



Teachers' Inclusive Knowledge and Its Role in PIAR-Focused EFL Instruction

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Abstract

This research explores the impact of teacher knowledge in inclusive education on the teaching and learning of English as a Foreign Language (EFL) for students with an *Individualized Plan of Reasonable Adjustments* (PIAR) at the *Instituto Pedagógico Campestre* in La Calera, Colombia. The study employs a **qualitative case study** methodology **to analyze the experiences, perceptions, and pedagogical practices of an English teacher working with a fourth-grade PIAR student diagnosed with Down syndrome**. Through field diaries, participant observations, and a semi-structured interview, the research identifies significant challenges faced by teachers due to insufficient knowledge in inclusive education. Findings reveal that **the lack of knowledge about inclusive strategies leads to demotivation, limited participation, and poor adaptation of materials for PIAR student**. The study emphasizes the importance of professional development in inclusive education to promote equitable learning environments, meaningful participation, and improved pedagogical practices. Ultimately, it advocates for the integration of inclusive knowledge into teacher education programs to enhance the quality of education and ensure equal opportunities for all learners.

Keywords:

Inclusive education, teacher knowledge, PIAR, English as a Foreign Language (EFL), qualitative research, special educational needs, pedagogical strategies, and educational quality.

Resumen

Esta investigación analiza la incidencia de la formación docente en educación inclusiva en los procesos de enseñanza y aprendizaje del inglés como lengua extranjera (EFL) para estudiantes con un *Plan Individual de Ajustes Razonables* (PIAR) en el *Instituto Pedagógico Campestre* del municipio de La Calera, Colombia. El estudio adopta un enfoque cualitativo de tipo estudio de caso, centrado en las experiencias, percepciones y prácticas pedagógicas de un docente de inglés que trabaja con un estudiante de cuarto grado con síndrome de Down. A través de diarios de campo, observaciones participantes y una entrevista semiestructurada, se evidencian las dificultades que enfrentan los docentes debido a la falta de conocimiento en educación inclusiva. Los resultados muestran que el desconocimiento de estrategias inclusivas genera desmotivación, baja participación y una inadecuada adaptación de materiales para los estudiantes PIAR. La investigación resalta la importancia del conocimiento profesional en educación inclusiva para promover ambientes de aprendizaje equitativos, participación significativa y mejores prácticas pedagógicas. Finalmente, se propone integrar la formación inclusiva en los programas de formación docente, con el fin de fortalecer la calidad educativa y garantizar la igualdad de oportunidades para todos los estudiantes.

Palabras clave:

Educación inclusiva, conocimiento docente, PIAR, inglés como lengua extranjera, investigación cualitativa, necesidades educativas especiales, estrategias pedagógicas, calidad educativa.

Contextualization

This research arises from my experience as an English teacher at the educational institution Instituto Pedagógico Campestre (IPC) in the municipality of La Calera. In this context, the English teacher faced a professional challenge involving el Plan Individualizado de Ajustes Razonables (PIAR) for students. The institution has used the protocol formats required by the Ministry of National Education (MEN), as established in Decreto 1421 of 2017 (See annex 12). The student's family first completes these documents after obtaining a diagnosis from a psychologist, psychiatrist, or occupational therapist. The second section was completed by the teachers, who described the student's characteristics and needs within the educational process. This collaborative process ensures that the PIAR reflects accurate, comprehensive, and contextualized information to guide appropriate educational adaptations.

According to Decreto 1075 de 2015, the PIAR “Constituye la herramienta ideal para garantizar la relevancia del proceso de enseñanza y aprendizaje de los alumnos con discapacidad dentro del aula, respetando sus estilos y ritmos de aprendizaje.” (p. 10).

Inclusive education is a principle that guarantees every student, regardless of their abilities or disabilities, access to high-quality education in an equitable and supportive learning environment. However, for students who require special accommodations, the PIAR “Sirve como herramienta fundamental para adaptar el sistema educativo a sus necesidades específicas. La eficacia del PIAR repercute directamente en la calidad de la educación inclusiva, influyendo tanto en los resultados de los estudiantes como en su rendimiento académico general.” (Decreto 1075 de 2015).

Furthermore, this study sought to investigate the impact of teacher knowledge in inclusive education on the quality of inclusion, focusing on how both effective and ineffective implementation of these strategies influence students' academic growth, social inclusion, and overall educational experience. It also examines obstacles such as the availability of resources, the

role of educators, and the effectiveness of policies that support inclusive education. Gaining insight into these elements will help enhance inclusive practices and improve the learning environment for students requiring PIAR interventions.

Developing pedagogical actions was challenging, as it was difficult to create suitable pedagogical settings for PIAR students due to teachers' lack of knowledge about inclusive education. As a teacher, this generated anxiety, concern, disorientation, demotivation, and uncertainty about my students' learning process (see Annex 5). These difficulties led to mistakes in the teaching and learning process, caused by the researcher's lack of knowledge about PIAR and the absence of knowledge in inclusive education. Consequently, students experienced demotivation, lack of participation, and academic stress. Field Diary 1 (Annex 4) illustrates a poor teaching practice carried out with one of the PIAR students, in which the teacher was unaware of how to ensure motivation, active participation, and understanding of the topics covered.

This research aims to **reveal the realities faced by teachers in the classroom and the influence of their knowledge on inclusive education**. The development of pedagogical and didactic strategies for PIAR students is essential because teachers must identify and address the challenges that arise in their educational practice. These include: (a) insufficient skills to work effectively with diverse students; (b) lack of care and attention to individual differences and dignity; (c) inadequate or inappropriate use of educational tools, resources, and materials; and (d) the absence of strategies that guarantee academic success for students (González, 2020).

Decreto 1075 de 2015 establishes that:

Los docentes tienen la responsabilidad, tanto en las instituciones como en el aula, de liderar los procesos de enseñanza y aprendizaje, de considerar la diversidad del alumnado y de buscar constantemente soluciones a las situaciones que surjan en el entorno educativo (p. 10).

Thus, teachers are responsible for promoting inclusion and adapting their practices to meet

diverse needs.

The English teachers felt more comfortable when there were no students with disabilities or those classified under PIAR in their classroom. This uncertainty often leads to discomfort and confusion about how to manage the learning process for these students. However, today's educational reality requires embracing diversity, as classrooms now include students with various physical, linguistic, hearing, or cognitive differences. At IPC, for instance, some PIAR students have hearing impairments or Down syndrome.

As a result, PIAR student was often overlooked because teachers lack knowledge in inclusive education and in the practical application of the PIAR. Decreto 1421 del Ministerio de Educación Nacional (2017) defines inclusion as:

Un proceso que incluye las diferentes estrategias que debe implementar el servicio educativo para garantizar la admisión de todas las personas con discapacidad al sistema educativo, en condiciones de accesibilidad, adaptabilidad, flexibilidad e igualdad con el resto del alumnado, y sin discriminación de ningún tipo. (p. 5).

This highlights the importance of preparing and knowledge teachers to support students with disabilities effectively. Teachers must develop strategies that allow PIAR student to access education without restrictions or discrimination. Many educators, however, remain unaware of Decreto 1421 (Ministerio de Educación Nacional, 2017), which calls for critical reflection on public policies related to inclusive education and the reasonable accommodation plan.

The lack of pedagogical preparation, challenging work conditions, and insufficient knowledge of inclusive education negatively affect the quality of teaching provided to a PIAR student. Teachers often use inadequate materials, such as requiring notebook writing tasks that exceed students' fine motor abilities, and fail to use visual or auditory aids like videos, images, or songs. Consequently, lessons are disconnected from students' needs and realities.

Infante (2010) emphasized that “the construction of compensatory policies in education

has strongly pressured the knowledge of professionals who can recognize and value diversity, to promote inclusive educational communities” (p. 7). This underscores the need for educational systems to train professionals capable of creating equitable and inclusive environments. Teacher education programs should, therefore, be redesigned to promote inclusive teaching practices, cultural awareness, and an appreciation of diversity as a strength rather than a challenge.

Research Statement

This research arises from participant and reflective observation within the educational environment, where educational inclusion has become a challenge and a new way for teachers to rethink their teaching practices, based on the analysis of the shortcomings they have in their education and knowledge when developing pedagogical strategies for teaching English to a PIAR student (Annex 4– Field Diary 1).

Villa Londoño et al. (2023) mentioned that “continuous knowledge and consistency with teachers' daily work are required to strengthen strategies related to inclusive education” (p.45). Therefore, inclusive education continues to pose difficulties for teachers, especially when it comes to meeting the varied needs of students who necessitate personalized assistance, like those supported by a PIAR (*Plan Individual de Ajustes Razonables*). Booth and Ainscow (2011) assert that inclusive education goes beyond merely integrating students with disabilities into regular classrooms; it involves reshaping teaching and learning methods to adequately address the diversity of learners.

For this reason, teachers feel ill-equipped to successfully apply inclusive strategies, especially in specialized subjects such as foreign language teaching (Cárdenas, González, & Álvarez, 2010). This feeling often arises from a lack of adequate knowledge during their initial teacher education courses, along with restricted opportunities for continuous professional development centered on inclusive teaching practices (Forlin, 2010).

It is important to create innovative spaces according to the cognitive, communicative, social, and physical needs of students and not only guarantee the right to education, as mentioned in Artículo 13 de la Constitución Política de Colombia, which states that:

Todas las personas nacen libres e iguales, iguales ante la ley, recibirán igual protección y trato de las autoridades y gozarán de los mismos derechos, libertades y oportunidades sin discriminación alguna por motivos de sexo, raza, origen nacional o familiar, idioma, religión u opinión política o filosófica. (p. 12)

From a legislative point of view, as teachers and educational entities, this fundamental right must be guaranteed to the children and adolescents of the Colombian territory, given that everyone has the same rights and opportunities as part of a free society. This principle is upheld in the *Colombian Political Constitution* (1991), which declares in Artículo 67 that education is a fundamental human right and a public service that serves a social purpose, aimed at providing access to knowledge, science, technology, and various cultural assets and values.

Similarly, the *Ley general de Educación* (Ley 115 de 1994) asserts that education should be inclusive, equitable, and of high quality, fostering equal opportunities for all learners. On an international level, Colombia commits to the principles outlined by the *Convention on the Rights of the Child* (UN, 1989) and UNESCO, which call on nations to guarantee that every child, without discrimination, has access to an education that upholds their dignity and encourages holistic development. Therefore, ensuring fair and unobstructed access to education is not only an ethical responsibility but also a legal obligation that supports the formation of a free, just, and inclusive society.

For this reason, the *Constitución Política de Colombia* provides that education is a fundamental and constitutional right of the individual and a public service that has a social function. The State, society, and the family are responsible for education. It is the State's responsibility to guarantee adequate coverage of the service and to ensure the necessary

conditions for minors to have access to and remain in the educational system.

However, the educational reality is very different from the mere act of guaranteeing education as a fundamental right, and it is here where inclusive education enters into discussion with teachers and their professional practices. As mentioned by Salmi (2016), “inclusion is to ensure that all groups in a society have the opportunity not only to access education but also to complete it successfully”. (p. 15).

It is a mistake when importance is given only to access to the school system; however, once inside, the processes are not very clear for the development of different competencies or skills of students. Given that no law requires the teacher to be a specialist in inclusive education, numerous educational processes lack clarity, continuity, and inclusivity. This issue is intensified by the fact that Colombian education regulations do not mandate that teachers possess expertise in inclusive education, which often leads to deficiencies in addressing student diversity.

According to Ainscow and Miles (2008), inclusion should not merely focus on access but rather involve transforming teaching methods to effectively cater to students' differences. Likewise, UNESCO (2009) highlights that authentic inclusive education necessitates well-trained teachers, sufficient resources, and a focus on learning for everyone, rather than just ensuring physical presence in school. Thus, inclusion cannot simply be taken for granted through access; it must involve tangible actions that ensure meaningful participation and learning for every student.

Education professionals responsible for inclusive education should create environments where they can communicate and share their realities to transform them based on their pedagogical experiences from an inclusion perspective. Therefore, in the context of teachers at IPC, these types of spaces contribute to the construction of their pedagogical work and to the reflective or analytical views that every teacher should develop to improve their work, reflect, and analyze the most appropriate pedagogical and didactic strategies for teaching English to PIAR students. Moreover, Gallego Echeverría (2023) quotes Casanova (2021), who mentions that:

One of the necessary aspects regarding teacher knowledge for inclusion implies having spaces for theoretical feedback among professionals where reflection on their practice is promoted, understanding the notions they have about inclusion, as well as identifying strategies that allow them to strengthen accessible and successful teaching-learning dynamics for their students. (p. 46)

From the above, it can be inferred that teacher knowledge in inclusive education includes sharing experiences among colleagues to conduct processes of analysis and reflection that lead to the transformation of teaching and of pedagogical strategies applied inside and outside the classroom.

The flaws in teaching practices negatively influence educational processes and the development of pedagogical strategies, given the lack of teacher knowledge in inclusive education, which impedes proper pedagogical development. Moreover, pedagogical work is affected by demotivation, lack of participation, and disinterest among PIAR students, as English teachers often use inappropriate materials and methodologies. This leads to the failure of teaching and learning processes and of pedagogical interventions (Annex 5- Field diary 2).

Due to the identified challenges, this study was conducted with one English teacher at the *Instituto Pedagógico Campestre* (IPC) in the municipality of La Calera, Cundinamarca. Through both formal and informal conversations, the teacher expressed a lack of knowledge regarding inclusive education and uncertainty about how to work effectively with students who have a PIAR. **These reflections led to a deeper consideration of the need for knowledge and pedagogical strategies that support inclusive practices in the EFL classroom.**

Above all, the lack of specific knowledge in inclusive education among English teachers at IPC school negatively affects the quality of teaching for a PIAR student. Teachers' lack of knowledge in inclusive education generates demotivation in PIAR students and leads to inadequate use of pedagogical materials that do not meet the needs of students requiring reasonable adjustments in their activities (Annex 4- Field Diary 1).

This study was significant as it focuses on the essential role of teacher knowledge in facilitating inclusive education, especially in relation to the implementation of the PIAR. By underscoring the importance of teacher education, the research illustrates how pedagogical knowledge and ongoing professional development directly affect teachers' capacities to offer equitable learning opportunities for students with special needs. Moreover, examining teachers' views on the difficulties they face in applying inclusive methods within the English classroom provides a more comprehensive understanding of obstacles that impede effective inclusion, such as inadequate resources, lack of knowledge, or insufficient institutional backing. Lastly, by assessing how teacher knowledge influences the planning, execution, and modification of English instruction for a fourth-grade PIAR student, the research offered important insights into how knowledge can lead to practical pedagogical actions. Overall, the study enhances inclusive educational practices and aids in developing more effective and adaptive teaching methods in mainstream English classrooms.

This study contributed to strengthening teachers' awareness and understanding of inclusive education in the EFL context. By analyzing the experiences of a fourth-grade classroom at IPC school, the research provided insights into the challenges English teachers face when implementing the PIAR and highlights effective strategies that foster participation, motivation, and equity in language learning. The findings aimed to guide teacher knowledge processes, inform institutional practices, and promote the development of inclusive pedagogical approaches that benefit not only PIAR students but the entire educational community.

