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Inclusive Education in English Classes**

**Inclusive Education in English Classes for Regular Learners**

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### Abstract

Children's inclusion in the educative classroom and community activities, under the teachers' guidance, is an efficient way to provide opportunities to all looking for individual and personal welfare. The following scientific report reveals an experience based on a methodology to develop inclusive education in English classrooms for regular learners. For this, various communicative activities are exemplified to enhance fundamentally, the verbal linguistic, the kinesthetic, the musical, the intrapersonal and the interpersonal intelligences. The research was carried out and applied in English primary classrooms in Santiago de Cuba, where educative programs allow the students to share impartial opportunities to think, do and create learning situations in foreign language. The methodology includes professional orientations in the exploratory, projective, executive and evaluative stages. These stages propitiate the identification of the learners' intelligences; planning and execution of inclusive activities and assessing of results. The methodological intervention permitted to deepen into the students' inclusiveness and diversity. Some pedagogical and linguistic tests were applied to verify the students' linguistic insufficiencies. Data collection instruments show the verbal linguistic intelligence and the other intelligences in 6<sup>th</sup> graders. Findings point out the progress made by the slow learners, who became average and by the average learners who became advantageous. The methodological intervention in primary classrooms improved the learners' abilities and intelligences. Furthermore, the recreation of an *inclusive educational environment* for the teaching of English as experienced in those classrooms brought about positive changes, not only in the cognitive and linguistic levels of the learners, but in their social recognition at the school and in the community.

**Keywords:** inclusive education, methodology, Verbal Linguistic Intelligence (VLI), inclusive educational environment.

### Resumen

La inclusión de los niños en el aula educativa y las actividades comunitarias, bajo la guía de los maestros, es una forma eficiente de brindar oportunidades a todos los que buscan el bienestar individual y personal. El siguiente informe científico revela una experiencia basada en una metodología para desarrollar una educación inclusiva en las aulas de inglés para estudiantes regulares. Para ello, se ejemplifican diversas actividades comunicativas para mejorar fundamentalmente las inteligencias lingüística verbal, kinestésica, musical, intrapersonal e interpersonal. La investigación se llevó a cabo y se aplicó en las aulas de primaria de inglés en Santiago de Cuba, donde los programas educativos permiten a los estudiantes compartir oportunidades imparciales para pensar, hacer y crear situaciones de aprendizaje en un idioma extranjero. La metodología incluye orientaciones profesionales en las etapas exploratoria, proyectiva, ejecutiva y evaluativa. Estas etapas propician la identificación de las inteligencias de los alumnos; planificación y ejecución de actividades inclusivas y evaluación de resultados. La intervención metodológica permitió profundizar en la inclusión y diversidad de los estudiantes. Se aplicaron pruebas pedagógicas y lingüísticas para verificar las insuficiencias

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lingüísticas de los estudiantes. Los instrumentos de recolección de datos muestran la inteligencia lingüística verbal y las otras inteligencias en alumnos de sexto grado. Los resultados señalan el progreso realizado por los estudiantes lentos, que se volvieron promedio y por los estudiantes promedio que se volvieron ventajosos. La intervención metodológica en las aulas de primaria mejoró las habilidades e inteligencias de los alumnos. Además, la recreación de un entorno educativo inclusivo para la enseñanza del inglés tal como se experimenta en esas aulas produjo cambios positivos, no solo en los niveles cognitivos y lingüísticos de los alumnos, sino en su reconocimiento social en la escuela y en la comunidad.

**Palabras clave:** educación inclusiva; metodología; Inteligencia Lingüística Verbal (VLI); ambiente educativo inclusivo.

### **Introduction**

Children's enrolment in the educative classroom and community activities, under the teachers' and parents' guidance is an efficient way to provide opportunities to all looking for individual and personal welfare. Therefore, the use of the classroom and other places, where inclusive educational institutions can put into practice strategies and methodologies that may enrich the curricula, is an opening route for the students to embrace the real sense of learning together and achieve self-belonging and self-confidence.

These ideas reaffirm the importance of the students' inclusiveness and the support that schools and families must provide to the students, who need to learn in collaboration with others to grow and raise their academic and personal development.

