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Students with Special Educational Needs in

Group Work Interaction: One Step Forward to

Inclusive Learning

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Acknowledgements

Abstract

This master's dissertation examines the interaction of a student with special educational needs (SEN) within a mixed-level group work. Diversity in the classroom is one of the most frequently stated problems among teachers. Therefore, the aim of this paper discusses an important aspect of English language teaching in Secondary Education nowadays. The qualitative analysis of data shows that emotional reactions to the group work situation affect the SEN student's interaction and participation within the group. Video recordings and specific questionnaires have been used to carry out this study. Finally, this research is limited by the lack of data collected, however, the exploration of a single case can give some tools for teachers to overcome such circumstances.

Key words: Students with special educational needs (SEN), individualised education programme (IEP), psychopedagogist, intensive support for inclusive schooling (SIEI), inclusion, group work.

Aquest treball de fi de màster examina la interacció d'una estudiant amb necessitats educatives especials en el treball en grup d'un grup heterogeni. La diversitat a l'aula és un dels problemes exposats amb més freqüència entre els professors. Per tant, l'objectiu d'aquest estudi és un aspecte important per a l'ensenyament de l'anglès a l'Educació Secundària. L'anàlisi de les dades mostra que les reaccions emocionals en una situació de treball en grup afecten la interacció i la participació de l'estudiant amb necessitats educatives especials. Per dur a terme aquest estudi s'han realitzat gravacions de vídeo i qüestionaris específics als alumnes. Finalment, aquesta recerca està limitada per la quantitat de dades recollides, tot i així, l'exploració d'un sol cas pot donar algunes eines als docents per superar aquestes circumstàncies.

Paraules clau: necessitats educatives especials (SEN), pla individualitzat (IEP), psicopedagog/a, suport intensiu per a la escolarització inclusiva (SIEI), inclusió, treball en grup.

Table of contents

1. Introduction

Inclusive education has been a major issue in Europe, and especially in Spain, in the last few years. In the previous educational model, students with special educational needs were derived to special needs schools; whereas, in the new model these students attend mainstream schools. Governments have decided to take a chance on this new scheme. The European Commission in 2011 pointed out that guidelines and support was needed regarding this issue. Therefore, European institutions and states got engaged in producing guidelines and support for families and schools. Catalonia has recently passed the decree 150/2017 that enables schools to start working in the new model of inclusive school. Nevertheless, resources are still scarce and there are still many issues to face.

The aim of this paper is to analyse the interaction of a student with special educational needs (SEN) within mixed-level group work. The student was diagnosed with a minor learning disability. In addition, it is highly relevant for the purpose of this paper to analyse how the student with SEN interact in such a situation and what is the role of their peers and teachers. Diversity in the classroom is one of the most frequently stated problems among teachers. Therefore, the aim of this paper is an important aspect of English language teaching in Secondary Education nowadays.

In addition, the final objective of this master's dissertation is the improvement as teachers in this specific area, which is usually a difficult one for those teachers with low expertise in special educational needs. Many teachers find themselves in situations that they cannot handle due to little training in psychology or pedagogy.

The following study has been conducted in a state high school located in a in a municipality near Barcelona. This state high school offers Secondary Education (ESO) and Upper-secondary Education

(Batxillerat). The town was settled in the 70s and the majority of its citizens nowadays are the second or third generation of migrants coming from the south of Spain during the last industrial revolution of the country, in the 1960s. Moreover, it is important to take into account that this town has received a low percentage of immigration in the last few years. However, 15% of gipsy population is a remarkable figure when analysing the context in which the school is located. Therefore, such a sociocultural environment is reflected in the school's context. This school has a wide range of diversity among its students, thus the government has considered it a high complexity academic centre.

Before starting the study, a few notions about the school's pedagogical project are necessary. First of all, the school is experimenting an important methodological change. The management team stands for a pedagogical innovation including proposals such as Task-based Learning or Project-based Learning in most of its subjects. However, the school's resources are scarce and it is difficult to implement such programmes when, for instance, technology in the classrooms is very limited. Nevertheless, the teaching staff is thoroughly committed with such an innovative trend. In relation to the presence of English in the school, it must be said that the level of competence among students in this language is generally low. Nevertheless, the school collaborates with a project coordinated by Fundació Autònoma Solidària (FAS) called *Let's go*. The aim of this project is to transform this town into an English-learning city. This project provides the English teachers of the school with teaching assistants and works with them to generate new teaching methods so that the students can achieve an optimal degree of competence in English.

According to the organisation of the school, it is valuable to mention that in each grade there are four classes with twenty students in each. This fact eases the workload of the teachers and the attention to students with special educational needs. Additionally, all the groups from the first grade until the third grade of ESO are mixed-level groups, in order

to follow the principles of the inclusive school trend (150/2017 decree). Therefore, one of the aims of this study is to analyse whether the pedagogical innovation carried out in the school meets the needs of the students with special educational needs.

In the following sections, this paper then gives an overview of the state of the art, which is focused on inclusive learning and minor learning disability. The specific research questions are stated as well as the methodology followed is explained below. Afterwards, all relevant data collected is analysed and, finally, in the discussion and conclusions section, some advice and recommendations are given for teachers to improve their class management and performance in class when they find themselves in such a situation.

2. Literature review

In the following section, a review of the existing literature concerning inclusive learning and minor learning disability is provided for this particular case study.