Research Question

How does teachers' knowledge in inclusive education influence the planning, implementation, and adaptation of EFL teaching practices through the PIAR for a fourth-grade student at the Instituto Pedagógico Campestre (IPC)?

Research Objectives

General Objective

To analyze how teachers' knowledge in inclusive education influences the planning, implementation, and adaptation of EFL teaching practices through the PIAR for a fourth-grade student at the Instituto Pedagógico Campestre (IPC).

Specific Objectives

- To analyze the teacher's knowledge related to inclusive education and its relevance for working with a fourth-grade PIAR student in the EFL classroom.
- To explore how PIAR guidelines are integrated into EFL lesson planning, instructional strategies, and material adaptation for a fourth-grade student.

Achieving these goals will give a comprehensive understanding of how teacher knowledge in inclusive education impacts the English classroom, while also highlighting strengths, weaknesses, and potential opportunities for enhancing current teaching methods. Consequently, this research aims not only to add to the academic discourse on inclusive education but also to provide actionable recommendations that foster more equitable and inclusive English language instruction for all students, particularly those with disabilities.

Literature Review

This chapter reviews the relevant categories and concepts of the present research to understand two theoretical perspectives on the relevant topics of the document. This chapter showed the literature review of each of the sections in a chronological way, giving an order from the oldest to the most recent publication. said background is relevant to the present investigative study, since it has allowed the present investigation to be theoretically supported by other studies

previously carried out.

Inclusive education is an example of the need to innovate and create educational and didactic strategies, to understand the importance of teacher knowledge to ensure comprehensive care for PIAR students, which seeks to rethink the pedagogical acts of the teacher in front of students who have an educational, cognitive, physical need or with special abilities, starting from the knowledge on the subject of educational inclusion and how this can contribute to the good development of pedagogical spaces and pedagogical strategies that lead to the good functioning of academic spaces that favor the development of teaching and learning processes, taking into account the individualized reasonable adjustment plan (PIAR).

For this reason, within the document, relevant categories and concepts were developed for the theoretical construction of the research, which were: **Teacher knowledge in inclusive education, Role of the Plan Individualizado de Ajustes Razonables (PIAR) for Students, inclusive practice in EFL, and quality education.**

Teacher knowledge in inclusive education

Inclusive education has become a global priority, which has emphasized quality education for all students. The effectiveness of inclusive education depends on teachers' preparedness and competence. This literature review explores existing research on teacher knowledge for inclusive education, focusing on challenges and the importance of knowledge teachers for developing their pedagogical practice with PIAR students.

That knowledge teachers to respond to inclusive education can create equitable educational opportunities not only for students with disabilities but also for those who have historically been excluded from meaningful learning experiences due to a devaluation of their differences from the prevailing norm (Casanova, M. A., 2020, p. 366).

In the first place, the study by Waitoller and Kozleski (2010) directly supports and

strengthens this thesis project because it provides a theoretical and empirical foundation for understanding how teacher knowledge influences the implementation of inclusive educational practices. In their article “*Inclusive Professional Learning Schools*” the authors emphasize that preparing teachers for inclusive education has the potential to create equitable learning opportunities not only for students with disabilities but also for those who have historically been excluded from meaningful educational experiences due to the devaluation of their differences from dominant norms.

This perspective is especially relevant to the present research, as it aligns with the need to analyze how teacher knowledge shapes the planning, implementation, and adaptation of English as a Foreign Language (EFL) instruction for a fourth-grade student with a PIAR at the Instituto Pedagógico Campestre (IPC). By adopting a Cultural-Historical Activity Theory approach, Waitoller and Kozleski highlight the importance of examining the interactions between teacher preparation, institutional structures, and actual classroom practices, precisely the focus of this study. Their emphasis on collaborative professional learning and the limitations of purely technical knowledge also resonates with the challenges observed at IPC school, where teachers must navigate barriers to fully implement inclusive strategies. Therefore, their work not only provided a conceptual lens for analyzing teacher practices in this context but also reinforced the relevance of investigating how teacher knowledge contributes to more equitable and context-sensitive EFL learning experiences.

To explore this issue, Waitoller and Kozleski employ a methodological framework based on Cultural-Historical Activity Theory (CHAT). This approach allows them to assess the relationships, tensions, and contradictions that arise when universities and schools collaborate to advance inclusive education. Rather than concentrating solely on teacher behaviors or classroom practices, CHAT provides the authors with the opportunity to investigate the broader cultural, historical, and institutional factors that influence these practices. Their methodological approach

includes qualitative research, specifically examining interactions, institutional frameworks, and collaborative endeavors within professional learning communities. The authors view teacher learning as akin to an apprenticeship, where educators critically engage with their practices, confront institutional contradictions, and gain a deeper understanding of their students' socio-cultural contexts. By documenting the collaboration, negotiation of tensions, and role redefinitions among teachers, researchers, and school leaders, the study illustrates how learning and transformation manifest in authentic educational settings.

The authors conclude that authentic inclusive education necessitates a significant transformation in teacher knowledge, school structures, and collaborative cultures. They assert that professional learning school environments, where universities and schools foster long-term partnerships, provide beneficial conditions for developing inclusive educators. Such collaborations promote continuous reflection, shared accountability, and the dismantling of institutional barriers that have historically divided general and special education. The study also concludes that achieving inclusion cannot rely solely on technical knowledge or one-off workshops; instead, it must be rooted in collaborative inquiry, critical reflection, and a recognition of diversity as a cultural and historical phenomenon. Ultimately, Waitoller and Kozleski highlight that the success of inclusive education hinges on institutional commitment, ongoing collaboration, and the establishment of learning environments that empower teachers to challenge assumptions, modify their practices, and co-create more equitable teaching methods.

Further, knowledge teachers to respond to inclusive education can create equitable educational opportunities not only for students with disabilities but also for those who have historically been excluded from meaningful learning experiences due to a devaluation of their differences from the prevailing norm (Waitoller and Kozleski 2010, p. 366).

Moreover, Forlin Chris (2010) in her article called ‘ ‘ *Teacher education reform for enhancing teachers’ preparedness for inclusion* ’ the author identified a significant issue within

contemporary teacher preparation: most initial teacher education programs fail to adequately prepare future teachers to work in inclusive classrooms. Although policies promoting inclusion were widely established, these policies are often not meaningfully reflected in teacher education curricula. Forlin (2010) argued that traditional programs maintain a rigid separation between general education and special or inclusive education, which implicitly conveys that addressing diverse learning needs is not part of the regular responsibilities of mainstream teachers. As a result, many novice teachers enter the profession with theoretical understanding but lack the practical skills, experience, and confidence required to support students with diverse learning profiles.

To explore this issue, Forlin (2010) employed a qualitative methodological route that included questionnaires and focus group interviews with pre-service teachers and teacher educators. This approach enables her to capture participants' perceptions regarding their level of preparedness for inclusive practice. Through thematic analysis of the data, she identifies several weaknesses in existing teacher education programs, such as minimal exposure to authentic inclusive classrooms, insufficient opportunities for reflective practice, and limited knowledge in adapting instructional materials, strategies, and assessments. Her findings highlight a notable gap between what teacher education programs claim to achieve and what future teachers feel capable of doing in real classroom settings.

Forlin (2010) concluded that substantial reform in teacher education is essential if schools are to implement inclusive practices effectively. She emphasizes that preparing teachers for inclusion requires more than superficial coverage of policy or theory; it demands practical experiences in inclusive settings, intentional development of positive attitudes toward diversity, and methodological knowledge that equips teachers to adjust instruction according to students' needs. Moreover, she argues that teacher educators themselves must be trained and supported in inclusive pedagogies, since they play a crucial role in shaping future teachers' beliefs and

practices. Forlin's work highlights that inclusion is not limited to supporting students with disabilities but encompasses understanding and valuing diverse cultural, social, and linguistic identities within the classroom.

This study directly supports the present thesis by demonstrating that teacher knowledge is a key determinant of how effectively inclusive practices are implemented, especially in contexts where teachers must design, plan, and adapt learning experiences for students with specific needs, such as those outlined in a PIAR. Forlin's findings reinforce the importance of examining how teacher preparation influences instructional decisions in the English as a Foreign Language (EFL) classroom at the Instituto Pedagógico Campestre (IPC). Her conclusions justified the central focus of this research: the relationship between teacher knowledge, pedagogical adaptations, and the learning experiences of a fourth-grade student with a PIAR. By highlighting the limitations of traditional teacher preparation and advocating for practical, reflective, and context-sensitive knowledge, Forlin (2010) provided a conceptual lens that strengthens the rationale for analyzing how educators at IPC apply inclusive strategies within EFL instruction.

And then, Teacher programs should be reformed with the aim of graduating education professionals capable of serving students with different educational needs, where this pedagogical disorientation is not brought by the teacher to the classroom, but on the contrary, with the support of their pedagogical knowledge and development in educational practices, the education professional has knowledge about inclusive education, about the development and concept of PIAR, which are aspects that today's teachers must deal with daily.

Besides, educators must possess strong values, encouraging ideals, high ethical standards, and robust moral principles. Without a relevant and thorough knowledge foundation, as well as a positive attitude towards inclusion, teachers are unlikely to fully participate in creating inclusive school environments. This calls for careful consideration. An effective reform, or possibly an entirely new perspective on both pre-service and ongoing professional development, is essential to

ensure that knowledge programs are more effectively oriented towards meeting this objective. (Forlin, Chris, 2010. p 651).

For this reason, it is emphasized that teacher knowledge must be reformulated in higher education institutions that offer bachelor's degree programs, since the negative aspects that are reflected in the classroom are seen by the teacher not having the knowledge and theories necessary to carry out their pedagogical work in serving PIAR students, who are within a regular classroom and therefore this becomes a classroom or pedagogical space of inclusion, which many talk about, but in teacher knowledge there are deficiencies.

In fact, teachers need to be prepared to meet the various responsibilities and tasks demanded by an inclusive education with an inclusive approach. In virtue of this, there is a need for knowledge efforts that lead to the reality of this type of education. An education professional, called a teacher, as mentioned by Blat and Marín (1980), mentioned:

Is professionally dedicated to educating others, who helps others in their human promotion, who contributes to the development of the student to the maximum of his or her potential, who participates actively and responsibly in social life, and is integrated into the development of culture (p. 32).

Hence, the importance of the professional role played by these educational agents who have the necessary knowledge to generate communication networks, develop innovative processes, incorporate cognitive, technical, socioeconomic, and ethical dimensions, and manage inclusion methodologies and strategies.

Thus, the teacher's knowledge, from the perspective of inclusive education, proposes to work on six basic principles related to social and cultural transformation for different contexts, social participation in the educational center, spaces for dialogic communication, intercultural dialogue, critical emancipation, personal autonomy, as well as a teacher who is a researcher and committed to the social task.

The principles include a broad perspective that allows for committed, democratic, dialogic,

and proactive professional knowledge. Likewise, Carro (2002) provides other principles in teacher knowledge that contribute to cultivating a flexible, reflective, committed, and practice-motivated professional profile, capable of making decisions based on professional knowledge developed from a permanent dialogue between theory and practice (p. 56).

In this sense, the proposed principles focus on the development of skills related to specific differences, where pedagogical and ideological work, as well as organizational, theoretical, and practical unity, constitute a source of global enrichment.

Therefore, teacher knowledge should be aimed at a creative professional who is clear about what, how, and when to teach. To do so, they must work to develop skills in the use of teaching and learning strategies, manage evaluations, and have a comprehensive general understanding of the class at the individual and collective levels (Gonzalez, 2011), emphasizes the need for educators to overcome the limits and barriers they encounter in their pedagogical practice to advance through innovation, since, when thinking about teacher preparation and work as a teacher, it is important to consider their learning style, teaching style and the interdependence of these.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2022), educational inclusion is related to educational contexts that embrace social, cultural, ability, and individual differences and seek an educational response that converts these differences into potentialities instead of educational and, in turn, social inequalities.

Then, to achieve educational inclusion in the educational system, significant changes are needed in all spheres of the system, such as public policies, adaptation of centers, modification of the curriculum, design of universal environments and content, participation of families and the community, and interaction between practices, policies, systems, and concepts.

For this reason, teachers are the basis for developing inclusive education since it is the teachers who are immersed in the reality of the classroom and are the ones who can identify and

eliminate barriers in the teaching and learning processes of each of their students.

In this sense, teacher knowledge, from and through inclusive education, is a constant challenge, as is the appropriation of the curriculum as a subject of study, continuous and dynamic research, constant feedback with the reality and context, in addition to the implementation of the curriculum and the desired knowledge model.

With this, the theory and practice of inclusive education point out that it is relevant to what teachers know, think, and are willing to do in the classroom, to improve and transform their pedagogical practices. Calvo (n.d) mentions that ‘To minimize or treat this point lightly is to restrict and detract from the understanding of the problem and the responsible search for solutions’ (p. 34)

Teachers' knowledge and their theoretical and practical knowledge of the phenomenon that is lived today in the reality of the educational field is essential, since the professionals of education, in this case teachers, who live and underlie the realities of educational processes, are essential to improve the process of teaching and learning of students, taking into account their needs.

Likewise, Gallego Echeverria. M (2023), ‘Teacher knowledge is essential within the inclusive education process, allowing students to respond to diversity through strategies that promote their learning and participation’ (p. 3). In this way, teacher knowledge in inclusive education allows for establishing concrete objectives for the teacher's pedagogical action, having a theoretical orientation and a basis at the moment of exercising any action, strategy, or didactic that allows the teacher to develop better pedagogical conditions, and also, establishing goals for the student, taking into account their needs and characteristics.

Besides, guaranteeing that a competent, dedicated, and knowledgeable teacher in educational inclusion would be the most effective resource for detecting and eradicating obstacles present in school practices that hinder the inclusion of all students in the educational system. For

this reason, early teacher knowledge should be geared toward fostering positive attitudes (Echeita et al., 2008).

The third work developed by Cotán and Cantos (2020), *“Analysis of teacher training concerning the educational needs of students in the classroom,”* the authors determined a significant issue with teachers' readiness to handle the variety of learning requirements seen in modern classrooms. The authors contend that even though inclusive education is acknowledged as a cornerstone of many educational systems, teacher preparation programs frequently fall short in preparing teachers to work with students who need individualized support, curricular modifications, or differentiated instruction. The expectations set by inclusive education policy and the actual practices teachers are able to apply diverge as a result of this lack of preparedness. When dealing with children who have impairments or additional learning requirements, many teachers feel unprepared, overwhelmed, or anxious. This ultimately impedes these students' progress and involvement in the general education classroom.

