty seeing small text <i>Bill</i> —Doesn't tap his graphics skills <i>Brian</i> —Difficulty decoding/understanding word meaning	Electronic text with text-to-speech to read aloud CD-ROM or online encyclopedia; Web page with collections of images Spanish CD-ROM on flowers; link to Spanish Web site
Lecture/whole class presentation	<i>Jose</i> —Difficulty comprehending meaning <i>Helen</i> —Distracted, may miss info <i>Kiwa</i> —Distracted, may	Provide Spanish/English key terms translations with text-to-speech Provide Inspiration concept map of key ideas; eText outline with text to speech that students can access

	miss info	
Library research	<i>Brian</i> —May have trouble keeping track. <i>Kiwa</i> —May not be able to abstract the project’s important content.	Partially filled-in outlines; Web page with attached resources; collection of online resources, online or CD-ROM encyclopedia, linked to Inspiration outline of key project parts
Create written report	<i>Sarita</i> —Mechanics-based difficulty expressing her ideas <i>Jake</i> —Format doesn’t tap artistic talent	Word processor with spell check; talking word processor Graphics program
Oral report on flower	<i>Jorge</i> —Format doesn’t tap musical talent <i>Brian</i> —May be intimidated	Provide option of live or recorded music as part of demonstration Pair Brian with James, who can support him while working



Reflection time

1. Individually answer the following questions.

a. Do you think that activities based on the UDL's principles can cover the needs of most of the students in the classroom? Explain.

b. As a teacher, what difficulties do you see at the moment of planning and carrying out the activities?

c. Would you use this approach in a regular classroom setting? Why?

2. Let's share our thoughts as a class.

UNIT III

INCLUSIVE STRATEGIES FOR TEACHING VOCABULARY TO YOUNG LEARNERS

Unit objectives

- Understand how students learn vocabulary.
- Get to know different strategies to inclusively teach vocabulary to young learners.
- Get to know different ways to assess their students' outcomes.
- Design inclusive activities to teach L2 vocabulary

Lesson 1 - Teaching vocabulary explicitly to young learners

Class Objectives





- To get acquainted with strategies to effectively teach vocabulary to young learners.
- To experience different strategies to teach vocabulary to young learners.






Getting started!

I. Look at the following GVVP stages.

Stage 1:

Pineapple	Banana	Orange	Fruits
			
Piña	Plátano	Naranja	Frutas

Stage 2:

Pineapple	Banana		
			
	Plátano	Naranja	

II. In pairs, answer the following questions. Then, we will share our answers as a class.

1. Do you think these GVVP flashcards provide student-friendly definitions? Why?

2. Do you think this strategy let students experience and interact with the language?


3. Do you think there is a gradual shaping of vocabulary presentation? Why?



Lecture time

Students will listen to and pay attention to the teacher explanation about Vocabulary teaching/learning to young learners.

UNIT III: INCLUSIVE STRATEGIES FOR
TEACHING VOCABULARY TO YOUNG
LEARNERS.



LESSON 1 - TEACHING VOCABULARY
EXPLICITLY TO YOUNG LEARNERS

Teaching vocabulary to young learners



- Help learners to build a vocabulary network – mental lexicon.



As we have said before, vocabulary learning is the base for students to develop comprehension skills when facing an oral, written, or visual input.

Young learners, either inside or outside school, build their mental lexicon every day; therefore, as EFL teachers we need to be really careful when attempting to add words in a foreign language to their mental lexicon.

So keep in mind the following:

- Teach vocabulary explicitly.
- Provide student-friendly definitions.
- Use the words in context.
- Expose students to the words in different ways



The emphasis of this workshop will be teaching vocabulary explicitly to young learners, but.... why is it important to teach vocabulary explicitly?



- Think-Pair-Share: Why is it important to teach vocabulary explicitly?
 - ▣ Think about it, then share your thoughts with your partner. We will share as a class.



It is important to teach vocabulary explicitly because when we select the word to be taught, learners can gain a deeper understanding.

Also, “without direct, in-depth teaching of key words, most students will face difficulties understanding” the words when they read or hear them (Hanson & Padua, 2011, p.13).



According to Hanson & Padua (2011), these are essential components of vocabulary instruction.

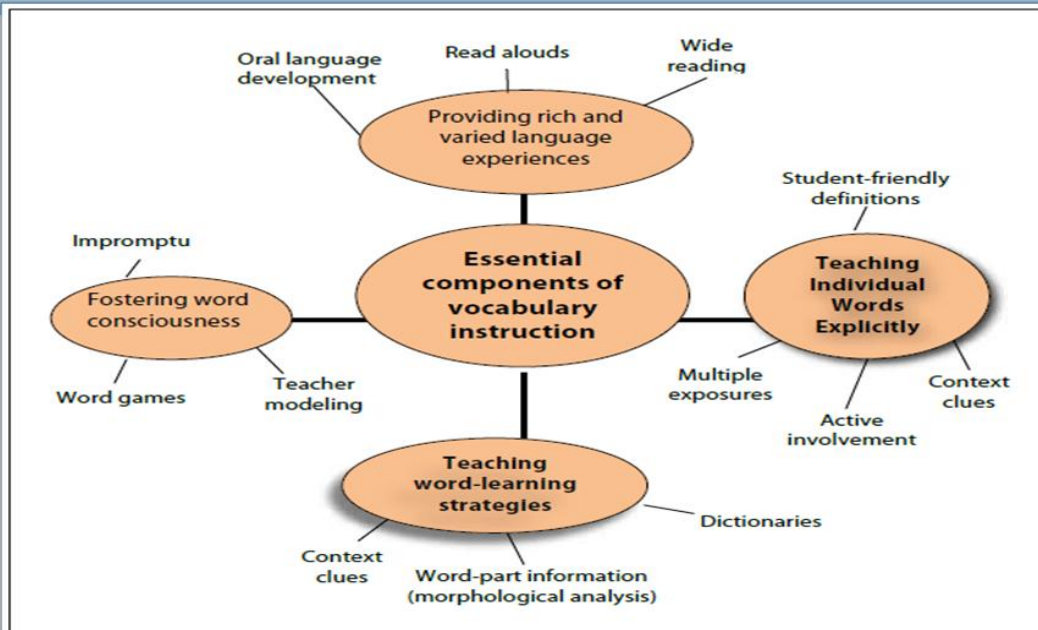


Figure 2. Essential components of vocabulary instruction. Adapted from Graves, 2006.

Steps for Teaching Individual Words Explicitly



- Identify the potential list of words to be taught.
- Determine which of these words to teach.
- Plan how to teach the words using the following strategies:
 - ▣ Provide a student-friendly definition.
 - ▣ Use the word in context and give contextual information.
 - ▣ Provide multiple exposures.
 - ▣ Offer opportunities for active involvement.

Notice how the strategies align with UDL's principles No. 1 and 2 on providing multiple means of representation and expression, respectively.





In the chart “essential components of vocabulary instruction”, an example of an activity is given for the category “teaching word-learning strategies” . Word detective is a guide/activity for learners to grasp the meaning of words from the context and in isolation.

Word Detective: Using Context Clues and Word Part Clues

When you come across a word and you don't know what it means, follow these steps to help you determine the meaning.

- 1. Use context clues.**
Read the text and sentences around the word to see if there are clues to its meaning.
- 2. Break the word apart.**
 - Look for the root word and figure out the meaning.
 - A root word is a word in its simplest form that carries the main meaning. It has no added word parts.
 - Look for the prefix and figure out the meaning.
 - A prefix is a group of letters added to the beginning of a word that changes its meaning (*un* [not] + *happy* = *unhappy*, which means “not happy”).
 - Look for the suffix and figure out the meaning.
 - A suffix is a group of letters added to the end of a word that changes how a word is used (*inspect*, *inspector*) or changes what a word means (*clueless* means “without a clue”).
- 3. Put the word back together.**
Put the meaning of the root word and any prefix and/or suffix together to see if you are able to build the meaning of the word.
- 4. Reread the text.**
Read again to see if you figured out the word's meaning. Ask yourself, *Does the meaning that I figured out make sense in this sentence?*

Figure 4. Anchor Chart of the Word Detective strategy. Adapted from Baumann, Font, Edwards, and Boland (2010).

Text from Textbook for 5th graders

Singapore Sports School

Are you good at sports? Can you imagine a school where the only thing students do is practise sports? That is the case of the students at the Singapore Sports School in Asia, a school specialised in sports. The children do sports such as football, tennis, athletics, etc. The teachers are professional sportspeople, and the children enjoy going to school every day. The facilities of the school are:

- two olympic swimming pools.
- a multi-sport auditorium.
- a synthetic football field.
- a gym.
- a cycle track.
- two tennis courts.

“The children do sports such as football, tennis, athletics, etc.

The teachers are professional **sportspeople**, and the children enjoy going to school every day.”



You will be the following instructions:

1. Now, in pairs, talk about what you think is the meaning of **sportspeople**.
2. Consider the clues that help you to find out the meaning.
3. Can anyone tell us the meaning of the word?
4. What gave you the clues?
5. Right: Sportspeople refers to people who do sports such as athletes, and football players.
6. Yes, the clue is in the previous paragraph.

8 Characteristics of Effective Direct Vocabulary Instruction (Marzano, 2004)



- 1. Effective vocabulary instruction does not rely on definitions.

