

Adaptive Learning Environments for English Language Teaching to Inclusive Education

Keyla Andrea Lizarazo Rolón

Facultad de Educación, Universidad Santo Tomás

Maestría en Ambientes Bilingües de aprendizaje

Directora

Nelly Johana Alvarez Idarraga

Author Note

Keyla Andrea Lizarazo Rolón

<https://orcid.org/0009-0001-9114-8486>

keyla.rolonliz@usantotomas.edu.co

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Abstract

Inclusive education represents both a compelling and challenging reality for teachers in Colombia, where increasingly diverse classrooms expose significant gaps in educators' preparedness to effectively teach students with Special Educational Needs (SEN). This research seeks to identify the barriers and enablers teachers encounter when working with this population, examine current inclusive practices that promote SEN students' participation and learning, and provide practical strategies for strengthening inclusive learning environments.

The study adopted a qualitative, phenomenological approach. Data were collected through two semi-structured interviews, two participative observations, and two non-participative observations, yielding four central findings: (1) a lack of articulation between teacher education, inclusive policy, and disciplinary preparation; (2) insufficient and superficial institutional support that falls short of the sustained professional development inclusive education demands; (3) parents' denial, passivity, or avoidance regarding collaboration with schools and external professionals, undermining students' adaptation and academic success; and (4) the instrumentalization of diagnoses as a mechanism to secure grade promotion or exemptions from academic requirements.

Regarding effective inclusive strategies, the following were identified: collaborative learning dynamics; positioning SEN students near the instructor for real-time monitoring and corrective feedback; peer evaluation; cognitive simplification through visual and typographic scaffolds such as highlighting and underlining grammatical structures; adaptation of assessment instruments in coordination with external professionals, including reduction and simplification of questions; colorful evaluations; and sequencing tasks from most to least cognitively demanding.

Keywords: Inclusive education, Bilingual education, English teaching, inclusive strategies, Special educational needs.

Resumen

La educación inclusiva representa, al mismo tiempo, una realidad atractiva y desafiante para los docentes en Colombia, ya que las aulas son cada vez más diversas y esto pone en evidencia importantes brechas en la preparación del cuerpo docente para enseñar de manera efectiva a estudiantes con Necesidades Educativas Especiales (NEE). Esta investigación busca identificar las barreras y facilitadores que encuentran los docentes al trabajar con esta población, examinar las prácticas inclusivas actuales que promueven la participación y el aprendizaje de los estudiantes con NEE, y ofrecer estrategias prácticas para fortalecer los entornos de aprendizaje inclusivos.

El estudio adoptó un enfoque cualitativo de corte fenomenológico. Los datos se recopilaron mediante dos entrevistas semiestructuradas, dos observaciones participativas y dos observaciones no participativas, arrojando cuatro hallazgos centrales: (1) falta de articulación entre la formación docente, la política de inclusión y la preparación disciplinar;

(2) apoyo institucional insuficiente y superficial, que no responde al desarrollo profesional continuo que exige la educación inclusiva; (3) negación, pasividad o evitación por parte de las familias frente a la colaboración con la escuela y con profesionales externos, lo cual debilita las adaptaciones y el éxito académico de los estudiantes; y (4) la instrumentalización de los diagnósticos como mecanismo para asegurar la promoción de grado o la exención de requisitos académicos.

En cuanto a estrategias inclusivas efectivas, se identificaron las siguientes: dinámicas de aprendizaje colaborativo; ubicación de los estudiantes con NEE cerca del docente para permitir un monitoreo en tiempo real y retroalimentación correctiva; evaluación entre pares; simplificación cognitiva mediante andamiajes visuales y tipográficos, como el uso de resaltados y subrayados de estructuras gramaticales; adaptación de instrumentos de evaluación en coordinación con las recomendaciones de profesionales externos, incluida la reducción y simplificación de preguntas; evaluaciones con elementos visualmente atractivos; y secuenciación de tareas desde las más hasta las menos demandantes cognitivamente.

Palabras claves: Educación inclusiva, educación bilingüe, enseñanza del inglés, estrategias inclusivas, necesidades educativas especiales.

Introduction

At the national level, Colombia has committed to inclusive and equitable education, and schools increasingly enroll neurodivergent students alongside their peers. Still, structural gaps constrain the realization of inclusive education. Public data is fragmented, the implementation of support varies across territories, and the shared responsibility laid

out in policy does not always translate into sufficient capacity and resources (UNESCO, 2020). The national framework is clear. Decree 1421 defines inclusive education as a process that recognizes diversity and mandates actions ranging from accessible digital content to teacher training and resource provision (Ministerio de Educación Nacional, 2017). Yet execution remains uneven, with consequences for learning a foreign language.

Evidence on coverage shows both progress and blind spots. Fundación Saldarriaga Concha reported that in 2020 gross educational coverage for children and adolescents with disabilities reached 71 percent across early childhood, basic, and upper secondary education, which is encouraging but also reveals gaps in monitoring quality and learning outcomes. At the same time, the Global Education Monitoring Report underscores that inclusion requires sustained investment in teacher preparation, data systems, and adaptive supports to move from access to participation and achievement (UNESCO, 2020).

At the territorial level, Norte de Santander illustrates the tension between policy and installed capacity. At the departmental level, public information indicates 1,581 students enrolled with diagnosed disabilities across educational levels in the department (La Opinión, 2023). Recent departmental reporting details a limited support workforce, including 11 permanent pedagogical support teachers and 15 temporary positions distributed across municipalities, which is modest relative to the enrolled population (Secretaría de Educación de Norte de Santander, 2025). In English language teaching, additional challenges arise from linguistic processing, social communication, and self-regulation demands, which increase the cognitive load of tasks and require sustained adjustments in pacing, scaffolding, materials, and assessment.

Within this context, At the school level, a private school in Cúcuta, hereafter S, serves 360 students and advances a mission that emphasizes communication, research, science, and technology with values, diversity, and interculturality. In sixth and seventh grades, students have been identified with autism spectrum profiles, attention deficit profiles, and cognitive disabilities. Although the school has adopted Universal Design for Learning guidelines, teachers report recurrent difficulties sustaining equivalent progress in listening and reading comprehension, production, interaction, and assessment in English. These tensions are not only classroom based. Limited consolidated data, insufficient human and technological support, and uneven professional development opportunities constrain the school's capacity to respond to learner diversity. (Almeqdad et al., 2023) & (Sun & Zaharudin, 2025).

The pedagogical case for adaptive learning environments in English language teaching is strong. A learning environment can be understood as a physical, social, and cultural space where students interact, reflect, and grow, which implies that inclusion goes beyond presence to participation and achievement (Dewey, 1938; Vygotsky, 1978). Universal Design for Learning offers design principles that reduce barriers by providing multiple means of engagement, representation, and action and expression; the guidelines have been iteratively updated, most recently as UDL 3.0 (CAST, 2024). A growing body of syntheses finds positive effects of UDL on student outcomes across settings, suggesting value for inclusive classrooms when principles are applied with fidelity (Almeqdad, 2023). In parallel, research on adaptive learning technologies shows that data driven personalization of content, pacing, and support can increase engagement and learning gains

when integrated with sound pedagogy and formative assessment (Tan et al., 2025; Simon & Zeng, 2024).

For English language teaching specifically, recent scholarship highlights the need to tailor planning, interaction patterns, and assessment to neurodivergent learners to promote equitable participation and progress (Ubaque Casallas, 2024). Systematic reviews in EFL also point to the promise of assistive and adaptive technologies, while noting the importance of teacher preparation and contextual fit (Klimova, 2023). These insights align with national policy expectations and with the institutional project at S. Narrowing the focus to sixth and seventh grades enables feasible short term improvements, such as clear support pathways, differentiated assessment criteria, selective adaptation of materials, and practical guidelines for teacher development that are consistent with the school's mission and transferable to other grades.

Taken together, national commitments, local constraints, and school realities converge on a simple imperative. Inclusion in ELT will not happen by accident. It requires intentional design, adaptive support, and formative assessment that turn access into participation and achievement. Focusing on grades 6 and 7 at S enables concrete improvements that are feasible now and scalable across the school. The next section presents the project rationale and its alignment with the selected thematic axis.

Problematic Question

How do English language teachers in Grades 6 and 7 at S implement inclusive teaching strategies, and under what school and classroom conditions do these strategies foster the participation and learning of students with special educational needs?

General Objective

To analyze how English language teachers in Grades 6 and 7 at S implement inclusive teaching strategies to promote the participation and learning of students with special educational needs.

Specific Objectives

1. To identify the barriers and enablers teachers encounter when implementing inclusive teaching strategies in sixth- and seventh-grade English classrooms serving students with special educational needs.
2. To examine current inclusive teaching practices and how they shape the learning environment and students' participation and learning.
3. To formulate evidence-based recommendations to strengthen inclusive English language teaching for students with special educational needs.

Theoretical Framework

This chapter brings together the state of the art and the theoretical framework for a study on adaptive learning environments for inclusive English language teaching in sixth and seventh grades at S. The state of the art provides a critical and contextual reading of available evidence, identifies trends and gaps in research on inclusion in English teaching, and delimits practical problems that merit empirical attention. The theoretical framework defines and connects the constructs that guide the analysis so that inclusion functions as a design principle, and adaptivity operates as a systematic response to learner variability based on formative evidence. The linkage between these components prevents overlap,

organizes the dialogue among authors, and justifies the analytic decisions that orient the inquiry in the specific context of S.

Constructivism serves as the primary theoretical anchor for the present research, as this perspective fundamentally supports inclusive education by emphasizing the need to adapt instruction to students' diverse cognitive, linguistic, and social needs (Schunk, 2020). Within the context of this study which examines how Grades 6 and 7 English language teachers implement inclusive strategies for students with special educational needs (SEN), constructivism provides a critical foundation for analyzing the relationship between pedagogy and student participation. This framework is specifically enriched by two core constructivist perspectives that guide the analysis of effective teaching strategies:

Vygotsky's Social Constructivism: Fostering Participation and Social Mediation

Vygotsky's Social Constructivism highlights that the construction of knowledge is fundamentally a social process, mediated by language and culture. This principle is vital for inclusive teaching as it fosters the use of peer-to-peer interaction and scaffolding to promote active participation among all students. Inclusive strategies, therefore, must focus on helping students with SEN navigate their Zone of Proximal Development (ZPD). This perspective suggests that teachers must intentionally design collaborative learning tasks in which students, temporally supported by the teacher or a more capable peer can go beyond their current performance. From this viewpoint, inclusion is fostered through purposeful social mediation that enables all learners to participate meaningfully in their learning process (Vygotsky, 1978).

Ausubel's Meaningful Learning Theory: Ensuring Comprehension and Cognitive Structure

Ausubel's Meaningful Learning Theory complements Vygotsky's sociocultural emphasis by focusing on the learner's internal cognitive structure. Ausubel (1963, 1968) arguments that the most influential factor in learning is the learner's existing knowledge base. In the context of inclusive English Language Teaching (ELT), this underscores the importance of ensuring that new Second language (L2) concepts are introduced in ways that are cognitively accessible, relevant, and clearly organized.

Moreover, Qi (2022) states that meaningful learning transforms classrooms from spaces of passive knowledge acquisition into active environments for knowledge construction by reducing the psychological distance between learners and knowledge. This idea is particularly relevant for students with Special Educational Needs (SEN), as they often require additional support to bridge the gap between themselves and the knowledge, they need to acquire in diverse learning environments (Miller, 2023).