Cotán and Cantos used a mixed-methods methodological approach to study this problem, integrating qualitative interviews with quantitative surveys aimed at pre-service and in-service teachers. Through the questionnaires, the authors are able to get comprehensive information about the perceived knowledge, confidence, and expertise of instructors with regard to inclusive education and differentiated instruction. Teachers' lived experiences, difficulties, and opinions regarding their capacity to address student diversity are further revealed by the qualitative interviews. By capturing both statistical trends and complex individual viewpoints, this methodological triangulation enhances the study. Through a thematic analysis of the qualitative data, the authors identify patterns of inadequate preparation, inconsistent programs, and a need for more real-world, hands-on experiences in inclusive classroom environments.

The study's results indicated a number of important conclusions. According to Cotán and Cantos, the majority of teachers believe they lack the necessary knowledge to address the unique

educational requirements of children with disabilities or learning difficulties, especially when it comes to curriculum adaptation, instructional diversity, or the use of flexible assessment techniques. Many participants said that while their first teacher's knowledge focused on theory, there were few opportunities for them to practice inclusive pedagogy. The authors also draw the conclusion that continuing professional development is frequently insufficient, disjointed, or out of step with the actual difficulties teachers encounter. Additionally, the study showed that instructors who have had more in-depth knowledge in inclusive education have more favorable attitudes and are more effective in managing student diversity, indicating a direct connection between inclusive practice and knowledge quality.

By reiterating the idea that teacher preparation is essential to the effective use of inclusive practices in English as a Foreign Language (EFL) classrooms, this study directly supports the current thesis. The goal of this study, which aims to examine how teacher preparation affects the planning, execution, and modification of teaching practices for a fourth-grade student with a PIAR at the Instituto Pedagógico Campestre, was in line with the findings of Cotán and Cantos (2020). Their findings support the importance of assessing teachers' preparedness to modify curriculum and teaching to suit individual needs, which is a crucial component of PIAR-based planning.

Additionally, the focus on hands-on, experience-based knowledge adds conceptually to this thesis by bolstering the claim that successful inclusive education necessitates both theoretical knowledge and pedagogical proficiency acquired by actual classroom interactions. The theoretical basis for examining how teacher preparation affects inclusive EFL practices in the Colombian context is thus strengthened by this study.

Hence, Cotán and Cantos (2020) mentioned that the relevance of strengthening teacher knowledge in terms of attention to diversity, and especially in addressing disability and learning disorders, is often not one of the ethical precepts in knowledge agendas (p. 100). Therefore, meeting the educational needs of students requires a transformation in teacher knowledge in

inclusive education, since current practices have generated educational barriers. Following this principle should be fundamental in educational practice to achieve high-quality, inclusive, fair, and democratic education.

Thus, for inclusion to be effective in the classroom, it is essential to implement appropriate transformations, such as methodological diversity and access to content through alternative formats or personalized assessments, among other strategies (Cotán & Cantos, 2020). Therefore, it is relevant within the context of this educational discussion to reflect on those elements that must be considered to achieve inclusive practices. Elements such as awareness, willingness, and teacher knowledge become essential to implement such practices (Cotán & Cantos, 2020).

Furthermore, understanding that teacher knowledge in inclusive education is important in pedagogical work with a PIAR student, as it allowed teachers to acquire the knowledge and pedagogical tools necessary to meet the needs of each PIAR student, ensures that all students have equal opportunities to develop their skills and reach their potential. However, Gisbert and Giné (2017) stated that:

Teacher knowledge for diversity will be useful to develop higher-quality education for all if it is conceived as an aspect of the educational system that helps to change the professional culture of teachers (...) in a context open to all and guided by inclusive values (p. 157).

For this reason, teacher knowledge in inclusive education is essential for improving educational practices in regular classrooms with PIAR students, allowing teachers to select the most suitable materials and pedagogical resources to enhance teaching and learning processes for the inclusive population.

Role of the Plan Individual de Ajustes Razonables (PIAR) for Students

The *Plan Individual de Ajustes Razonables* (PIAR) serves as an essential resource for fostering inclusive education for students with disabilities in Colombia and across various Latin American contexts. It aims to guarantee that appropriate modifications are implemented in educational practices, enabling equitable access and participation for all students.

Pedraza (2023), in her thesis *Percepciones docentes sobre la implementación del PIAR (Plan Individualizado de Ajustes Razonables) para estudiantes con situaciones difíciles o afectación de su salud mental*, points out a critical issue with the way inclusive policies are being implemented in Colombian schools. Her research showed that even though the PIAR is intended to ensure educational modifications for kids with particular requirements, teachers in Bogotá's private schools frequently find it difficult to implement it successfully when pupils experience emotional discomfort or mental health issues. Pedraza contended that teachers were unsure of how to modify the PIAR to meet socio-emotional requirements because current standards typically concentrate on disorders that are more obvious or formally identified. As a result, there was a clear difference between what inclusion rules suggest and what educators believe they are capable of putting into practice in actual classroom settings.

Pedraza used a qualitative methodological approach to investigate this problem, collecting information from preschool and primary teachers through focus groups and questionnaires. She was able to record teachers' opinions, worries, and experiences on the actual application of the PIAR thanks to these tools. Teachers' comprehension of inclusive policies, experiences, and obstacles in implementing the PIAR, pedagogical practices, curriculum flexibility, and the idea of the "hidden PIAR" in connection to school mental health interventions were among the categories that emerged from the content analysis of the data. Because it emphasizes the voices of teachers and the institutional dynamics that influence inclusive practices, this methodological approach gives the study great interpretive depth.

The authors' research leads to a number of important results. Teachers expressed uncertainty about how to turn general policy principles into specific pedagogical measures and said they felt underprepared to execute the PIAR for kids experiencing emotional or mental health issues. Many believed that their institutions lacked coordinated support structures, resources, or defined standards for dealing with mental health issues, which led to practices that were either reactive, inconsistent, or entirely relied on the initiative of individual teachers. Pedraza came to the conclusion that these restrictions compromise the PIAR's efficacy and jeopardize children's academic success, well-being, and school permanence. She made the case for the necessity of improving teacher preparation, building institutional support systems, and developing context-sensitive guidelines that integrate mental health and socioemotional perspectives into the PIAR.

This study contributed significantly to the present thesis by providing evidence from the Colombian context about the challenges teachers face when implementing the PIAR in real educational environments. Pedraza's work reinforces the importance of examining teacher knowledge as a determinant of effective inclusive practices, which aligns closely with this thesis's focus on how teacher preparation influences the planning, implementation, and adaptation of EFL instruction for a fourth-grade student with a PIAR. Her findings also highlight the gap between policy and practice, an issue that resonates with the EFL classroom at the Instituto Pedagógico Campestre, where teachers must navigate similar barriers in applying PIAR-based adjustments.

Furthermore, the emphasis Pedraza places on institutional support, socio-emotional considerations, and the need for clear guidelines supports the theoretical and methodological decisions made in this research. Ultimately, Pedraza's study strengthens the rationale for analyzing how teacher knowledge affects inclusive EFL practices and the learning experiences of students with individualized educational needs.

Above all, Pedraza (2023), mentions that:

El Plan Individual de Ajustes Razonables (PIAR) es un recurso fundamental para promover la educación inclusiva de estudiantes con discapacidad en Colombia y en diversos contextos de América Latina. Su objetivo es garantizar la implementación de las adaptaciones necesarias en las prácticas educativas, permitiendo el acceso equitativo y la participación de todos los estudiantes (p. 16).

In fact, the PIAR is a living document in which information about the student is recorded, such as physical, mental, social, and health conditions, allowing teachers to have a guide for working with PIAR students. It is a tool that enables the adaptation of the curriculum to students' needs, considering their limits and possible strategies to be applied within the classroom.

Furthermore, according to Pedraza (2023), “El elemento clave es el aspecto pedagógico, que documenta las modificaciones y cambios y se desarrolla siguiendo un proceso sistemático de observación de los estudiantes y una evaluación pedagógica para determinar la importancia de crear la herramienta.” (p. 17).

This process is carried out by teachers after observations and evaluations, with the purpose of identifying barriers faced by students. It allowed educators to redirect teaching and learning processes, acknowledging that PIAR students learn differently from their peers. The PIAR facilitates curriculum modification, enabling adjustments such as teaching topics at different times or paces, and designing differentiated learning activities (see Annex 3, Field Diary 3).

When the Universal Design for Learning is not sufficient to ensure that all students can fully develop in the school environment, the *Plan Individual de Ajustes Razonables* emerges as a tool that helps teachers plan their instruction. For this reason, Decreto 1421 of 2017 establishes that the PIAR enables the articulation of the institution's improvement plan in academic and administrative aspects, with the participation of teachers, families, and the broader educational community.

The creation of a PIAR begins with a pedagogical assessment that identifies each student's

interests, motivators, and unique characteristics. This process should be based on systematic observation (Ministerio Nacional de Educación, 2019, p. 1).

Considering the population on which this research is focused, pedagogical strategies and classroom practices must be adjusted according to the needs of PIAR students. The PIAR is not a parallel curriculum but a planning and teaching tool that helps teachers understand students with disabilities as learners capable of developing new skills.

Additionally, the PIAR encourages high expectations by setting pedagogical goals and objectives to be achieved. It is a living document that must be continuously updated by teachers, who should record and evaluate the accommodations and supports they implement, indicating what works and what does not, to foster continuous improvement.

Consequently, the *Plan Individual de Ajustes Razonables* is fundamental for inclusive education because it consolidates the adjustments and support needed by each student, based on their school history, interests, abilities, and potential. It becomes a “guide” throughout the school year, helping teachers plan pedagogical actions that promote academic progress, motivation, active participation, and understanding of learning topics.

According to the Secretaría de Educación de Bogotá (2020):

El instrumento adecuado para asegurar la pertinencia del proceso educativo y de aprendizaje de los estudiantes con discapacidad en el aula, respetando sus métodos y ritmo de aprendizaje. Se refiere al plan de trabajo del estudiante durante el año escolar, que debe implementarse tanto en la institución como en el aula, en colaboración con los demás estudiantes del grupo. También constituye un recurso para la autoevaluación institucional y para revisar el índice de inclusión, que debe reflejarse en el plan de mejora institucional (p. 13).

Moyano et al. (2024) indicate that “reasonable accommodations reflect the individual student’s assessed needs and what can be adjusted in planning, teaching, and learning, curriculum, and resources” (p. 47). Likewise, Moyano et al. (2024), citing Forlin (2019), identify important

aspects of the individualized plan of reasonable accommodations: a) modifying programs and adapting curriculum implementation and evaluation strategies; b) providing ongoing consulting support or professional learning for staff; c) incorporating specialized technology or equipment, and d) assigning additional personnel, such as therapists or aides, for personal care or mobility assistance.

This demonstrates that the PIAR is essential for developing sound pedagogical practices that enhance teaching and learning for students in inclusion processes. It helps eliminate educational barriers and reduce inequality in regular classrooms. According to Moyano et al. (2024), “it is a tool that becomes a repository of strategies and experiences; it is also a significant theoretical and practical contribution that raises awareness, encourages development, and promotes inclusion processes, institutional collaboration, and individual educator growth” (p. 48).

Taking this into account, the PIAR is vital for designing strategies, methodologies, and pedagogical materials according to students’ needs. It allows teachers to characterize each student, record their progress, and modify their pedagogical actions accordingly. Its ultimate purpose is to adjust the curriculum and teaching practices based on the specific educational needs of every PIAR student.

Inclusive Practice in EFL

Inclusive practice in English as a Foreign Language (EFL) teaching involves creating learning environments where students can develop their abilities, learning styles, and cognitive diversity. In EFL contexts, inclusion means ensuring that every student has the opportunity to participate meaningfully in the learning process.

Cruz et. al (2023), in their article *Inclusive Education Strategies for the EFL Teaching Context*, the authors found a major issue with the way inclusive education is being implemented in English as a Foreign Language (EFL) classrooms in Bogotá’s public schools. The authors contend that typical EFL teaching methods frequently overlook children with special educational needs or

disabilities, which leads to these students' limited involvement, exclusion, or inadequate learning chances. The authors point out a continuing gap between policy and practice, despite the fact that Colombian educational policy encourages inclusion: many pre-service teachers feel unprepared to work with diverse learners and find it difficult to incorporate reasonable adaptations into their lectures. This gap highlights the urgent need for programs that specifically address inclusion in EFL instruction and give teachers the tools they need to manage a variety of learning profiles in authentic classroom environments.

The authors used an action research approach with pre-service teachers in public school EFL classrooms to investigate this problem. Pre-service teachers' reflective narratives about their teaching experiences, documentary analysis of lesson plans and institutional resources, and questionnaires intended to gather their opinions on inclusive techniques and curricular adaptation are all included in their methodological approach. By using a triangulated approach, the researchers were able to examine both planned and implemented practices, as well as the perspectives of aspiring educators as they try to adapt teaching methods to accommodate students with impairments. The study offered a thorough picture of how pre-service teachers face, comprehend, and address the difficulties of inclusive EFL instruction thanks to its multimethod approach.

The study's findings point to a number of significant conclusions. First, the authors discovered that pre-service teachers' teaching practices were greatly enhanced by curriculum adaptation, especially with regard to classroom management, pedagogical inventiveness, and instructional flexibility. Teachers were inspired to reconsider conventional methods and created more adaptable and differentiated teaching tactics through the process of creating and putting into practice inclusive strategies. Second, exposure to a variety of learning environments encouraged beneficial changes in attitudes toward inclusion; pre-service instructors showed greater confidence and readiness to interact with students who need extra help. The study indicated that by

encouraging equity, participation, and meaningful engagement for all students, inclusive techniques in EFL classrooms enhance the learning environment overall and assist students with impairments.

By reiterating the main point that teacher preparation and pedagogical adaptability are crucial for attaining inclusive EFL instruction, this study directly supports the current thesis. Its results bolster the claim that teachers' capacity to modify lesson plans, resources, and instructional techniques, important factors previously examined in the context of the PIAR implementation at the Instituto Pedagógico Campestre (IPC), is essential to the achievement of inclusion.

Additionally, the article offers empirical evidence that exposure to inclusive practices during teacher knowledge boosts educators' competence and confidence, which is consistent with the goal of this study, which is to examine how inclusive education knowledge affects the design, execution, and modification of EFL lessons for a fourth-grade student with a PIAR. In general, Cruz et. al (2023) demonstrate the transformational power of inclusive techniques in the context of EFL instruction, strengthening the theoretical and methodological basis of this argument.

Whereas, Cruz et. al (2023) mention that “the growing significance of grasping the concept of *othering* is prompting educators to enhance inclusive interactions through adjustments to the curriculum” (p. 34). Consequently, national regulations in Colombia require that a proper institutional adjustment plan (PIAR) be implemented whenever a disability is identified in a general education classroom. Nonetheless, the overwhelming number of students, the complexities involved in teaching those with low language proficiency, socio-economic obstacles, and distinctive cognitive characteristics contribute to the insufficient knowledge and support that language teachers experience within the local context (p. 4).