Sweatshirt: A piece of informal clothing with long sleeves, usually made of thick cotton, worn on the upper part of the body:

VS.

Sweatshirt:



Sometimes an extremely detailed definition is not effective as an image representation.

- 2. Students must represent their knowledge of words in linguistic and nonlinguistic ways.

Vocabulary Family

1. Write down on your notebook the vocabulary of family members.
2. Draw at least two of your family members.
3. Name the family members you drew.

Students need to interact with the language in different ways. One strategy is that students build their own nonlinguistic lexicon through imaginary.



- 3. Effective vocabulary instruction involves the gradual shaping of word meaning through multiple exposures.

Say the word /ap.əl/

Write the concept

Draw a picture or show an image

Have the students smell, touch, and see the word (when possible)



You do not need to present multiple means of expression all at once. Scaffolding is really important and the more exposure the better.

- 4. Teaching word parts enhances students' understanding of terms.

Prefix	Meaning	Examples
un	not	unhappy, undigestable, unavailable, unsuccessful
dis	not	dislike, dissatisfied, disable
in	not	inactive, incomplete
im	not	impatient, imperfect

Having a "vocabulary wall" is a good idea so learners remember strategies such as paying attention to different parts of a word to guess their meaning.



- 5. Different types of words require different types of instruction.

- Abstract nouns:



Flashcards, and its multiple versions, are the most common form of vocabulary representation. However, in the case of some verbs or abstract nouns images will be the same as complicated definitions. In this case, a simple and concise definition, and an example are required.



- 6. Students should discuss the terms they are learning.

Activity

1. Look at the different fruits and vegetables you have in front.
2. Pick one you like and share with your partners.
3. Pick one you do not like and share with your partners

Students should interact with the vocabulary taught and not just passively look at images. Group conversations, presentations, or writing about the topic are different possibilities of discussion.



- 7. Students should play with words.

Board games

1. Vocabulary bingo
2. Hang man
3. Hot seats
4. Pictionary
5. Race dictations

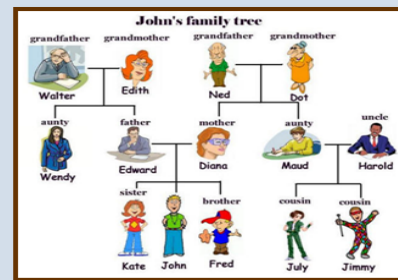
B	I	N	G	O
bottle	bowl	can	chopsticks	counter
cup	cupboard	cutting board	dish	fork
freezer	fridge	Free Space	glass	jar
jug	kettle	knife	oven	pan
plate	pot	rolling pin	sink	spatula

It is important that students also experience and experiment with the vocabulary.

Games are an engaging and fun way to do so. Also students see games as achievable challenges.



- 8. Instruction should focus on terms that have a high probability of enhancing academic success.



“Family Vocabulary” is one of the most common vocabulary across the English curriculum in Chile. Teach vocabulary that will be useful for their future and related with their background knowledge.





Let's Practice

I. Look at the following descriptions of vocabulary activities and identify the principles already covered in the following activities. You can make notes on the activities.

Once you finish each analysis, share your thoughts with your partner.

By the end, we will share as a class.

(All activities extracted from <http://www.saddleupfor2ndgrade.com/2015/07/4-games-to-increase-vocabulary-success.html?m=1>)

Look at the example.

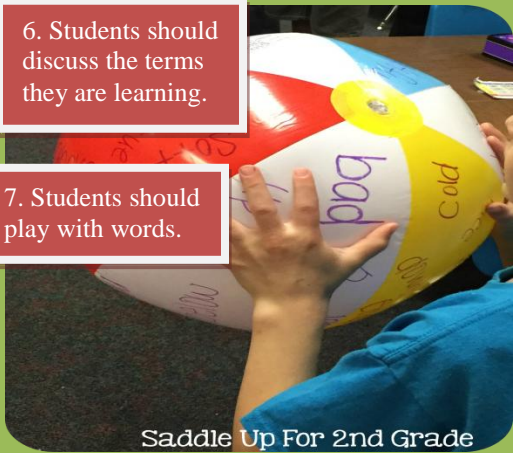
Beach Ball Vocabulary

All you need is a beach ball and a marker.
Write vocabulary words all over the ball in a random order.

Here is how to play:

1. Have students form a large circle around the room while you or another student stands in the middle.
2. GENTLY toss the beach ball to a student.
3. Whatever word their thumb (you can pick right or left) lands on, they must tell the definition, use it in a sentence, or give an example of.
4. Then they GENTLY toss the ball back to you and you throw it to another student.
6. Students should discuss the terms they are learning.
7. Students should play with words.

The example shown in the image was played with antonyms. Students had to say the antonym of the word one of their thumbs landed on.
For academic vocabulary, I have all of unit 1 words written on a ball, all of unit 2 words written on a ball, etc. This way they are getting review of words we have already learned.



Saddle Up For 2nd Grade

-It exposes students to the words in different ways.
-It applies background knowledge.

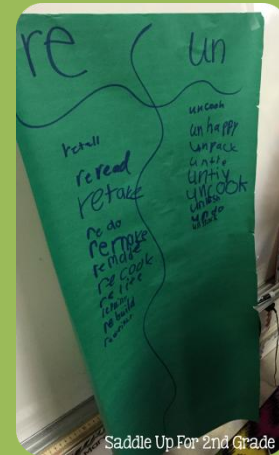
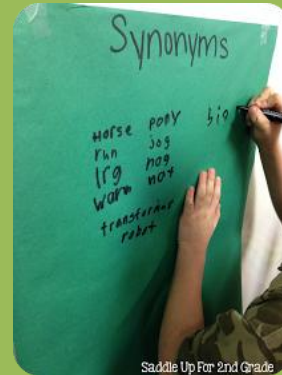
Activity 1

Word Speed!

Word Speed is a quick game that we play daily throughout the week. I do this with vocabulary and grammar skills mostly. All you need is some chart paper and markers. You could easily laminate chart paper and use dry erase markers to make it reusable. What you'll see below is bulletin paper from our workroom.

Here is how you play...

1. Split your class up into 2 teams. (You can do more if you'd like)
2. Tape a piece of chart paper on opposite sides of the room for each team. You want them far enough apart where the other team can't see the other's paper.
3. Write the topic you are covering at the top of the chart paper.
4. Time them for 1-2 minutes (sometimes this will be longer such as 3-4 minutes until everyone has a turn, but they think they only have one minute).
5. Each person writes a vocabulary word and passes the marker to the next person. They are not allowed to talk while doing this. (The picture above, they had to write a pair of synonyms. They cannot write something that has already been written.)
6. They have 1-2 minutes to write as many words as they can.
7. When the time is up, the person holding the marker brings it to you.
8. I give each team one point for having the correct words. They race every day. On Monday-Wednesday, I do not count off for spelling. On Thursday and Friday, if a word is misspelled, I do not count it. This helps with preventing tie-breakers.
9. At the end of the week, the team with most points is the Word Speed Champ for the week!



We play with a new piece of paper everyday so that they are able to use the same words. On Tuesday, I use the back of the page that they wrote on, on Monday. I kept a tally of the points on the board. I found that they loved this game so much, that they would go home and ask their families for words to use. Once the kids got into the routine of playing for various concepts, they would always ask if it was Word Speed time!

Activity 2

Vocabulary Kaboom!

All you need to create KABOOM is popsicle sticks, a permanent marker, and a cup.

Here's how to play:

1. Color one tip of each popsicle stick. This end sticks out of the cup.
2. Write a vocabulary word on each stick.
3. You also need 5-10 KABOOM sticks. (For my academic vocabulary sets, I put 2 sets of vocabulary words that are 8 words each, and then 5 Kaboom! sticks. For sight words, I do a full set and then 10 KABOOM sticks.)
4. Place all the sticks in a cup with the colored tip sticking up.



5. Students play rock, paper, scissors to see who goes first.
6. The first player draws a stick and reads the word. For academic vocabulary they must read the word correctly and tell the meaning or use it in a sentence. This is good for differentiation in your groups.
7. If the student reads the word and uses it in correctly they get to keep their stick.
8. If they read it incorrectly or use it incorrectly, the stick must go back in the cup.
9. If they draw a stick that says KABOOM! They have to put all of their sticks back into the cup. This is a BIG DEAL ya'll!
10. The player with the most sticks at the end of the game wins!



I like to play KABOOM with academic vocabulary at the beginning of each small group. I can easily differentiate each question I ask based on each student to fit their needs. We also play whole group using sight words, parts of speech, and for various math concepts. This is a favourite during stations as well.



Reflection time

1. Individually answer the following questions.

a. What opportunities / advantages do you see in using the strategies covered to teach vocabulary to young learners?

b. What limitations do you see in using the strategies covered to teach vocabulary to young learners?

c. Would you use the previous activities in your future classes? Why? What would you change?

2. Let's share our thoughts as a class.

UNIT III

INCLUSIVE STRATEGIES FOR TEACHING VOCABULARY TO YOUNG LEARNERS

Unit objectives

- Understand how students learn vocabulary.
- Get to know different strategies to inclusively teach vocabulary to young learners.
- Get to know different ways to assess their students' outcomes.
- Design inclusive activities to teach L2 vocabulary

Lesson 3 - Hands on: Teaching inclusively 1

Class Objectives

Analyse different activities to inclusively teach vocabulary to young learners.
Design inclusive activities to teach L2 vocabulary.