2.1. Inclusive learning

Inclusive learning is an educational model that has arrived to our classrooms in the past several years. In Spain the Law of Education of 2013 (LOMCE, Ley Orgánica para la Mejora de la Calidad Educativa) aims to guarantee an inclusive learning model in all state schools. Additionally, the Catalan government passed a decree in 2017 (150/2017, Decret de l'Atenció Educativa a l'Alumnat en el Marc d'un Sistema Educatiu Inclusiu) with the objective of assuring the participation of all students in mainstream schools. Therefore, all students with special educational needs will be educated in any state school – only those students with severe disabilities will attend special schools when this is requested by their parents. Nevertheless, resources and teacher training regarding this new approach are scarce. The policy brief 'Support for children with special educational needs' (SEN) published in 2013 by the European Commission states that "inclusive education is supported by European Commission funding and promoted by jointly by EADSNE and UNESCO. Implementing inclusive education is high on the agenda of many member states" (p. 13).

First and foremost for this study, it is necessary to define the construct *inclusion*. Delaney (2019) defines inclusion as the process in which all students are valued. Inclusion also highlights the fact that "each individual experiences learning in their own way, and that everyone has their own strengths and weaknesses" Delaney (2019, p. 10).

When facing a large classroom with some students with special educational needs (SEN), Harmer (2018) claims that "as far as possible, we [teachers] minimise the problems that such student face and […] we do the best we can so that all our students can achieve their highest learning potential" (p. 148). Thus, it is important to boost the students' strengths rather than focusing on their weaknesses. Harmer (2018) also highlights the fact that it is vitally important that SEN students work and interact with their peers. Additionally, classroom routines have huge benefits for these students. "Clear and transparent routines may have a calming effect in such cases" (Harmer, 2018, p. 149). Therefore, Harmer (2018) gives some techniques such as "writing up the lesson stages on the board" (p. 149), "adding visuals" (p.149), "offering summaries" (p. 149) or "making clear to the students that we move to the next stage of a lesson" (p. 149). Moreover, Harmer (2018) supports the multi-sensory experience. SEN students need to receive many different kinds of input, for instance: "using different colours" (p. 150), "writing words and letters in sand" (p. 150), "using pictures" (p. 150) or "cutting a text into strips and have them [students] manipulate these into the correct order" (p. 150). However, teachers should bear in mind that "overuse of colour, movement and other sensory experiences can be just as helpful as their underuse" (Harmer, 2018, p. 150). Finally, Harmer (2018) states that scaffolding is another highly important technique. Scaffolding refers to "a variety of f instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process" (The Glossary of Education Reform, 2015.

According to Gershon (2013), as well as Harmer (2018), pairing up advanced students with SEN learners can be beneficial for both of them. Moreover, in relation to Harmer's multi-sensory experience, Gershon (2013) also claims that "images can guide learners when they don't understand the words. Images contextualise words" (p. 64). Gershon (2013) also says that "as a teacher working with EAL students, you are not alone. Seek out help and support" (p. 86). Therefore, it is important

to mention that all teachers need to consult psychologists, pedagogists and other experts to help their students. Gathering information about the students and about the best way to help them is key to burst their strengths.

Emily D. Duval, as part of the Council for Exceptional Children wrote an article in 2006 in the *Teaching Exceptional Children* journal about the inclusion of disabled students in the foreign language classroom. Duval (2006) draws the attention in relation to this subject to the curriculum, the teaching methods and the assessment applied. Regarding the curriculum, she suggests adaptations, accommodations and modifications, as part of the individualised education programmes (IEP). Duval (2006) highlights the fact that not only do changes in the timeline and the sequencing provide help students with special educational needs, but the method of instruction is also highly important for these students' success. Moreover, the author suggests the INCLUDE strategy introduced by Friend and Bursuck (2001), which is a 7-step "comprehensive research-based model of analysis" (Duval, 2006, p. 43). Nevertheless, "strategies such as peer-mediated instruction and alternative assessment, as well as universal design principles, complement the INCLUDE recipe" (Duval, 2006, p. 43). The first step of this recipe is to "identify classroom environmental, curricular, and instructional demand" (p. 43). The second step is to "note student learning strengths and needs" (p. 43). The third step is to "check for potential areas of success" (p. 43). The fourth step is to "use gathered information to brainstorm instructional adaptations" (p. 43). The fifth step is to "decide which adaptations implement" (p. 43). Finally, the last step is to "evaluate student progress" (p. 43). The author also provides advice on how to implement the curriculum with different methodological strategies, such as Multisensory, Structured, Metacognitive Language (MSML) Instruction or Peer-Mediated Instruction.

Oxford University Press has produced a series of papers in which leading researchers and practitioners in education bring together a wide range of insights in relation to inclusive learning, titled *Inclusive practices in English language teaching*. One of the key points of the research showcased is that the development of appropriate methods is highly necessary for inclusive classrooms. Not only can students with special education needs benefit from the right methodology, but also students with different learning styles. The Interactional Model is considered the best approach to inclusive learning, according to Delaney (2019). The Interactional Model "considers the interplay between factors affecting the behaviours and needs of an individual" (Delaney, 2019, p. 12); that is the "learners' cognitive processing capacity, individual abilities, and their personal and wider contextual circumstances" (Delaney, 2019, p. 9). Delaney's paper also advocates a two-level approach: the general level and the individual level. Teachers can be aware of the most common difficulties that students with special education needs can experience in the classroom and, then, they are able to develop "a classroom culture and environment that will make the learning experience more accessible" (Delaney, 2019, p. 12). Meanwhile, at the individual level, teachers have to implement certain interventions to meet the needs of individual students. "This will enable all learners to study independently and develop their own strategies" (Delaney, 2019, p. 12).

2.2. Minor learning disability

In this study, the student that is being analysed was diagnosed with a minor learning disability. The case of this specific student is contextualised in the English classroom where a lot of group work is demanded, therefore it is highly relevant to have a look at her participation and performance, as has been argued before in this report. She is not part of the SIEI (*suport intensiu per a la escolarització inclusiva* or intensive support for inclusive schooling) group, but she

also needs extra curriculum adaptations in most of her subjects. In addition to implementing individualised education programmes (IEP), it is also important to have a deep understanding of students with special educational needs.