The foundation about inclusion as analyzed and argued above, is what moves the following paper, whose main purpose is to focus on inclusive education in English classes, as experienced in English primary classrooms in Santiago de Cuba, where educative programs allow the students to share impartial opportunities to think, do and create learning situations in foreign language, no matter their differences of rhythm and learning styles.

### **Development**

Inclusion is a theoretical concept of Pedagogy that refers to the way school must pay attention to the students' inclusiveness and diversity. The term is known since the 1990's and it presupposes the modifications that the school system must undertake to answer all the students' needs. Being the heterogeneity in the school what constitutes one of its main pillars.

This term was analyzed in the international Forum of UNESCO enriching the educative field as discussed in the event held in Jomtiem, Thailand. There, it was promoted Education for all to satisfy learning basic needs at the time of developing individual social welfare to all persons within the formal education system.

Later on, the international conference known as the "Declaration of Salamanca" emphasized the idea to teach classes to all children, youngsters and adults, with or without disabilities, in a common educational system. This declaration generalized the inclusion as a central principle, which should guide the policy and practice of the construction of education for all.

Inclusive education is the right of all children, either able or disable, to have access to a qualified education, which also values diversity. Inclusion starts with the acceptance of differences and the promotion

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of an equal treatment to each student, minimizing the barriers that may limit the student's participation, due to physical, mental, social and cultural contexts, among others.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) which came into force in 2008 recognized that children with disabilities have the right to the full range of educational opportunities. It was then a rule that all the learners must be treated equal and that they should be given impartial and equal opportunities. Moreover, it is the special learners' right to be included in the same group as the regular learners, as every learner is unique, and he learns in different ways.

The disabilities and implications normally found in learners, as analyzed by Thosar (2017, p. 23), can be summarized as follows:

<b>Disabilities</b>	<b>Implications</b>
<i>Vision and hearing impairment</i>	Difficulties in developing reading, writing, listening and speaking skills.
<i>Physical disability</i>	Problems related to developing motor skills.
<i>Learning disability</i>	Difficulties in paying attention to the teacher and in memory retention and reproduction.
<i>Intellectual disability</i>	A lower intellect in the learners.

On accounting for this, inclusive education must implement good practices to overcome these learners' difficulties even in foreign language teaching.

At present, best educative and didactic practices assume the students' inclusiveness, diversity and multiple intelligences through new strategies and methodologies that make inclusive education a reality. The proposals comprise learning modules, activities, workshops and extra school sites that must propitiate cooperative learning, under the principle of the inclusive school concerning intercultural education to favor all the students. In fact, all of them deserve equality of opportunities, without discrimination in spite of individual differences, as it is conceived by the Pedagogy of Diversity.

Pedagogy of Diversity is admitting a wide knowledge of each of our learners, their families, community, social needs, learning objectives, resources and methodological preparation, in correspondence with the complexity of the school groups and each student. In reference to this, Rodríguez, B (2002), focuses on the relation of knowledge between teachers and students for using different ways, methods, procedures and means to educate under conditions and contexts difficult to equalize. (p. 2).

The school group is always heterogeneous no matter the students' age or teaching level, as every learner has its own anatomy-physiological features and its own socio-historical-cultural contexts that contribute to its development.

Therefore, every student can learn as he/she has potentialities, capacities and great possibilities enhanced by the educative system and the aid offered by teachers.

The school must guarantee a good attention to all learners, no matter their race, sex, social group, religion, locality or family, following the principle of flexibility, differentiated and personalized attention. It is also required the use of creative methodological resources to educate them in a natural environment, near

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their classmates, family and community members. From this perspective diversity provides richness to the students' learning process.

The very richness is based upon the way each student positively transform his needs, mood, feelings, abilities and capacities into productive learning. Hence, the importance of encouraging dispositions to promote a higher cognitive level that helps formation of values, such as solidarity, friendship and responsibility in the school and community contexts.

Thus, the use of creative methodological resources used for the teaching learning process, as books, cartoons, stories and technologies in general, must provide similar contextual situations for all the students in inclusive educational institutions.

**Contextualization in inclusive educational institutions.**

Contextualization as a process pretends a functional and organizing reconstruction of the school for the adaptation of instruction to give support to all the students. This reconstruction permits the specialized professors to work in coordination with the natural context of the ordinary classroom, favoring the sense of belonging to the community and the need of accepting the students, being either regular or disabled learners, from a different culture, race or religion.