This suggests that English teachers require more guidance in their knowledge process toward educational inclusion and that simply implementing the PIAR is not sufficient to work effectively with students. The process takes time to develop and must be adapted to support

students in regular classrooms. Consequently, realizing genuine inclusion requires ongoing professional development, teamwork, and institutional commitment that goes beyond compliance, encouraging meaningful engagement and learning for every student.

According to Cacierra, Loor et al. (2021), in their work *Inclusion: Didactic Strategies in the Teaching Process of Learning the English Language in Students with Visual Disabilities in Manabitas Universities*, the authors uncovered a significant issue with Ecuador's university-level English programs' lack of inclusive teaching approaches for students with visual impairments. The authors contend that even while national policies promote educational inclusion, many higher education institutions do not offer the resources, adjustments, and methodological approaches required to ensure equal access to English as a Foreign Language (EFL) instruction. Because of this, students with visual impairments frequently face obstacles like inaccessible resources, instructional strategies that rely too much on visual information, and teachers who lack the necessary knowledge to modify their lesson plans. Learning settings that inadvertently prevent visually impaired students from fully engaging in the EFL learning process are created by this mismatch between institutional expectations and actual teaching methods.

They used a mixed-methods methodological approach to address this problem, combining qualitative interviews with teachers and students with visual impairments from several Manabí universities with quantitative surveys. While the focus groups and interviews offered a deeper understanding of the difficulties and real-life experiences of visually impaired students, the surveys gathered information on teachers' attitudes, knowledge, and present practices for inclusive EFL instruction. To assess the degree of accessibility included in the curriculum, document analysis of curricula and instructional materials was also carried out. The authors were able to gain a thorough grasp of both individual experiences and institutional behaviors in inclusive EFL instruction by using this triangulated methodological approach.

The study came to the conclusion that while institutions formally pledge to inclusion, there is still little and uneven application of inclusive policies. Many educators expressed feeling underprepared to work with visually impaired pupils, especially when it came to modifying textbooks, adding tactile or auditory resources, or creating alternate tests. The findings also show that, in the absence of accessible resources or institutional support, students with visual impairments frequently rely on their own compensatory techniques. To ensure that visually impaired learners can fully engage with EFL content, the authors stress that effective inclusion necessitates ongoing teacher knowledge, curriculum redesign, and the use of multisensory didactic strategies, such as Braille materials, audio descriptions, tactile graphics, and assistive technologies. They support structural institutional reform that incorporates accessibility from the planning stage rather than as an afterthought.

By supporting the main claim that teacher preparation is crucial for creating inclusive educational practices in EFL contexts, this study made a substantial contribution to the current thesis. Although Cacierra, Loor, et al. (2021) focused on visual impairment in university settings, their findings highlight more general trends that are pertinent to the use of PIAR in primary education: teachers frequently lack the knowledge, materials, and methodological tools necessary to assist students with particular educational needs. This thesis's goal of examining how teacher preparation affects the design, execution, and modification of EFL lessons for a fourth-grade student with a PIAR at the Instituto Pedagógico Campestre is directly supported by their emphasis on curricular adaptation, multisensory strategies, and flexibility. Thus, showing that inclusive EFL instruction necessitates deliberate planning, accessible materials, and pedagogical competence established through teacher knowledge, the study reinforces the theoretical underpinnings of this research.

Therefore, developing inclusive education requires strategies that address students' educational needs to enhance their skills and improve their comprehension of topics covered in

EFL. This approach not only supports language acquisition but also promotes equity, participation, and a learning environment where all students can thrive.

Inclusive education requires pedagogical strategies that cater to the diverse needs of every student in the classroom. This means designing strategies that support the variety of student backgrounds. In this context, the process of learning English as a second language revolves around the four essential language skills: listening, speaking, reading, and writing (Cacierra, Loor et al. 2021, p. 5).

Moreover, Yatağanbaba and Gümüş (2024), in their work *A Guideline for the Use of Recent Inclusive Practices in EFL Higher Education Contexts*, identified a key issue with the implementation of inclusion in EFL settings: although inclusive education has grown in importance as a global educational priority, higher education instructors still lack specific, evidence-based guidelines to help them modify their lessons for a diverse student body. The authors contend that learners with disabilities or different language profiles have difficulties because EFL courses are frequently set up around standardization. Many students thus encounter obstacles to fair access, involvement, and success. They also quote Davies (2004), who highlights that intentional differentiation of assignments, materials, and resources is necessary to address a wider range of student needs, yet many teachers lack the institutional support or expertise to do so successfully. The fundamental problem is the discrepancy between inclusive education philosophy and actual pedagogical practice.

The authors used a qualitative approach based on a thorough literature review to look into this matter. With a focus on higher education, they examine current research studies, international norms, and instructional strategies pertaining to inclusion in EFL environments. In order to find inclusive methods that are practical and successful for EFL teachers, their methodological approach entails classifying and synthesizing the body of existing research. Using this method enables the authors to assess how various inclusive tactics assist a variety of learners, such as students with impairments, linguistic backgrounds, and varied cognitive or socioemotional

requirements. The writers create a thorough guideline detailing concepts, tactics, and suggestions for inclusive EFL instruction by referencing a variety of empirical and theoretical sources.

The conclusions of the study highlight the need for EFL teachers to adopt pedagogical strategies that prioritize accessibility, differentiation, and multimodal instruction. The authors argue that inclusive EFL teaching must go beyond modifications for specific disabilities and instead involve designing learning environments that anticipate and address learner diversity from the outset. They emphasize the value of universal design for learning (UDL), scaffolded instruction, alternative assessment formats, and accessible digital resources. Furthermore, they conclude that teacher knowledge is a determining factor in whether inclusive practices are successfully implemented. Without structured professional development and clear institutional policies, instructors are unlikely to incorporate inclusive strategies consistently or effectively.

By supporting the notion that teacher preparation is crucial for the application of inclusive techniques in EFL contexts, this study significantly advances the current thesis. Although Yatağanbaba and Gümüş (2024) concentrate on higher education, their results show more general trends that are extremely pertinent to the PIAR-based modifications needed in elementary schools. The goal of this thesis, which is to investigate how teacher knowledge affects the planning, execution, and adaptation of EFL lessons for a fourth-grade student with a PIAR at the Instituto Pedagógico Campestre, is supported by their emphasis on differentiated instruction, universal design, and multimodal resources. Furthermore, the difficulties encountered in Colombian primary schools are similar to their identification of systemic inadequacies, such as ambiguous guidelines and inadequate knowledge. As a result, their work supports the theoretical framework for this study's analysis of the relationship between inclusive EFL practices and teacher preparation.

Along with Yatağanbaba and Gümüş (2024), highlight the importance of promoting inclusive education in EFL environments to enhance second language learning outcomes and

guarantee equitable access. They also cite Davies (2004), who stated that “if educators can address a broader spectrum of needs, this can be accomplished by enhancing the differentiation of assignments and resources”. (p. 51)

Thus, the use of varied materials and strategies is essential when addressing the educational needs of students learning a second language. By ensuring that these resources and methods are flexible, engaging, and accessible, educators can create impactful learning experiences that promote both language development and equity.

In addition, Carrillo, C. et al (2023) emphasized that “adjusting to the learning environment is a vital element that every educator must take into account; regrettably, some teachers often neglect this important factor, which is particularly concerning when discussing children with special needs” (p. 2). For this reason, adapting the pedagogical environment, materials, and strategies is crucial to inclusive practice in EFL, as it enables teachers to meet the educational needs of PIAR students.

Although Yatağanbaba & Gümüş (2024) indicate that the inadequacy or absence of initial teacher knowledge is one of the main reasons for teachers’ limited understanding of effective intervention programs and inclusive practices, this gap underscores the pressing need for comprehensive professional knowledge that equips educators with the knowledge, skills, and confidence to implement inclusive strategies effectively in EFL contexts.

Ultimately, promoting inclusive education in language instruction requires not only policy initiatives such as the PIAR but also continuous professional development for teachers, institutional support, and a strong commitment to fostering learning environments where all students can engage, participate, and succeed.

Quality of Education

Educational quality is characterized by the creation of positive and beneficial spaces for teaching and learning that promote personal growth and well-being. This process enables

individuals to acquire knowledge and develop the necessary skills and competencies for their lives.

According to Hernández (2022), in her article *Educational Quality and School Management*, the Hernández's work highlights a key issue with the ongoing discrepancy between educational quality requirements and the actual procedures used in school administration systems. The author contends that despite the fact that many educational institutions implement frameworks and regulations meant to raise quality, these initiatives frequently fall short because of inadequate management structures, a lack of strategic planning, and a lack of coordination between administrators, instructors, and support personnel. This gap leads to inconsistent teaching methods, a lack of inclusive policy implementation, and challenges in upholding institutional procedures that facilitate student learning. Hernández highlights that attaining high-quality education is mostly dependent on the efficacy of school administration and the extent to which school leaders promote, oversee, and reinforce teaching practices rather than just curriculum and instructional strategies.

To examine this issue, the author used a qualitative analytical approach based on document analysis, school leader interviews, and institutional process observations to investigate this problem. The study examines how administrative choices affect the teaching and learning environment by analyzing school management practices in light of national quality requirements. The author identifies important management practices pertaining to strategic planning, communication, teacher support, and institutional culture by gathering perspectives from administrators, coordinators, and educators. Hernández uses thematic analysis to classify these practices based on how they affect the quality of education, exposing systemic flaws, persistent administrative obstacles, and places where school leadership may be strengthened.

Hernández came to the conclusion that the strength of school administration and its capacity to promote a cooperative, structured, and pedagogically focused institutional

environment are critical to the success of educational quality programs. According to the study, schools with better management methods exhibit higher teacher satisfaction and performance, more consistent application of educational regulations, and better alignment between institutional goals and classroom practices. On the other hand, organizations with poor management exhibit disjointed procedures, imprecise communication, and a restricted ability to assist educators in fulfilling the demands of a wide range of students. The author emphasizes that clear institutional procedures, ongoing professional development for school administrators, and vigilant pedagogical process monitoring are all necessary for sustainable quality improvement.

Above all, the crucial role that school administration plays in assisting teachers in implementing inclusive practices like the PIAR, this study makes a substantial contribution to the current thesis. Hernández's focus on the relationship between institutional structure, teacher support, and educational quality is relevant to the Instituto Pedagógico Campestre (IPC), where teachers must rely on efficient management structures in order to plan, carry out, and modify EFL instruction for a student with a PIAR. Her findings support the notion that inclusive education necessitates defined protocols, supporting management practices, and coordinated institutional leadership rather than relying only on the efforts of individual teachers. Hernández's work thus offers a useful conceptual framework for comprehending the institutional factors that affect the effectiveness of inclusive EFL instruction, which is the subject of this thesis.

In fact, the quality of education is closely tied to the abilities of teachers and school leaders, particularly in connection with other influencing factors. Moreover, as knowledge continues to evolve and be applied effectively, it is essential for educators to have a deep comprehension of the subjects they teach, along with the relevant practical skills. The focus on specialized knowledge and the integration of technology in education pertains to proficiency in a specific area and the content used in the teaching process (Hernandez, 2022, p 16).

In accordance with the above, teacher knowledge is essential for developing appropriate

pedagogical activities that strengthen the teaching and learning processes. These factors contribute to creating inclusive and supportive learning environments that improve the quality of education for PIAR students.

Likewise, the use of technology as a pedagogical tool has motivated PIAR students. The use of interactive games, songs, and videos has been an effective resource for developing English as a Foreign Language (EFL) classes, enhancing student engagement and supporting meaningful learning.

In the second work, written by Martínez et. al (2016), in their study *Teacher Performance and Quality Education*, “ they identified a central problem related to the strong influence of teacher performance on educational quality within school systems. The authors argue that despite numerous reforms aimed at improving learning outcomes, the effectiveness of these initiatives depends heavily on teachers’ professional competencies, pedagogical practices, and ability to respond to students’ diverse needs. One of the main issues highlighted is the inconsistency in teacher preparation and performance across educational contexts, which leads to disparities in student achievement and overall school quality. The authors emphasize that without well-prepared, reflective, and committed teachers, quality education cannot be guaranteed, regardless of curricular reforms or institutional policies.

To examine this issue, Martínez et al. adopt a mixed-methods methodological approach, combining quantitative evaluations of teacher performance with qualitative interviews and classroom observations. The quantitative component involves analyzing indicators such as lesson planning quality, classroom management, instructional strategies, and assessment practices. The qualitative component provides deeper insights through teachers’ own reflections on their strengths, challenges, and professional development needs. This dual methodological route allows the researchers to compare measurable performance indicators with teachers’ lived experiences, creating a comprehensive understanding of how teacher performance is shaped by knowledge,

institutional support, and contextual conditions.

The study concludes that teacher performance is a decisive factor in achieving high-quality education and that ongoing professional development is essential for improving instructional practices. Martínez et al. find that teachers who receive continuous knowledge, mentoring, and institutional support demonstrate more effective pedagogical practices, greater adaptability, and stronger commitment to student-centered learning. Conversely, teachers with limited knowledge or support tend to rely on traditional, less effective methods, resulting in lower student engagement and achievement. The authors also highlight the importance of reflective practice, collaboration among teachers, and access to resources as key components of effective performance. Ultimately, they argue that enhancing teacher performance requires systemic efforts, not only individual teacher responsibility.

This study contributes directly to the present thesis by reinforcing the argument that teacher knowledge and performance are critical determinants of educational quality, particularly in inclusive settings. The findings align with the purpose of this research, which analyzes how teacher preparation influences the planning, implementation, and adaptation of EFL instruction for a fourth-grade student with a PIAR at the Instituto Pedagógico Campestre (IPC). Martínez et al.'s emphasis on professional development, reflective practice, and pedagogical adaptability supports the theoretical foundation of this thesis by demonstrating that effective teacher performance is essential for meeting diverse learners' needs. Their conclusions highlight that inclusive education, like the PIAR system, can only be implemented successfully when teachers possess the necessary knowledge, skills, and support. Therefore, this study strengthens the justification for examining the impact of teacher knowledge on inclusive EFL practices within the Colombian educational context.

Martínez et. al (2016), quoting Casanova (2012) and referencing Carr and Kemmis (1988), state that teaching quality represents “an ongoing enhancement of a teacher’s actions that facilitate

and promote formative learning.” Nonetheless, the value of teaching is measured through its impact on students; in other words, its significance is determined by what the student has learned and constructed through the educational experience.

Similarly, García et al (2018), in their article *School Management and Educational Quality*, the authors found a recurring issue with the relationship between the attainment of good educational quality and school management techniques. The authors contend that many educational institutions prioritize academic results over the managerial procedures necessary to maintain productive teaching and learning environments. Efforts to enhance educational outcomes are frequently hampered by ineffective administrative organization, a lack of leadership knowledge, poor communication channels, and inadequate support for teachers. Because of this, schools find it difficult to establish cohesive institutional settings that support inclusive practices, instructional innovation, and quality enhancement. According to García et al., administrative choices, organizational structures, and leadership philosophies that govern the day-to-day operations of schools have an impact on educational quality in addition to curriculum and instruction.