According to Al-Mahrezi, Al-Futaisi, and Al-Mamari (2016), "learning disabilities refer to a group of heterogenous disorders which may affect the acquisition, retention, understanding or use of verbal and non-verbal communication" (p. 129). The same article also states that learning disabilities "affect approximately 5% of school-aged children globally" (p. 129). Moreover, Fundació Adana (2019) points out that students should be diagnosed at an early age, otherwise they can show signs of problems related to self-esteem and emotional well-being. As a result, the child can show sadness, frustration, and disappointment. According to ISEP Clínic (2019) people with minor learning disability have a IQ of around 50-55 and 70 and "poden adquirir certes habilitats pel que poden passar l'educació primària de forma inadvertida" (*they can acquire certain skills so they can pass primary school, unnoticed*).

3. Methodological approach, research questions and data collection methods

In the beginning, the study intended to offer an overview of the participation of students with special educational needs in group work. During my practicum, I noticed that in almost every subject, students were required to work in groups. Additionally, I observed that there were many students with difficulties and I wanted to research this particular field with the objective of improving these students' involvement in the classroom.

This project was conceived during the time spent working as a trainee teacher in Secondary Education. Therefore, the initial research approach has significantly changed during the research process. At first, the perspective of this study was wider and intended to answer questions such as: Is group work beneficial for students with special educational needs? Or: How does group work function when there are students with special educational needs? These two questions are unapproachable due to the fact that they are too wide and, with the amount of data collected, it is almost impossible to answer them and make significant claims concerning this issue.

Consequently, it was necessary to redefine the extent of the study through appropriate questions. The decision was made to focus on a particular student due to the good quality of the data collected and her attitude towards group work.

The aim of this study is to answer the following questions:

- How does a student with special educational needs participate in group work in the English classroom?
- How do her peers and the teachers support her participation during such group work?

First and foremost, in order to guide the research of this study, it is necessary to gather information about how classroom research is undertaken. For this purpose, Nussbaum (2017) defines several types of research: action research, ethnographic research and collaborative research. Consequently, due to the main context of this study, action research is the most suitable process to guide the enquiry. Action research is the process of reflection on teaching and learning in order to promote improvement. During this process, the researcher observes the problem, identifies it, searches a solution, and then plans a second intervention, collects data again, evaluates the results, and either plans new challenges or disseminates the results of the whole process. Nonetheless, this master's dissertation only focuses on the process of observation, problem identification, and solution search within the action research approach, for the reason that we are not able to carry out a second intervention to prove the result.

Additionally, this study has used qualitative analysis in order to gain insights into the functioning of group work with students with special educational needs. It is also important to highlight that this dissertation focuses on a case study. The issue analysed and discussed within the next sections is a single case that might be informative of a wide range of situations that teachers can find in their classrooms. One student and her peers during a group work process were chosen as participants of this research.

As has already been mentioned, the study conducted follows action research methodology. Hence, observation is at the centre of the research procedure. Moreover, questionnaires with the participants have been conducted. The questionnaires were conducted during tutorial times or during personal work time. Questionnaires were only given to the SEN student that is analysed in this study and to some other students picked randomly, depending on their availability.

In terms of ethics, at the beginning of Practicum I permission to record or take pictures and use this material for academic purposes was signed by the head teacher of the school. This permission was deemed sufficient when recording and observing the students. However, in relation to the questionnaires, the explicit permission from the students was also obtained. In this report, the participants' identity or the school's name will not be revealed, in order to protect their anonymity.

All data was collected through video recordings. Notes while observing are used as well for the following analysis. All evidence has been collected during the implementation of the teaching unit during certain activities in which the students had to work in groups. The study was conducted in the four classes of the 1st grade of ESO, even though only one group is analysed in this report. However, all data collected has been useful to select the best sample.

In relation to the storage of data, I have organised it on my computer in a separate folder for each type of data. For example, all group recordings are stored in one folder, while the questionnaire sheets are stored in a physical folder.

As has been mentioned above, the group work analysed is from the 1st grade of ESO and in particular Classroom A. During the task in which they were recorded, the students were completing a reading comprehension activity. In this case, it was a cooperative task in which each of the students had a role: reader, writer, translator, and drawer. The students had to complete a chart, also named answer sheet (see appendix IV), after reading a letter. The instruction was given before starting the activity and the roles were agreed on by the students in the group so that they could choose the role they felt more comfortable in.

4. Analysis

In the following section, the selected data is analysed: a questionnaire completed by the student with special educational needs and some excerpts from the recording of the task.

4.1. Analysis of the questionnaire

It is interesting to have a look at the answers given by the student with minor learning disability on the questionnaire in order to contrast them with the evidence in the recordings that are analysed in the next section of this report. The following questionnaire (see Image 1) aimed to gather the student's perceptions about either working individually or in group. The same questionnaire was also given to other students with special educational needs and some students without special educational needs. However, those questionnaire responses were not relevant for the purpose of this study, but they can be consulted in appendix IV.

Image 1: Questionnaire completed by the student focused on in the analysis

It is important to highlight the fact that the main participant in this study, had difficulties in understanding the questionnaire in English, hence all the questions were translated into Spanish, the student's mother tongue. In all questions, the student reported that group work is positive for her. As is shown in the questionnaire, the student's main concern is that she needs help all the time because she is aware of the fact that she has difficulties in completing the tasks set by the teachers. Therefore, she prefers working in groups of four people because they can help each other and she has many difficulties when working individually. It is also remarkable that she feels lonely when working

individually due to her answer: "*cuando nadie me ayuda*" [when nobody helps me].