The inclusive school presupposes the acceptance of all the students, evaluating their differences and demanding new values in the school, with their social and academic active participation. It also presupposes the creation of an inclusive contextual learning from a common curriculum, as well as a deep school reorganization, to be faced from the institutional perspective.

This process of school reorganization implies the planning and implementation of programs which require much attention on the part of teachers and managers, in elementary, basic and high levels. They require as well, intended researches, which goals contribute to the improvement of the plans, programs so far implemented in educational institutions.

As to this, some didactic innovations derived from the contextualization and systematization of research outcomes concerning the teaching learning process in Cuba, have produced interesting experiences in the teaching of English as a foreign language. In respect to this, a methodology for contextualizing research outcomes of the English teaching learning process has been successfully experienced in Santiago de Cuba.

As a result, several didactic materials and educative resources have improved the students' English learning in primary, junior, senior and high school:

Didactic materials and educative resources applied comprise a glossary, an illustrated dictionary for primary school, a methodology for developing multiple intelligences, and activities, which consist of communicative exercises to practice listening, speaking, reading and writing through dialogue, songs and poems. Leaflets containing several activities to practice all the linguistic abilities are applied as well in junior, senior and high school. (Jiménez, Roca & Rodríguez, 2014, p. 21).

Context as the learning base of the unity of thinking, doing, feeling, and creating, as well as the teaching of language components centered in the students' learning, has given the researchers the opportunity to innovate. Context permits the teaching of structural components of the linguistic content (pronunciation, International Congress on the Didactics of the English Language Journal. ISSN 2550-7036.

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grammar and vocabulary), which is developed by means of the interrelation between the communicative function and the situational and cultural communicative context. This process must occur to reinforce the oral and written expression, where the words and syntactic units become phonetically and grammatically significant.

Consequently, in the English Language Classroom there must be not only enough educative resources that facilitate the language teaching learning process, but also other important elements which may activate language learning such as a positive environment, sustained by the classroom conditions, the role of the teacher and the teaching aids.

The teacher's role as the mediator, organizer and controller of the didactic activities must contribute to the mutual respect among all the members of the school group, so that they can feel delighted and relax during the learning process. Accordingly, the teacher must guarantee an *inclusive educational environment* in the classrooms and places where the language teaching learning process takes place.

*Inclusive educational environment*, as defined by the author of this paper, is the learning contextual situation that is achieved by means of precise objectives, selection of appropriate socio-linguistic contents, use of attractive teaching aids and evaluation forms. This learning contextual situation requires didactic treatments to the students' inclusiveness, and it also demands graded learning activities to make the teaching learning process dynamic and systemic for raising the students' senses, abilities and intelligence.

The *inclusive educational environment* becomes evident when the learner enjoys the same opportunities and receives the same psycho-pedagogical attention from the part of his teacher. This makes him to go forward and improve his cognitive level. It is also a need to know the real learning possibilities, abilities, capacities and intelligence, to grade each student's activities and guarantee his progress through systematic interactions.

However, this is a complex process as in normal courses of teaching English there are some limitations that hinder getting the language efficiently, say: the use of the mother tongue; the students' fear in speaking the foreign language; the students' misunderstanding and mispronunciation, the students' different cognitive and proficient levels that may generate differences in learning.

So, the arguments and limitations provided above reaffirm the importance of the role of foreign language teachers, whose pedagogical and psycholinguistic knowledge must lead them to take care of the following requirements:

- The classroom environment: size, seating arrangements, aids and ventilation, in correspondence with the number of the students, so that the teacher should match the needs of the learner with classroom structure and space. Accordingly, the seating arrangement should be made in such a way that all learners are comfortable during the teaching learning sessions. Slow learners can be placed near average or advanced learners, so that the slow ones can learn from the others. These requirements are essential for the students to feel comfortable and happy while learning the foreign language.

- The students' needs to experience success: their aims need to be concrete, reasonable and challenging for them to guarantee a systematic and active participation while listening, speaking, reading and writing.

- The students' diversity and multiple intelligences: this permits a better understanding of their developmental learning capacities. Each individual is potentially intelligent and this intelligence is qualitative expressed in a different way, hence individual differences are observed and revealed as the result of his

intelligence. Gardner (1989) gives the following description of the multiple intelligences and their core components:

**Verbal Linguistic:** Sensitivity to the sounds, rhythms, and meanings of words; sensitivity to the different functions of language.