Getting ready!

1. Decide whether the following statements are true or false. Correct the false ones.

a. Universal design for learning is aimed only for students with special educational needs immersed in regular classrooms.

b. Guided Visual Vocabulary Practice (GVVP) is the use of flashcards with images and concepts only in the target language.

c. Multisensory approach works with most of the learners' senses when possible.

d. It is advisable to introduce vocabulary within a text since it gives learners a context.



Let's experience

1. Develop the following activities as if you were a school student.

Activity 1

Our bones

Objective: Students will be able to recall prior knowledge on bones.

Instructions: Look at the list of bones on the board. Talk with your partner and match the concept with the "bone":

1. In pairs, choose a bone name.
 2. Touch the part in your body where you think that bone is.
 3. Look at your partner, is he/she touching the same part?
 4. Once you agree, look at the images and decide in what flashcard it corresponds to.
- 10 minutes.

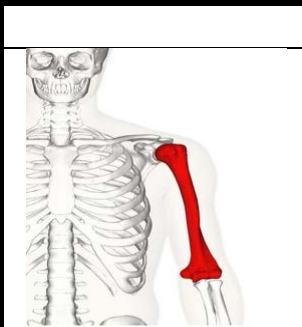
Assessment: Students check as group saying the answer out loud and touching their bodies according to the bone. Conflictive answers are discussed.

List of bones in English

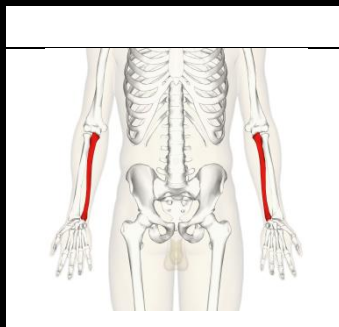
Skull Clavicle
Mandible Tibia
Radius Humerus
Vertebrae Scapula

List of bone in Spanish

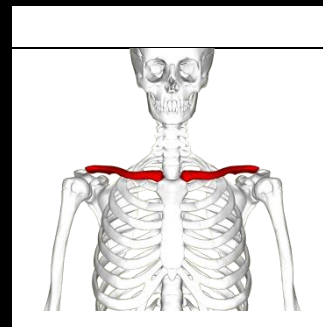
Costillas Mandíbula
Pelvis Fémur
Esternón Clavícula
Omóplato Tibia



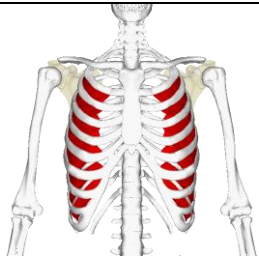
Húmero



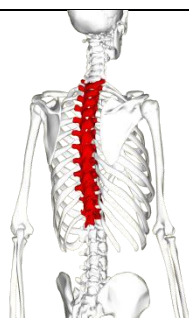
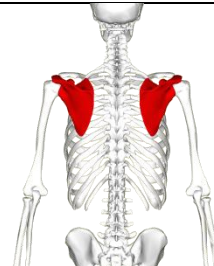
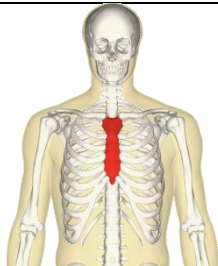
Radio



Ribs



Sternum



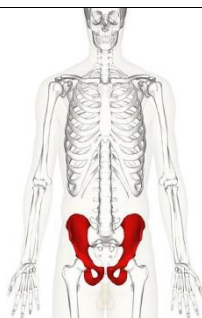
Vértabras



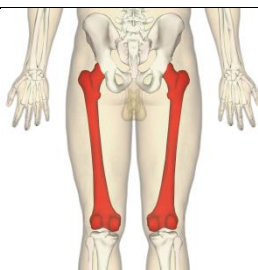
Cráneo



Pelvis



Femur



Activity 2


Kick me!

Objective: Students will be able to recognize the meaning of the words they have previously learnt.

Instruction: Look at your partners back, they will have some words on them. In your worksheet you have a set of definitions. Go around the room looking at your partners' backs and find the words for the corresponding definitions. Find all the words in 15 minutes.

Assessment: Teacher says out loud the correct answers in order when all the students have finished the activity.

Rain	Shower	Cloud	Lightning	Fog	Hot
Thunder	Sunny	Cloudy	Wet	Rainy	Rainbow
Foggy	Snow	Hail			



Word	Definition	Word	Definition
	The sudden loud noise that comes from the sky especially during a storm.		Raining a lot.
	Small, hard balls of ice that fall from the sky like rain.		A water condition in which very small drops of water come together to form a thick cloud close to the land or sea ocean, making it difficult to see.
	With clouds.		Very warm.
	Covered in water or another liquid.		An arch (= curved shape) of different colours seen in the sky when rain is falling and the sun is shining.
	A flash of bright light in the sky that is produced by electricity moving between clouds or from clouds to the ground.		A short period of rain or snow.
	A grey or white mass in the sky, made up of very small floating drops of water.		Bright because of light from the sun.
	The small, soft, white pieces of ice that sometimes fall from the sky when it is cold, or the white layer on the ground and other surfaces that it forms.		Drops of water from clouds.
	With fog.		



Once you finish discuss in pairs the following aspects contrasting "Activity 1" and "Activity 2".

Features from	Example Activity 0	Activity 1	Activity 2
Universal Design for Learning	<i>Multiple means of production.</i>		
Multisensory approach	<i>Not observed</i>		
Guided Visual Vocabulary Practice	<i>Use of flashcards but no GVVP</i>		
Explicit vocabulary reaching	<i>No. Vocabulary highlighted from a text.</i>		
Coherence with the objective	<i>Yes.</i>		
Instructions	<i>Not clear enough.</i>		
Assessment	<i>Students look at the answers from the board.</i>		
Others	<i>It's not clear what students do after they finish. There is no time limit.</i>		

Example - Activity 0

Objective: Students will get acquainted with words related to flowers.

Instruction:

1. Read the text and look at the highlighted words, once you finish match the highlighted words with the pictures below.
2. Once you finish you can: Pick two flowers and draw the gardens of your dreams / Write three lines about the flower you like the most / Create a dialogue with a partner about a flower you like.

Assessment:

1. Teacher projects on the board the images and the right answer to each of them. Students copy or correct them from the board.



Hands on



Unit II on...

Universal Design for Learning

Guided Visual Vocabulary Practice

Multisensory Approach

1. Read the following classroom contexts. Choose one and create one warm-up or closure activity, and a core activity to teach vocabulary inclusively.

Next week:

Conduct the activities with your classmates - No more than 15 minutes.

CONTEXT I

Students have been covering "Unit 2 - At home" so far they have covered "Lesson 1 - Accommodation" and "Lesson 2 - Houses".

Students have only been working with the textbook which provides exercises such as matching the image with the concepts, maps with parts of the house; reading texts describing the house and what is in it; listening activities where students must recognise the mentioned elements. By the end of the lessons students are asked to draw a map of their houses and present it.

Lessons 1 & 2 vocabulary

Sofa - table - bed - TV - chair - stereo - notebook - Internet connection - lamp - pictures - small window - big window

Bathroom - bedroom - kitchen - terrace - living room - garden - dining room - pool - barbecue area

Cottages - two-storey house - big house - flat - small house - semi-detached house

Grammar

There is - There are - numbers - adjectives - Yes/No questions (Is it a sofa?)

CONTEXT II

Students have been covering "Unit 2 - Extracurricular activities" on their course books, which is their only resource. So far they have covered "Lesson 1 - Join the activities" and "Lesson 2 - Which ones ?"

Most of the activities on the book consist on providing definitions, completing with missing information, relating images with concepts, recognising activities vocabulary in listening and reading activities.

Vocabulary

Swimming pool - Sketch presentation - song festival - baby football championship

Singing - cooking - dancing - gardening - playing cards - playing the guitar - reading - singing - swimming - Telling the time

Grammar

Routines - Have to

Tips!

You can use UDL

Consideration checklist to assess your activity (Unit II).

The context is there to guide you, but follow your own inclusive path!



Reflection time

1. Individually answer the following questions.

a. How did you feel when doing activities that were (or tried to) be inclusive? Can you tell the difference between an inclusive activity and a regular one?

b. In your work designing the activities, what is the main problem you have been facing?

c. Do you think it is possible to apply the strategies covered to any stage of your classes?



2. Let's share our thought as a class.

UNIT IV

CREATING INCLUSIVE CLASSROOMS

Unit Objectives

- Evaluate learning procedures towards an inclusive classroom.
- Apply strategies to teach inclusively according to the classroom context.
- Adapt learning procedures for an inclusive classroom.
- Design activities to teach L2 vocabulary.
- Evaluate their own learning outcomes.

Lesson 1 - Current teaching situation

Class Objectives

To evaluate a learning procedure proposed by MINEDUC for 5th graders towards an inclusive classroom.

To apply strategies to teach inclusively according to the classroom context.

To express critical thinking towards the problematic given.



Getting started! Activating prior knowledge.