4.2. Analysis of interaction

After having analysed the answers of the student with a minor learning disability, it is time to turn to the analysis of the recording of the task. First of all, it is remarkable that the group decided to assign the role of reader to the student with special educational needs. The teacher, in the first place, gave the option to the group to choose their own roles. However, the student did not agree with the decision. Hence, the first feelings of the student with learning disabilities were frustration and low self-confidence. It can be identified in the following excerpt, which is divided into two sections to aid the analysis. For a different, although complementary analysis of this same data, refer to Ruiz (2019).

Excerpt 1 [00:17 – 01:09], part 1

1   T: <u>you</u> are the reader (.) but <u>you</u> can help her (0.3) okay ↑
     ((pointing at every student))
2   S1: **no voy a entender nada** ↓
     I'm not going to understand anything
3   T: no worries ((he moves his hands up and down slowly))
4   S1: **se van a poner nerviosos [si no entiendo nada** ↓
     They are going to get nervous, if I don't understand anything
5   T: slowly slowly] (.) step by step ↓ ((he moves his hands up and
     down slowly))
6   S1: es verdad↑
7   S2: **venga (.) empieza a leer** ↓
     Come on start reading
8   S1: **a ver** (0.3) hello (.) my (.) name (.) is (.) Marc (.) I (.) am (.)
     from (.) Cerdanyola↓ ((looking strange at her peers))
     Let's see

9   S3: xxxx

10   S1: **pero que <u>no sé:</u> yo leer** ↑ **(.) ya os lo he dicho** ↓
      ((laughing))
      I can't read I told you

11   S2: **<hola (.) yo me llamo Marc (.) y vivo [en Cerdanyola>** ↓
      Hello my name is Marc and I live in Cerdanyola

12   S4: **en Cerdanyola** ↑
      In Cerdanyola

13   S1: **en Cerdanyola]** ↑
      In Cerdanyola

Fortunately, the support given by S2 and S4 was significant. Both
students encourage and guide S1 in reading the first words of the text.
After the intervention of S2 and S4, S1 can continue reading with the
guidance of the whole group so that all the responsibility is not only on
S1. Moreover, the teacher tries to calm her by stating that not all the
responsibility is on her, that the rest of the group can help her in her
task by saying: *"you are the reader but you can help her, okay?"*

Excerpt 1 [00:17 – 01:09], part 2

14   S4: I am (0.3)

15   S1: **tengo 11 años no** ↑
      I am 11 years old, right?

16   S4: **<u>eso</u> (.) ves como lo entiendes** ↑
      That's it, you can understand it

17   S1: **ahora lo entiendo más** ↓
      Now I understand more

18   S1: and (.) I live with my father ((looking strange at the paper))

19   S4: **y vivo con mi padre** ↑
      And I live with my dad

20   S3: [**<con <u>papá</u> y <u>mamá</u>>**
      With dad and mom

21   S4: **con su padre (.) solo con su padre]**

With his dad only with his dad

22   S2: [**con su padre y con su madre** ((singing))

With his dad and his mom

23   S1: º**y su hermana**º

And his sister

24   S4: **y también con su padre y su hermana**]

And his and his sister too

Moreover, in this second part of excerpt 1 it can be clearly seen how S4 encourages S1. It is an attitude that is repeatedly shown during the whole recording. The implicit role of S4 of helping the rest of the students and being the main support within the group is seen throughout the whole recording. However, S3 seems to not take S1's difficulty seriously, but he tries to help her anyway by delivering his speech slowly. For instance, in the following excerpt, S4 even corrects the pronunciation of S1. S4 chose the role of the translator, so she is achieving her role because she is translating the whole text to help S1, but also the rest of the group.

Excerpt 2 [2:50 – 3:14]

1   S4: **vamos a traducirlo (0.3) <y pienso que son bastante divertidas>**↑

Let's translate it, and I think they are fun

2   S1: <PE and /sienses/ because learn things about the human body>

3   S4: eeh **disfruta las ciencias (.) que se pronuncia** /ˈsaɪ.əns/ **porque aprende cosas sobre el cuerpo humano** ↑

He enjoys sciences, which is pronounced as /ˈsaɪ.əns/ because he learn things about the human body

This implicit role of S4 is repeated during the whole task as has been explained above; she is not only the main support for S1 but also for the

whole group, as it is shown in the following excerpt. It is also important to highlight the fact that the participation of S1 decreases once the task of her role is finished. In the following excerpt, students are starting to complete the answer sheet (see appendix V) given by the teachers and S1 has no participation in reaching a consensus on the answer.

Excerpt 3 [07:12 – 07:33]

1   S4: **quiere ser algo de las ciencias (.) del cuerpo humano o sea quiere ser un doctor** ↓
      He wants to study something about sciences about the human body, so he wants to be a doctor

2   S3: **vale entonces qué dibujo** ↑ **(0.4) un doctor**↓
      Ok, so what should I draw? A doctor

3   S4: **un doctor** ↑
      A doctor

4   S2: **va** (.) **dibuja un hombre (.) en un hospital** ↑
      Come on, draw a man in a hospital

5   S3: **dibujo un hospital** ↓
      I draw a hospital

6   S4: **tienes que dibujar a un doctor en el hospital** ↑
      You have to draw a man in the hospital

As is seen in excerpt 3, S1 has little oral participation during the whole activity. After completing her role as reader, she does not collaborate actively in completing the answer sheet (see appendix V) and her classmates notice it. For that reason, S3 emphasises the fact that S1 also has to collaborate in answering the questions, that is why he draws the attention to S1 saying: "*la Laura contesta*" [Laura answers] and "*tú contesta también*" [You answer too].