**Musical:** Abilities to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness.

**Logical-mathematical:** Sensitivity to, and capacity to discern logical or numerical patterns; ability to handle long chains of reasoning.

**Spatial:** Capacities to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions.

**Bodily-kinesthetic:** Abilities to control one's body movements and to handle objects skillfully.

**Intrapersonal:** Access to one's own feelings and the ability to discriminate among them and draw them to guide behavior; knowledge self-knowledge of one's own strengths, weaknesses, desires, and intelligences.

**Interpersonal:** Capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people. (Gardner, 1989, p.6).

In the mid-1990's, Gardner identified the **naturalistic intelligence**, as an ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world. (Gardner, 1999, p. 47)

In Foreign Language Teaching (FLT) the above descriptions rely upon the domains in which one typically finds students who may show high levels of intelligence, while practicing the oral and written aspects of the language. Thus, foreign language learners may show multiple intelligences through these abilities:

<b>INTELLIGENCE</b>	<b>ABILITIES</b>
<b>Verbal Linguistic</b>	To use syntax, phonetics, semantics, and pragmatics.
<b>Musical</b>	To perceive, discriminate, transform, and express musical forms, including rhythm and tone sensibility as part of the singing actions.
<b>Logical-mathematical</b>	To solve rapidly logical-mathematical forms, through logical thoughts and numeral abilities, identification of models, calculation, hypothesis verification, inductive and deductive reasoning.
<b>Spatial</b>	To perceive internal and external images, recreate and transform them, and produce and decode graphic information. New technologies help the identification and interpretation of dynamic images.
<b>Bodily-kinesthetic</b>	To relate body movements to express emotions as dancing, performing, sports or artistic creation, also with the use of paralinguistic elements.

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<b>Intrapersonal</b>	To discriminate emotions and be able to recognize them for interpreting and orienting the learner's behavior.
<b>Interpersonal</b>	To feel distinctions among learners and make contrasts concerning moods, motivations and intentions through interactions and cooperation.
<b>Naturalist</b>	To observe, experiment, reflect and describe plants and animals to question the environment in which the learner lives in and makes him live in harmony.

The last requirement refers to upgrading:

-Upgrading. The teachers must be constantly studying and receiving postgraduate courses to know more about their students' inclusiveness, diversity, cognitive level, multiple intelligences and Didactics of FLT. Teachers in inclusive English classrooms must consider a wide range of learning modalities in building guidelines to favor the development of the students' multiple intelligences, self-belonging and social protagonist behavior.

Activities should include verbal or non-verbal communication and corrective procedures must be educatively worded. Activities should be timed as well, keeping in mind that slow learners may require an extra time, for them to feel more comfortable during the learning process. The average and advanced learners can also help to assess their progress and the progress shown by the learners they help under the teacher's guidance.

Some hints for achieving an *inclusive educational environment* in listening, speaking, reading and writing activities are presented below:

**Listening activities.** The teacher for promoting musical and linguistic intelligence to slow students can use short recordings and videos for them to listen to authentic materials and practice transcription. They could be either monologues, dialogues, poems or songs. The teacher may recite short poems in simple language for the learners to understand the feelings of the teacher that is to listen and pick up the words used. The content of the poems and songs should appeal to the students' interest and feelings; generally they must be selected in relation to their ages and psycho-pedagogical characteristics. Listening to authentic foreign language within an *Inclusive educational environment* constitutes a good practice to learn in group, so that advanced and average learners can help the slow ones; at the same time the slow learners can support advanced and average learners. Listening activities are also appropriate to develop bodily-kinesthetic and interpersonal intelligence.

**Speaking activities.** The teacher before teaching new words must review the old words using flash cards or real-life objects so as to reinforce the learning. This will gradually improve the vocabulary and create *inclusive educational environment* for the slow learners to grasp the language, and the advanced and average learners to help the slow ones in using vocabulary in context through communicative interaction. The teacher can ask simple questions which will motivate the learners to speak in English in every class and even out of it. The teacher can encourage mini dialogue and dialogue practice for dramatization and promote interaction among advanced, average and slow learners. The use of games, recitation of poems and singing songs help the attaining of self-confidence and also contribute to feel free, minimizing mistakes without fear of being

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judged or ridiculed. Oral activities must be arranged for the whole class to be developed in pairs or groups. For this arrangement, slow learners must be accompanied by average and advanced ones. The teacher must arrange the activities in regard to the learner's multiple intelligences, rhythm and learning style. Speaking activities are appropriate to develop linguistic, bodily-kinesthetic, interpersonal and intrapersonal intelligence.