I. Carousel Brainstorming.

1. Form groups of 3 students. Choose a colour and a marker from the box, all of you must have a marker (blue, red, orange, green, black).
2. Look at the wall, you will see 5 stations with sheets of papers. Choose a station and go there. Don't look at the sheets of paper yet.
3. In each stations there are five different sheets of paper, each of them has one question. You will have 2 minutes to choose a sheet of paper, read the question, discuss it with your group and write an answer on it. Once the time is up you must head to the next station.
4. You are allowed to correct another's group answer but you must answer one question within the 2 minutes.
5. You must not answer the same question you did in the previous station.



Unit I on...

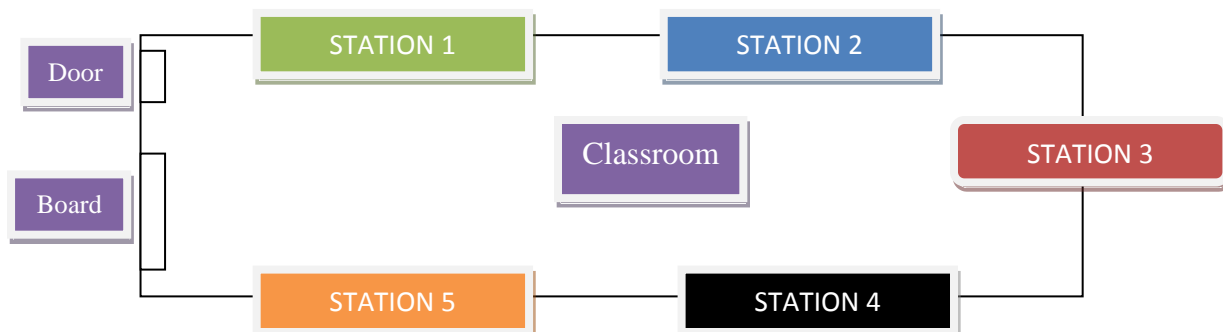
Intellectual disability and learning difficulty.

Unit II on...

Universal Design for learning.

Multisensory approach.

GVVP.



Questions				
1. What are the key components to inclusively teach vocabulary in an effective way?	2. Is it important to consider the different learning styles of your students? Why? Why not?	3. What is the idea behind the use of the mother tongue, the target language, and images in the Guided Visual Vocabulary Practice (GVVP)?	4. How are Intellectual Disability and Learning Difficulties different? Expand.	5. Why is in this workshop Universal Design for Learning considered an umbrella term for multisensory approach and GVVP?



Hands on!



Today we will analyse activities from the textbook for 5th graders given by the Chilean government. We will look at pre, while, and post activities from Unit 5 "Nature, specifically Lesson 3 "National Flowers". First, we will look at the unit objective and then at the lesson objective. To guide our analysis of the activities we'll use a modification of the "Deriving UDL's solutions" Table from Unit II. Let's start!

I. Look at Unit 5: Nature's Unit Objectives, keep them in mind when we analyse the different activities.

Unit 5

NATURE

LEARNING OBJECTIVES

Reading
You will use different strategies to read and understand

- a magazine article.
- a legend.

Listening
You will use different strategies to listen and understand

- instructions to make a garden.
- an interview about pets.

Oral expression
You will

- produce and reproduce dialogues about the natural world.
- practise English sounds.

Written expression
You will

- complete sentences.
- produce short texts.

II.

1. Look at the "Before reading" section from Lesson 3. Individually use the modified "Deriving UDL's Solution" table and write down the possible limitations that this section presents. You can make notes on the page.

(Teacher's example)

NATIONAL FLOWERS

Lesson 3

Ministerio de Educación
eccc
Instituto de Investigación

Before reading

1 Look at the flowers next to the map of the UK. Do you know the names of those flowers in Spanish? If so, write them down. If not, find out.

2 What is Chile's national flower?

a. The carnation.

b. The *copihue*.

c. The rose.

3 Write the names of the countries in the map and try to guess the national flowers.

4 Do you know any stories about flowers and plants? Ask your partner.

5 Predict the topic of the text.

a. A national flower.

b. Geography.

c. History.

IN THIS LESSON YOU WILL:

- read and show comprehension of a legend about a Chilean bush.
- show comprehension of short written texts.
- complete charts with specific information.
- produce and reproduce dialogues about different flowers.

Pictures make it hard to distinguish the flowers.

Instead of "Find out" give possibilities and Ss can select, or pair. GVVP would be a good option.

What on Earth is that?

How are they supposed to know that? They should be given options at least.

It should say this is the UK.

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2. Share with a partner the identified "potential barriers / missed opportunities" and together think of possible solutions.

3. Let's share as a class.

Deriving UDL's Solutions table - Teacher's example

Activity	Potential Barriers / Missed opportunities	Solutions
Images with the flowers.	-Images not clear enough. There is not much difference between the daffodil and the calafate. -Maybe students do not know the flowers so they do not even know the names in Spanish.	-Present images where they notice the difference. Look for images with different colours, positions, etc.
Map of the country.	-Easy to identify Chile, but does it mean that in the North there aren't flowers? -It should say which country is which.	-Add a flower for each zone. -Name tag for "CHILE" and "UNITED KINGDOM - UK"
Activity 1: Name of the flowers in Spanish or find out.	-Do they really know the names in Spanish? -How should they find out?	- GVVP with the names in Spanish as options so students complete it.
Activity 2: National flower in Chile.	-Maybe they don't know, so vocabulary should be presented.	-Present the named flowers on the section with the countries and vocabulary.
Activity 3: Names of the UK's countries.	-Why do they need to know that in the unit and according to the objectives? -Do they even know the name of the countries?	-Give alternative so the students can do educative guesses. -Have students work in pairs. -Assessment: Check with the students out loud while showing them the answers.
Activity 4: Stories about flowers.	-It's hard that they dare to share about this even if they know a story.	-Include summary of stories and then ask if they know some of them or any other.



(after listening to what the students have shared)
Here are some sample identified barriers and missed opportunities of this activity. Let's look how it would look like with the proposed solutions.

Lesson 3 - National Flowers - Before reading

Chile

United Kingdom (UK)



Dalea



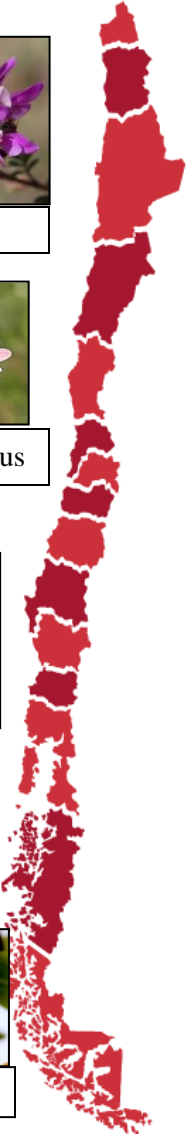
Chrysanthemus



Copihue



Calafate



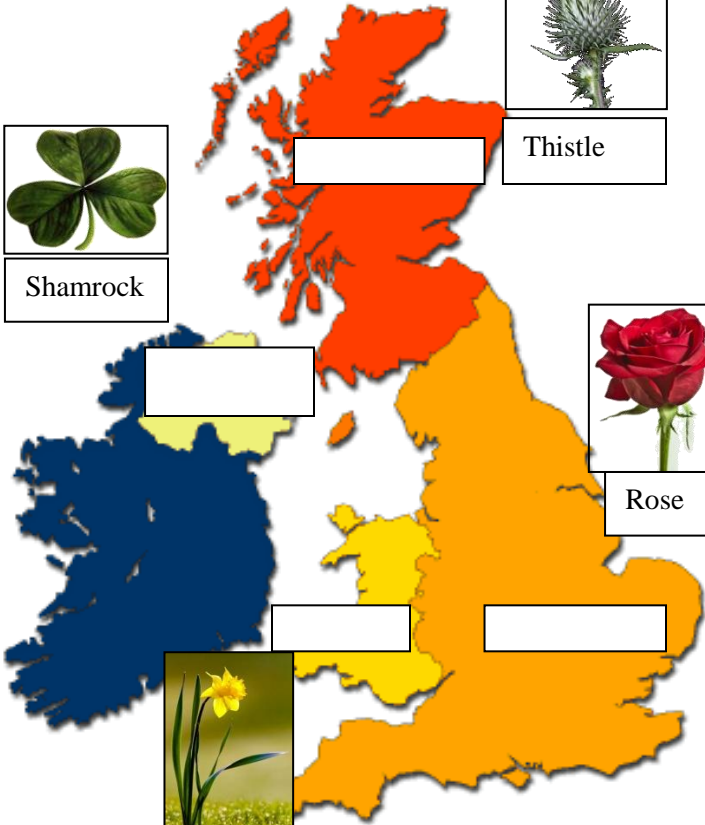
Shamrock



Thistle







Rose



Daffodil

1. Look at the flowers in the map of the UK. Look at the names of the flowers in Spanish and write them with the corresponding flower.

ROSA - TRÉBOL - NARCISO - CARDO

			
Thistle	Rose	Shamrock	Daffodil

2. What is Chile's national flower? Circle the correct answer.

a. The Carnation



b. The *copihue*



c. The rose



3. Look at the names of the countries in the box. In pairs, put the names in the map.

ENGLAND - SCOTLAND - NORTHERN IRELAND - WALES

4. Read the following stories. Do you know any of these stories about these flowers? Do you know any other?


Story A: Narcissus was the name of a beautiful young woman who looked all the time at her reflection on the river thinking it was the face of her dead twin sister. One day, she died by the river looking at the reflection. Time passed and a flower as beautiful as the woman was born, the narcissus.