To achieve a meaningful learning environment, teachers should employ tools or strategies that help students connect new information to their prior knowledge including their first language (L1), cultural background, and general world understanding through meaningful links. This approach moves instruction beyond mechanical memorization and promotes meaningful cognitive integration, a process especially essential for students who experience cognitive or linguistic barriers. By anchoring new content to what learners already know, teachers support long-term comprehension and reduce the cognitive demand that often challenges students with special educational needs (SEN).

Literature Review

Recent literature on inclusive English language teaching has moved from describing barriers to emphasizing pedagogical design and the institutional conditions that enable it. This shift is uneven, since descriptive accounts of shortcomings coexist with programmatic conceptual contributions and qualitative studies that portray the complexity of implementation in real classrooms. In higher education, evidence shows recognition of students with disabilities or special educational needs alongside perceptions of insufficient preparation to differentiate instruction and manage support. These patterns highlight the need for training in inclusive methodologies, school-level support structures, curricular adaptations, and collaborative work among educators, although there is limited direct evidence on students' experiences and outcomes that would allow firm claims about impact (Pizarro Chacón & Cordero Badilla, 2015).

Programmatic contributions assemble a repertoire of differentiated strategies such as material adaptation, multisensory approaches, flexible grouping, and differentiated assessment. These texts offer a useful normative direction but call for empirical corroboration because of limited methodological transparency and a reliance on perceptions rather than achievement indicators (Ayala, n.d.). Their value lies in setting a shared direction for practice and policy while reminding researchers to verify effectiveness with designs that attend to context, population, and fidelity of implementation.

In basic education, qualitative studies show that enactment occurs amid concurrent curricular demands, limited resources, and heterogeneous beliefs about ability and performance. Teachers navigate institutional expectations, uneven access to specialized support, and day-to-day micro decisions that shape participation, including task selection

and sequencing, time organization, and the articulation of assessment and feedback criteria (Alkhateeb et al., 2023). Related findings reported in African contexts describe similar tensions between positive intentions and structural limits, reinforcing the idea that sustainability depends on stable school agreements, coordination among teachers, and access to universal supports that reduce barriers to access and participation (Mprah et al., 2023).

A comparative reading of these sources suggests a field oriented toward the designability of learning environments rather than a mere inventory of obstacles. Institutional capacity emerges as decisive for moving from isolated efforts to school routines, which requires time for collaboration, specialized guidance, available technologies, and shared evaluative criteria that moderate cognitive load and clarify expectations for achievement. Teacher knowledge appears as a combination of design competence and evidence of use, so that decisions about task complexity, pacing, grouping, and feedback respond to learner profiles while maintaining common, challenging goals. At the same time, methodological gaps persist, since descriptive designs with small samples are prevalent and student participation and learning indicators are less frequently collected in systematic ways, which constrains generalization and underscores the need for studies that triangulate sources and track effects over time.

Within this discussion, research on adaptive environments in sixth and seventh grade English gains relevance because it can operationalize teacher agency and observe concrete practices that connect anticipation and evidence-based response. The notion of an adaptive environment refers to a configuration that integrates design decisions that anticipate variability with responsive adjustments during learning, so that participation is

sustained and progress toward grade-level expectations can be verified. This orientation requires schools to secure organizational conditions and resources that allow teaching teams to co-plan, observe, and refine their practices, while also incorporating student perspectives, particularly those of neurodivergent learners, to understand how proposals are experienced and which adjustments enhance self-efficacy and belonging.

The available evidence, despite its limits, supports documenting with clear indicators the relationship between design decisions and observable results, and describing the conditions under which those decisions become sustainable routines in English classrooms with shared goals and diverse trajectories (Abdallah, 2024; Alkhateeb et al., 2023; Mprah et al., 2023; Pizarro Chacón & Cordero Badilla, 2015; Ayala, n.d.).

Inclusive Education and Neurodiversity in ELT

Inclusive education treats variability as the norm and aligns culture, policy, and classroom practice to remove barriers before they arise. International guidance frames inclusion as a systems commitment to participation and achievement, and school-level tools translate that commitment into coherent self-evaluation and action planning (UNESCO, 1994, 2020; Booth & Ainscow, 2011). Neurodiversity reframes differences in attention, communication, sensory processing, and learning as natural human variation, calling for strengths-oriented design that maintains high expectations and avoids stigmatizing pullouts when in-class supports can work (Armstrong, 2012). In English language teaching (ELT), inclusion functions as a design premise that shapes goals, pedagogy, and assessment, consistent with rights-based views and with local perspectives that define inclusion as ongoing recognition and response to diverse needs (Arteaga & Begnini, 2022; Quintero, 2020).

Learning Environments as Ecologies

Learning environments are interdependent on physical, social, cultural, and technological conditions that shape opportunities to participate and learn. Classic accounts place experience, interaction, and mediation at the center of growth, while ecological perspectives emphasize that classrooms are nested within families, schools, and policies (Dewey, 1938; Vygotsky, 1978; Bronfenbrenner, 1979).

Furthermore, an adaptive learning ecology seeks to reduce traditional barriers to participation and learning by offering multiple and flexible pathways through which students with Special Educational Needs (SEN) can engage with content. Such adaptations may incorporate technological tools, but they can also be achieved through pedagogical strategies and environmental modifications (Orozco, 2023; Stamer et al., 2026).

For inclusive ELT, (English Language Teaching) this implies predictable routines, visible agendas, and sensory-aware spaces that lower uncertainty and reduce extraneous cognitive load, together with partnerships that allow strategies to travel across contexts. Descriptions of learning environments highlight the organization of time, the availability of tools, and an institutional philosophy that coherently frames teaching and assessment (Araque, 2021).

Adaptive Teaching and Instructional Design

Adaptive teaching adjusts task complexity, pacing, grouping, and feedback in response to learner profiles and formative evidence while holding goals constant (Corno & Snow, 1986; Randi, 2022). Differentiated instruction operationalizes these ideas in daily planning with flexible grouping and varied product options without tracking students or

lowering expectations (Tomlinson, 2014). Instructional design contributes to process regularities. Effective sequences activate prior knowledge, model target language in context, support guided practice with scaffolds, and promote integration into authentic tasks (Merrill, 2002). Mastery-oriented progression aligns challenge with readiness and supports steady movement toward shared standards (Reigeluth & Karnopp, 2012). Cognitive Load Theory adds constraints on working memory that justify clear structure, reduced extraneous processing, and carefully managed intrinsic complexity (Sweller, 1994). Formative assessment is referenced here as the mechanism that makes adaptivity actionable in real time and is developed in detail below.

Universal Design for Learning with Assistive and Digital Technologies

Universal Design for Learning (UDL) offers a proactive spine for barrier reduction by providing multiple means of engagement, representation, and action and expression, with flexible goals, methods, materials, and assessments that anticipate variability from the outset (Rose & Meyer, 2002; CAST, 2024). This approach is grounded in foundational educational theories. It reflects John Dewey's (1938) view that meaningful learning emerges from learners' experiences, interests, and active participation in authentic educational contexts. Likewise, UDL resonates with Lev Vygotsky's (1978) sociocultural theory by recognizing learning as a socially mediated process and by supporting learners through differentiated scaffolds that facilitate progress within their Zone of Proximal Development (ZPD).

In ELT, this may involve recruiting interest through meaningful choices, offering multimodal input with captions and visuals, and allowing varied expressive modalities that still align with explicit success criteria. Technology amplifies UDL when integrated with

pedagogy rather than used in isolation. Supports include captioning and interactive transcripts for listening, text-to-speech and reader tools for print access, speech-to-text and word prediction for writing, and visual organizers for planning and reflection.

Evidence in EFL points to promise in tools that personalize practice and provide timely feedback, although impact depends on teacher mediation and contextual fit (Klimova, 2023). Multimedia learning research advises pairing words and images thoughtfully, aligning modality with purpose, and avoiding decorative elements that distract attention (Mayer, 2009). Universal availability reduces stigma and normalizes tool use as part of the learning environment. This merged construct avoids duplication by treating technology as a design resource within UDL rather than a separate solution.

Formative Assessment and Feedback

Formative assessment powers adaptivity by clarifying intentions, eliciting evidence during learning, and acting on that evidence through timely, specific, and actionable feedback (Black & Wiliam, 1998). Effective feedback answers three questions, where am I going, how am I going, and what are the next steps, which reduces ambiguity and guides effort (Hattie & Timperley, 2007). Research on feedback underscores the importance of focusing on the task and process, minimizing cognitive load, and creating opportunities for immediate application, with co-regulation of criteria and goals associated with consistent gains (Shute, 2008). Positioned alongside adaptive teaching, formative assessment supplies the information flow that enables adjustments to complexity, pacing, grouping, and support without lowering standards.

SLA Anchors for Inclusive and Adaptive ELT

Second language acquisition (SLA) clarifies mechanisms that inclusive tasks should trigger. Comprehensible input, meaningful interaction with negotiation of meaning, and pushed output each contribute to language development and can be engineered through scaffolds such as visual supports, sentence frames, structured interaction patterns, and guided writing (Krashen, 1982; Long, 1996; Swain, 1985). Cognitive Load Theory strengthens the case for chunking tasks, managing intrinsic complexity, and reducing extraneous processing, while work on vocabulary and classroom craft highlights spaced practice, attention to form, and balanced development of receptive and productive skills (Sweller, 1994; Nation, 2013; Harmer, 2001). This construct links directly to adaptive teaching and UDL by specifying how design decisions make language learning processes visible and adjustable in daily practice.

Teacher Professional Learning and Agency

Teacher agency connects principles to routine practice. Professional development is most effective when sustained, content-focused, coherent with school priorities, and structured around active learning and collaborative participation (Desimone, 2009; Darling-Hammond et al., 2017). In inclusive ELT, this translates into cycles of co-planning UDL-aligned lessons, co-teaching, gathering formative evidence, and iterative refinement. Implementation perspectives emphasize leadership and enabling structures so that new routines persist beyond individual effort, while local scholarship argues for comprehensive and contextualized preparation in ELT rather than technique-focused training (Durán, 2024). This construct binds the previous ones by outlining the organizational and

developmental conditions under which adaptive, UDL-aligned practices become sustainable.

Across constructs, inclusion becomes actionable when teachers design variability from the outset, integrate universal support into the environment, and use formative evidence to refine instruction continuously. UDL reduces predictable barriers in advance; adaptive teaching individualizes pathways without lowering standards, and SLA anchors specify how tasks drive development through input, interaction, and output. Technology extends access when aligned with pedagogy, and professional learning builds the capacity and organizational conditions needed to sustain these routines in sixth and seventh grade ELT at S.

Methodology

The approach of this project is qualitative, since this research aims to analyze a small sample of teachers experiences and challenges when teaching a foreign language in heterogeneous and neurodivergent classrooms, for this purpose participants are going to share their views in order to enrich the understanding of the phenomena by means of some data collection instruments. Crotty (1998) James, Kiewicz and Bucknam (2008, p. 58)

Consequently, the phenomenological method is fundamental for this inquiry since this project looks for analyzing how English language teachers implement inclusive teaching strategies to foster participation of students with special needs, therefore, this focus allows recognizing the challenges and strategies teachers may use in heterogeneous, neurodivergent contexts, this analysis can be done through some data collection instruments such as participant and non-participant observations, ([Appendix A](#)) altogether with semi-

structured interviews ([Appendix B](#)) that allow making. The analysis of such instruments allows creating descriptions about the learning environment teachers attempt to encourage. Creswell (2014).