García et al. use a mixed-methods research design that combines surveys, document analysis, and semi-structured interviews with teachers and school administrators to examine this issue. The quantitative information gathered from surveys sheds light on how teachers view administrative support, organizational coherence, and leadership efficacy. In the meantime, the researchers are able to investigate how school management policies are implemented, communicated, and in line with institutional objectives through the interviews and document analysis. A thorough understanding of how management affects educational quality at both the structural and classroom levels is provided by the authors' triangulated approach, which allows them to contrast formal management structures with the lived realities and experiences of educators.

The study concludes that a key component in achieving excellent educational quality is effective school administration. Higher levels of teacher performance, student engagement, and institutional coherence are typically seen in schools with successful leadership practices, such as clear communication, strategic planning, ongoing teacher support, and monitoring of pedagogical processes, according to García et al. On the other hand, schools with inadequate management structures deal with disjointed teaching methods, uneven application of educational regulations, and low teacher motivation. The authors contend that, in addition to teacher competency, a supportive administrative environment that can direct, align, and maintain teaching methods is necessary for high-quality education. They highlight the need for school leaders to receive ongoing professional development in management, inclusion, and pedagogical leadership.

This study plays a crucial role that school administration plays in facilitating or impeding the adoption of inclusive policies like the PIAR. This study makes a substantial contribution to the current thesis. The results of García et al. (2018) are consistent with this study's emphasis on the ways in which institutional structures and teacher preparation interact to promote inclusive EFL instruction. This study highlights the importance of clear protocols, leadership support, and coordinated efforts between administrators and instructors in the setting of the Instituto Pedagógico Campestre (IPC) for the successful implementation of PIAR. García et al.'s research highlights the necessity of looking at both teacher preparation and the institutional setting in which inclusive EFL policies are created and implemented by proving that management effectiveness and educational quality are inextricably linked.

Moreover, Chacón (2019), in his article *Educational Quality: A Look at the School and the Teacher in Colombia*, finds a recurring and systemic issue with the connection between the quality of education and the environments in which schools and teachers work. The author contends that external measures and standardized tests are frequently used in Colombia to gauge the quality of education, ignoring the intricate workings of schools and the pedagogical difficulties

teachers encounter on a daily basis. This limited focus disregards elements including student socioeconomic background, working conditions, institutional administration, and teacher preparation. Because of this, initiatives meant to enhance quality often fall short in addressing the underlying problems that affect instructional strategies and learning outcomes. Chacón highlights that knowing the relationship between classroom dynamics, teacher professional development, and school environment is essential to achieving good educational quality.

To analyze this problem, Chacón adopts a qualitative methodological approach based on documentary analysis and the review of national reports, educational policies, and scholarly literature on quality indicators in Colombia. Through this method, he examines how official discourses shape conceptions of educational quality and how these discourses contrast with the realities experienced by teachers and schools. The documentary analysis allows the author to uncover inconsistencies between policy aspirations and local school practices, as well as the structural challenges that limit teachers' ability to deliver high-quality instruction. Chacón's methodology provides a comprehensive perspective on how systemic issues, rather than individual teacher shortcomings, contribute to disparities in educational quality across the country.

Chacón concludes that improving educational quality in Colombia requires a broader and more holistic understanding of teaching and learning processes. His findings indicate that quality is not solely determined by student performance but is deeply influenced by teacher preparation, continuous professional development, adequate school management, and supportive institutional environments. He argues that teachers must be recognized as central actors in the quality equation and must be provided with the necessary resources, knowledge, and autonomy to implement effective pedagogical practices. Furthermore, Chacón emphasizes that inclusive and context-sensitive approaches are essential for addressing Colombia's educational inequalities. Without addressing systemic barriers and strengthening the capacity of schools and teachers, efforts to improve quality will remain superficial and ineffective.

By shedding light on the institutional and structural elements that influence teachers' ability to apply inclusive practices like the PIAR, this study directly advances the current thesis. Chacón's focus on contextual needs, school administration, and teacher preparation is in line with this study's focus on how instructors at the Instituto Pedagógico Campestre (IPC) organize, carry out, and modify EFL classes for a student with a PIAR. His research backs up the claim that inclusive education necessitates institutional support, well-defined regulations, and a dedication to improving teacher preparation in addition to individual kindness. Chacón's work strengthens the theoretical framework for this thesis's analysis of how teacher knowledge affects inclusive EFL practices by emphasizing the relationship between institutional factors, teacher performance, and educational quality.

Indeed, García et al (2018) indicated that educational quality encompasses four essential components: relevance, effectiveness, equity, and efficiency. And cited Schmelkes (1996) further explained that:

For quality to exist, it is necessary to recognize the diversity of students, which is why it is necessary to offer differentiated support to achieve educational objectives, so that they are comparable for all. This suggests giving greater attention and support to those with fewer opportunities (p 45).

Therefore, teachers must develop lessons that respond to classroom diversity, considering that PIAR students require differentiated activities and reasonable curriculum adjustments tailored to their specific pedagogical needs. It is crucial for teachers to understand how to work with PIAR students and to identify the methodologies, materials, and strategies that best fit their cognitive, physical, and communicative conditions.

Chacón (2019) cited Orozco (2009), who stated that the caliber of education surpasses the limits of the school, even though it is the environment where it is manifested. It connects to the

development of educational policies, including those that enhance school curricula, teacher preparation, and the funding and administration of educational institutions across various levels of government (p. 33).

Taking the above into account, teacher education at the undergraduate level often lacks the necessary tools and policy frameworks that rigorously guide teacher preparation. In practice, many teachers must work with PIAR students without prior knowledge or understanding of inclusive education. **Although Colombian policies promote the inclusion of students with disabilities, there remain significant gaps in teacher preparation.**

Chacón (2019) further argues that Colombian education policy must introduce initiatives and projects that genuinely improve educational quality through objectives that promote critical thinking, reflection, and analysis of human and social contexts. He adds that it is essential to cultivate an assessment culture within the educational community, particularly among teachers, so that assessment is recognized as a tool for personal and institutional improvement rather than as a punitive measure (p. 46).

Although Colombia has implemented public policies to support inclusion, these efforts remain isolated in practice. While such policies aim to regulate and protect the right to education, there are currently no binding requirements ensuring that teachers receive knowledge in inclusive education or develop specific skills for working with PIAR students. Consequently, national policies have fallen short in addressing the reality that many teachers lack the preparation to meet the needs of students in inclusive classrooms. The *Colombian Caribbean Education Observatory* – *Uninorte* (n.d.) mentions that:

The quality of education is related to the capacity of educational systems to respond to the needs of society; that is, how students are prepared to successfully face the challenges they will encounter throughout their lives in personal, family, social, and professional contexts. In this sense, the measurement of educational quality must revolve around two fundamental axes: cognitive development and affective and creative development. (p 44).

Educational quality fosters the cognitive, emotional, and communicative skills of students. Therefore, it is essential to generate pedagogical spaces that promote high-quality education and prepare students to perform effectively within their communities. Moreover, quality education must consider students' needs, as well as their social and institutional contexts. Teaching should reflect the educational and social realities that students experience daily. Quality education does not exist in isolation but rather creates spaces for participation, motivation, and active learning.

According to Morán (2024), “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all” (p.25), reduces inequalities in the classroom by providing equitable pedagogical spaces that respond to each student's needs and foster their skills and potential.

Thus, educational quality encourages pedagogical practices that enable all students to build knowledge, develop their abilities, and engage meaningfully in learning through the use of appropriate pedagogical tools and materials. According to Gil (2022), who cites González et al. (2019) and Núñez (2019), said that:

The role of continuous learning is relevant because teachers analyze the impact of innovations, adapting them to their work, and generating new teaching and learning strategies that take into account the needs of individual contexts, as well as theories of continuous renewal of teaching knowledge (p. 118).

In this sense, quality education enables PIAR students to develop their skills, knowledge, and values, empowering them to become critical and autonomous learners. Likewise, quality education promotes equality by ensuring that all students, regardless of their educational needs, have the same opportunities and access to resources to reach their potential.

As Escribano (2018) points out, “the quality of education depends not only on the quantity

of resources, infrastructure, and material support but mainly on how these resources are used, on the organization and management of the educational system and on teacher knowledge” (p 24). Therefore, educational quality relies on the effective preparation of teachers who understand how to select and apply materials, strategies, and methodologies that foster inclusive and democratic learning environments.

Research Design

This section outlines the research design that underpins the development of the study. Based on a qualitative approach, the research sought to investigate and analyze how teachers’ knowledge in inclusive education influences the planning, implementation, and adaptation of EFL teaching practices through the PIAR for a fourth-grade student at the Instituto Pedagógico Campestre (IPC), located in the municipality of La Calera. The chosen design facilitates an in-depth, contextualized understanding of the experiences, perceptions, and strategies employed by teachers in an authentic educational context. To accomplish this, the study adopts a case study methodology, which was especially relevant when the goal was to examine a particular phenomenon within its natural environment. The design delineates the procedures and methodological choices that guide the stages of data collection, analysis, and interpretation, ensuring alignment between the research question, objectives, and outcomes.

Along with this research was part of a line of research, " Innovative Teaching Practice" since within this research, inclusive methodologies and materials, the study promotes innovative teaching methods, like videos, Pictionary-type (It was a strategy that combines pictures and words to make sentences), and images that cater to the varied learning requirements of students. Encouraging educators to devise and apply imaginative approaches that incorporate inclusion into routine classroom interactions reinforces the foundations of inclusive education. Additionally, this initiative enhances the evolution of more vibrant, fair, and thoughtful teaching practices in the

context of English as a Foreign Language (EFL).

Approach

Qualitative research

This study **employs a qualitative methodology aimed at deeply understanding and analyzing the effects of teacher knowledge in inclusive education as it relates to teaching English to a fourth-grade PIAR student**. This approach allowed for an examination of teachers' beliefs, experiences, and teaching strategies within a specific context, as the research was conducted at the *Instituto Pedagógico Campestre*.

Moreover, the gathering of **qualitative data, including interviews and participant observations (they were registered in five field diaries, see annexes 4 to 8)**, sought to create a comprehensive understanding of the educational experience from the perspectives of the stakeholders involved. As stated by Toro and Parra (2010), “it is insufficient to simply calculate the statistics or percentages; it is also essential to understand how, who, why, and the effects that specific events or experiences have on individuals” (p. 285).

Considering the above, this research is qualitative in nature, as it is not based on numerical results but rather on observations, written records, and the lived experiences of English teachers who have worked with a PIAR student.

Toro and Parra (2010), in their work *Epistemological Foundations of Research and Research Methodology*, explain that:

Research that generates results not derived from statistical methods or quantifiable measures falls under this category. It can focus on various aspects such as individual lives, personal experiences, behaviors, emotions, and feelings, along with the workings of organizations, social movements, cultural events, and interactions between countries.

Although some data may be quantifiable, like census information or demographic details about the subjects or items being examined, most of the analysis is interpretive (p 11–12).

For this reason, the study applies a qualitative methodology to thoroughly understand the influence of teacher knowledge in inclusive education on the process of teaching English to students with learning disabilities (PIAR) within a particular setting. This methodology enables an exploration of teachers' experiences, perceptions, and pedagogical practices from an interpretive and contextual standpoint, moving beyond numerical data to uncover deeper meanings.

To achieve this objective, **the case study** method was employed. This method facilitates an in-depth exploration of the specific situation of a fourth-grade PIAR student at the *Instituto Pedagógico Campestre*, considering the real environmental context and the pedagogical growth of English teachers. The case study approach permits a detailed examination of the educational dynamics and factors influencing the implementation of inclusive education in EFL instruction, thereby supporting a comprehensive understanding of the educational phenomenon being investigated.

According to Monje Álvarez (2011), in his book *Methodology of Quantitative and Qualitative Research: A Guide for Teachers*, the research design “plans the activities to be carried out for problem-solving or answering the questions posed” (p. 71). This design serves as a crucial connection between the planning phase and the actual implementation of the research process. It offers a systematic framework that assists the researcher in choosing appropriate methods, outlining strategies, and arranging procedures in a coherent and logical manner. In qualitative research, this design is particularly important, as it provides flexibility while maintaining a clear focus on the research objectives, ensuring that the investigation of participants' experiences, perspectives, and contexts yields meaningful and insightful results.

The planned activities must lead to the achievement of the objectives proposed in the research project, one of which is to achieve a better understanding of the research purpose.

Through the present qualitative investigation, the goal is to comprehend the educational realities related to the lack of teacher preparation or knowledge in inclusive education, thus providing a response to the institutional context of the *Instituto Pedagógico Campestre* and improving pedagogical work with PIAR students.

The purpose of this research is to obtain information about how to promote the educational quality received by PIAR student at the *Instituto Pedagógico Campestre*, taking into account pedagogical strategies that enhance skills and provide opportunities for participation and motivation. Ultimately, this research aimed to contribute to solving an institutional problem and improving inclusive pedagogical practices within the English classroom.

Method

Case Study

This research utilized a qualitative case study approach. The qualitative method was appropriate for this study as it allowed for an in-depth investigation of educational phenomena through the viewpoints of the participants. The case study methodology has been chosen to focus on a specific, defined setting: the fourth-grade English classes with PIAR students at the *Instituto Pedagógico Campestre*, where the effects of inclusive knowledge on teaching practices can be analyzed and understood in depth.

According to Rodríguez, Gil, and García (2010), citing Denny (1978), “the case study is a complete examination that takes place in a geographical or specific place” (p. 91). Additionally, Stenhouse (1990), as cited in Rodríguez, Gil, and García (2010), mentioned that “the case study is a method that involves collecting and recording data on one or several cases” (p. 92).

Furthermore, Rodríguez, Gil, and García (2010) stated that a case study may involve an individual, a group, a teaching initiative, a set of resources, a specific occurrence, or a database; the main criterion is that it must possess some physical or social boundaries. In the educational

field, a case study may represent a student, a teacher, a classroom, a department, or a particular educational policy (p. 92).

Taking into account the above, this research follows a case study design focused on a third-grade student, 11 years old, who has Down syndrome. His oral communication skills are moderately low; that is, he can speak, but his pronunciation is not entirely clear. Additionally, it was identified that the student did not have writing skills, the spelling of his letters was minimal, and he lacked control of notebook space, difficulties recorded in Annex 4 (Field Diary 1).

As noted by Rodríguez et. al (2010), “this particularity renders it an effective approach for examining real-world issues, scenarios, or occurrences that emerge from daily life, which are elaborated thoroughly” (p. 92). Therefore, the case study is understood as a descriptive method that can be focused on a single individual, as mentioned above. This research focuses on this specific student since, within the academic process, he is a PIAR student, with whom we have attempted to work in different ways according to his communicative, cognitive, social, and educational needs.

Moreover, this research involves a single-case study. This type of case emphasizes the examination of one instance, which is significant in its essence, or provides opportunities to enhance or broaden understanding of the subject under investigation. The design of a single case was founded on its distinctive or rare characteristics, meaning it possesses an unrepeatable quality (Rodríguez, Gil, & García, 2010, p. 95).