Excerpt 4 [10:20 – 11:24]

1 T: no no no ((takes the answer sheet from S3))

2 T: first (.) this (.) and then you draw ((pointing at the first page of the answer sheet))

3 S1: **como** ↑
   what

4 T: first we do <u>this</u> and then we draw ↑ (.) okay ↑ first we do this ((showing the answer sheet to the group))

5 S4: **ahí el** writer (.) no ↑
   There the

6 S1: **hay que escribirlo** ↑
   We have to write it

7 T: ((says yes with her head))

8 S1: aiss ((covering her face))

9 S4: **pero ahí escribe el writer** (.) **vale** (.) **Pau te toca**
   But there the writer writes, okay, Pau it's your turn

10 T: but (.) **escriu ell** (.) but we all work ((moving her hand round))
   He writes

11 S4: okay

12 S3: **pero no es lo mismo primero dibujar** ↑
   But isn't it the same writing first

13 T: **sí** (.) **pero esto lo último porque el tiempo hay que aprovecharlo para esto** (.) **el dibujo lo hacemos rapidete** (.) okay ↑ <u>come on</u> ↑
   Yes but this is the last thing because we have to make the most of the time for this, the drawing is fast to do

14 S4: **di la pregunta lento (.) y nosotros te la respondemos**
   Say the question slowly and we answer it

15 S3: **la <u>Laura</u> contesta** ↑ ((pointing at the other student))
   Laura answers

16 S2: **cuál es el personaje del texto** ↑
   Which is the character of the text?

17 S3: **<u>tú</u> contesta también** ↑

You answer too

18   S2: **el personaje del texto**

The character of the text

19   S1: [ºeeeh **el Marc ese noº**

That Marc, right?

20   S3: **cómo se llama** ↑ **(.)** <u>Marc</u> (.) el Marc (.) Marc] ↓

What's his name?

21   S4: Marc (.) **muy bien** ↑

Very good

22   S2: [the character ↓

23   S4: <the character is Marc>]

24   S1: **ves (.) de algo me he enterao**

See, I know something

25   S3: **cómo se llama su madre** ↑

What's his mom's name?

26   S1: **ni idea** ↓

No idea

27   S4: <u>**muy mal**</u> ↑

Very bad

28   S3: **no lo sabes porque <u>no</u> sale**↑ ((laughing))

She doesn't know because it doesn't say

29   S4: **te lo has inventado**

You have made it up

In this excerpt, it is clearly perceived that S1 can answer and knows the answer, but her low self-confidence makes her undermine her own knowledge. She answers in a low tone without making any statements over her groupmates' answers. It is also important to highlight that the teacher approaches the group and gives instructions so that it is faster for the group to coordinate the task. However, there is no explicit instruction regarding the participation of S1. The teacher only reinforces the idea of the cooperative work. Additionally, S3 challenges her knowledge and again she mistrusts her command of the task.

Ultimately, S3 tries to make fun of her somehow, and as a consequence S1 might feel even more discouraged.

Excerpt 5 [11:37 – 11:59]

1   S2: how old is (.) he or she ↑

2   S4: how old is he or she (0.4) eeehm [**once**
        eleven

3   S3: **once**
        eleven

4   S4: eleven]

5   S3: twelve years old ↑

6   S4: twelve **es doce** ↑
        It is twelve

7   S3: **es verdad** (.) eleven ((laughing))
        That's true

8   S1: **cuántos años tiene** ↑
        How old is he?

9   S4: **sí**
        yes

10   S1: º**ah vale** (.) onceº
        Ah, okay

During the whole activity, S1 usually answers the questions in quiet speech as is show in line 4 from excerpt 4 and in line 10 from excerpt 5. S1 has self-esteem difficulties and it is seen during the whole recording, but in particular at the beginning of the activity. From the beginning, she considers that she is not the most suitable person to carry out the role of the reader and this is the same attitude seen throughout the development of the activity.

5. Discussion and conclusions

As mentioned in the literature review, students with SEN can suffer problems related to self-esteem and emotional well-being. This is remarkably seen in the first excerpt of the analysis of the group work recording. The student with SEN feels unable to carry on her role. In many occasions she states: "*no voy a entender nada*" [I'm not going to understand anything] or "*se van a poner nerviosos, si no entiendo nada*" [They are going to get nervous, if I don't understand anything]. All these statements convey anxiety and low self-confidence. As Harmer (2018) says, it is important to boost the students' strengths rather than focusing on their weaknesses. For this reason, the teacher in this situation, in excerpt 1, tries to calm her down by talking to the whole group and making it clear that she is the reader but the rest of the groupmates should help each other. It is a great strategy so that the student does not abandon her participation in the task due to low self-confidence; the teacher boosts the student with SEN's self-confidence.

One of the questions in this research was: How do the student's peers and the teachers support her participation during group work? It can be observed in excerpts 1, 2, and 4 how her groupmates help her in carrying out her role and encourage her. However, only one of the teachers in the first excerpts tries to calm her and encourage her to complete her task.

Additionally, it is somewhat surprising that the student with SEN actually knew the answers of the questions. As it can be appreciated in the analysis, she answers the questions appropriately, but in a low tone. For instance, when the group is discussing the main character's age, she answers "*ah, vale, once*" [ah, okay, eleven]. Nonetheless, low self-esteem is still present in her because one of her peers tries to make a joke and she does not have techniques to overcome it. He asks her a

question about the text, that at the beginning of the recording she clearly knew, but this time she is not able to answer properly.

Many experts, such as Fundació Adana, an organization that gives support to children with learning disabilities, claims that children should be diagnosed at an early age. However, in this case, the student was not diagnosed early enough, therefore her learning difficulties are more noticeable now that she has already started Secondary Education. It is also remarkable that such a student is not included in the SIEI service. This fact reveals that the new inclusive school model still needs to widen its resources so that more students can benefit from it.