In regard to the population, this is formed by four English teachers, three of them are 29 years old, while one of them is 52, three of these ones can speak English and French, while the other one just speaks English. Two of the educators are new in this institution, however, they have at least five years of teaching experience, while the other two are former teachers in the institution S. one of the instructors has four years of work experience while the other one has twenty-eight years of professional experience. One of the instructors teach to students from kindergarten to third grade, the other one teaches from forth to sixth grade, while the other one educates students of seventh and eighth grade and finally the last tutor teaches to students from ninth to eleventh grade.

From the previous population emerges the sampling for this study, which is a non-probability sample, specifically a purposive sampling since this project need some particular people, English teachers who teach to sixth and seventh graders that have been officially diagnosed. This is in total two foreign language teachers of the institution S. Ahmed, S.K. (2024)

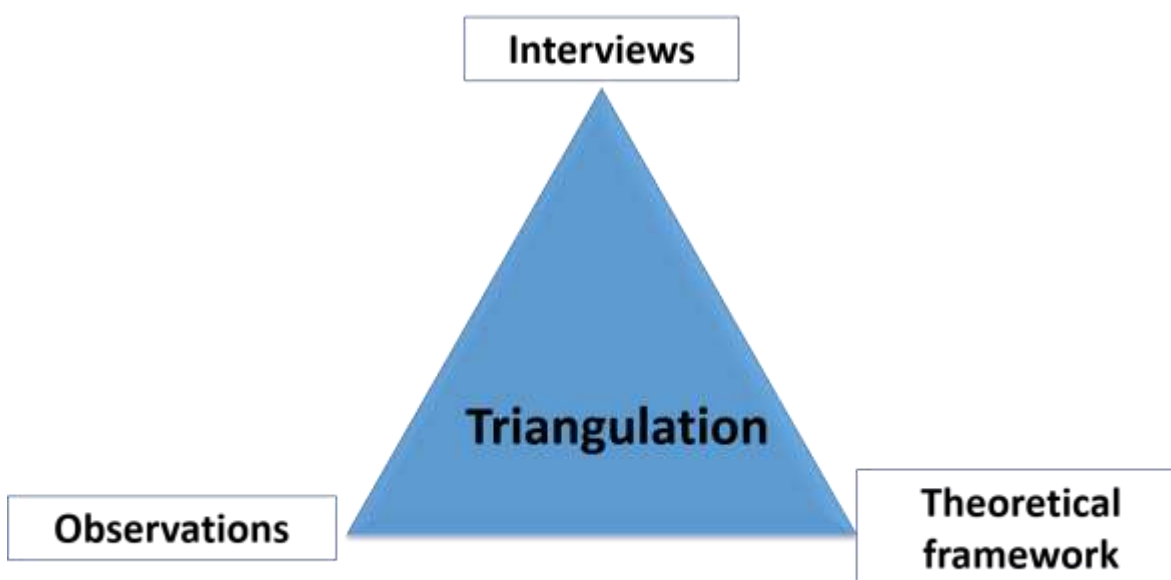
Creation of Instruments For Data Collection

Respecting the creation of the data collection instruments it was important to consume nine previous studies in order to identify common categories mentioned in all of them, after that an axial codification was important to establish linking of codes for finally obtaining central categories. These categories were also based on the objectives of the

present study, these categories are teacher's professional development, curricular and methodological adjustments, educational environment support and relationship and attitudinal climate. the two instruments that were created are a semi-structured interview ([Appendix C](#)) and observation charts. ([Appendix D](#))

Respecting the analysis of data obtained it is based on the triangulation data, it provides, a connection among the instruments implemented and the theoretical framework verifying similar concepts or ideas, then grouping such elements, can foster an emerging category and an in-depth understanding of the phenomena.

Figure 1
Triangulation



Note: own made

Data analysis and results

In this chapter the data is analyzed through the triangulation technique in order to extract meaningful information and support decisions making. Its function is to be a bridge

between the raw information and the theoretical interpretation allowing researchers to identify patterns and evaluate their findings.

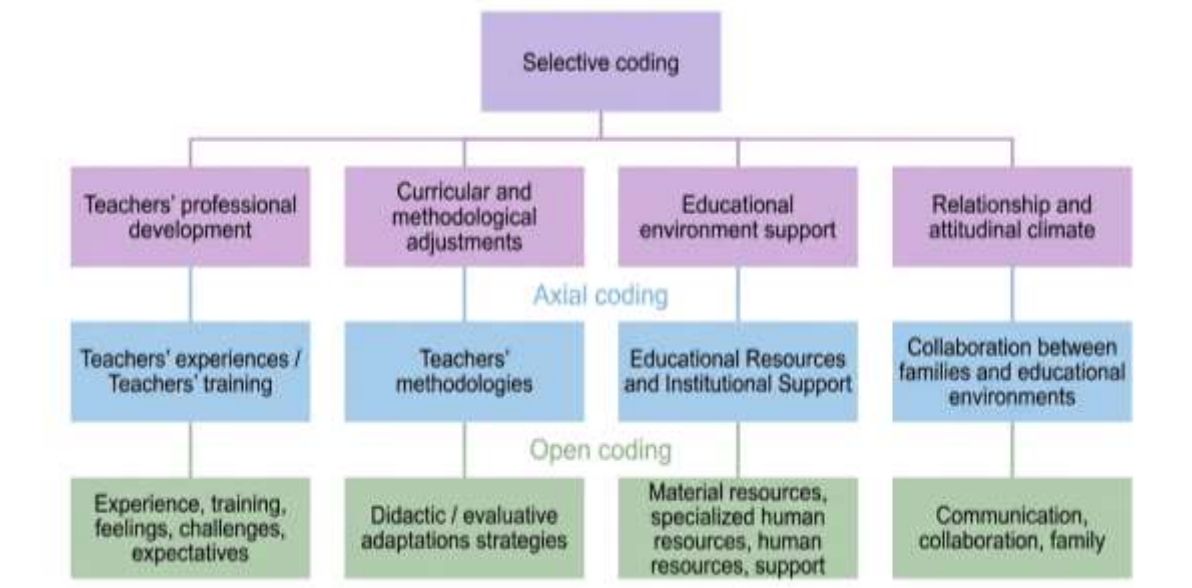
For doing the triangulation, it was fundamental to have in mind the research question of this study: how do English language teachers in Grades 6 and 7 at S implement inclusive teaching strategies, and under what school and classroom conditions do these strategies foster the participation and learning of students with special educational needs? And the codification made, these categories and subcategories were: Teachers' professional development with the next subcategories Teachers' experiences, and teachers' training, with the following codes feelings, challenges, expectations. This category describes the reality of the teachers when educating students with Special Needs (S.N), the other category is curricular and methodological adjustments with the following subcategory: teacher's methodologies and the next codes; didactic, evaluative adaptations, strategies. This category intends to relate the scheme teachers plan for instructing students with S.N. the following category is educational environment support with the next subcategory; Educational resources and institutional support and the following codes; human resources, material resources, specialized human resources, and support. The aim of this category is to reveal the real support a teacher receives in his educational context.

Finally, the last category is relationship and attitudinal climate which has the ensuing subcategory collaboration between families and educational environments with the next codes communication, collaboration and family. This is related to the support the families usually provide for helping their sons / daughters and teachers in their learning process.

For analyzing the data, there was a reading of the data collected for identifying important pieces of information to be ubicated in the categories and subcategories identified. ([Appendix E](#))

Figure 2

Academic Coding Tree



Note: Made by Chat GPT.

Teachers' professional development

The interviews reveal that teachers perceive their knowledge about inclusive education as limited which they attribute largely to insufficient presence of this topic in the university curricula therefore it is clear that initial teacher education has not offered enough conceptual and practical preparation to respond to the demands of inclusive learning environments. interviewee K stated: “- *We are not well prepared because in the university we do not talk a lot about this topic, therefore the information or training we have is vague*”

Which suggests that inclusion is treated as a superficial component within the university curricula rather than a crucial aspect in the professional training. Likewise, participant M affirmed that “*–The universities do little to prepare people for this*” reinforcing the idea that teacher education institutions are not fully addressing the knowledge and skills for inclusive practices.

In addition participant M emphasized that teachers often must rely on their own initiative to strengthen their preparation by expressing “*teachers may improve their knowledge with complementary studies by their own interest or by means of the school where they work,*” and “*the responsibility falls on us in being autodidacts, in asking, finding out, and so on.*” This is significant because it demonstrates that professional development is not being experienced as a structured and guaranteed process, instead it is an individual effort driven by personal commitment. In other words, the development of competences related to inclusion is transferred from the university to teachers’ own autonomy, which may create unequal opportunities depending on access to resources, motivation, and institutional support.

This situation points out a structural problem since teachers do not only have a lack of information but it reveals a gap between the expectations placed on teachers and the preparation they receive. As a result, inclusive education becomes an area in which teachers are expected to perform well without being adequately trained for it.

This tension suggests that the responsibility for inclusion is distributed unevenly across actors since universities are playing a passive role in the construction of this valuable knowledge and skills for pre-service and service teachers.

Literature helps to deepen this interpretation Abdhala (2024) and Lu et al., (2022) agree that initial university training is insufficient; however, they differ in how this issue should be addressed. While Abdhala (2024) places greater responsibility on universities to strengthen teacher preparation, Lu et al., (2022) present the issue as systemic, arguing that there is no specific framework for EFL teacher education in special education and inclusion. This distinction is important because it shows that the problem cannot be reduced to isolated curricular shortcomings. Rather, it reflects a broader lack of articulation between teacher education, inclusive policy, and disciplinary preparation in foreign language teaching.

Moreover, the statement of the interviewee M “*I think the responsibility falls on us in being autodidact, in asking, finding out and so on*” it is align with Yusof et al (2021) since according to them peer supporting and individual professional development can compensate the lack of institutional preparation, however they highlight this cannot fully substitute the structural reform the universities syllabus need.

From this perspective, self-directed should be understood not as a solution, but as a coping strategy adopted by teachers in response to institutional gaps since current situation appears to foster individual effort rather than systematic preparation.

Curricular and methodological adjustments

This category seeks to illuminate the instructional schema that teachers construct within their classes to foster an inclusive learning environment. Through the analysis of data gathered throughout semi-structured interviews, participative observations, and non-

participative observations a set of recurrent pedagogical adjustments and differentiated instructional strategies were identified.

Observational data reveals that teachers systematically foster collaborative learning dynamics in which students with Special Educational Needs (SEN) are supported by their neurotypical peers. Moreover, operationalized didactic activities intended to engage the entire student body rather than a particular population. A significant example is the implementation of the activity "Chain of Words," in which learners were collectively required to construct grammatically accurate sentences based on the target grammatical structure under study. This activity, by design, distributed cognitive responsibility across the group, making participation accessible to students with SEN while maintaining academic challenge for their peers.

Conversely, during individual work tasks, teachers adopted spatial and proxemic strategies as a form of implicit scaffolding: students with SEN were systematically positioned in the front rows or in close physical proximity to the instructor. This arrangement facilitated real-time monitoring and timely corrective feedback. Furthermore, teachers often employed whole-class participation routines by inviting students to contribute responses to shared exercises and subsequently fostering peer evaluation of those responses as a mechanism to assess comprehension.