Scope

The objective of this research was to describe the importance of teacher knowledge in inclusive education, and the challenges faced by English teachers when implementing the Individualized Plan of Reasonable Adjustments (PIAR) with a fourth-grade student, and how the development of classes, participation, motivation, and adjustments of materials and pedagogical interventions contribute to the teaching and learning process of the fourth-grade student.

It also considers institutional elements, such as available resources and support systems, that may influence the implementation of inclusive education. The study did not evaluate the academic success of PIAR student but focuses instead on teaching methods and their alignment with inclusive principles. By concentrating on a single case, the research seeks to provide valuable insights that could inform future educational practices and teacher programs in similar contexts.

In addition, interviews conducted with teachers using a semi-structured format to obtain information from the English teacher, who were the object of study of this research, giving an account of their pedagogical work and implementing the improvement plan. The questions are the following: **1.** Do you think that teacher's knowledge in inclusive education is important, and why? **2.** Do you apply PIAR (PLAN INDIVIDUALIZADO DE AJUSTES RAZONABLES) to your student who are in the process of inclusion? How do you do it? **3.** Can you describe the specific teaching strategies and methodologies you implement to meet the individual needs of your PIAR student during English class? **4.** Do you think that pedagogical strategies are important to generate motivation in your PIAR student? Yes or no and why? **5.** How do you monitor and evaluate the progress of PIAR students?

Population and Sample

This research was carried out at the *Instituto Pedagógico Campestre* school, located in the municipality of La Calera, Cundinamarca. The population observed in this study includes English teachers who work at the institution, as well as PIAR students currently enrolled.

The sampling technique employed in this research is purposeful sampling, a non-probability approach commonly used in qualitative studies to deliberately select participants possessing knowledge, experience, or engagement with the phenomenon under investigation. In this case, the participants are two English language educators at the *Instituto Pedagógico Campestre*, one of them is a Technical teacher with knowledge in English, the other English teacher is preschool teacher and student for English teacher program, but neither of the two

teachers has knowledge or studies on inclusive education or PIAR, They worked directly with fourth-grade PIAR student; the Student is an eleven-year-old boy in the fourth grade of primary school, diagnosed with Down syndrome, having difficulties in his verbal communication, few gross and fine motor skills, in addition, he does not recognize all the letters of the alphabet and combinations in his native language (Spanish), which has made his introduction to the English language complex due to the aforementioned difficulties. **These participants were chosen because their perspectives and classroom experiences align closely with the research objectives, particularly regarding inclusive practices and teacher knowledge in English as a Foreign Language (EFL).**

Techniques and Instrument

To collect comprehensive and meaningful data, this study used multiple qualitative methods, including **participant observation, semi-structured interviews, and field diaries.** Participant observation enables the researcher to engage in the educational setting, recording real-time interactions, teaching methods, which were registered in five field diaries, which recorded the details of teacher–student interactions, focusing on strategies implemented and student responses. Together, these methods provide a multidimensional understanding of inclusive educational practices. and the experiences of PIAR students. Semi-structured interviews provide insight into educators’ perceptions and experiences.

Participant Observation

The process of data collection began with participant observation, which was essential in understanding the research problem. In this method, the researcher becomes immersed in the context being studied. As Toro and Parra (2010) explain, “participant observation is characterized by the immersion of the researcher in the life of a social group, which gives them a broad view from the perspective of the member but also affects what they observe due to their participation”

(p. 338).

Similarly, Robledo (n.d.), citing Guasch (1997), stated that this method “involves observing while actively engaging in the activities of the group under study; to thoroughly understand a culture, one must immerse oneself in it and gather data about everyday life” (p 34). Toro and Parra (2010) also emphasize that participant observation “focuses on gathering material, accumulating descriptions, and collecting documents,” forming part of the ethnographic method (p. 134).

Thus, the purpose of this type of data collection is to obtain information that contributes to the construction of the research and at the same time aggravates the problem, considering that from the participant observation researchers are integrated into the community to be studied, so the reality under study may be influenced by the presence of people who intend to conduct some kind of research within the social group in question.

Observations were made during the activities in the classroom in 2024 to collect data on pedagogical practices, interaction among the students, and the support provided to students with special needs of PIAR. The purpose of these observations is to pinpoint inclusive strategies used by educator, assess how well student with diverse needs is incorporated into everyday classroom activities, and comprehend the factors that promote or obstruct inclusive education.

The gathered data yielded important insights into the practical implementation of inclusive policies. This information was instrumental in examining the strengths, challenges, and potential areas for enhancement within the educational environment.

Moreover, the five participant observation sessions were carried out, taking into account the relationship and dynamics between the English teacher and the PIAR student, the strategies used with the student, and the way in which the PIAR student moves in front of the activities and materials proposed by the teacher. These sessions provided an opportunity for a thorough and structured examination of teaching methods and their effects on student participation and

learning outcomes. Furthermore, there were focused on the student's engagement level, independence, social interactions, and any modifications made by the teacher to meet the students' needs. The collected data understood on the success of inclusive practices and assist in pinpointing possible areas for pedagogical enhancement.

Five participant observation sessions were conducted and recorded in field diaries (see annexes 4 to 8), focusing on the relationship and dynamics between the English teacher and PIAR student, the strategies used, and how the student responds to the proposed activities and materials. These sessions aim to analyze teaching methods, student participation, engagement, and social interactions.

Interview

One of the data collection techniques used was an interview; therefore, personal interviews were conducted because the author proposes the following Gonzalez (2020) "Personal interviews require an appropriate atmosphere. The interviewer must be friendly and must generate confidence in the interviewee" (p 171).

Thus, interviewing is the art of asking questions and listening to answers to obtain information in a conversational setting. As a technique, it is useful and flexible for data collection and is strongly influenced by the personal characteristics of the interviewer data collection and is strongly influenced by the personal characteristics of the interviewer.

The interview is a versatile tool that adapts to different situations and people, facilitating the collection of information. To be effective, it must consider certain aspects: research the topic, have a clear purpose, prepare a questionnaire, generate trust, use appropriate language, and be conducted in a comfortable environment. These elements are essential to achieving authentic interaction and obtaining relevant data (Hernández, Fernández, and Baptista, 2010).

In this sense, the interview is favorable for the research because through it, relevant and significant information is and significant information was obtained from the IPC school teacher, who expressed clearly and in detail their knowledge, experiences, and perceptions on the subject. The semi-structured interviews will be conducted with the other English teacher, based on the format (See Annex 9).

The conversation took place with the fellow English teacher at the Instituto Pedagógico Campestre School. With the teacher's consent, the discussion was recorded. There are five questions in total. After the interview concludes, a written record will be prepared. From this record, an analysis will be conducted, highlighting or marking the identified words or variables using colors.

The semi-structured interview received validation from an expert who taught at the rural pedagogical institute and possessed knowledge of research methodologies. He also provided guidance on the development of undergraduate projects for the students at this institution. Additionally, the data collection tool was tested by conducting interviews with two educators (colleagues at the institution) to confirm that the questions were clear and conducive to gathering the necessary responses or data for this research.

Field Diary

The field diary was another essential data collection instrument, providing a written record that highlights gaps and deficiencies in the data. As Toro and Parra (2010) state, “the field diary should allow the researcher permanent monitoring of the observation process. A good field diary is an irreplaceable resource for capturing the underlying logic of the data and understanding the situation under study” (p. 445).

Londoño, Ramírez, Fernández, & Vélez (2009) add that reflecting in writing fosters the development of key research skills such as observation, analysis, and critical thinking. Therefore, the field diary serves as a record of classroom events, detailing teacher–student interactions,

contextual descriptions, and researcher reflections.

In this way, the field diary was an instrument that helps researchers to record each of the events that occur within the social group being observed, with this to have inputs that contribute to the construction and strengthening of the research, thus answering and at the same time gaining a greater understanding of the problem to be understood.

Therefore, the format of annex 1 took into account, which describes the context, the relationship between teacher-student PIAR, and describes in detail everything that happened in the classroom with the PIAR student, and finally, a reflection is made, based on the authors' according to the questions that may arise in the pedagogical intervention.

Given the importance of field diaries in this research, five field diaries (see annexes 4 to 8) were completed at different times during 2024, when the researcher of this document had the opportunity to participate and record in detail the classes she developed with the PIAR grade student. These instruments were highly relevant and were used to record the dynamics between teacher and student, the strategies and materials used by the teacher, and how these affected the motivation, participation, and understanding of the topics developed in the English subject.

The validation of the field diary format was validated by an expert, who has knowledge in research and leads the process of formulating degree projects of the eleventh grade students of the institution, in the suggestions of the expert and the pilot carried out on my own pedagogical interventions in the year 2024 with the PIAR student as a researcher who also intervened within the context, I was able to realize that the field diary format needed to include a section of reflection and questions that arose during the development of the class.

Ethical Aspects

Participants (an English teachers) who are of legal age signed a consent form permitting their interventions to be documented in the field diaries. Additionally, their voices were recorded during interviews. For the PIAR student, informed consent was obtained from their parents to

allow mention in field records.

According to the informed consent form in Annex 9, this format was used for recording interviews, photographs, written records, and observations that contributed to this research.

Data Analysis

This section presents the data analysis regarding the analyze how teachers' knowledge in inclusive education influences the planning, implementation, and adaptation of EFL teaching practices through the PIAR for a fourth-grade student at the Instituto Pedagógico Campestre (IPC) in the municipality of La Calera. The analysis draws upon narrative data gathered **through entries in five field diaries, a semi-structured interview with an English teacher, and documentary analysis**. As Esin et al. (2014) stated:

The significance of narratives is shaped not just by the meaning-making process of the audience at the time, place, and social context in which the story is initially presented, but also by various audiences who may hold different perspectives. These audiences encompass future readers who will analyze the story's language through their own, possibly vastly different, frameworks of comprehension (p 205).

For this reason, the data analysis process in this research was based on the triangulation of **two narrative instruments: the semi-structured interview and five field diaries**. This triangulation made it possible to contrast the data collected from the interview with the English teacher with the field diary records. Through this comparison, the importance of teacher knowledge in inclusive education and the application of the PIAR, considering the educational needs of the student, were examined (see Annex 10).

The purpose of this analysis was to explore how teacher knowledge in inclusive practices impacts lesson planning, instructional strategies, and the overall support provided to learners with special educational needs. By examining the actual implementation of PIAR in the EFL classroom, this study aims to identify the extent to which teacher knowledge translates into

inclusive teaching practices that promote meaningful participation and English language acquisition for the PIAR student.

To understand the phenomenon under study, the interview conducted with the English teacher currently working with the student in 2025 was analyzed. Additionally, five field diaries prepared in 2024 were considered, corresponding to the researcher's pedagogical experience and data collection period. In addition, the literature review of works after this research was carried out to analyze, contrast, and contextualize the present research with existing knowledge, allowing comparison of findings from previous studies to identify patterns and synthesize relevant information. Triangulating these sources allowed the identification of similarities that led to two main analytical categories: (1) professional knowledge in inclusive education, and (2) implementation of PIAR. Within these categories, findings were interrelated, allowing the development of consistent analytical patterns.

For the identification of categories, the researcher transcribed the teacher interview, reread the five field diaries, and extracted and connected relevant information between instruments. The data were classified using color coding aligned with the research problem and objectives to facilitate analysis. **The *professional knowledge in inclusive education* category was identified in pink, and the *implementation of the PIAR* category in green.**

Steps for Data Analysis

The triangulation process between five field diaries and the semi-structured interview enabled the validation and enrichment of the categories that emerged during analysis. Each data source was first examined independently through open coding: pink was used for *professional knowledge in inclusive education*, and green for the *implementation of the PIAR*.

Certainly, this research employed a type of triangulation known as **data triangulation**, as it utilized two instruments and methods (field diaries and a semi-structured interview) for data collection and analysis, as Hernandez Sampieri et. al (2014) point out ‘‘Al hecho de utilizar

diferentes fuentes y métodos de recolección se le denomina triangulación de datos'' (p. 418).

The field diaries highlighted the teacher's strategies during classroom practices and the negative effects arising from a lack of knowledge in inclusive education and in the implementation of the *Plan Individualizado de Ajustes Razonables* (PIAR). Conversely, the interview provided insight into the teacher's perceptions of inclusive education knowledge and its influence on pedagogical decisions.

Comparing the two sources revealed points of convergence, such as the emphasis on using visual aids to support comprehension, and points of divergence, such as the frequency with which differentiated strategies were employed. These similarities and differences contributed to the consolidation of the two central categories: *professional knowledge in inclusive education* and *implementation of PIAR*. This ensured that findings were not limited to a single perspective but supported by the intersection of classroom practice and teacher reflection.

For example, Field Diaries 1, 2, and 4 revealed that the teacher's lack of knowledge about inclusive education generated frustration, reduced instructional effectiveness, and resulted in decontextualized lessons that did not favor the PIAR student's learning.

Field diary 1: '. In today's session, the PIAR student was not very engaged. He seemed unmotivated in class and constantly distracted. Additionally, as a teacher, I feel frustrated and distressed about this because I don't know how to work with the PIAR student. I have no idea what materials or methodologies are appropriate for teaching him English since I've never had a PIAR student in the classroom. I haven't been given any tools for inclusive education during my academic career (see Annex 4),

Field diary 2: '' The student showed no interest or motivation in class. He also demonstrated no clarity about the topic covered in class, despite having been told the information more than three times. This has caused concern as a teacher because I've never had an inclusive student in the classroom, nor do I have the knowledge about inclusive education, which worries

me that the student doesn't understand anything I'm talking about. (See Annex 5),

Field diary 4: “There is disorientation due to not knowing how to work with the student repetition activities are carried out to create memorization on the subject, it is also evident that complex grammar topics are not clear to the student, not knowing as a English teacher how to work with a PIAR student, it is complex because I feel that the classes for the PIAR are boring, decontextualized from their abilities as a student, having barriers, in which the student feels unmotivated, does not participate, sometimes does not speak when asked.” (see Annex 7),

The literature confirms that teacher knowledge is a structural component for achieving inclusion. Without adequate preparation, inclusive practices are limited, which aligns with observations in the field.

Field diary 4: “ There is disorientation due to not knowing how to work with the student repetition activities are carried out to create memorization on the subject, it is also evident that complex grammar topics are not clear to the student, not knowing as a English teacher how to work with a PIAR student, it is complex because I feel that the classes for the PIAR are boring, decontextualized from their abilities as a student, having barriers, in which the student feels unmotivated, does not participate, sometimes does not speak when asked.” (See Annex 7),

Field diary 5: “The change with the strategies, such as the use of images, helped the student to remain participative, attentive, and motivated. Additionally, talking about his reality, the activities he normally does on weekends, and the place where he does them, which is a place the student likes to attend, has changed the way the class was developed. The change in materials used and strategy, which used a Pictionary-type strategy, completing the sentences with images, relating vocabulary to the image, and the activity focused on vocabulary and the meaning of 'going to', something that the student managed to understand a little.” (See Annex 8),

Interview: ‘si lo aplico, ’teniendo en cuenta las necesidades del estudiante, adapto las actividades las tareas y demás material visual y auditivo se motive, ya que es difícil hacerlo

partícipe de las actividades y que él se motive, así que con la adaptación de las estrategias, el material pedagógico permite al estudiante estar motivado y ha comprendido de una manera más asertiva los temas, de igual manera, los temas también han sido modificados de acuerdo a las necesidades del estudiante PIAR, así que solamente me he centrado en vocabulario, pues los temas más complejos que requieran de más memoria, por ejemplo enseñarle un tiempo verbal al estudiante es muy complejo.” (See Annex 9),

Analysis of Findings

The information was organized using a matrix (see Annex 11), which facilitated the process of triangulating the data collected from the various instruments used in this research. This matrix enabled the researcher to systematically compare and contrast the information obtained from the semi-structured interview and the five field diaries.