Story B: A woman had a beautiful garden full of tulips. Every night the fairies leaved their babies inside the tulips to sleep and sang for them. When the woman died, the fairies did not allowed another flowers to grow and they planted tulips in her grave and sang for her. Now, every night in a garden of tulips you can hear the fairies sweetly sing.

III.


1. Look at the "Reading" section from Lesson 3. Individually use the modified "Deriving UDL's Solution" table and write down the possible limitations that this section presents. You can make notes on the page.

(Teacher's example)

Reading 

THE LEGEND OF THE CALAFATE

Koonex was an old woman from the *Tehuelche* tribe. When the tribe had to move to another territory, she couldn't go because she was very weak, so the women of the tribe made her a sunshade out of *guanaco* skin and left her food and wood. Winter arrived, and some birds came to keep Koonex company. One of the birds said: "We need food and a place to stay and keep warm". Koonex said: "I understand. As from today, you will have food and shelter all year round" Some wind blew the sunshade away and Koonex transformed into a beautiful bush with perfumed yellow flowers. In summer, the flowers turned into fruit. This is why there are always birds around the *Calafate* bush.




What is that?

6 Read the text and check your prediction in Exercise 5.

7 Read the text again. Are these statements true (T) or false (F)?

- a. The *calafate* flower exists all year round.
- b. The woman made her own clothes.
- c. *Koonex* was a bird.


8 Read the text once more. Then, look at the illustration and answer these questions with your partner.



- a. What happened to Koonex in the end?
- b. Do you like this legend? Why? Why not?

9 Read the text once more and number these sentences in the order the events happen.

- a. Koonex turns into a bush.
- b. The tribe moves away.
- c. There are always birds around the *calafate*.
- d. The bird says they need food and shelter.



Unit 5

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They should have a proper space to answer.

2. Share with a partner the identified "potential barriers / missed opportunities" and together think of possible solutions.

3. Let's share as a class.

Deriving UDL's Solutions table - Teacher's example

Activity	Potential Barriers / Missed opportunities	Solutions
Reading: The Legend of the Calafate	Unfamiliar vocabulary might appear on the text.	-Previously teach vocabulary more related with the text rather than to the lesson.
Activity 8: Reading comprehension answers	Too much space but not space to answer. Students with Intellectual disability or asperger syndrome need structure.	- Provide proper space to answers for each question.

Lesson 3 - Reading

A. Before we read, match the word with the image:

1. Sunshade _____



2. Bush _____



Even though this section is not focused on vocabulary, remember that for a learner to comprehend a text vocabulary is a key element.
Also, UDL can be used at any stage of the class. The focus is on a effective/inclusive teaching and learning.

8. Read the text once more. Then look at the illustration and answer these question with your partner.


a. What happened to Koonex in the end?

b. Do you like this legend? Why? Why not?

IV.

1. Look at the "After reading" section from Lesson 3. Individually use the modified "Deriving UDL's Solution" table and write down the possible limitations that this section presents. You can make notes on the page.

(Teacher's example)



After reading

LANGUAGE FORM
The Simple Present tense

1. Look at these sentences from the text.
*We **need** food, and a place to stay and keep warm*
*I **understand**. As from today, you will have food and shelter all year round.*
2. Notice we use this verb form to express and describe a fact.
3. Find more examples in the text.


10 Complete this chart indicating cultural differences and similarities between Chile and England.


	Location	National flower	Language
Chile			
England			


11 Create sentences with information from the chart in Exercise 10.
Examples: *In England, people speak English.*
Chile is in South America.


12 Match the colour.


blue
red
white
black
brown
yellow
green


a. 


c. 

e. 

g. 

b. 

d. 

f. 

13 Draw and colour the flowers.

a. A yellow and red rose.

b. A red *copihue* with green leaves.

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Where do they write them?
Vague instructions

Maybe further description was needed in the "before listening"

How?
If it is with a line, maybe too messy.

Why?
Why only one option?

2. Share with a partner the identified "potential barriers / missed opportunities" and together think of possible solutions.

3. Let's share as a class.

Deriving UDL's Solutions table - Teacher's example

Activity	Potential Barriers / Missed opportunities	Solutions
Language form box. Instructions 3.	-No space for answers. -How many more?	-Provide more space for answers. -Young learners are concrete learners, they need to know how many more examples they can find in the text.
Activity 10	-How are they supposed to know where is located England?	-Talk about the countries before doing the activity. -Present a video/image with their locations included.
Activity 11	-No space for answers -Or at least it does not say where they have to write them.	-Provide space for answers. -Specify where they should write the sentences.
Activity 12: Match the colour	-Vague instructions. How should they do it. -It might be a bit messy is they draw lines, making it hard to have an easy access to the words.	-Clarify where or how they should provide their answers. - Draw lines for answers.
Activity 13: Draw and colour the flowers.	-Students might not like drawing. -Students might feel they are not good at it and feel frustrated. -Students might be slow at drawing and painting and want to finish instead of continuing with the class. -Students might like too much the activity and keep on drawing instead of what's next. -Students might finish too soon and get bored.	-Give options such as working with a partner. -Establish a time limit and include "as much as you can". -Provide more options to drawing: Give a list of flowers and colours or let them free their imagination.

Lesson 3 - After reading

Language Form	The Present Simple Tense
<p>1. Look at these sentences from the text. <i>We need food, and a place to stay and keep calm.</i> <i>I understand. As from today, you will have food and shelter all year round.</i></p> <p>2. Notice, we use verb forms like "need" to express and describe a fact.</p> <p>3. Find two more examples in the text about <i>The Legend of the Calafate</i>. 1. _____ 2. _____</p>	

10. Complete this chart indicating cultural differences and similarities between Chile and England.

Brainstorm ideas about what the students know or remember about Chile and UK before starting the activity. Teacher writes their ideas on the board. Teacher can also show a picture with the location of the countries and have students guess.



11. Create sentences with information from the chart in Exercise 10. Write the answers on your copy book.

Examples: *In England, people speak English.*
Chile is in South America.

12. Match with a line the colours and their concepts.

blue red white black brown yellow green

12. Match the colours with their concepts. Write the words below the colours.

blue red white black brown yellow green

13. In 10 minutes draw and colour the flowers as much as you can. For this part you can choose one of the following tasks:

- a. Draw a yellow and red rose, and draw a red *copihue* with green leaves.
- b. Work with a partner and draw a yellow and red rose, and a red *copihue* with green leaves.
- c. Draw and colour a flower you like.
- d. Draw and colour a flower you don't like.
- e. Invent, draw, and colour your own flower.

Once you finish you can:

- a. Draw and colour a purple and yellow daffodil.
- b. Draw and colour a blue carnation
- c. Draw and colour a flower you like.
- d. Draw and colour a flower you don't like.
- e. Invent, draw, and colour your own flower.



Here again, only the last two activities explicitly relate to vocabulary teaching or application, but you **MUST** make sure that all your activities are of easy access to all your students.

As a teacher, because of time you might not be able to change all your activities so they are fully inclusive, but keep in mind that most of your students must understand what you are teaching and what you are asking them to do.



Reflection time - Exit ticket.

1. Individually complete the following exit ticket with your reflections of today's class. Hand in your Exit Ticket before you go.

Name: _____

- Today I reinforced the concept _____ which is _____
_____. Today we used it for /in _____

- The easiest part of the class was _____ because _____

- The most difficult part of the class was _____ because _____



UNIT IV

CREATING INCLUSIVE CLASSROOMS

Unit Objectives

-Evaluate strategies to teach inclusively according to the classroom context.

-Adapt learning procedures for an inclusive classroom.

-Design activities to teach L2 vocabulary.

-Evaluate their own learning outcomes.

Lesson 2 - Curriculum adaptation

Class Objective

To adapt different activities proposed by MINEDUC for 5th graders.



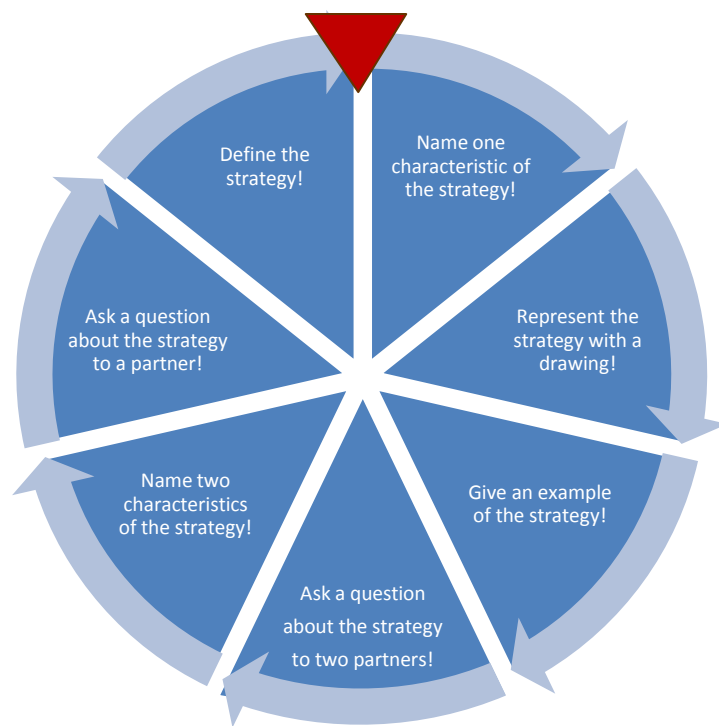
Getting started!