In addition, grouping the students in mixed-level groups is beneficial for the student with SEN, but it is also helpful for the rest of the students. In this case, she received help from the rest of her groupmates as is seen in excerpts 1, 4, and 5. The rest of the students can also benefit from this situation. It is a way to make the rest of the students be aware of the richness of diversity. Therefore it can be stated that a proper grouping of the students can be translated into more effective learning.

After having analysed all data, these findings are useful for giving some tips and recommendations for teachers. First of all, in this case, the teachers did not notice the student's learning strengths and needs, the second step in Duval's (2006) INCLUDE recipe. Teachers did not anticipate any of the difficulties that the student analysed could have had. Teachers could have given the roles for each of the member of the group, so that they minimise the student with SEN's problems and worries. Moreover, there was little intervention on the part of the teachers during the task. It would have been adequate to ask the students whether they were sticking to the instructions and roles. Teachers could have also asked about the group's questions or the way they were managing the process of the task. Teachers had to be, in essence, more present in the group, even if it was only to make the students know that they are there to help them in anything they need.

Since this study was limited to one single case in a very specific context, it is hoped that it will stimulate further investigations in wider contexts and with more participants so that general statements can be made.

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Appendix I: Video recordings

Full recording

Appendix II: Jeffersonian transcription system

The following symbols are adapted from the Jeffersonian transcript notation:

T	Teacher
S	Student
SS	Students
↑	Rising pitch or intonation
↓	Falling pitch or intonation
(.)	A brief pause
(# of seconds)	Timed pause
(( ))	Annotation of non-verbal activity
° °	Whisper, reduced volume, or quiet speech
:	Prolongation of a sound
[text]	Indicates the start and end points of overlapping speech
Underline	The speaker is emphasizing or stressing the speech
xxx	Speech which is unclear or in doubt in the transcript
<text>	The enclosed speech was delivered more slowly than usual for the speaker
CAPITAL LETTERS	Indicate shouted of increased volume speech
BOLD LETTERS	Indicate speech in another language different from English
ITALIC LETTERS	Indicate the translation into English

Appendix III: Full transcriptions

Excerpt 1 [00:17 – 01:09]

1   T: <u>you</u> are the reader (.) but <u>you</u> can help her (0.3) okay ((pointing at every student))

2   S1: **no voy a entender nada** ↓
I'm not going to understand anything

3   T: no worries ((he moves his hands up and down slowly))

4   S1: **se van a poner nerviosos [si no entiendo nada** ↓
They are going to get nervous, if I don't understand anything

5   T: slowly slowly] (.) step by step ↓ ((he moves his hands up and down slowly))

6   S1: es verdad↑

7   S2: **venga (.) empieza a leer** ↓
Come on start reading

8   S1: **a ver** (0.3) hello (.) my (.) name (.) is (.) Marc (.) I (.) am (.) from (.) Cerdanyola↓ ((looking strange at her peers))
Let's see

9   S3: xxxx

10   S1: **pero que <u>no sé:</u> yo leer** ↑ **(.) ya os lo he dicho** ↓ ((laughing))
I can't read I told you

11   S2: <**hola (.) yo me llamo Marc (.) y vivo [en Cerdanyola>** ↓
Hello my name is Marc and I live in Cerdanyola

12   S4: **en Cerdanyola** ↑
In Cerdanyola

13   S1: **en Cerdanyola]** ↑
In Cerdanyola

14   S4: I am (0.3)

15   S1: **tengo 11 años no** ↑
I am 11 years old, right?

16   S4: **<u>eso</u> (.) ves como lo entiendes** ↑

That's it, you can understand it

17   S1: **ahora lo entiendo más** ↓

Now I understand more

18   S1: and (.) I live with my father ((looking strange at the paper))

19   S4: **y vivo con mi padre** ↑

And I live with my dad

20   S3: [<**con papá y mamá**>

With dad and mom

21   S4: **con su padre** (.) **solo con su padre**]

With his dad only with his dad

22   S2: [**con su padre y con su madre** ((singing))

With his dad and his mom

23   S1: º**y su hermana**º

And his sister

24   S4: **y también con su padre y su hermana**]

And his and his sister too

Excerpt 2 [2:50 – 3:14]

1   S4: **vamos a traducirlo (0.3) <y pienso que son bastante divertidas>**↑

Let's translate it, and I think they are fun

2   S1: <PE and /sienses/ because learn things about the human body>

3   S4: eeh **disfruta las ciencias (.) que se pronuncia** /ˈsaɪ.əns/ **porque aprende cosas sobre el cuerpo humano** ↑

He enjoys sciences, which is pronounced as /ˈsaɪ.əns/ because he learn things about the human body

Excerpt 3 [07:12 – 07:33]

1   S4: **quiere ser algo de las ciencias (.) del cuerpo humano o sea quiere ser un doctor** ↓

He wants to study something about sciences about the human
body, so he wants to be a doctor

2   S3: **vale entonces qué dibujo ↑ (0.4) un doctor↓**

Ok, so what should I draw? A doctor

3   S4: **un doctor ↑**

A doctor

4   S2: **va (.) dibuja un hombre (.) en un hospital ↑**

Come on, draw a man in a hospital

5   S3: **dibujo un hospital ↓**

I draw a hospital

6   S4: **tienes que dibujar a un doctor en el hospital ↑**

You have to draw a man in the hospital

Excerpt 4 [10:20 – 11:24]

1   T: no no no ((takes the answer sheet from S3))

2   T: first (.) this (.) and then you draw ((pointing at the first page
of the answer sheet))

3   S1: **como ↑**

what

4   T: first we do this and then we draw ↑ (.) okay ↑ first we do this
((showing the answer sheet to the group))

5   S4: **ahí el** writer (.) no ↑

There the

6   S1: **hay que escribirlo ↑**

We have to write it

7   T: ((says yes with her head))

8   S1: aiss ((covering her face))

9   S4: **pero ahí escribe el writer** (.) **vale** (.) **Pau te toca**

But there the writer writes, okay, Pau it's your turn

10   T: but (.) **escriu ell** (.) but we all work ((moving her hand
round))

He writes

11   S4: okay

12   S3: **pero no es lo mismo primero dibujar** ↑

But isn't it the same writing first

13   T: **sí** (.) **pero esto lo último porque el tiempo hay que aprovecharlo para esto** (.) **el dibujo lo hacemos rapidete** (.) okay ↑ <u>come on</u> ↑