These practices align substantively with Vygotsky's (1978) conceptualization of the Zone of Proximal Development (ZPD), where learning is mediated through social interaction and the guidance of a more capable peer or adult. The classroom dynamics

observed reflect an application of this theoretical principle, as teachers deliberately structured social and spatial conditions to maximize each learner's developmental potential.

Moreover, teachers reported employing cognitive simplification strategies such as breaking down complex grammatical content into more accessible units alongside visual and typographic scaffolds, such as highlighting and underlining target grammatical structures. These strategies are consistent with principles of Universal Design for Learning (UDL), which advocates for multiple means of representation to reduce perceptual and cognitive barriers to learning (Rose & Meyer, 2002).

Regarding to formal assessment, the educators reported adapting evaluation instruments in accordance with recommendations from external professionals. Adaptations included reducing the number of test items, enhancing visual accessibility through the use of color and simplified formatting, and reorganizing the sequence of tasks from most demanding to least demanding.

One participant described structuring test items by placing skills of writing and reading at the outset, followed by grammar and listening components. This sequencing strategy reflects a constructivist rationale which is the theoretical framework that anchors the present research as it acknowledges the diversity of cognitive, linguistic, and social resources that learners bring to academic tasks and seeks to create conditions under which all students can demonstrate their competence (Schunk, 2020).

Finally, participant "M" highlighted the value of individualized instructional sessions as a complementary support strategy, allowing the teacher to address each student's specific learning needs with greater precision and personalization. Importantly,

this participant emphasized that such individualized support must remain coordinated with the guidance of external specialized professionals, establishing the necessity of an interdisciplinary, collaborative approach to inclusive education, where classroom teachers do not function as isolated agents but as participants in a broader support network.

Educational Environment support

Regarding the present category, the schoolteachers articulated both the support they currently lack and what they consider necessary to address the demands of inclusive education. Drawing from their lived experiences, each participant offered distinct yet complementary perspectives.

Educator K described the institutional support received as insufficient and superficial. The educational institution limits its engagement to one or two annual conferences on Special Educational Needs (SEN), a frequency that proves to be inadequate for teachers seeking to develop a better understanding of the diverse diagnoses present in their classrooms, let alone to acquire and internalize a repertoire of pedagogical strategies tailored to this population. Despite this, the institution has made partial efforts by organizing sporadic informational spaces where teachers can familiarize themselves with certain diagnoses and a limited set of behavioral management strategies. While these initiatives signal some institutional awareness, they fall short of achieving the sustained, systematic professional development that inclusive education demands.

Educator M complemented this perspective by drawing a contrast with her previous professional experiences. In former schools, inclusive education was treated as a dynamic, evolving institutional commitment, reflected in the consistent organization of conferences

and professional development activities oriented toward SEN. In her current context, however, she perceives a significant absence of structured guidance. Noteworthy is her discomfort in seeking support from the school psychologist, which reveals not only a gap in collaborative professional culture but also a possible lack of trust or clarity regarding the roles and responsibilities within the support network. Additionally, Educator M highlighted a dimension often overlooked in inclusive education discourse: the necessity of actively socializing students' diagnoses with the entire classroom community. For her, true inclusion extends beyond pedagogical accommodation; it requires building a shared understanding among all students so that difference is recognized, respected, and normalized.

The experiences narrated by both educators resonate with and are substantiated by recent empirical evidence. Abdallah (2024) and Gal et al. (2025) both document a widespread insufficiency of robust institutional support for Inclusive Education (I.E.) in school settings, a finding that mirrors the structural gaps described by Educators K and M.

The consequences of this deficit are far-reaching. As teachers lack adequate training in inclusive practices, their sense of professional competence and confidence erodes (Alnahdi et al., 2019). This erosion of confidence does not remain contained at the individual level; it cascades into broader systemic dysfunctions, including rigid curricular structures that resist adaptation, inflexible assessment systems that fail to account for learner diversity, and minimal or poorly coordinated psychological support services (Mittler, 2000; Slee, 2011). The relationship between training and practice is thus not merely instrumental but deeply attitudinal: teachers who feel unprepared are less likely to experiment with inclusive strategies, creating a self-reinforcing cycle of exclusion masked as accommodation. Consequently, institutions bear a fundamental responsibility to create

environments and provide tools that genuinely strengthen teachers' pedagogical repertoire and professional confidence (Loreman et al., 2005).

It is analytically relevant, however, to acknowledge a significant theoretical divergence between these authors. Alnahdi et al. (2019) and Slee (2011) both identify barriers to the promotion of inclusive learning environments, yet they approach the problem from substantially different standpoints. For Alnahdi et al., the central obstacle lies at the micro level: teachers' lack of confidence, stemming directly from insufficient training and unfamiliarity with SEN populations, undermines their capacity to implement inclusive practices effectively. From this perspective, targeted professional development and training emerge as the primary levers for change. Slee (2011), by contrast, situates the problem within a macro-structural and political framework. His critique extends well beyond individual teacher attitudes or institutional shortcomings, pointing instead to systemic failures at the level of government policy and the political economy of education. For Slee, inclusive education cannot be achieved merely by improving teacher training; it requires a fundamental reimagining of educational governance, policy frameworks, and the social conditions that produce exclusion in the first place. This divergence is theoretically productive: while both perspectives are valid, they are not mutually exclusive. The accounts of Educators K and M suggest that both dimensions individual professional development and institutional-structural reform are simultaneously at stake.

Bridging the micro and macro levels, Desombre et al. (2021) offer an important finding regarding the transformative potential of genuine institutional commitment. When schools invest meaningfully in supporting their educators not only through informational resources about SEN, but also through emotional and instrumental forms of support

teachers develop significantly more positive attitudes toward students with SEN and toward their own pedagogical role with this population. Crucially, Desombre et al. emphasize that this support is not monolithic: it can take multiple forms (emotional, informational, and instrumental) and can be channeled through various actors within the educational community, including colleagues, academic coordinators, and supervisors. This multidimensional conception of support aligns closely with what both Educator K and Educator M implicitly called for, not isolated training events, but an ongoing, relational, and institutionally embedded culture of inclusive professional support.

Relationship and attitudinal climate

In relation to this category, both participants placed considerable emphasis on the quality and frequent lack of communication and collaboration with the families of neurodivergent students, identifying this dimension as one of the most complex and consequential factors shaping the inclusive educational process.

Educator K described a landscape in which family involvement is largely reactive and superficial. In her experience, a significant portion of families engage with specialists only insofar as obtaining a formal diagnosis, treating this as a terminal rather than an initiating step. Once the diagnostic confirmation is secured, sustained follow-through such as enrolling children in therapeutic processes, seeking guidance from specialists, or actively coordinating with the school remains the exception rather than the norm. This pattern reveals a broader tendency to understand the diagnosis as an endpoint rather than as a point of departure for a collaborative support process. The consequences for the educational setting are substantial: when therapeutic and familial support is absent or inconsistent

outside the classroom, the teacher is left as the sole actor responsible for addressing the student's needs, a burden that is both pedagogically unsustainable and ethically inequitable.

A further and particularly delicate variant identified by Educator K involves families who actively resist or deny the possibility that their child may present any kind of neurodevelopmental condition. This denial is not merely an emotional response; it functions as a structural barrier within the educational process, since without parental acknowledgment, the formal support mechanisms adapted pedagogical plans, interdisciplinary coordination, differentiated assessment cannot be activated.

This phenomenon resonates directly with what Gal et al. (2025) document in their research: rather than engaging actively with the challenges their children face, parents frequently adopt passive or avoidant strategies, either minimizing the significance of the diagnosis or withdrawing from the collaborative spaces that schools attempt to construct. The parallel between what Educator K observes in her daily practice and what Gal et al. identify empirically reinforces the idea that this is not an isolated institutional problem but a widespread pattern with structural dimensions.

Educator M introduced another layer of complexity that enriches the analysis considerably. She observed a pattern in which some families strategically instrumentalize their children's diagnoses not as a basis for genuine educational support, but as a tool to navigate institutional evaluations, particularly toward the end of the academic year. In these cases, diagnostic reports are presented not to initiate an inclusive support process but to seek grade promotion or exemptions from academic requirements.

This instrumentalization of diagnosis is analytically significant because it reveals a distorted appropriation of inclusive education's mechanisms: rather than serving as a framework for genuine accommodation and support, the diagnostic label is deployed as an administrative resource. This not only places additional strain on teachers, who must navigate the ethical and pedagogical implications of such situations, but also risks undermining the legitimacy and integrity of inclusive education itself.

Despite these significant challenges, both educators converged on a foundational conviction: consistent, honest, and constructive communication with families is not optional but essential. For Educators K and M, keeping families regularly informed about their children's progress both achievements and difficulties is a means of extending the educational support network beyond the classroom walls. This perspective recognizes that learning does not occur in isolation within the school environment; the home constitutes an equally formative space, and when families are engaged as active partners rather than passive recipients of institutional decisions, the student's overall developmental trajectory is more likely to be supported in a coherent and sustained way.

This conviction is theoretically corroborated, by Leifler et al. (2022), who identifies the absence of a shared understanding of what inclusion should entail as one of the most persistent barriers to its effective implementation. Their research identifies a significant perceptual gap: students and families tend to assess inclusive practices less positively than teachers, indicating that what educators define as “inclusive” may not be experienced as such by those these practices are meant to serve.

This discrepancy is not simply a matter of differing opinions; it signals a structural misalignment between institutional intentions and the lived experience of inclusion.

Addressing this misalignment cannot be resolved through top-down institutional statements alone; it requires ongoing dialogue, negotiation, and the collaborative construction of shared understandings among all stakeholders.

At the same time, Leifler et al. (2022) offer a more constructive finding that partially offsets this tension: in contexts where an established culture of exchange between school staff, families, and students has been cultivated, meaningful communication demonstrably promotes the active participation of neurodivergent students and their families in the educational process. This corresponds to what educators K and M describe as “the ideal” in which passivity, denial and instrumentalization strategies, initially identified by them as patterns among some families of neurodivergent students, are replaced by genuine collaboration between families and school.

Taken together, the testimonies of Educators K and M and the scholarly evidence converge on a critical insight: family-school collaboration in the context of inclusive education is not a supplementary dimension but a constitutive one. When it is absent, fragmented, or distorted the educational inclusion of neurodivergent students is inevitably compromised. Conversely, when institutions invest in creating consistent, transparent, and mutually respectful communication channels with families, inclusion moves closer to its transformative potential, extending its reach from the classroom into the broader relational ecosystem in which the child develops.

Conclusions

First of all, one of the objectives of the present research was to identify barriers and enablers teachers encounter when implementing inclusive teaching strategies, by means of the application of the instruments, some valuable information was obtained and analyzed, therefore, according to the data acquired, some significant barriers teachers find when implementing inclusive strategies are:

1. lack of articulation between teacher education, inclusive policy, and disciplinary preparation.
2. Insufficient and superficial institutional support that falls short of achieving the sustained, systematic professional development that inclusive education demands.
3. Parents' denial, passive or avoidance strategies regarding the collaborative work between school, external professionals and family.
4. Instrumentalization of diagnoses as a tool to assure promotion or exceptions from academic requirements.