**Reading activities.** The teacher must encourage slow learners to brainstorm around anticipated ideas, with the aid of the advanced and average students. The teacher may help them, showing flash cards which may have a picture of an object, person, animal, etc. to speak a few words about them. Later the learners can be given sentences and small paragraphs to read under the teacher's guidance. These exercises will lead the learners to be aware of main and secondary ideas; the key words that support them, and the usage of different words (nouns, adjectives and verbs) in context. Once the learners pick up the language, the teacher can formulate questions to verify comprehension on the topic. Then, the teacher can arrange an oral interaction with slow, advanced and average learners to encourage the use of English as a foreign language. For reading activities technological aids are recommendable as they help with the use of digitalized short texts that may include oral interacting exercises. Reading activities are suitable to develop linguistic, interpersonal and intrapersonal intelligence.

**Writing activities.** The teacher must encourage slow learners to practice the graphic representation of the language and organize the words and sentences to shape a simple text with the aid of the advanced and average students. The topic can be suggested or selected by the learners according to their own motives and personal decisions. Later, the learners can be given some guidelines to organize the linguistic content: selection of words, (putting words together in correct word order, using vocabulary correctly), organization, purpose, clarity, sequence, cohesion and coherence (making the sentence constituents, such as subject, verb, and object), clear. During the recognition level the teacher can plan exercises of filling the blanks with personal information; for reproduction, the learners can write sentences about information given. Then for the productive level they can write short texts, such as biographical cards about known personalities, physical description of relatives, friends, and classmates. These exercises are useful, to integrate reading, writing, and speaking. Written texts can be published in the classroom bulletin board, signifying all the learners' records and success. Writing activities are suitable to develop linguistic, interpersonal, and intrapersonal intelligence.

### **Pedagogical experiences in teaching English in inclusive classrooms in Cuba.**

The methodology applied at "Abel Santamaria" primary school of Santiago de Cuba province is a result of an English Language mastership presented at the University of Oriente by Henríquez, M, (2017). The general objective of this methodology is to develop the verbal linguistic intelligence (VLI) in primary school with the communicative approach.

The intervention with 6<sup>th</sup> graders required the Pedagogy of Diversity as one of the theoretical tenets that sustain the methodology framework to guarantee the relation of knowledge between teachers and students. Thus, teachers were oriented for making diagnostic analyses about their students' difficulties and potentialities, as well as the necessary data about inclusiveness, diversity, and multiple intelligences to carry out the actions included in the methodology.

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The methodology for developing the VLI stands as a didactic tool derived from an educative research carried out during three years. Within its content and structure some distinct professional orientations are available through the *exploratory*, *projective*, *executive* and *evaluative* stages.

*The exploratory stage identifies* the learners' verbal linguistic intelligence. A team of teachers and specialists is selected for the elaboration of the necessary instruments to diagnose the VLI; they must analyze the results and the cognitive and psycho-pedagogical characteristics of the learners; shortages and potentialities they have in reference to the foreign language learning.

It also identifies positive and negative qualities of teachers to face the development of the VLI and develop a workshop for debating theoretical - practical aspects about the students' inclusiveness, diversity and multiple intelligences.

The workshop refers to the VLI and the diagnostic analysis in 6th graders to prepare teachers for the selection and application of instruments.

The VLI test consisted of 10 statements to know if the students liked to read, to write, to complete puzzles, to listen to stories, to memorize words and songs and to participate in contests, class festivals, etc. in groups or individually.

The results of the intelligence test helped to determine the learners' cognitive levels with the following scale: 16 to 20 points: advanced; 10 to 15: average and 0 to 9: slow.