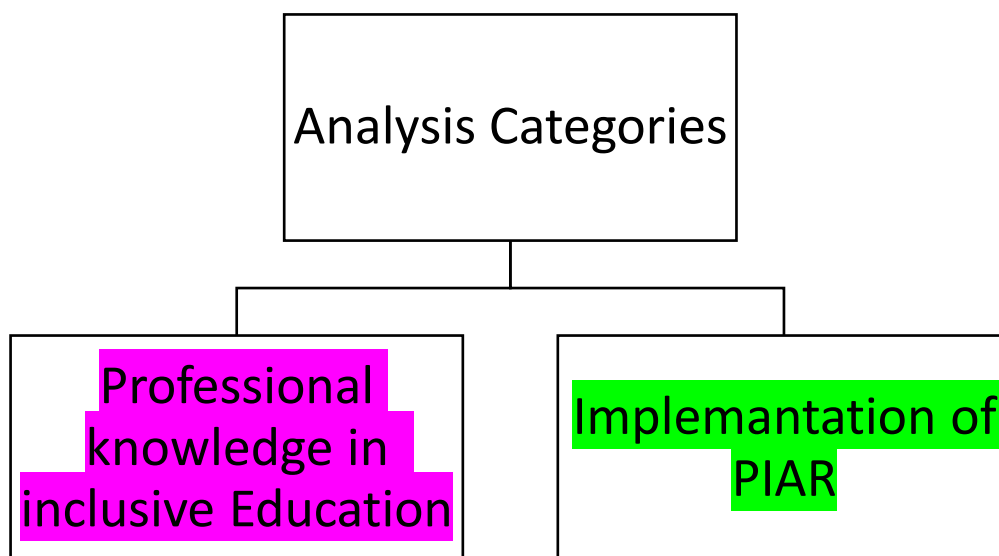
In fact, during the data analysis and triangulation process, two main categories were found: data of teacher knowledge in inclusive education and the implementation of the PIAR (Plan Individualizado de Ajustes Razonables). These categories address the two specific objectives of this research, since the five field notes clearly demonstrate a lack of knowledge in inclusive education and how these non-inclusive pedagogical practices lead to demotivation and a lack of understanding of the topics by the student. Additionally, the teacher mentions in the field notes that she also modified her activities, as evidenced in field notes 3, 4, and 5 (see annexes 6, 7, and 8).

Additionally, within the interview applied to the other English teacher, who had the opportunity to develop the teaching and learning processes during the 2025 school year, the findings report the importance of the knowledge that must be acquired in inclusive education in order to build inclusive environments and bring good pedagogical practices to the student with special needs. In addition to this, the interview was able to demonstrate the applications of the

PIAR within the pedagogical interventions, making curricular modifications. Therefore, within the two data collection instruments, these two large and main categories are accounted for, specifically taking into account the information obtained from them.

Through this triangulation process, it was possible to identify patterns, consistencies, and divergences among the data sources, allowing a comprehensive understanding of the phenomenon under study. The matrix provided a visual representation that made it easier to identify recurring themes and relationships among the categories analyzed.

The visual scheme representing the triangulation of the information is presented as follows:



Source. Personal creation (2025).

Note: The previous diagram shows the categories and subcategories that emerge from the relationship between narrative data (an interview and five field diaries) and the triangulating process. In addition, the information found in the diagram was described.

Category 1: Professional knowledge in inclusive education

This category defines the importance of teacher knowledge in inclusive education, as

perceived by the two teachers (interviewed teacher and researcher) who have had the experience of working with the PIAR student, given the pedagogical and methodological difficulties they have presented, evidencing great challenges in the pedagogical work, due to the lack of knowledge and knowledge in inclusive education.

For this reason, considering the data obtained, it is shown that teacher knowledge in inclusive education is essential to meet the specific needs of the PIAR student. As the English teacher, mentioned, ‘‘Sí es muy importante, ya que con esto los docentes tienen una preparación más asertiva para cumplir las necesidades de los estudiantes, teniendo en cuenta las estrategias pedagógicas que el docente pueda implementar o trabajar con el estudiante en inclusión, lo que puede favorecer el proceso de enseñanza y aprendizaje de los estudiantes y al mismo tiempo teniendo más asertividad en el momento de la adquisición de una segunda lengua en este caso el inglés’’(See annex 9).

Gallego Echeverria (2023) stated that “teacher knowledge is essential within the inclusive education process, allowing students to respond to diversity through strategies that promote their learning and participation” (p. 3). This demonstrates that teacher knowledge in educational inclusion not only enables teachers to create educational spaces tailored to the needs of PIAR students but also empowers students to actively participate in their own learning process through the strategies proposed by their teachers.

Furthermore, in the researcher’s field diary 1, it says: ‘’. In today’s session, the PIAR student was not very engaged. He seemed unmotivated in class and constantly distracted. Additionally, as a teacher, I feel frustrated and distressed about this because I don’t know how to work with the PIAR student. I have no idea what materials or methodologies are appropriate for teaching him English since I’ve never had a PIAR student in the classroom. I haven’t been given any tools for inclusive education during my academic career (See annex 4), which underscores a flaw in the foundation of initial teacher preparation and the necessity for continuous knowledge initiatives

that equip educators with the tools, techniques, and assurance to successfully apply inclusive methods.

Singularly, Carro (2002) mentioned teacher knowledge that contributes to cultivating a flexible, reflective, committed, and practice-motivated professional profile, capable of making decisions based on professional knowledge developed from a permanent dialogue between theory and practice (p. 56).

Also, in diary 2, it mentioned ‘ ‘ The student showed no interest or motivation in class. He also demonstrated no clarity about the topic covered in class, despite having been told the information more than three times. This has caused concern as a teacher because I've never had an inclusive student in the classroom, nor do I have the knowledge about inclusive education, which worries me that the student doesn't understand anything I'm talking about. (See annex 5). The absence of experience and knowledge, along with the raised concerns, indicates that teachers may struggle to meet the needs of inclusive students without sufficient support and knowledge. This situation can create both attitudinal and methodological obstacles, impacting overall teaching effectiveness.

This information highlights the necessity of enhancing both initial and continuous knowledge in inclusive education by integrating theoretical understanding with practical experiences that empower teachers to effectively and confidently address diversity within the classroom.

According, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2022), educational inclusion is related to educational contexts that embrace social, cultural, ability, and individual differences and seek an educational response that converts these differences into potentialities instead of educational and, in turn, social inequalities.

This category showed that teacher knowledge in inclusive education was important and

essential to generate enjoyable and favorable pedagogical spaces for the PIAR student. As education professionals, English teachers have the knowledge and thus the necessary pedagogical tools for planning and executing these pedagogical activities, taking into consideration the educational needs of the student. Additionally, teacher knowledge in inclusive education is vital for developing pedagogically successful classes and allowing the student in inclusion to develop their skills.

Finally, the teacher's knowledge in inclusive education is important, since the findings show that this factor is negatively in the planning, implementation and adaptation of the process of teaching the second language (English) for the PIAR student, since these were not initially effective for the student, nor for the teachers, due to their lack of knowledge in inclusive education, given this, the teachers after knowing the process with the student, and identifying their pedagogical errors autonomously, decided to modify the strategies, materials and even the topics to work with the student, to enhance the student's skills and generate recall and/or understanding of the topics.

Category 2: Implementation of PIAR

This category demonstrates the implementation of the PIAR, and how it gives rise to appropriate pedagogical spaces for the PIAR student, addressing their educational needs, realizing that modifying teaching strategies and materials is necessary for student to motivate, understand, and participate actively.

Regarding to the English teacher: ‘‘teniendo en cuenta las necesidades del estudiante, adapto las actividades las tareas y demás material visual y auditivo, se motive, ya que es difícil hacerlo partícipe de las actividades y que él se motive, así que con la adaptación de las estrategias, el material pedagógico permite al estudiante estar motivado y ha comprendido de una manera más asertiva los temas, de igual manera, los temas también han sido modificados de acuerdo a las necesidades del estudiante PIAR, así que solamente me he centrado en

vocabulario, pues los temas más complejos que requieran de más memoria, por ejemplo enseñarle un tiempo verbal al estudiante es muy complejo.” The PIAR is implemented through the adaptation of teaching strategies and materials, which reduces the complexity of the topics and focuses teaching on visual vocabulary” (See annex 9),

Moyano, V. et al (2024) indicate that “Reasonable accommodations reflect the individual student’s assessed needs and what can be adjusted in planning, teaching, and learning, curriculum, and resources” (p. 47)

Besides, in the field diary 5, it was mentioned that: “The change with the strategies, such as the use of images, helped the student to remain participative, attentive, and motivated. Additionally, talking about his reality, the activities he normally does on weekends, and the place where he does them, which is a place the student likes to attend, has changed the way the class was developed. The change in materials used and strategy, which used a Pictionary-type strategy, completing the sentences with images, relating vocabulary to the image, and the activity focused on vocabulary and the meaning of 'going to', something that the student managed to understand a little.” (See annex 8),

Considering that the PIAR allows curricular modifications, to adapt the strategies, materials, and pedagogical methodologies according to the educational needs of the students in inclusion, allowing the student to learn according to their abilities. In this order, Moyano. V. et al (2024) quote in their work Forlin (2019), mentioned that modifying programs and adapting curriculum implementation and evaluation strategies demonstrate that the PIAR is essential for the development of sound pedagogical practices that contribute to the teaching and learning processes of students in the process of inclusion because it allows the elimination of educational and pedagogical barriers (p. 47).

As indicated by the author, the adaptation of programs, curricula, and evaluation strategies demonstrates how the PIAR becomes indispensable in fostering pedagogical practices

that promote inclusion. Its proper implementation helps dismantle barriers that often limit student participation and learning. The PIAR plays a decisive role in transforming educational practices, as it supports the removal of barriers, fosters active student engagement, and strengthens the principles of inclusive education.

And in the field diary 4, where says that: “There is disorientation due to not know how to work with the student repetition activities are carried out in order to create memorization on the subject, it is also evident that complex grammar topics are not clear to the student, not known as a English teacher how to work with a PIAR student, it is complex because I feel that the classes for the PIAR are boring, decontextualized from their abilities as a student, having barriers, in which the student feels unmotivated, does not participate, sometimes does not speak when asked” (See annex 7).

The modification of pedagogical strategies allows the teaching and learning process to be adapted to effectively meet the needs of the PIAR student. Adjusting pedagogical strategies is not merely an instructional choice but a necessary practice that transforms the teaching and learning process, making it more flexible, responsive, and aligned with the specific requirements of PIAR students. In that way, Moyano. V. (2024) mentioned, it serves as a repository of strategies and experiences; additionally, it makes a noteworthy theoretical and practical contribution, which enhances awareness, fosters its advancement, and supports processes of inclusion, collaborative institutional efforts, and the personal endeavors of educators (p.48).

Considering the above, the PIAR is essential for guiding the design of strategies, methodologies, and pedagogical materials that respond effectively to the student’s specific inclusion needs, ensuring equitable participation and meaningful learning within the English classroom.

Therefore, the PIAR becomes fundamental in designing strategies, methodologies,

and pedagogical resources that guarantee not only the student's inclusion but also their active participation and meaningful learning, it shows that the implementation of the Plan Individualizado de Ajustes Razonables (PIAR), allows the teacher to modify the topics, materials and pedagogical strategies, inquiring of educational needs of the student, this with the purpose of developing and enhancing cognitive and communicate skills of this student.

Conclusions

This research investigated the connection between teacher knowledge in inclusive education and the effectiveness of pedagogical methods employed through the Plan Individualizado de Ajustes Razonables (PIAR) in English as a Foreign Language (EFL) classrooms. The study aimed to evaluate how teachers' knowledge and experiences affect their capacity to offer equitable and effective learning experiences for students with various educational needs. By examining teachers' comprehension of inclusion, their planning and instructional strategies, and the obstacles they encounter in implementing the PIAR, the research intended to illuminate the present condition of inclusive education in EFL settings.

The conclusions that follow highlight the primary findings of the study, underscoring the essential function of teacher knowledge in promoting inclusive teaching methods. They also consider the limitations and challenges that educators face when working with students under PIAR, while offering recommendations for enhancing teacher education and advancing the implementation of inclusive strategies in language learning environments.

The study asks about the importance of teacher knowledge in inclusive education, using the Plan individualizado (PIAR), and the challenges it entails for the implementation of inclusive pedagogical practices in EFL, highlighting the need for targeted professional development that equips educators with the skills, knowledge, and confidence to foster truly

inclusive learning environments.

As well as, the English teacher in the interview gave a valuable information, which the lack of knowledge as a barrier, but also a driving force to seek alternatives and learn. She acknowledges that she needs ongoing professional development and recognizes that inclusive teaching requires constant reflection, adaptation, and the acquisition of new strategies. Despite feeling unprepared, she demonstrates a willingness to improve her practice, to explore multisensory and contextualized methodologies, and to align her instruction more closely with the needs of students with disabilities. In this sense, the absence of formal knowledge becomes both a limitation and a catalyst for pedagogical growth.

The findings of this research provide readers with an extensive understanding of the significance of teacher knowledge in inclusive education, highlighting how deficiencies in this area have led to the development of flawed teaching practices by educators. These teachers who have worked with the PIAR student of fourth grade often lack adequate knowledge about inclusion, the proper implementation of the PIAR (Plan Individualizado de Ajustes Razonables), and effective strategies for engaging with the student, who have diverse abilities or educational needs, which creates difficulties in teaching English as a foreign language.

Furthermore, in the interview conducted with the other English teacher, it is shown that she believes the implementation of the PIAR with the fourth-grade student is appropriate, since she revealed that the student improved in his understanding of the topics in the English subject, his participation increased, given the modification in the materials and pedagogical strategies.

In this way, the question and objectives of this research are answered by describing the relevance of teacher knowledge in inclusive education for the implementation of the PIAR.

Preparing teachers for inclusive education is deemed essential to ensure they have a more thorough grasp of how to effectively educate inclusive students. This understanding enables educators to recognize the unique needs of their students and create educational

environments that foster the development of their abilities.