1. Strategies spinner. In pairs students will make the spinner spin, once the spinner stops students will have to perform as fast as possible the signalled activity. Students can choose any covered strategy or content to perform the activity.

Example:

Action "Name one characteristic"

Students: "GVVP is a flashcard that includes concepts in two languages and an image"



Unit II on...

Universal Design for Learning

Guided Visual Vocabulary Practice

Multisensory Approach


Unit III on...

Task-based approach

Explicit vocabulary teaching



Hands on

1.  Look at the description of Unit 4 from the 5th Grade course book "The English Village". You will have to adapt "pre", "while", and "post" activities so they fit the principles of Universal Design for Language, Multisensory Approach, or the use of flash cards.



Unit 4

NO MATTER THE WEATHER!

Ministerio de Educación
e cc
Prohibida su comercialización.

LEARNING OBJECTIVES

Reading
You will use different strategies to read and understand

- blog posts about winter and summer activities.
- chat conversations making and declining invitations.

Listening
You will use different strategies to listen and understand

- a weather report.
- a dialogue about technological resources at the English Village.

Oral expression
You will

- reproduce and produce short dialogues.
- practise English sounds.

Written expression
You will

- complete sentences.
- produce short texts.

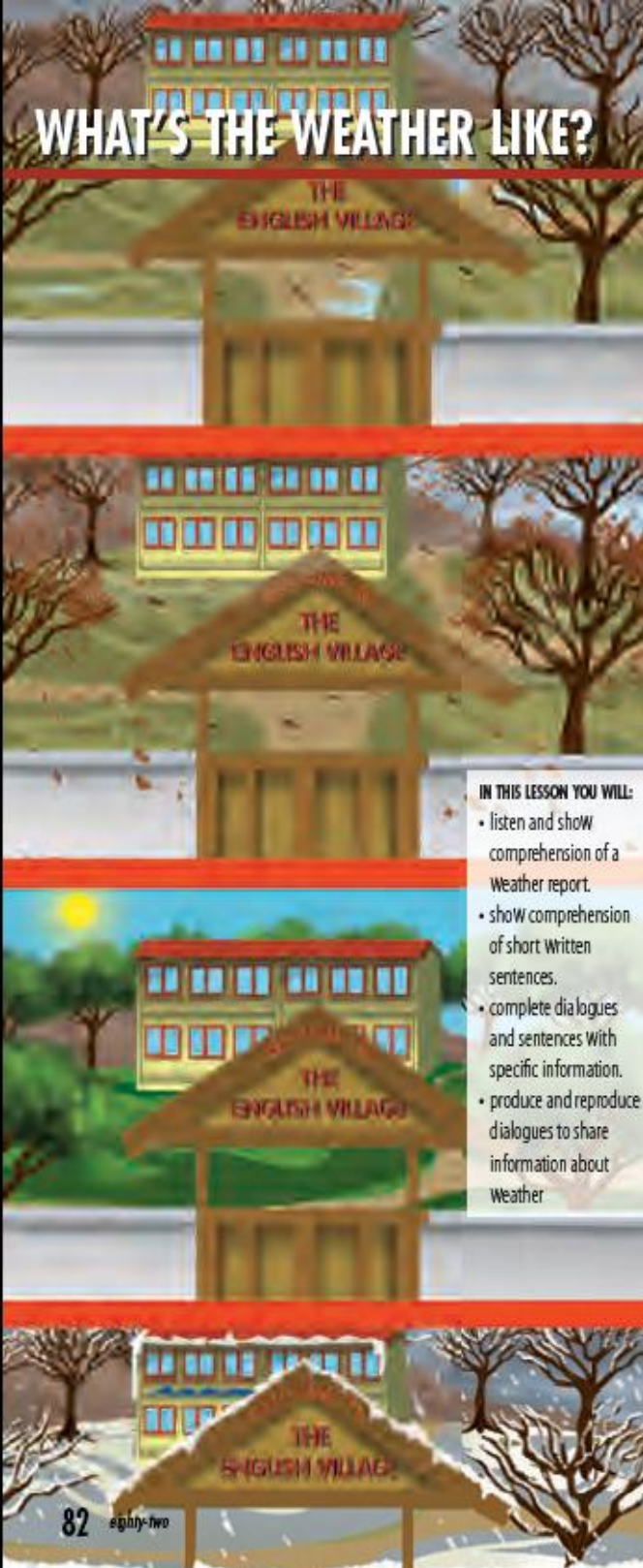


Tips!

You can use UDL's check list and "Deriving UDL's Solutions" Table to guide your adaptation.

1. Pre-Listening Activity

WHAT'S THE WEATHER LIKE?



THE ENGLISH VILLAGE

THE ENGLISH VILLAGE

THE ENGLISH VILLAGE

THE ENGLISH VILLAGE

IN THIS LESSON YOU WILL:

- listen and show comprehension of a Weather report.
- show comprehension of short written sentences.
- complete dialogues and sentences with specific information.
- produce and reproduce dialogues to share information about weather

82 eighty-two

Lesson 1



Before listening

- 1** Why are these pictures different?








- 2** Match the weather words and the pictures.



It's cloudy



It's cold

It's sunny



It's snowing

It's hot




- 3** Write the name of the corresponding season.

 - a. _____ It's very cold, it rains, and it snows.
 - b. _____ Trees and flowers start to grow.
 - c. _____ It's hot and sunny. People go on holiday.
 - d. _____ It's cool and cloudy. Leaves fall from the trees.

Autumn
Winter

Spring
Summer

- 4** What's the weather like in your city? Draw pictures illustrating the weather for today and for tomorrow.



Reflection time. In pairs answer the following questions.

a. What changes did you do to the activities? What did you keep and what did you take away from it?

b. Why did you decide to do (or not do) those changes?

c. How are the activities different from before?

d. How do your adaptations align with the unit objective?

Share your answers with the class.

2. While Listening



Listening

- 5 Listen to a weather forecast for South America and draw the weather symbols on the map.

wind snow rain sun cloudy
    



- 6 Listen again and write the temperatures for each city in the corresponding boxes.
- 7 Listen again. Tick (✓) the correct information and cross (X) the incorrect information.
- ___ It's snowy in Colombia.
 - ___ It's rainy in Lima.
 - ___ It's hot and sunny in the north of Chile.
 - ___ It's rainy in Montevideo.
 - ___ It is sunny in Bogotá.

TRANSCRIPCIÓN DE LOS TEXTOS GRABADOS

Lesson 1 – Listening

And here is the international weather report. There's low pressure
It's snowy in the south of Argentina and Chile and it's rainy in
Santiago, Buenos Aires, and Montevideo.

It's sunny in the north of Chile and the temperatures are high.

The weather in Lima is hot and dry, but there are many clouds in
Bogotá.

Now, the temperatures for today in the main cities of the region:

Santiago 15° C, Buenos Aires 12° C, Montevideo 13° C,
Asunción 21° C, Lima 22° C, Bogota 20° C, and Sao Paulo 16° C.



Reflection time. In pairs answer the following questions.

a. What changes did you do to the activities? What did you keep and what did you take away from it?

b. Why did you decide to do (or not do) those changes?

c. How are the activities different from before?

d. How do your adaptations align with the unit objective?

Share your answers with the class.

3. Post-Listening



After Listening

8 Which place in South America is the hottest and which place is the coldest?

9 Put these letters in order to form weather words.

a. n s u y n _____ d. d w i y n _____

b. l o c d _____ e. d c y o u l _____

c. t o h _____ f. t e w _____

10 Draw pictures to illustrate the descriptions (a – d).

a. It's going to rain on Monday.

c. It's going to snow on Friday.

b. It's going to be sunny on Sunday.

d. It's going to be windy on Saturday.

LANGUAGE FORM

Formation of adjectives

- We can form adjectives adding *y* to words like
sun → *sunny*, *cloud* → *cloudy*, *snow* → *snowy*
- Rewrite the following sentences using adjectives.
 - It's going to rain tomorrow.
It's going to be _____ tomorrow.
 - It's going to snow next Tuesday
It's going to be _____ next Tuesday.



Reflection time. In pairs answer the following questions.

a. What changes did you do to the activities? What did you keep and what did you take away from it?

b. Why did you decide to do (or not do) those changes?

c. How are the activities different from before?

d. How do your adaptations align with the unit objective?

Share your answers with the class.



Final Question

a. What was for you the hardest part of adapting the activities? Why?

Let's share our answers as a class.

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Appendixes

Appendix A: Needs Analysis survey

Pre-service teachers

Objective: This survey aims to find out pre-service teachers' knowledge and perceptions of special needs, specifically learning difficulty and intellectual disability.

1. What teaching practicum have you done so far? Select more than an option, if needed.

Initial Intermediate Final

2. During your practicum, have you encountered students with any special needs? Which ones?

Yes No I don't know I haven't noticed it.