Furthermore, some strategies to foster inclusive environments were also identified, these were:

1. Collaborative learning dynamics.
2. Students with SEN positioned in front of rows near the instructor for facilitating real-time monitoring and timely corrective feedback.
3. Peer evaluation.
4. Cognitive simplification strategies.

- Visual and typographic scaffolds such as highlighting and underlining grammar structures.
5. Adaptation of evaluation instruments in accordance with external professionals.
- Reduction of number of questions.
 - Simplified questions.
 - Colorful evaluations.
 - Organizing the sequence of tasks from most demanding to least demanding.
 - Individualized tutoring sections as a complementary support strategy.

Based on the enablers when teaching SEN apprentices, the most useful strategies that encourage the students' participation and understanding of the topics are those in which there are collaborative learning dynamics, cognitive simplification strategies and peer evaluation since all students, neurodivergent and non-neurodivergent are interested in participating and competing with others moreover, some students enjoy explaining to others when they make some mistakes and in general they support to each other when doing this.

Finally, regarding to some recommendations for educators who teach to SEN scholars, work altogether with families and external professional recommendations, maintain an assertive communication and collaborative work with families, attempt to simplify your explanations by highlighting or underlining structures, and last procure to adapt the evaluation instruments according to your students needs and external recommendations.

Time Table

			May 2025				SEP		OCT 2025				NOV 2025				DEC 2025				FEB 2026				MAR 2026				APR 2026				MAY 2026			
			I	II	III	IV	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV				
Establishment of the research and objectives.																																				
Creation and revision of instruments																																				
Data collection																																				
Data analysis																																				
Results																																				

Contributions to The Bilingual Learning Environments

The findings from this research contribute significantly for understanding the reality of inclusive bilingual learning environments in schools by recognizing the challenges educators may have when teaching in an inclusive environment since normally all responsibility falls on us but in reality, this must be a balanced networking with all school stakeholders. (family, school, teachers, students). Abdallah (2024) and Gal et al. (2025)

Moreover, the present investigation fosters the reflection regarding the role of universities in developing pre-service and service teachers' knowledge and skills respecting inclusive settings since academia's curricular syllabus has been omitting such core aspect for the future teachers' development. Abdhala (2024)

In addition to the previously mention, this study also contributes with some handy and valuable strategies teachers usually use during their bilingual inclusive learning contexts.

Finally, in ([Appendix F](#)), you can find the writing done in CABA for this last 3rd semester.

Recommendations

For future investigations, it is recommended to:

Expand the research by including more observations and more participants of different grades in order to have a greater range of information.

Include other stakeholders such as the psychologist, managers, inclusion students, parents and if it is possible with the external professionals who help these neurodivergent students to focus on their learning process.

Another interesting possibility could be to find out about universities new curricula and confronting it with the previous curricula in order to verify if these alma maters have taken into consideration the inclusive learning setting for being studied, this could also include interviews to former and new students who could provide veridic and valid information about the application of such new syllabus and its importance in their professional development.

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Appendixes

Appendix A

In this appendix you find the structure of the semi-structured interview

PROJECT: Adaptive Learning Environments for English Language Teaching to Inclusive Education

Date: 18th November

Length: Aproximately 25 minutes

Time: _____

Place: Cúcuta, Colegio Gimnasio Domingo Savio

Interviewer's name: (K)

Interviewee's name: (M)

Interview's purpose: To analyze how foreign language teachers in Colombia implement inclusive teaching strategies to promote the participation and learning of students with special educational needs.

ENTREVISTA:

Experiencia y preparación docente:

1. ¿Cuántos años de experiencia tiene en la enseñanza del inglés como lengua extranjera?
2. Desde su perspectiva, ¿qué tan preparados están los docentes para enseñar inglés a estudiantes neurodivergentes?
3. ¿Cree usted que la preparación de los docentes para atender a esta población proviene principalmente de su formación profesional (pregrado, posgrado), de estudios complementarios, del apoyo institucional o de otros factores? ¿Podría explicar por qué?
4. A lo largo de su experiencia docente, ¿ha trabajado con estudiantes neurodivergentes?
5. ¿Ha participado en cursos, talleres u otras formaciones sobre neurodiversidad? Si es así, ¿cómo calificaría su experiencia y por qué?

6. ¿Qué tipos de diagnósticos o condiciones ha conocido o atendido en su experiencia docente, y cuáles considera que son más frecuentes entre los estudiantes con los que trabaja actualmente?

7. ¿Siente que cuenta con el apoyo necesario por parte de las familias de los estudiantes neurodivergentes? ¿Podría describir cómo se manifiesta ese apoyo (o la falta del mismo) en su experiencia diaria?

Ambientes de aprendizaje y prácticas inclusivas:

8. ¿Qué elementos considera fundamentales para crear un ambiente inclusivo en el aula de inglés?

9. ¿Cuáles han sido los principales retos que ha enfrentado al enseñar inglés a estudiantes neurodivergentes?

10. ¿Qué adaptaciones didácticas o metodológicas ha implementado para facilitar el aprendizaje del inglés en estudiantes con necesidades diversas?

11. ¿Podría describir una experiencia positiva que haya tenido al aplicar estrategias inclusivas en su clase de inglés?

12. ¿Ha diseñado o ajustado actividades o evaluaciones para estudiantes con diferentes diagnósticos? ¿Podría compartir un ejemplo?

13. ¿Qué ajustes considera imprescindibles para que la enseñanza del inglés sea verdaderamente inclusiva?

Recursos, apoyo institucional y barreras

14. ¿Considera que la institución donde trabaja le brinda los recursos y el apoyo necesarios para enfrentar los retos de la educación inclusiva?
15. ¿Qué tan frecuente es que reciba orientación o acompañamiento especializado al trabajar con estudiantes neurodivergentes?
16. ¿Qué tipo de barreras ha identificado (curriculares, actitudinales, institucionales) al implementar prácticas inclusivas en la enseñanza del inglés?
17. ¿Qué estrategias recomendaría a otros docentes que están comenzando a trabajar con estudiantes neurodivergentes en clases de inglés?

Appendix B

In this appendix you will find an observation chart design for this research. This is a non participatory observation:

Objetivo del proyecto: To analyze how English language teachers in Grades 6 and 7 at S implement inclusive teaching strategies to promote the participation and learning of students with special educational needs.	Sesión # 1 de observación no participativa
Nombre del investigador: Keyla Andrea Lizarazo Rolón	Participantes:

Fecha: Martes 28 de octubre	Duración de la observación: _____
Aspectos para resaltar según el propósito de la observación: -Learning environment: <i>Classroom organization, visual helpers, students' attitude toward their class and their classmates, students' participation</i>	
-Activities done <i>Group, individual activities, adaptive activities.</i>	
Teacher <i>Inclusive strategies implemented</i>	
-Materials <i>ICT resources, adaptive resources,</i>	

Reflexiones y conclusiones del investigador:	
*Se aclara que las observaciones pueden realizarse en tiempo real (sincrónico) y también, en tiempo asincrónico. Por ejemplo, según grabaciones de sesiones de clase virtual. Estos aspectos deben aclararse desde la carta de solicitud de aval de la institución y en el consentimiento informado solicitado a los participantes del proyecto.	

Appendix C

In this appendix, you can appreciate the transcription of one of the semi-structured interviews.

ENTREVISTA: KL

Hola buen día, soy K L entrevistadora y entrevistada en este caso, voy a desarrollar la entrevista a responder algunas preguntas, soy consciente que puedo saltarme algunas preguntas si lo deseo, puedo retractarme respecto a lo que digo y además, sí doy consentimiento de que esto quede grabado.

Primera pregunta ¿Cuántos años de experiencia tiene en la enseñanza del inglés como lengua extranjera?

Actualmente cuento con cuatro años de experiencia enseñando el inglés.

Segundo: Desde su perspectiva, ¿qué tan preparados están los docentes para enseñar inglés a estudiantes neurodivergentes?

Yo siento que no estamos lo suficientemente preparados porque desde la universidad no se trata tanto este tema, solo lo mencionan como una vez, en alguna materia que realmente no es de mucha importancia y... no se tiene contacto con este tipo de comunidad entonces la información y la formación en relación a personas neurodivergentes es muy vaga o paupérrima.

Tercera pregunta, ¿Cree usted que la preparación de los docentes para atender a esta población proviene principalmente de su formación profesional (pregrado, posgrado), de estudios complementarios, del apoyo institucional o de otros factores? ¿Podría explicar por qué?

Bueno, yo siento que de hecho esto viene más bien con estudios complementarios que puede desarrollar el docente por iniciativa propia o bien, por intermediación de la institución educativa en la que se presta el servicio. Y siento que es así porque no se le está dando como tanta importancia a este tema en la universidad en la preparación de los docentes siento que recae más que todo en uno, en ser autodidacta, en consultar, en averiguar, en preguntar, en gestionar en la institución educativa a ver si pueden aportar personas especializadas con este tipo de población, nos dialogan un poco más respecto a eso, pero todo viene más en uno o en la institución educativa en la que uno trabaja.

Cuarto: A lo largo de su experiencia docente, ¿ha trabajado con estudiantes neurodivergentes? Sí.

Quinto: ¿Ha participado en cursos, talleres u otras formaciones sobre neurodiversidad? Si es así, ¿cómo calificaría su experiencia y por qué?

Umm.. sí he trabajado en talleres de neurodiversidad muy cortos y han sido relacionados a la institución educativa, sin embargo, normalmente en la institución donde hay alguna situación donde de que algún profesional viene y habla respecto a la población neurodivergente, normalmente no viene en son de enseñanza sino en son de reproche ¿por qué? Porque estos especialistas en neurodivergencia son de hecho especialistas que acompañan uno o varios estudiantes de la comunidad educativa y ellos vienen en el rol de preguntarnos a nosotros ¿y usted qué ha hecho? Y ¿por qué no ha hecho esto? Y conoce esto, y si no sabe esto y por qué entonces están haciendo esto, entonces, se siente como presión hacia los docentes y no tanto educación respecto al tema, siento que simplemente que un docente haga todo y se supone que nosotros sabemos todo y no tenemos derecho a ser ignorantes respecto a ciertas situaciones o tratamientos o recomendaciones, siento que se nos juzga mucho. Y pues no han sido muy gratas la mayoría de las veces, solamente una la disfruté bastante, en la cual la señora que nos estaba hablando nos habló mucho como de la situación qué sucedía con los chicos, con la situación de asperger en el déficit de atención, nos dio como estrategias pequeñas, sencillas de cómo tratar con ellos y pues, chévere de como las dos experiencias que he tenido en el colegio solamente ha sido como una buena experiencia fue, de hecho, fueron cuatro experiencias, una fue el año pasado con esa señora, otra fue este año con esa misma señora.

Ok, siguiente pregunta, ¿Qué tipos de diagnósticos o condiciones ha conocido o atendido en su experiencia docente, y cuáles considera que son más frecuentes entre los estudiantes con los que trabaja actualmente? Bueno, en mi caso he tenido experiencia con

estudiantes con asperger, también he tenido estudiantes con retraso leve o fuerte a nivel cognitivo y... también he tenido mucho más frecuentemente casos de TDAH, ese último ha sido el que más frecuentemente he experimentado y como que hay mayor cantidad de estudiantes en el contexto en el que yo enseño.

Emm... siguiente pregunta, ¿Siente que cuenta con el apoyo necesario por parte de las familias de los estudiantes neurodivergentes? ¿Podría describir cómo se manifiesta ese apoyo (o la falta del mismo) en su experiencia diaria?