The methodological intervention permitted to deepen into the students' inclusiveness and diversity. One pedagogical test was also applied to verify the students' VLI insufficiencies. The questions inquired about knowledge on greetings, dialogue completion and personal information. Data collection instruments derived some characteristics of the VLI in 6<sup>th</sup> graders, and its relationship with other types of intelligence:

1. They listen and answer to sounds, rhythm and tone of a spoken word.
2. They imitate sounds and ways of speaking, reading, and writing from the teacher.
3. They listen with attention, understand, paraphrase, interpret and remember what it is said.
4. They read, understand, synthesize, explain, and remember what is read.
5. They efficiently dramatize in front of an audience and know how to express themselves in a simple, eloquent and passionate way in a determined moment.
6. They use a basic vocabulary.
7. They show enthusiasm towards linguistic games, poetry, songs and narration.

*The projective stage designs* actions for developing the VLI, considering the results of the diagnostic analysis, so it also takes into account other types of intelligence. The team of teachers plans and includes the activities to be developed during the English teaching learning process and through extra class activities. It determines the execution period, methods and techniques to be used.

The activities planned are the following:

- Written and oral word practice.
- Oral expositions, recitations, narrations, debates, puzzles, and word soaps.
- Diary elaboration for learning daily summaries and new words.
- Creation of bulletin boards to exhibit and publish written works.
- Syntax, phonetics and semantic practice through poetry and songs.
- Decoding of linguistic messages.

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- Building of learning situation for developing VLI and other intelligences related to it.
- Creation of the Learning English Club.
- Upgrading workshops for teachers.

*The executive stage* develops the activities planned for the VLI. It also includes the program devised for the Learning English Club, Class Festivals and Bulletin Boards. The workshops include ludic activities, dramatizations and community service actions to develop VLI in the classrooms and the community, as well as the use of technology to achieve an *inclusive educational environment*.

Some activities to propitiate the *inclusive educational environment* are illustrated as follows:

**I. Linguistic games** to fix vocabulary and grammar through oral practice, gestures, and signs that enhance the VLI and the visual, bodily- kinesthetic, intrapersonal, and interpersonal intelligence.

#### **Game 1. The mimic**

Basically, for slow learners to raise their ego. A student performs a scene (using action verbs studied: watching TV, playing, studying, etc) and silently speaks what he wants to express, using body language and facial expressions. The class must guess the action performed.

Slow learners need special attention, so the game facilitates self-belonging, and more self-confidence.

#### **Game 2: Hot and Cool**

For slow and average learners. A student goes out of the classroom and the class hides an object. Then, he enters and looks for the object. The students tell in English the name of the object in a low voice as he stands far from the object, saying: *COOL!* in a loud voice as he gets near the object, saying: *HOT!* until he finds it and then pronounces its name in a loud voice, say:

#### **A Pen!, A Pen!**

These learners are more involved and integrated to the group, so they feel relaxed.

#### **Game 3: It's a / an**

**Juego 3:** It is a very useful game to practice the use of a/an with all learners:

The class is divided into two groups, mixing all learners. On the board the teacher writes two columns: It's a.../ It's an...

Learners should take a school object, eg. A notebook and say: It's a notebook! In a loud voice. He goes to the board and writes the sentence into the corresponding column. The teacher evaluates the answer by giving points and using corrective and educative words, in relation with the student's cognitive level.

**II. Storytelling and building up narrations** to use vocabulary and grammar through oral practice to enhance the VLI, the intrapersonal, interpersonal and naturalistic intelligence.

#### **Storytelling**

The teacher tells a simple story that appeals to the learner's senses, eg. about the planet, the zoo, the

#### **Building up narrations**

Advanced, average, and slow students can create simple stories to denote

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ocean, the house, the forest and the jungle, for enhancing the VLI with aids support.

The pictures below can help teachers in telling stories to the students.



comprehension of narrations told by the teacher using the pictures. Example: Science fiction story (for advanced)

The students are guided by means of the following questions:

1. When does it take place? (encouraging imagination concerning time)

2. There is a planet in this story. What is the planet's name?

(names are suggested about sounds practiced, say **Booth** /u/

3. There is a spaceship in this story. What color is it?

4. How is the planet?  
\_\_\_ snowy \_\_\_ hot \_\_\_ dry \_\_\_  
blue \_\_\_ rocky \_\_\_ wet

5. How is the alien?  
(physically and psychologically)

6. There are some dangerous creatures in the story. Who or what are they?

\_\_\_robot\_\_\_plants\_\_\_aliens\_\_\_  
\_\_\_monsters.

The same procedures are followed with average and slow learners using the other pictures.