Yes but this is the last thing because we have to make the most of the time for this, the drawing is fast to do

14   S4: **di la pregunta lento (.) y nosotros te la respondemos**

Say the question slowly and we answer it

15   S3: **la <u>Laura</u> contesta** ↑ ((pointing at the other student))

Laura answers

16   S2: **cuál es el personaje del texto**↑

Which is the character of the text?

17   S3: **<u>tú</u> contesta también** ↑

You answer too

18   S2: **el personaje del texto**

The character of the text

19   S1: [°eeeh **el Marc ese no**°

That Marc, right?

20   S3: **cómo se llama** ↑ **(.)** <u>Marc</u> (.) el Marc (.) Marc] ↓

What's his name?

21   S4: Marc (.) **muy bien** ↑

Very good

22   S2: [the character ↓

23   S4: <the character is Marc>]

24   S1: **ves (.) de algo me he enterao**

See, I know something

25   S3: **cómo se llama su madre** ↑

What's his mom's name?

26   S1: **ni idea** ↓

No idea

27   S4: **<u>muy mal</u>** ↑

Very bad

28 S3: **no lo sabes porque <u>no</u> sale**↑ ((laughing))
    She doesn't know because it doesn't say

29 S4: **te lo has inventado**
    You have made it up

Excerpt 5 [11:37 – 11:59]

1   S2: how old is (.) he or she ↑

2   S4: how old is he or she (0.4) eeehm [**once**
    eleven

3   S3: **once**
    eleven

4   S4: eleven]

5   S3: twelve years old ↑

6   S4: twelve **es doce** ↑
    It is twelve

7   S3: **es verdad** (.) eleven ((laughing))
    That's true

8   S1: **cuántos años tiene** ↑
    How old is he?

9   S4: **sí**
    yes

10 S1: º**ah vale** (.) onceº
    Ah, okay

Appendix IV: Other questionnaire sheets

Questionnaire analysed:

☒ SSEN

How do you prefer to work? *¿Cómo prefieres trabajar?*

a) individually   b) in pairs   (c) in groups

What do you think is the best number of people to work in groups? *¿Cuál es el mejor número de personas para trabajar?*

a) 3   (b) 4   c) 6

Write 3 advantages of working individually: *3 ventajas de trabajar individual*

- Estan atenta a la proge
-
-

Write 3 disadvantages of working individually: *3 inconvenientes de trabajar individual*

- Cuando nadie me eyuda
-
-

Write 3 advantages of working in groups: *3 ventajas de trabajar en grupo*

- Ayudarnos entre nosotros
-
-

Write 3 disadvantages of working in groups: *3 inconvenientes de trabajar en grupo*

- Estan a branda todo el rato
-
-

Do you contribute a lot when working in groups? *¿Contribuyes mucho cuando trabajas en grupo?*

Depende de la actividad por que me cuesta mucho

More questionnaires:

SSEN

How do you prefer to work?

a) individually   b) in pairs   c) in groups

What do you think is the best number of people to work in groups?

a) 3   b) 4   c) 6

Write 3 advantages of working individually:

- Ninguna
-
-

Write 3 disadvantages of working individually:

- Bas has lento
-
-

Write 3 advantages of working in groups:

- Bas mas rapido
-
-

Write 3 disadvantages of working in groups:

- Me peleo siempre
-
-

Do you contribute a lot when working in groups?

Depende de la actibidat

36

o SSEN

How do you prefer to work?

a) individually   b) in pairs   c) in groups

What do you think is the best number of people to work in groups?

a) 3   b) 4   c) 6

Write 3 advantages of working individually:

- Puedo hacer lo que quieras

-

-

Write 3 disadvantages of working individually:

- No sabor si entanices en algunas cosas

-

-

Write 3 advantages of working in groups:

- hacer mas cosas en menor tiempo

-

-

Write 3 disadvantages of working in groups:

- No estar de acuerd

-

-

Do you contribute a lot when working in groups?

Siempre hay una persona que hace mas que los demas

Yo soy de los que hace menos

X SSEN

How do you prefer to work?

a) individually   b) in pairs   (c) in groups

What do you think is the best number of people to work in groups?

a) 3   (b) 4)   (c) 6)

Write 3 advantages of working individually:
- ~~ddddddd~~ una mica treballo/en invidcal. X
- me conzentro menos-
-

Write 3 disadvantages of working individually:
- En costa treballar unamica. en invidual.
-
-

Write 3 advantages of working in groups: bien pero avecos mal,
- puedo ~~traballar~~ una mica bi. pero avecos mal,
-          (trabasur) en poco
-

Write 3 disadvantages of working in groups:
- ~~dddd~~ no hay cosas malas
-
-

Do you contribute a lot when working in groups?
- ~~dd~~ fair coses diferents
traballo una mica be. i avegado malament.

38

o SSEN

How do you prefer to work?

a) individually   b) in pairs   c) in groups

What do you think is the best number of people to work in groups?

a) 3   b) 4   c) 6

Write 3 advantages of working individually:
- te concentras mas
- prestas mas atención
-

Write 3 disadvantages of working individually:
- Prefereixo traballar en individual
-
-

Write 3 advantages of working in groups:
- Que trabajas con tus compañeros
- Que te diviertes
-

Write 3 disadvantages of working in groups:
- Que te desconcentras una unca.
-
-

Do you contribute a lot when working in groups?