Bueno, a manera general, yo diría que no hay tanto apoyo, generalmente es como, los padres de familia hacen los estudios que tienen que hacer, verifican o certifican que su hijo o que su hija tiene cierta condición en, de, necesidad de educación especial sea asperger, sea TDAH, ya sea TDA, ya sea autismo ellos como que solamente como que lo reportan y en la mayoría de los casos simplemente dicen como mi hijo tiene esto, encárguese usted de que él aprenda bien lo que tiene que aprender, sin embargo, desde casa no hay un apoyo constante de digamos llevar al estudiante a los especialistas el terapeuta ocupacional, la psicología, la psiquiatría, a todos los profesionales a los que tiene que ir, normalmente, no está ese apoyo tan presente, hay ocasiones en las que las familias también presentan apoyo como que son más coherentes con eso, intentan llevar a los chicos a tratamientos, en mi caso, no ha sido tanto así, solamente hay el caso de un estudiante que es asperger y él en su momento tiene un acompañante en el aula, pero ese acompañante normalmente es como para ayudarlo a él en situaciones emocionales porque el estudiante es excelente en inglés y lo único que necesita es que uno se centre un poco en él, verifique que entendió la indicación y verifique que su trabajo esté bien y ya, solamente ese estudiante en ocasiones a presentado frustración o no sabe como manejar sus emociones y tiene una

explosión en ese momento, entonces es ahí cuando la acompañante interviene y pues logra calmarlo ya logra volver a sentarse y logra seguir trabajando en clase, pero esa sería como un apoyo de parte de la familia.

Emm... Ambientes de aprendizaje y prácticas inclusivas

¿Qué elementos considera fundamentales para crear un ambiente inclusivo en el aula de inglés?

Yo siento que es fundamental que los estudiantes primero sepan que hay ciertos estudiantes que tienen una situación neurodivergente, sí, como que hacer consciente a los miembros del grupo de esa situación como para evitar que haya exclusión o que se le juzgue o que se le mire raro de alguna manera, además, eh también es fundamental que los profesores tengan un entrenamiento específico o unos estudios específicos, básicos en relación al tratamiento de éstos estudiantes, siento que la mayoría de los profesores son ignorantes respecto a cómo tratar con éstos estudiantes cómo desarrollar encuentros interesantes para esta población emm y así.

También es fundamental el apoyo de parte del colegio en relación a por ejemplo contratar profesionales externos que nos puedan dialogar más acerca de este tipo de estudiantes, este tipo de población y como mejorar la experiencia educativa con ellos y ya.

¿Cuáles han sido los principales retos que ha enfrentado al enseñar inglés a estudiantes neurodivergentes?

El principal reto es como a veces adaptar lo que se pretende enseñar porque puede ser difícil de comprender para los estudiantes, entonces, hay que pensar bien de qué manera enseñar un tema que normalmente es difícil para la población en general entonces toca

como ponerse en los zapatos del estudiante y siempre pensar de qué manera puedo ser más sencillo y entonces es como simplificar todo de la mejor manera posible, normalmente cuando se quiere simplificar esto, pues también se facilita la enseñanza de los otros estudiantes, entonces se aprovecha y simplemente uno enseña como ese tema de esa manera a todos.

La siguiente pregunta es:

¿Qué adaptaciones didácticas o metodológicas ha implementado para facilitar el aprendizaje del inglés en estudiantes con necesidades diversas?

Umm en cuanto a las adaptaciones didácticas o metodológicas, normalmente como dije anteriormente se busca facilitar mucho más el concepto o el tema que se va tratar con los estudiantes, a veces, por ejemplo tomo algún tema de gramática y cambio los colores para que el estudiante puede identificar el sujeto, el verbo, el complemento etc o utilizo flechas como para que vea cuál fue el cambio que hubo digamos como de oración afirmativa a oración interrogativa por ejemplo y ese tipo de estrategia me funciona no solamente para esa población sino para todos los estudiantes en general.

Otro tipo de adaptación que he hecho, se refiere a las evaluaciones umm normalmente tengo en cuenta, digamos el informe que se tiene del estudiante y con base a ese informe por ejemplo establezco que primero se realizan tareas que son más difíciles o complicadas que llevan más concentración para el estudiante, entonces, por ejemplo pongo la producción textual o la comprensión textual de primero porque siempre es más complicada que las otras tareas de mecanización como por ejemplo la gramática, así mismo, procuro evaluar lo mismo que se le evalúa a todos los estudiantes normotípicos

pero para los estudiantes que tiene esta situación de neurodivergencia, se les coloca de una manera más sencilla a pesar de que es el mismo tema el que se le está evaluando se le coloca de una manera que se ve más sencilla y también, reduzco la cantidad de preguntas ejemplo, si los estudiantes normotípicos tienen que resolver treinta preguntas, ellos en total responden veinticinco o veintitrés preguntas.

Umm pregunta once, ¿Podría describir una experiencia positiva que haya tenido al aplicar estrategias inclusivas en su clase de inglés?

Sí, hubo una vez, el caso de un estudiante en quinto que tenía una situación de que no rendía académicamente y era algo que habíamos reportado previamente entonces se hizo el proceso de diálogo con los padres de familia y entonces hicieron los estudios y resulta que el estudiante tenía un coeficiente intelectual un poco por debajo del promedio entonces con eso nos dimos cuenta que al estudiante se le dificultaba realizar o comprender ciertas temáticas, de ahí, en cuanto supimos eso ya por ejemplo le preguntaba más directamente al estudiantes, se le hicieron adaptaciones a las preguntas como se planteó anteriormente en las evaluaciones menos preguntas, mismo tema pero de alguna manera un poco más sencillo y el estudiante mejoró significativamente y pasó de tener notas de 2.0 y de 3.0 a tener notas de 8.0 de 7.5 que difícilmente el estudiante obtenía sin las adaptaciones que nosotros le hicimos después.

¿Ha diseñado o ajustado actividades o evaluaciones para estudiantes con diferentes diagnósticos? ¿Podría compartir un ejemplo? Ya lo he compartido anteriormente.

¿Qué ajustes considera imprescindibles para que la enseñanza del inglés sea verdaderamente inclusiva?

Umm... siento que ya se explicó anteriormente pero es imprescindible el apoyo de los padres de familia así como el apoyo de la institución educativa y también los aprendizajes que el docente puede tener respecto a la población neurodivergente yo siento que esos son ajustes imprescindibles y completamente necesarios para que la enseñanza del inglés sea verdaderamente inclusiva.

Recursos, apoyo institucional y barreras

¿Considera que la institución donde trabaja le brinda los recursos y el apoyo necesarios para enfrentar los retos de la educación inclusiva?

Siento que no, si bien la institución educativa ha gestionado digamos cursos, relacionados con la neurodivergencia, no todos pudimos participar, solamente algunos era algo de educación virtual y era nocturno, yo personalmente preferiría que fuera algún tipo de conferencia o varias conferencias constantes a lo largo del año escolar para que nosotros aprovechemos y dialoguemos con esos profesionales contarles nuestras dudas, nuestras inquietudes, que les digamos cuál es la realidad del aula con ciertos estudiantes y nos diga bueno, eso es normal, eso pasa, si eso llega a pasar usted debería hacer esto, esto o aquello que nos llene de estrategias que nos ayuden a generar mejores ambientes de aprendizaje y más inclusivos pues eso en cuanto a esa pregunta.

¿Qué tan frecuente es que reciba orientación o acompañamiento especializado al trabajar con estudiantes neurodivergentes?

No es tan frecuente, normalmente es a principio de año, tenemos en cuenta cuál es la población neurodivergente que tenemos en todo el ambiente escolar, básicamente nos dice, este estudiante tiene tal diagnóstico, los padres de familia han sido juicioso llevándolo

a especialistas, tal se ha visto un progreso, esperamos que este año continúe igual, o si no, nos dicen no, éstos estudiantes han tenido diagnóstico pero los padres no han demostrado que tengan una continuidad desde el ámbito familiar como en cuanto al seguimiento, apoyo de ese estudiante a través de profesionales como para mejorar su situación entonces, eso es como lo que nos queda, luego, em... tal vez una o dos conferencias a lo largo del año escolar en el que nos habla un poco de eso de la neurodivergencia, de los casos que hay más o menos de cómo se debe tratar pero no es tan común yo diría tres veces al año, por mucho, desde la institución

Emm... dieciséis: ¿Qué tipo de barreras ha identificado (curriculares, actitudinales, institucionales) al implementar prácticas inclusivas en la enseñanza del inglés?

Yo he identificado más que todo como una barrera actitudinal e institucional, muchas veces hay padres de familia que no quieren aceptar la situación o la realidad de sus hijos, por lo cual no hay un apoyo y el estudiante se mantiene igual, y por más que queramos ayudarlo no se puede porque digamos, no hay un acompañamiento externo que nos indique como que sí aparte de lo que usted está haciendo en el colegio nosotros externamente estamos haciendo eso y mancomunadamente estamos mejorando esa situación o esta realidad del estudiante. La otra es institucional por el hecho de que no se presenta tanto apoyo en relación a la formación docente y pues eso son los tipos de barreras que no nos permiten implementar prácticas inclusivas en la enseñanza del inglés.

Diecisiete: ¿Qué estrategias recomendaría a otros docentes que están comenzando a trabajar con estudiantes neurodivergentes en clases de inglés?

Lo principal es mantener una comunicación constante con la familia si en dado caso el estudiante tiene muchas dificultades como para decirle vea el estudiante está presentando esta dificultad, he notado esto, esto y aquello, se le han hecho adaptaciones, se le ha hecho esto y aquello pero como que no le está ayudando, también es importante que nosotros leamos la información que nos mandan los profesionales para entender un poco más cómo es la situación de ese estudiante, cuál es su diagnóstico como tal, qué estrategias podemos aplicar con ese estudiante y también ser más autónomos respecto a eso, porque honestamente es muy complicado, muy difícil que la institución educativa incluso el gobierno nos de recursos como un apoyo específico para que nosotros entendamos mejor lo de las poblaciones diversas pero también es necesario que uno como profesor consulte por su propia cuenta, gestione por su propia cuenta y logre tener información de otros medios.

Eso es todo, con esto culminamos la entrevista.

Appendix D

In this appendix you find a participative observation chart

Objetivo del proyecto:	Sesión # 1 de observación
To analyze how English language teachers in Grades 6 and 7 at S implement inclusive teaching strategies to promote the participation and learning of students with special educational needs.	participativa

Nombre del investigador: Keyla Andrea Lizarazo Rolón	Participantes: <i>Una docente “K”</i> <i>con 21 estudiantes, de los cuales cuatro de ellos son la muestra a observar.</i>
Fecha: Jueves 6 de noviembre	Duración de la observación: 2 horas de clase
Aspectos para resaltar según el propósito de la observación: LEARNING ENVIRONMENT Classroom organization, inclusive <i>visual helpers, students’ attitude toward their class and their classmates, students’ participation</i>	The classroom was organized in lines but later they were organized in groups.
ACTIVITIES <i>Group, individual activities, adaptive activities.</i> <i>Use of inclusive strategies for individual supporting</i> (games, dramatizations, songs, technology)	The teacher reminded them the topic seen the previous classes “be going to” affirmative, negative and interrogative sentences by asking some people to make some sentences. Then the teacher created some groups to participate in a game (these groups were created to support those students with SEN) she took into



consideration their English proficiency and their good relationship with their peers.