3. Are you familiar with any Chilean laws related to the inclusion of students with special learning needs?

I know a lot about it I know something about it I've heard about it I don't know anything about it.

4. Mark with an X your level of knowledge regarding the following special needs.

Special Need	I know a lot about it	I know something about it	I've heard about it	I don't know anything about it
Attention Deficit Disorder (ADD)				
Attention Deficit Disorder with Hyperactivity (ADHD)				
Learning Difficulties				
Borderline				
Intellectual Disability				

5. Why do you think you have that level of knowledge? Mark the option(s) that are true for you.

I was taught about it at university.

I took an elective course at university.

I have done some independent reading.

I watched a documentary / TV program.

I attended a workshop /Lecture.

Other: _____

SPECIAL NEEDS STUDENTS

Learning Difficulties: Learner has the ability to do something, but the disorder prevents task completion and achievement. Particularly in reading and maths.

Borderline: Difficulties at interacting in the school, work and social context. IQ between 70 and 79.

Intellectual Disability: Inability to learn beyond a certain point.

6. Are you familiar with any strategy to work with students with cognitive disability?

Yes I don't have it clear. No, I don't

6.1. If your previous answer was affirmative, which one(s)?

6.2. If your previous answer was negative, why?

7. Are you familiar with any strategies to work with students with learning disability?

Yes I don't have it clear. No, I don't

7.1. If your previous answer was affirmative, which one(s)?

7.2. If your previous answer was negative, why?

8. Are you familiar with any strategy to teach vocabulary to students with cognitive or learning disability?

Yes I don't have it clear. No, I don't

8.1. If your previous answer was affirmative, which one(s)?

8.2. If your previous answer was negative, why?

9. Do you feel prepared to teach English to students with learning or cognitive disabilities?

Yes No

Why? _____

10. Do you think English as a Foreign Language teachers need special training to teach disabled students?

Yes No

Explain _____

Appendix B: Needs Analysis results

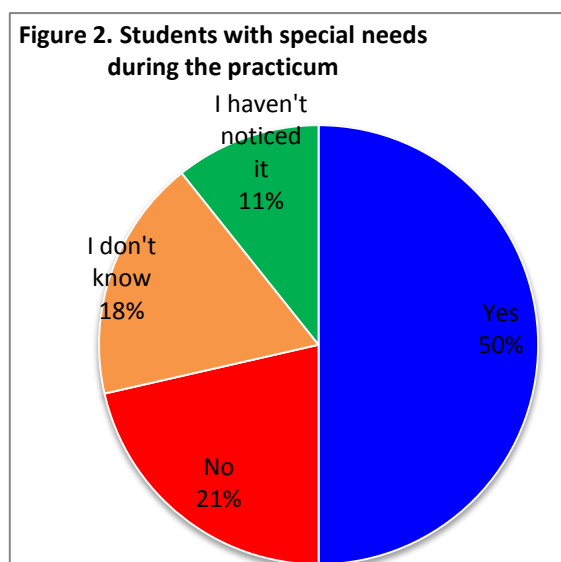
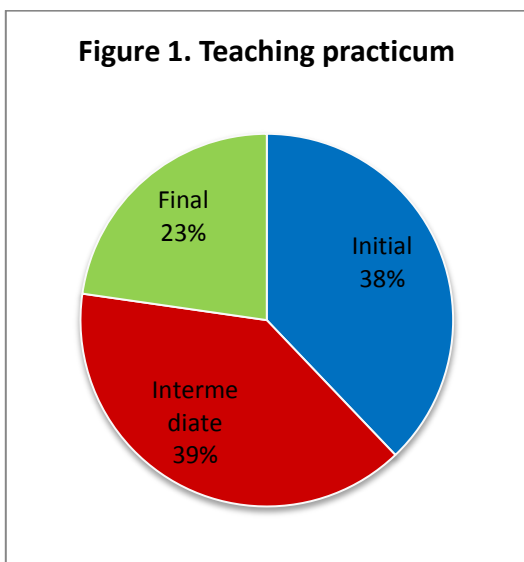
Needs Analysis Results

The instrument used to collect data was a 10-question questionnaire answered online and in paper by 28 students from the Teaching English as a Second Language program from Pontificia Universidad Católica de Valparaíso.

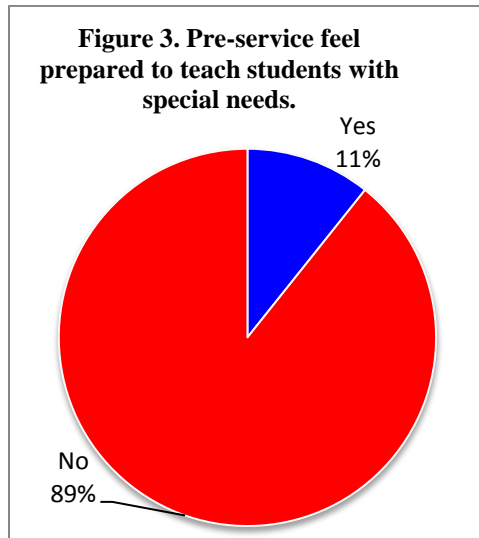
The objective of this questionnaire was to find out pre-service teachers' knowledge and perceptions of special needs, specifically learning difficulty and intellectual disability.

Results of the Needs Analysis

Most of the participants have already done their initial and intermediate practicum while a minor percentage are currently doing their final teaching practicum (Figure 1). When it comes to the diversity of the students in the classroom, 50 percent of the pre-service teachers claimed they have encountered students with special needs, while a 29 percent of them did not know about that or they did not noticed if there were students with any special needs in the classroom. On the other hand, 21 percent of the students reported not encountering any special needs case (Figure 2).



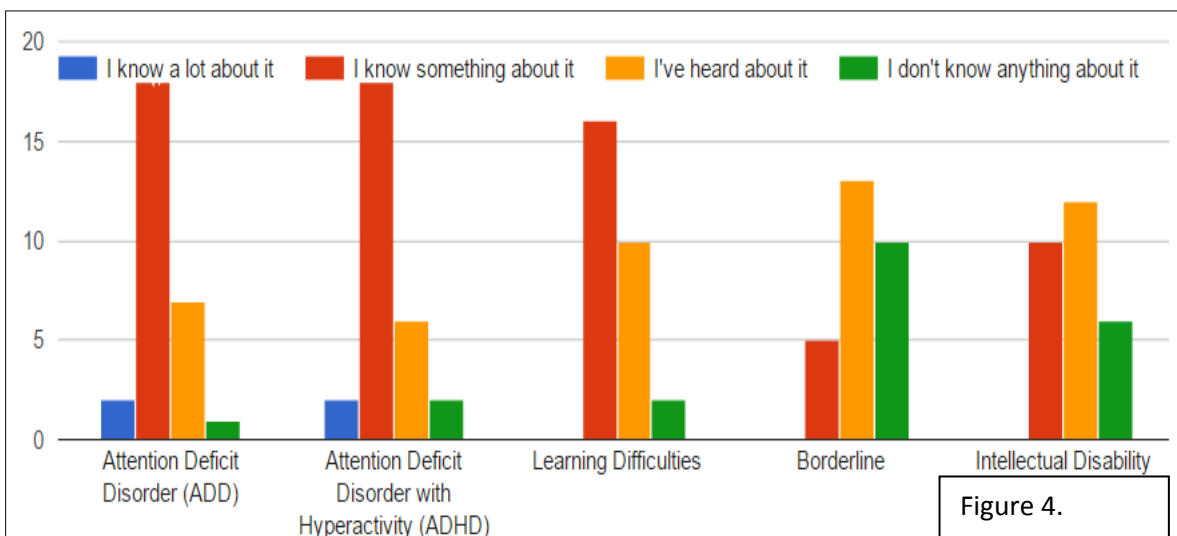
When pre-service teachers were asked if they felt prepared to teach students with learning and intellectual disabilities specifically (Figure 3), only 3 of them claimed to be prepared while the remaining 89 percent of them said they did not feel competent enough to teach students with special needs.



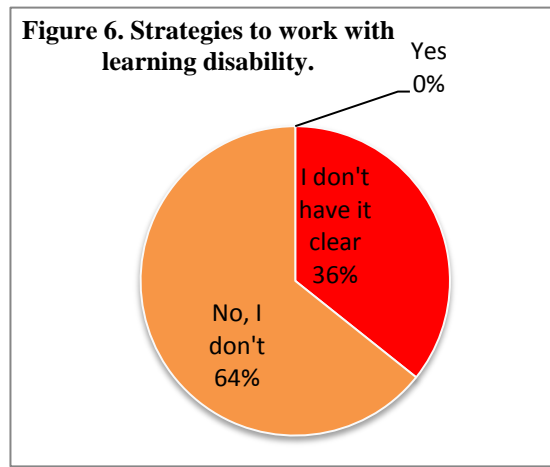
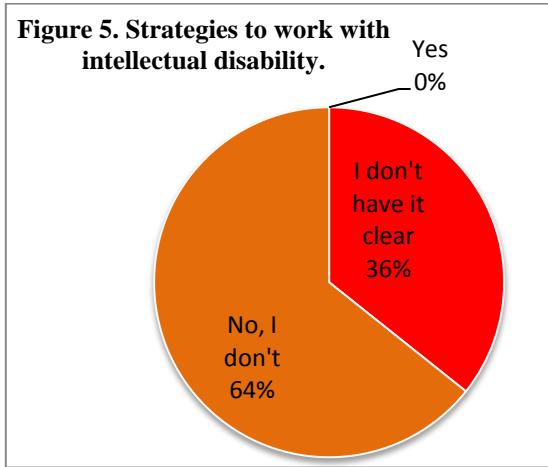
When they were asked to give the reasons why they felt or not prepared to teach English to students with learning or intellectual disabilities, most of the pre-service teachers claimed they were not sure about their knowledge on special needs in general.