Si, perque ens repartim les tareas.

o   SSEN

How do you prefer to work?

a) individually   b) in pairs   c) in groups

What do you think is the best number of people to work in groups?

a) 3   b) 4   c) 6 +6

Write 3 advantages of working individually:

- Que puedes pensar.
- Que puedes adelantar cosas.
- Que puedes hacer las cosas rapido.

Write 3 disadvantages of working individually:

- Que no puedes hablar.
- Que no te puede ayudar nadie.
- Y porque no te quieren tus amigos.

Write 3 advantages of working in groups:

- Que puedes adelantar.
- Que puedes hablar.
- Que vas mas rapido y adelantas cosas.

Write 3 disadvantages of working in groups:

- Que no podemos gritar.
- Que es mas facil que te castiguen.
- Que no et pots aixecar en cap moment.

Do you contribute a lot when working in groups?

Si casi sempra en distribuyem el traball per les personas del grup pero sempre ni ha algu que no fa res.

40

o SSEN

How do you prefer to work?

a) individually   b) in pairs   (c) in groups) *depende del grupo*

What do you think is the best number of people to work in groups?

a) 3   (b) 4)   c) 6   *+ de 6*

Write 3 advantages of working individually:

- *puedes más rapido*
- *No te distraen*
- *Dependes de ti mismas de hacer las cosas*

Write 3 disadvantages of working individually:

- *Que si no sabes algo no te pueden ayudar*
-
-

Write 3 advantages of working in groups:

- *Puedes adelantar mas cosas*
- *te pueden ayudar*
- *Que te toque un grupo más bueno.*

Write 3 disadvantages of working in groups:

- *Que siempre tienes que quedar para hacer el trabajo*
- *Que te pueden distraer con facilidad*
- *Que alomejor te ha tocado un grupo que no quieres*

Do you contribute a lot when working in groups?

Si. Casi siempre soy el que mas hace

41

o SSEN

How do you prefer to work?

a) individually   b) in pairs   (c) in groups)

What do you think is the best number of people to work in groups?

a) 3   (b) 4)   c) 6

Write 3 advantages of working individually:

- Concentrasse mejor
-
-

Write 3 disadvantages of working individually:

- ~~que~~ lo tienes que azer todo tu solo
- ~~lo tienes~~
- no tienes la opinion de un compañero

Write 3 advantages of working in groups:

- que tienes el apollo de un compañero
- que no lo azes tu todo
-

Write 3 disadvantages of working in groups:

- que abezes una persona o2 se
- ~~quedan~~ sin azer nada
-

Do you contribute a lot when working in groups?

Trabajo lo necesario.
ni mucho ni poco.

o SSEN

How do you prefer to work?

a) individually   b) in pairs   (c) in groups

What do you think is the best number of people to work in groups?

a) 3   (b) 4   c) 6

Write 3 advantages of working individually:

- Nadie te manda
- Luego el trabajo te lo llevas
- Trabajas mas tranquilo

Write 3 disadvantages of working individually:

- Es mas dificil
- Da más verguenza exponer.
- Que si no sabes algo no puedes preguntar a las compañeras.

Write 3 advantages of working in groups:

- Es mas facil
- Da menos verguenza exponer
- Que puedes preguntar a las compañeras

Write 3 disadvantages of working in groups:

- Te mandan
- No te puedes llevar nada a casa
- Trabajas mas estresado

Do you contribute a lot when working in groups?

Bastante en el hecho de buscar información.

o SSEN

How do you prefer to work?

(a) individually)   b) in pairs   c) in groups

What do you think is the best number of people to work in groups?

a) 3   (b) 4   c) 6

Write 3 advantages of working individually:

- You don't depends on someone
- nobody tells to you if you have to do anything
- You make you do the work.

Write 3 disadvantages of working individually:

- You don't have extra information.
- You don't have help when you wish.
- You don't helping Share Knowledge together Knowledge.

Write 3 advantages of working in groups:

- We do more things at time
- We search more information
- You have more relation with the others.

Write 3 disadvantages of working in groups:

- Sometimes the others doesn't search information for the work.
- We don't agree with others.
- Some people don't work hard.

Do you contribute a lot when working in groups?

Yes, when we work in groups I contribute a lot because I give information, and I search all of the information that we have.

o SSEN

How do you prefer to work?

a) individually   b) in pairs   (c) in groups)

What do you think is the best number of people to work in groups?

a) 3   (b) 4)   c) 6

Write 3 advantages of working individually:
- Que estas mas Tranquilo
- Trabajas mas
- Te concentras mas

Write 3 disadvantages of working individually:
- Que si no sabes una cosa no Te pueden ayudar
- Estas solo en la
- Estas estresado

Write 3 advantages of working in groups:
- Te ayudan
- Tienes compañia
- Estas agusto

Write 3 disadvantages of working in groups:
- Depende del grupo Te agobian
- Son muy pesados
- No Te ayudan

Do you contribute a lot when working in groups?
Trabajo lo necesario y aporto al grupo una ayuda grande

45

○ SSEN

How do you prefer to work?

(a) individually   b) in pairs   c) in groups

What do you think is the best number of people to work in groups?

(a) 3   b) 4   c) 6

b) "we learn more"

Write 3 advantages of working individually:

- Que me emplio mas
- Aprendo mas
-

Write 3 disadvantages of working individually:

- Me cuesta mas
- Me despisto algunas veces
- Y que e

Write 3 advantages of working in groups:

- Que aportamos la ideas
-
-

Write 3 disadvantages of working in groups:

- Que hablamos mas
-
-

Do you contribute a lot when working in groups?

Mas o menos

Appendix V: Final task

Activity 3.4. Draw the character in his/her future workplace.