**III. Learning English Club** to practice singing, debates, funny stories, reading, recitations and dramatizations in public places in cultural and scientific events, as extension activities for advanced and average students, supported by the slow learners, in correspondence with all the student's needs, rhythm, learning styles and multiple intelligences. Authentic materials are adapted as newspapers, books, and videos, and graded for advanced, average and slow learners. Outdoor activities are also included to involve all learners, whose feelings make them appreciate nature in groups, trios and couples.

**IV. Informative Bulletin Board** to publish the students' success in relation to their VLI. It includes sections, such as: I'm studying English; I'm intelligent; Tongue twister; Try this! Curiosities; Coming soon!; Remember; and Corner of fame. These sections encourage all the students to systematize multiple intelligences and show their progress by publishing their drawings, poems, songs, narrations, and project works. Photographs of the students' performance can be published as well.

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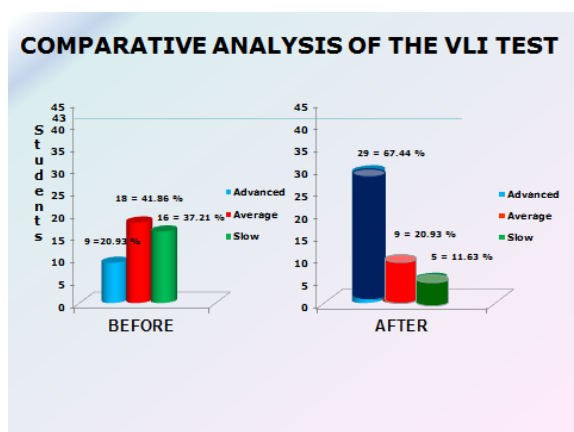


The photos show 6<sup>th</sup> graders performing childhood stories in the Third and Fourth Scientific Methodological Workshops of the Foreign Language Department from the High Pedagogical University. Students' performances demonstrated high levels of intelligence, self-belonging and self-confidence as well as a high protagonist behavior, which provided them with social recognition in the educative institutions and in the community.



The evaluative stage assesses the results achieved, as well as teachers', students' and specialists' level of satisfaction during 6 months of the methodological intervention.

The graphic shows the comparative outcomes of the VLI diagnostic test:



Findings point out the progress experimented by the slow learners, who finally became average and by average learners who became advantageous.

Moreover, through pedagogical tests were verified the oral and written students' capacities on matching questions and answers, answering personal questions and writing numbers. The findings highlighted an increase of 25 students who got excellent results.

Data collection instruments denote transformational findings that reveal positive aspects in relation to the learners' VLI and other intelligences related to it. These findings prove an efficient use of the *inclusive educational environment* where all learners interacted with the same opportunities and a similar psychopedagogical attention by the teachers during the teaching learning process, minimizing the use of the mother

tongue and fear of speaking the foreign language. Foreign language misunderstanding and mispronunciation was also overcome, as well as the diverse cognitive levels that may generate differences in learning.

### Conclusions

The psycholinguistic and pedagogical nature of Foreign Language Teaching implies the use of theoretical and practical tenets that emphasize on the students' inclusiveness, adequate didactic treatment of diversity due to different cognitive levels, rhythm and learning styles while learning a foreign language.

The study of English as a foreign language since early ages is quite a challenge for teachers, whose psycholinguistic and didactic preparation demand systematic analyses of the learners' needs and goals. Therefore, to delve into the strategies and methodologies to be used in English classrooms constitutes a useful scientific perspective that inclusive educational institutions must guarantee within their policy.

The methodological intervention in primary classrooms improved the learners' abilities and intelligences. The recreation of an *inclusive educational environment* for the teaching of English as a foreign language brought about not only positive changes in the learners' cognitive and linguistic levels, but also in their personal behavior, due to a better sense of self-belonging after been involved in inclusive activities that increased their social recognition. These activities are strengthened by the educational system to offer an impartial attention to all learners, despite their race, sex, religion, locality or family.

Inclusive education in English classes for regular learners as experienced and illustrated throughout this research outcome in Santiago de Cuba is quite a challenge, not only for Cuban foreign language teachers, but also for Latin American and Caribbean teachers. We are all admitting what Pedagogy of Diversity demands about our learners' knowledge, social needs, and family and community life. These exigencies imply upgrading activities, which can be complemented and enriched through the educational research in Foreign Language Teaching.

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