In a multiple-choice grid (Anexo A. p. 38) measuring the knowledge of pre-service teachers about five different special needs (Attention Deficit Disorder, Attention Deficit Disorder with Hyperactivity, Learning Difficulties, borderline and Intellectual disability), only four students claimed to know a lot about Attention Deficit Disorder and Attention Deficit Disorder with Hyperactivity. The most frequent answers for the five disabilities were between "I know something about it" and "I've heard about it".

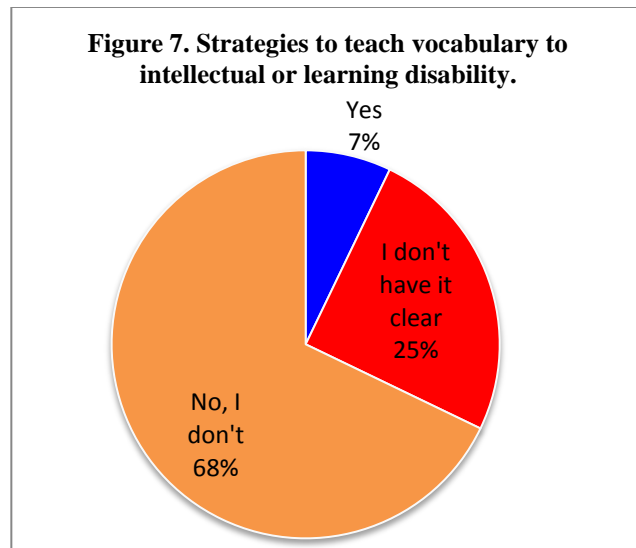
In the specific case of learning difficulty no students claimed to know about it, even though most of them claimed to know something about it, a small percentage reported to have heard about it and only two students did not know anything about it. In the case of intellectual disability no students knew a lot about it either, and most of them claimed to have heard about it with a fewer number of them who said they knew something about, while six of them said they did not know anything about it (Figure 4).



Regarding learning difficulties and intellectual disabilities, pre-service teachers were asked if they were familiar with strategies to work with students with those kind of difficulties, as a result, none of them answered "yes", and the 64 percent of the answers for both questions were "No, I don't" while 36 percent of them chose "I don't have it clear" (Figures 5 & 6).



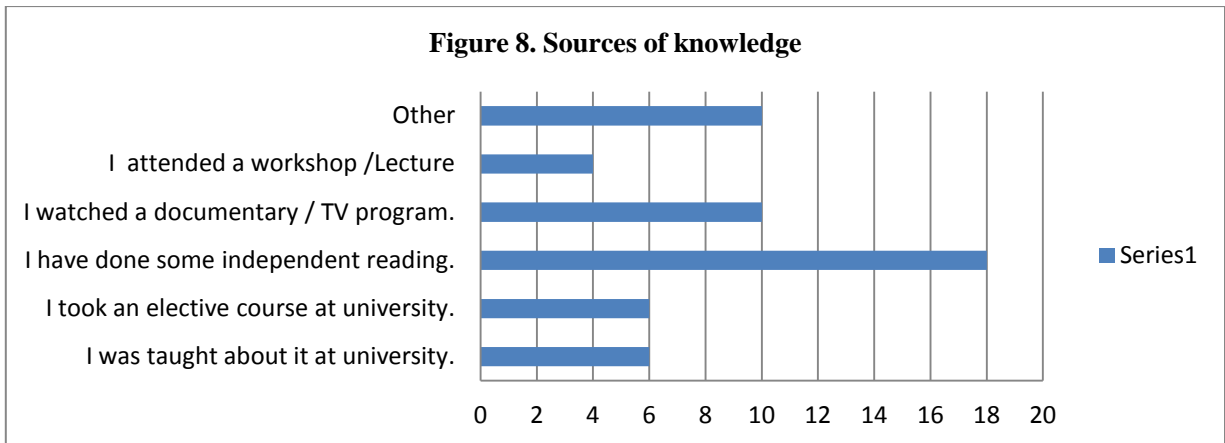
Along the same line, when pre-service teachers were asked if they were familiar with strategies to teach vocabulary to students with learning and intellectual disabilities only two students answered "yes" and referred to the use of flashcards, but still more than half the students, 68 percent, reported not being familiar with, while 25 percent of them said they "did not have it clear" (Figure 7).



The lack of knowledge and that students unfamiliarity with strategies was due to the lack of training on teaching students with special needs, mainly because they expected that the content was covered at the university which was not necessarily the case.

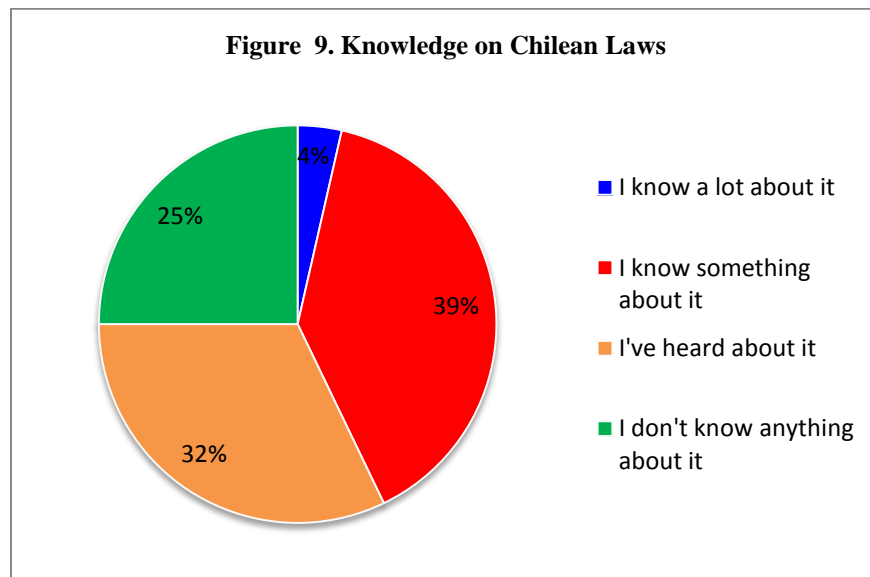
Most of the knowledge that pre-service teachers have on special needs come from "independent reading". The second most common source were documentaries and TV programs, in the third place, with six students each, students have been taught about it at university and/or in an elective course at university, while only four of them have attended a workshop or lecture. In addition, only

two students claimed to receive advice from professionals such as psychologists or special needs educators (Figure 8).



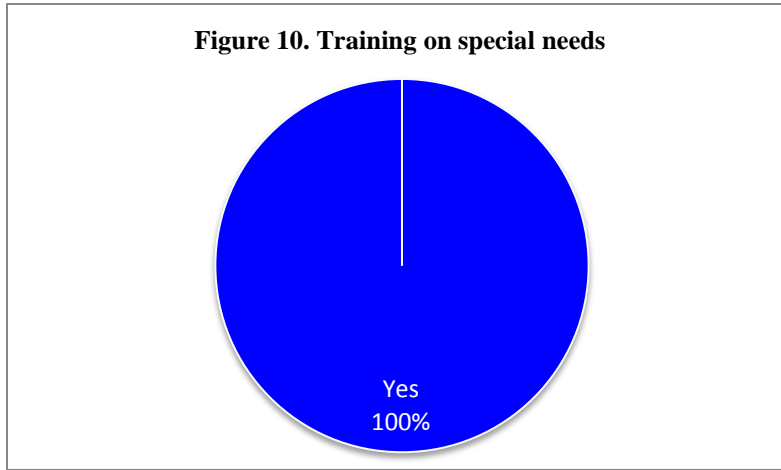
This results suggest that when pre-service teachers face students with any special needs or when they need to be informed on the subject, university is not the first place where they can learn about the topic.

Another possible source of information for pre-service teachers to get familiar with special needs are the Chilean laws related to inclusion; however, students claimed not to be well-informed about them with most of them saying to "know something about it", to just "have heard about it" or to not "know anything about it", with only one student who claimed to "knew a lot about it" (Figure 9).



Regarding the importance of the subject matter in our current school situation in Chile in relation to teaching English as a second language, pre-service teachers were asked if they thought that English as a Foreign Language teachers needed to have special training to teach disabled students, a hundred percent said "yes" (Figure 10). The most common reasons given were that in Chile students are most of the time segregated from the English subject, and that as teachers we should be prepared to cover the learning differences that may appear in the classroom.

Figure 10. Training on special needs



In conclusion, pre-service teacher who have already experienced having students with special needs in their classrooms are aware of the lack of knowledge they have about special needs when it comes to teaching a second language, as a consequence they find necessary that EFL teachers are trained in order to be able to teach properly to all the students in the classroom; however, now the lack of tools and learning opportunities is evident.