The game consisted in all of them listening to a song while they were passing a pencil or a pen, once the song stopped they should listen to the teacher telling a verb and a kind of structure and they had to create the sentence as fast as they could (the first 3 groups obtained a check) the game was related to speed and knowledge, they could cooperate together to create a sentence but the person with the pen or pencil when the song stopped was the responsible of writing the sentence. (It was very fun watching them compete among them and they looked very participative and interested in the game)

Even when the inclusive students were not too sure about their capabilities their partners helped them to create the sentences, however, one of the inclusive students, “I”, got desperate because his group did not get many checks so, he



	wrinkled the paper and got out the classroom with his attendant. After he calmed down, I told him I needed to make some questions to him in order to finish his evaluation (Since he got frustrated I did not want to evaluate him in an unfair manner) so, I asked him 8 more sentences, he gave me those sentences in a correct manner, so I told him that he did it right but, due to his lack of patience and empathy with his partners he would get a minor grade, he accepted it and there was no problem with that.
Students <i>Active or passive participation, interaction between students with and without SEN. (Special Education Needs)</i> <i>Students' behavior</i>	Most of the student got involved in the game and they were quite attentive and competitive. But, when “I” got frustrated the group was shocked for some time but they did not judged him, since they know he is a neurodivergent person, after that event he continued with his usual routine at school.
Teacher <i>Inclusive strategies implemented,</i>	

<i>(differentiated activities, support differentiated instructions)</i> <i>Supervision and monitoring of students with SEN, individualized and positive feedback.</i>	The teacher checked all the students were participating in the game. She clearly explained the game but did not clarify the manner in which the activity was about to be evaluated (mainly because she herself was not too sure about the grading). This probably provoked the student reaction and other students' discomfort regarding the game. The other strategy implemented was to ask "I" student for some sentences and verify his proficiency regarding the topic, moreover, the teacher corrected his attitude by affecting his final grade.
-Materials <i>ICT resources, adaptive resources.</i>	The materials were the students' previous knowledge about the topic and verbs, the board a marker, a smartphone and a speaker.
Reflexiones y conclusiones del investigador: The teacher must clarify if an activity is going to have or no a grade, she also needs to explain the criteria of such score.	

*Se aclara que las observaciones pueden realizarse en tiempo real (sincrónico) y también, en tiempo asincrónico. Por ejemplo, según grabaciones de sesiones de clase virtual. Estos aspectos deben aclararse desde la carta de solicitud de aval de la institución y en el consentimiento informado solicitado a los participantes del proyecto.

Appendix E

In this appendix you can appreciate the process of analyzing the data collected by means of the identification of some categories and subcategories.

	Participative observation 1 and 2	Interviews 1 and 2	Theoretical framework	and no participative observation 1 and 2
<u>Teachers'</u> <u>profesional</u> <u>development</u> inclusive community,		... no se tiene contacto con este tipo de comunidad a ver si pueden aportar personas especializadas con este tipo de población		



Experience and teacher training. Experience, training, feelings, challenges, expectatives.		cuento con cuatro años de experiencia enseñando el inglés. Como docente de lengua extranjera tengo cuatro años y medio, casi cinco he tenido experiencia con estudiantes con asperger, también he tenido estudiantes con retraso leve o fuerte a nivel cognitivo y... también he tenido mucho más	A FRAMEWORK FOR PREPARING EFL STUDENT TEACHERS TO TEACH ENGLISH TO STUDETNs WITH SEN (Students with special educational needs) IN EGYPT USING INCLUSIVE EDUCATION. Dr. Mahmoud Ms. Abdallah There is a lack of training and knowledge of SEN.	
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		frecuentemente casos de TDAH, ese último ha sido el que más frecuentemente he experimentado hubo una vez, el caso de un estudiante en quinto que tenía una situación de que no rendía académicamente entonces con eso nos dimos cuenta que al estudiante se le dificultaba realizar o comprender	Absence of adequate training programs. EFL teachers lack special knowledge and skills required to address the diverse needs of SEN students. PERCEPTIONS AND ATTITUDES OF TEACHERS ON THE INCLUSION OF CHILDREN WITH DISABILITIES IN	
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		ciertas temáticas, de ahí, en cuanto supimos eso ya por ejemplo le preguntaba más directamente al estudiante, se le hicieron adaptaciones a las preguntas como se planteó anteriormente en las evaluaciones menos preguntas, mismo tema pero de alguna manera un poco más sencillo y el estudiante mejoró significativamente y pasó de tener notas de 2.0 y de 3.0 a tener notas de 8.0 de 7.5	MAINSTREAM CLASSROOMS IN THE EAST MAMPRUSI MUNICIPALITY OF THE NORTHEAST REGION OF GHANA. Wisdom Kwadwo Mprah, Zakia Issokia, Misbaw Wubduo, Godfred, Atta- Osei, Rebeca Taiwan, Theresa Ivy Mensah. Inadequate training on disability issues.	
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		toda mi carrera ha estado, pues, toda mi trayectoria ha trabajado con estudiantes neurodivergentes. Trabajado con estudiantes autistas, he trabajado con estudiantes con Asperger, hiperactividad y déficit de atención. En los últimos, pues, bueno, en mi experiencia he tenido	They did not have adequate knowledge on children with special needs. Teachers were not adequately prepared to work an inclusive classroom. SUPPORTING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN THE FOREIGN	
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		bastantes estudiantes con autismo y con déficit de atención. ya había un estudiante con autismo, él se aislaba bastante yo lo que hice fue hacerlo con un grupo de personas que pudieran tener como gustos similares.	LANGUAGES CLASSROOMS. Proviene opportunities for trainee teachers to learn about specific needs their students may have and how to create inclusive language classrooms. UNLOCKING THE PATH: EXPLORING PARENTAL PERCEPTION AND	
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		, a medida que pasó el año escolar, el estudiante fue adaptándose mejor al grupo, fue cogiéndole más amor a las clases, participaba más. pero siento que esa práctica fue muy favorable de él no estamos lo suficientemente preparados	COPING STRATEGIES AMIDST SPECIAL EDUCATION CHALLENGES WITHIN MAINSTREAM EDUCATIONAL SETTINGS IN ISRAEL. Carmit Gal, Chen Hanna Ryder Shani Rareh Amsalem. Lack of educator training and knowledge about limited teacher training.	
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		porque desde la universidad no se trata tanto este tema, entonces la información y la formación en relación a personas neurodivergentes es muy vaga o paupérrima. la preparación universitaria es muy poca la preparación que se hace a los docentes para tratar este tipo de estudiantes.	Absence of specific training for teachers and strategies.	
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		las universidades poco preparan para esto. con estudios complementarios que puede desarrollar el docente por iniciativa propia o bien, por intermediación de la institución educativa en la que se presta el servicio. Y siento que es así porque no se le está dando como tanta importancia a este tema en la universidad en la preparación de los docentes siento que recae más que todo en uno, en ser autodidacta, en consultar, en averiguar, en preguntar, en gestionar en la institución	
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		educativa a ver si pueden aportar personas especializadas con este tipo de población he trabajado en talleres de neurodiversidad muy cortos y han sido relacionados a la institución educativa también es fundamental que los profesores tengan un entrenamiento específico o unos estudios específicos, básicos en relación al tratamiento de éstos estudiantes, siento que la mayoría de los profesores son ignorantes respecto a cómo tratar con éstos estudiantes cómo desarrollar	
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		encuentros interesantes para esta población emm y así. también los aprendizajes que el docente puede tener respecto a la población neurodivergente primero se tiene que informar <u>siento que simplemente que un docente haga todo y se supone que nosotros sabemos todo y no tenemos derecho a ser ignorantes respecto a ciertas situaciones o tratamientos o recomendaciones, siento que se nos juzga mucho.</u>	
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		El principal reto es como a veces adaptar lo que se pretende enseñar porque puede ser difícil de comprender para los estudiantes. las estrategias que se tienen que utilizar, tienen que ser diferentes para que el estudiante aprenda. que nos llene de estrategias que nos ayuden a generar mejores ambientes de aprendizaje y más inclusivos		
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Teacher capacity and pedagogy			active learning and collaborative participation (Desimone, 2009; Darling- Hammond et al., 2017).	<i>the whole class kinda stopped for a while in order to tell him to better behave.</i> Group speaking activity of the use of be going to and will.
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<u>Curricular and methodological adjustments</u> Didactic / evaluative adaptations strategies	A group activity for supporting SEN students, the teacher took into consideration their English proficiency and their good relationship with their peers. one of the inclusive students, “I” got desperate because his group did not get many checks so, he	Entonces es como simplificar todo de la mejor manera posible. en cuanto a las adaptaciones didácticas o metodológicas, normalmente como dije anteriormente se busca facilitar mucho más el concepto o el tema que se va tratar con los estudiantes, a veces, por ejemplo tomo algún tema de gramática y cambio los colores para que el estudiante puede identificar el sujeto, el verbo, el complemento etc o utilizo flechas como para que vea cuál fue el cambio que hubo digamos como de	Constructivism serves as the primary theoretical anchor for the present research, as this perspective fundamentally supports inclusive education by emphasizing the need to adapt instruction to students' diverse cognitive, linguistic, and social needs (Schunk, 2020). . Inclusive strategies, therefore, must	Student A was ubicated in front of the classroom. near the teacher The teacher directly asks to the student A in order to make him participate
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	wrinkled the paper and got out the classroom with his attendant. When he calmed down the teacher did the quiz to him but diminished his final grade due to his lack of patience and empathy he accepted and there was no problem about it. an oral exercise which was graded the	oración afirmativa a oración interrogativa por ejemplo. . Lo otro es actividades dinámicas. bajarle el tipo de preguntas o hacerles cosas más coloridas o más fáciles a su entendimiento Otro tipo de adaptación que he hecho, se refiere a las evaluaciones umm normalmente tengo en cuenta, digamos el informe que se tiene del estudiante y con base a ese informe por	focus on helping students with SEN navigate their Zone of Proximal Development (ZPD). This perspective suggests that teachers must intentionally design collaborative learning tasks in which students, temporally supported by the teacher or a more capable peer can go beyond their current performance. (Vygotsky, 1978).	
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	activity was “chain of sentences” it is about a group of students that start and finish a sentence, for helping the students they could check a verb and a complement projected on the board. Some students have problems in remembering the correct structure of the affirmative or negative sentence then they got	ejemplo establezco que primero se realizan tareas que son más difíciles o complicadas que llevan más concentración para el estudiante, entonces, por ejemplo pongo la producción textual o la comprensión textual de primero. así mismo, procuro evaluar lo mismo que se le evalúa a todos los estudiantes normotípicos		
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	-0.5 in his final grade for each of their mistakes. These are the grades of the students with SEN: I:9 B:10 P:9 J: (he did not come to class).	pero para los estudiantes que tiene esta situación de neurodivergencia, se les coloca de una manera más sencilla a pesar de que es el mismo tema el que se le está evaluando se le coloca de una manera que se ve más sencilla y también, reduzco la cantidad de preguntas. Trabajo en equipo, trabajo en equipo donde los estudiantes puedan		
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		mostrar sus habilidades en el área. pausas activas. En algunas ocasiones me ha tocado tener con ellos educación individual, es decir, por ejemplo, en un colegio me tocaba citarlos aparte y darles la clase a ellos, literalmente así a ellos. reading, colocar textos más cortos para ellos, hacerles		
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		actividades un poco más dinámicas. de acuerdo al diagnóstico que tú le hagas al inicio, venga, con este estudiante voy a trabajar de esta manera, esas son las estrategias que voy a implementar, pero como te digo, la mayoría de los casos es individual		
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		no se brindan como las estrategias, las herramientas como que necesarias para esto. Entonces, pues, adaptaciones como tal, o sea, imprescindibles, debe ser ya de acuerdo al diagnóstico del estudiante, o de acuerdo al diagnóstico que tú le hagas al inicio.		
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Educative context <u>Resources and</u> <u>institutional support</u> Material resources, specialized human resources, human resources, support	students' previous knowledge about the topic and verbs, the board a marker, a smartphone and a speaker. Videobeam, laptop, speaker, digital student's book, slides with gifs, board, markers	ejemplo contratar profesionales externos que nos puedan dialogar más acerca de este tipo de estudiantes, este tipo de población y como mejorar la experiencia educativa con ellos tal vez una o dos conferencias a lo largo del año escolar en el que nos	A FRAMEWORK FOR PREPARING EFL STUDENT TEACHERS TO TEACH ENGLISH TO STUDETNs WITH SEN (Students with special educational needs) IN EGYPT USING INCLUSIVE EDUCATION. Dr. Mahmoud Ms. Abdallah	Books Digital book Speakier Online game on Wordwall. Bouncing balls (web for measuring silence)



		habla un poco de eso de la neurodivergencia, de los casos que hay más o menos de cómo se debe tratar pero no es tan común yo diría tres veces al año, por mucho, desde la institución Yo he identificado más que todo como una barrera actitudinal e institucional. se han dado capacitaciones al respecto, no de la enseñanza en inglés en específico, pero sí de cómo tratar algunos de los problemas.	There is a lack of resources and support from the IE (Inclusive Education) Insufficient resources: there is a reported deficiency of resources including teaching materials and assistive technologies. The lack of a robust support system for teachers such as access to special education experts and	
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		en el colegio en el que estaba, pues en mi anterior trabajo, hubo bastantes capacitaciones al respecto. Siento que fueron bastante provechosas en el sentido que uno aprende a identificar estos casos. los estudiantes primero sepan que hay ciertos estudiantes que tienen una situación nerodivergente	ongoing professional development hinders. Policy and legislative framework: The absence of a clear and supportive policy framework for inclusive education. UNLOCKING THE PATH: EXPLORING PARENTAL	
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		hacer consciente a los miembros del grupo de esa situación Yo siento que no se hace una concientización a los estudiantes que acompañan a un estudiante neurodivergente. La otra es institucional por el hecho de que no se presenta tanto	PERCEPTION AND COPING STRATEGIES AMIDST SPECIAL EDUCATION CHALLENGES WITHIN MAINSTREAM EDUCATIONAL SETTINGS IN ISRAEL. Carmit Gal, Chen Hanna Ryder Shani Rareh Amsalem. Insuficient resources and support in schools.	
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		apoyo en relación a la formación docente siento que no se hace un seguimiento al mismo En este colegio casi la verdad no he notado tanta orientación o acompañamiento cuando yo trabajaba en el colegio anterior, pues sí había bastante orientación. Si usted tenía alguna dificultad con		
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		algún estudiante neurodivergente, usted se podía acercar al psicólogo o a la psicóloga. siento que se tiene que hacer primero una socialización por parte de los psicólogos del colegio si bien la institución educativa ha gestionado digamos cursos, relacionados con la	
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		neurodivergencia, no todos pudimos participar, solamente algunos era algo de educación virtual y era nocturno, yo personalmente preferiría que fuera algún tipo de conferencia o varias conferencias constantes a lo largo del año escolar para que nosotros aprovechemos y dialoguemos con esos profesionales contarles nuestras dudas, nuestras inquietudes, que les digamos cuál es la realidad del aula con ciertos estudiantes		
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<u>Relationship</u> <u>and attitudinal climate</u> Communication, collaboration, family		yo diría que no hay tanto apoyo, generalmente es como, los padres de familia hacen los estudios que tienen que hacer, verifican o certifican que su hijo o que su hija tiene cierta condición en, de, necesidad de educación especial no hay un apoyo constante de digamos llevar al estudiante a los	A FRAMEWORK FOR PREPARING EFL STUDENT TEACHERS TO TEACH ENGLISH TO STUDETNs WITH SEN (Students with special educational needs) IN EGYPT USING INCLUSIVE EDUCATION. Dr. Mahmoud Ms. Abdallah Effective communication and collaboration between EFL	
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		especialistas el terapeuta ocupacional, la psicología, la psiquiatría, a todos los profesionales a los que tiene que ir, normalmente, no está ese apoyo tan presente, hay ocasiones en las que las familias también presentan apoyo como que son más coherentes con eso, intentan llevar a los chicos a tratamientos, en mi caso, no ha sido tanto así.	teachers special education specialists, parents and other stakeholders. UNLOCKING THE PATH: EXPLORING PARENTAL PERCEPTION AND COPING STRATEGIES AMIDST SPECIAL EDUCATION CHALLENGES WITHIN MAINSTREAM EDUCATIONAL SETTINGS IN ISRAEL.	
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		es imprescindible el apoyo de los padres de familia muchas veces hay padres de familia que no quieren aceptar la situación o la realidad de sus hijos, por lo cual no hay un apoyo y el estudiante se mantiene igual, y por más que queramos ayudarlo no se puede porque digamos, no hay un acompañamiento externo que nos indique como que sí aparte de lo que usted está haciendo en el colegio nosotros externamente estamos haciendo eso y	Carmit Gal, Chen Hanna Ryder Shani Rareh Amsalem. Poor communication and collaboration between school staff and parents Parents frequently adopted more passive and avoidance-oriented tactics in stressful situations.	
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		mancomunadamente estamos mejorando esa situación o esta realidad del estudiante. en algunos casos han habido padres que han estado muy pendientes de su desarrollo, del estudiante. , hay padres que se niegan a la condición de su hijo o padres que de alguna manera quieren suplir como la necesidad de que el estudiante pase y no sienten, o sea, lo que quieren es como con la	
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		enfermedad tapar algo o decir que mi hijo no es capaz de hacer esto porque tiene esta enfermedad, entonces usted lo tiene que pasar están ahí apoyando y tratando de que el estudiante sobrepase estos objetivos o los pase. Sin embargo, pues hay otros padres que se aíslan o simplemente quieren como que utilizar esto como un escudo para que el estudiante no haga ciertas cosas.		
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		Lo principal es mantener una comunicación constante con la familia. Son padres que constantemente están preguntando o que te preguntan por estrategias para que el estudiante pues mejore en tu área hay padres que sí están completamente seguros o conscientes de la situación de su hijo o su hija,		
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Appendix F

El bienestar escolar es fundamental para el aprendizaje de una lengua extranjera, razón por la cual promuevo espacios de inclusión que tienen en cuenta las condiciones particulares de cada estudiante. Kern y Wehmeyer (2021), citados por Rodríguez (2022), plantean que los enfoques de educación positiva, entre ellos el aprendizaje socioemocional (Social and Emotional Learning), contribuyen al fortalecimiento de relaciones interpersonales, la empatía y el compromiso dentro de las comunidades educativas, factores que inciden directamente en los ambientes de aprendizaje.

Por esta razón, procuro tener en cuenta las afinidades entre compañeros para promover el trabajo en equipo; además, desarrollo ejercicios prácticos más dinámicos y competitivos que favorecen la participación, e implemento evaluaciones diferenciales que facilitan su comprensión y realización (Tomlinson, 2014). Adicionalmente, Rodríguez (2022), retomando a Kern y Wehmeyer (2021), resalta la importancia de fomentar la resiliencia y el fortalecimiento mental a través de cuatro componentes clave: el autocontrol emocional, el compromiso con las metas, la confianza para vincularse con otros y la capacidad de asumir nuevos desafíos. Considero que estos elementos, en conjunto, favorecen el bienestar escolar y crean condiciones propicias para el aprendizaje de una lengua extranjera.

Por otra parte, reconozco que el bienestar escolar también se fortalece mediante una buena relación entre docentes y estudiantes, así como entre los pares. Noddings (1992) y Hattie (2009) señalan que dicha relación es la base del bienestar escolar y uno de los factores con mayor impacto positivo en el rendimiento académico. Como docente, procuro generar espacios de diálogo en los

cuales exista confianza mutua para compartir inconformidades y establecer acuerdos que promuevan una sana convivencia; en este sentido, Freire (1970) destaca el diálogo como elemento esencial de la educación, mientras que Rogers (1969) sostiene que un clima de confianza y autenticidad entre docente y estudiante es condición indispensable para que ocurra un aprendizaje genuino. De este modo, busco desarrollar un entorno que facilite el aprendizaje de una lengua extranjera en vista de que el entorno es favorable tanto para los estudiantes como para mí como su profesora, esto está respaldado por Krashen (1982), quien afirma que cuando el estudiante se siente seguro y confiado, la adquisición de la lengua extranjera se facilita considerablemente.

Finalmente, considero que es natural que los estudiantes presenten distintos niveles de competencia en inglés, razón por la cual el translanguaging y el bilingüismo aditivo se constituyen como herramientas pedagógicas fundamentales en mi práctica. García y Wei (2014) plantean que el translanguaging es una práctica lingüística natural en la cual el estudiante hace uso de todos sus recursos lingüísticos disponibles para construir significado y comunicarse de manera efectiva. He observado que puede ocurrir que el estudiante comprenda el mensaje, pero aún no cuente con el desarrollo suficiente en su producción oral; por ello, permito el tránsito entre la lengua objeto y la lengua materna favoreciendo la comprensión y reduciendo la ansiedad comunicativa (Krashen, 1982).

Por su parte, Lambert y Tucker (1972) introdujeron el concepto de bilingüismo aditivo para referirse al proceso en el cual la adquisición de una segunda lengua enriquece y complementa la lengua materna sin desplazarla, lo que genera un entorno más inclusivo y equitativo. Contrario a enfoques tradicionales que estigmatizaban el uso de la lengua nativa en el aula, investigaciones

contemporáneas respaldan su uso estratégico como andamiaje para el aprendizaje significativo de la lengua extranjera (Cummins, 2001). Este último aspecto es uno de los que más resalto de mi aprendizaje a lo largo del MABA, ya que me ha permitido aceptar y reconocer que el uso de la lengua nativa es fundamental para el desarrollo de una lengua extranjera. Aunque varios colegas son reacios a esta premisa, me mantengo firme en el enfoque bilingüista aditivo en lugar del sustractivo ya que este promueve el aprendizaje teniendo en cuenta ambas lenguas y propende a su vez por la decolonización ya que el aprendizaje de la lengua extranjera no se centra sólo en la cultura extranjera sino en la propia.

Ahora bien, mis contribuciones a los Ambientes Bilingües de Aprendizaje se constituyen fundamentalmente en una mejor comprensión de los entornos bilingües inclusivos para lo cual se tiene en cuenta la perspectiva de los docentes en su cotidianidad laboral con el fin de identificar falencias y oportunidades de mejora en las instituciones educativas así como las respectivas estrategias que les son efectivas a los docentes cuando ellos trabajan con una población inclusiva esto, con el fin de mejorar la atención a este tipo de población.

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