Moreover, teacher education programs must include knowledge in inclusive education, as well as in the PIAR, because teachers frequently encounter the necessity of working with students in inclusive settings within a general classroom. However, many of them enter the profession without having received adequate knowledge during their undergraduate studies to effectively address this current reality that teachers encounter.

Likewise, in the interview, the teacher confirms that she did not receive sufficient knowledge in inclusive education during her initial teacher knowledge or in institutional professional development programs. She explains that her learning has been through "trial and error," acknowledging that only after reflecting on her practice was she able to incorporate more effective strategies such as the use of visual materials, games, and multisensory activities.

Due to this, many challenges that English teachers encounter when teaching this second language in the classroom stem from the fact that teacher programs often do not address inclusion or the cognitive or communicative challenges that numerous students experience today. Additionally, in their professional environments, educators frequently lack foundational knowledge on the topic of inclusion in education, making the difficulties arising from insufficient knowledge on the issue a source of frustration for both teachers and students, as educators often resort to trial and error to find effective methods.

Furthermore, understanding the PIAR as a dynamic document is essential, as it enables educators to adapt the curriculum, resources, strategies, and teaching methods to benefit students in inclusive settings. The PIAR empowers teachers, following an initial assessment and studies conducted by medical experts, to identify individuals who require inclusion of support. Based on the recommendations provided, educators can begin tailoring their teaching practices to meet the students' preferences, learning styles, and cognitive and communicative development.

Implications

While this research offers important perspectives on the significance of teacher knowledge for inclusive education and the application of the Plan Individualizado de Ajustes Razonables (PIAR) in EFL settings, there are multiple aspects that have not been examined and deserve additional exploration.

First, it would be extremely advantageous to explore the viewpoints of both students and parents regarding the application of the Plan Individualizado de Ajustes Razonables (PIAR) and the practice of inclusion in EFL classrooms. Their feedback can offer important perspectives on the emotional, social, and academic aspects of inclusion, leading to a more comprehensive understanding of its genuine impact. Investigating students' experiences may uncover how inclusive methods affect their motivation, self-worth, and language learning, while parents' viewpoints could reveal their expectations, involvement, and collaboration with educational institutions. This multifaceted approach would enable researchers to pinpoint both the benefits and drawbacks of existing inclusion initiatives from the perspective of those directly impacted.

Secondly, upcoming research could delve into the contribution of technology and digital resources in fostering inclusion within the EFL learning environment. The incorporation of assistive technology, tailored materials, and accessible online options presents promising opportunities to improve engagement and participation for students with varying learning needs. Studies could investigate how tools like speech recognition software, interactive platforms, or multimodal learning applications can be effectively modified for inclusive English teaching. Additionally, examining the difficulties that teachers encounter when utilizing these resources such as accessibility issues, digital literacy skills, or institutional backing would offer a thorough understanding of the potentials and challenges presented by technology in inclusive education.

Lastly, further research should concentrate on teacher programs to evaluate how the principles of inclusive education and knowledge related to PIAR were encompassed in both pre-service and in-service teacher education. Assessing the depth, quality, and practical relevance of these programs was crucial to determine whether aspiring English teachers are sufficiently prepared to meet the needs of students with learning differences. Research could also investigate the consistency between policy guidelines, curriculum development, and classroom practices, identifying gaps that may obstruct the effective execution of inclusion. Furthermore, longitudinal studies could track pre-service teachers into their professional journeys to assess how their foundational knowledge impacts their inclusive practices over time, as well as how ongoing professional development influences their evolution as inclusive educators.

In conclusion, further exploration in these domains would enhance our comprehension of the social, technological, and educational elements that influence inclusive education in EFL settings. This type of investigation would not only deepen academic discourse but also offer useful insights for creating more effective, fair, and sustainable teaching practices.

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ANNEXES

ANNEX 1- FORMAT FIELD DIARY

FIELD DIARY No. _____ NAME'S OBSERVATION: _____	
OBJECTIVES OF THE CLASS WITH STUDENT PIAR	
GUIDING QUESTIONS:	
CONTEN CONTEXT	CLASS DEVELOPMENT:
STUDENT-TEACHER INTERVENTION	QUESTIONS OR CONCERNS FROM D LIVED EXPERIENCE.

REFLECTION ACTIONS ON WHAT HAS BEEN EXPERIENCED:

INSTITUTION:

POBLATION:

DATE:	START TIME:	END TIME:
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ANNEX 2- FORMAT OF INTERVIEW

INTERVIEWER NAME: _____

NAME OF INTERVIEWEE: _____

DATE: _____

1. Do you think that teacher's knowledge in inclusive education is important, and why?

2. Do you apply PIAR (PLAN INDIVIDUALIZADO DE AJUSTES RAZONABLES) to your students who are in the process of inclusion? How do you do it?

Can you describe the specific teaching strategies, and methodologies you implement to meet the individual needs of your PIAR student during English class?

4. -Do you think that pedagogical strategies are important to generate motivation in your PIAR student? Yes or no and why?

5. How do you monitor and evaluate the progress of PIAR students?

ANNEX 3 - FORMATO CONSENTIMIENTO INFORMADO



Consentimiento Informado

Ciudad:

Fecha:

Mi nombre es Angie Alejandra Cepeda Escobar y soy estudiante/investigador(a) del programa Licenciatura en lengua extranjera inglés de la Universidad Santo Tomás. Como parte de mis estudios, estoy desarrollando un proyecto de investigación titulado “Análisis de la incidencia de los efectos sobre la calidad de la educación inclusiva del estudiante PIAR de grado cuarto de primaria”. Quiero invitarla(o) a participar en este proyecto, que permitirá Analizar la relación entre la educación inclusiva y la calidad de la educación del estudiante PIAR de grado cuarto de primaria de la escuela Instituto Pedagógico Campestre. Este proyecto fue avalado por el Comité de Ética de la Universidad y tiene una finalidad académica; no tiene una finalidad comercial.

Si usted acepta participar, le pediré que me permita entrevistarle, observar su clase ', 'tome fotografías de sus intervenciones pedagógicas '. La entrevista tendrá una duración aproximada de 20 minutos y le haré preguntas sobre educación inclusiva, estrategias pedagógicas con estudiantes PIAR.

Su participación en esta investigación no tiene ninguna recompensa material o económica y usted es libre de no participar o de retirarse cuando lo desee. Sus opiniones y aportes a esta investigación se usarán exclusivamente para este proyecto y se archivarán de manera segura. Si usted me autoriza, grabaré y transcribiré la entrevista y, si lo desea, puedo hacerle llegar copia de la transcripción para que usted pueda revisarla y corregirla si lo considera necesario. Si usted lo prefiere, su nombre no aparecerá en mi trabajo de grado / publicación.

Estoy muy agradecida de que me haya permitido explicarle este proyecto. Si lo desea puede contactarme en el siguiente correo electrónico: angieceda@usantotomas.edu.co

Gracias,

Nombre de estudiante/investigador(a)

Si está de acuerdo en participar en este proyecto por favor escriba SI o NO con su puño y letra en cada una de las casillas y escriba su nombre y datos de contacto

- [] Acepto participar de manera libre y voluntaria en este proyecto y entiendo que no recibiré recompensa material o económica y que puedo retirarme cuando lo desee
- [] Autorizo a que el trabajo de grado / las publicaciones derivadas de esta investigación incluyan fotografías del grupo focal en las que yo aparezco
- [] Autorizo a que grabe la entrevista y tome apuntes durante la misma
- [] Solicito que me haga llegar copia de la transcripción de mi entrevista
- [] Solicito que no revele mi nombre y si mis opiniones son citadas solicito que se haga de manera anónima
- [] Autorizo que mi nombre aparezca en el trabajo de grado o las publicaciones resultantes para mencionar que participé en esta investigación o cuando mis opiniones sean citadas
- [] Acepto la toma de fotografías de las actividades y demás acciones pedagógicas durante las observaciones desarrolladas.

Nombre de participante

Cédula de ciudadanía del participante:
(o de sus padres si es menor de edad)

Fecha:

Correo electrónico:

Teléfono:

ANNEX 4- FIELD DIARY N° 1

FIELD DIARY No.: 1 TTEACHER'S NAME: Alejandra Cepeda Escobar		
OBJECTIVES OF THE CLASS WITH STUDENT PIAR To learn the present progressive in affirmative sentences.		
GUIDING QUESTIONS: What are the better methodologies and pedagogical material to teach a grammar topic to PIAR students?		
INSTITUTION: Instituto pedagogico campestre. (IPC).		
POPULATION: PIAR students 3rd grade.		
DATE: February 6th, 2024	START TIME: 8:30 am	END TIME: 9:15 am

CONTEXT:	CLASS DEVELOPMENT
The class is held in third grade with 11 students. One of them is a PIAR student, an 11-year-old student with Down syndrome, who is in third grade. According to the curriculum plan and the DBAs, the student has a lower level of English proficiency, according to the directives. Additionally, the student's oral communication in his native language (Spanish) is challenging to understand, a barrier that, as the student's teacher, is important to consider.	The class began with an explanation of the topic through a video. The date, the title of the topic in the present continuous, and a brief explanation were written on the board for the students to copy into their notebooks. When I checked the notebooks, I realized that the student couldn't write. He only wrote circles in his notebook, but he didn't copy down the information. I explained things in a more personalized way to the student, but when I asked him to give me a verbal example, I didn't see any evidence of the student's understanding of the topic. So, I copied the information into his English notebook, explained the topic and structures again, and repeated the examples given in class.
STUDENT-TEACHER INTERVENTION	QUESTION OR CONCERNS ARISING FROM THE EXPERIENCE
When the topic is explained, the student does not have any doubts about it, nor is there evidence of understanding on the part of the PIAR student.	What teaching methodology works with PIAR students? What teaching materials and teaching strategies should be used with PIAR students to teach English? What is the best way to teach the PIAR student Jacob?

ACTIONS ON WHAT HAS BEEN EXPERIENCED	AUTHORES
In today's session, the PIAR student was not very engaged. He seemed unmotivated in class and constantly distracted. Additionally, as a teacher, I feel frustrated and distressed about this because I don't know how to work with the PIAR student. I have no idea what materials or methodologies are appropriate for teaching him English since I've never had a PIAR student in the classroom. I haven't been given any tools for inclusive education during my academic career. Teachers' lack of knowledge in inclusive education generates demotivation in PIAR students and leads to inadequate use of pedagogical materials that do not meet the needs of students requiring reasonable adjustments in their activities	De Toto Clara, H (2016) mention in her work Arnaiz (2004) who states that "<i>inclusive education focuses on how to support the capabilities and needs of each and every student in the school community so that they feel welcome and safe and achieve success.</i>" Inclusion seeks to enhance student engagement in local schools and consequently minimize exclusion, while also recognizing that education beyond the classroom is a crucial component of this process. Reference: De Toro Clara, H. (2016). La educación inclusiva, ¿una escuela para todos? <i>CORE</i>. https://core.ac.uk/outputs/61487677/?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1

ANNEX 5- FIELD DIARY N° 2

FIELD DIARY No 2 TTEACHER'S NAME: Alejandra Cepeda Escobar		
OBJECTIVES OF THE CLASS WITH STUDENT PIAR To learn the present progressive in affirmative sentences.		
GUIDING QUESTIONS: What are the better methodologies and pedagogical material to teach a grammar topic to PIAR students?		
INSTITUTION: Instituto pedagogico campestre. (IPC).		
POPULATION: PIAR student in 3rd grade.		
DATE: February 15th, 2024	START TIME: 10 am	END TIME: 10:45 am

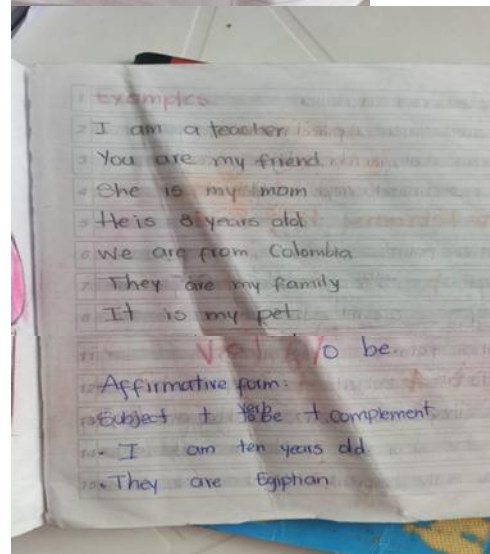
CONTEXT:		CLASS DEVELOPMENT
The class is held in the third grade with 11 students. One of them is a PIAR student, an 11-year-old student with Down syndrome, who is in third grade. According to the curriculum plan and the DBAs, the student has a lower level of English proficiency, according to the directives. Additionally, the student's oral communication in his native language (Spanish) is challenging to understand, a barrier that, as the student's English teacher, is important to consider.		The student seems unmotivated by the proposed activities, he does not like to write, so the information is written in his notebook; the information is repeated more than three times so that the information is clear to the student. It should be noted that the student is developing the same topics as his other classmates, who do not have any special conditions. The student constantly appears unmotivated and does not want to be in the classroom, nor does he shown interest in paying attention; since he does not make eye contact, he only nods his head or says, "yes miss, I understand."
STUDENT-TEACHER INTERVENTION		QUESTION OR CONCERNS ARISING FROM THE EXPERINCE
The student does not show interest in the		What teaching methodology works with PIAR students?

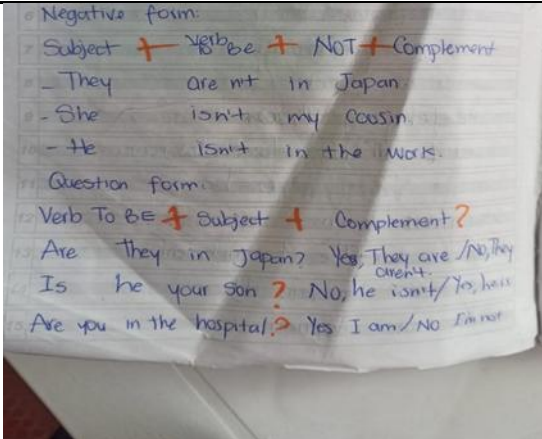
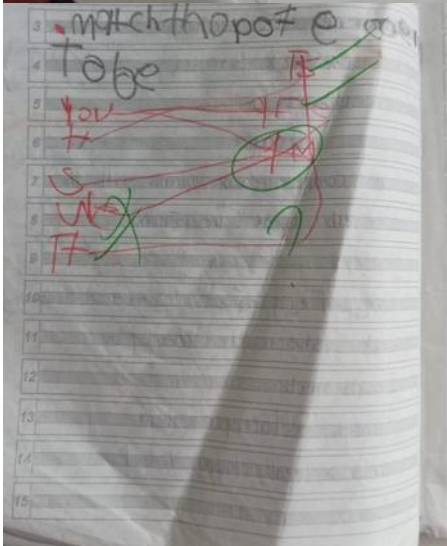
subject, nor does he demonstrate understanding of it.	What teaching materials and teaching strategies should be used with PIAR students to teach English? What is the best way to teach the PIAR student Jacob?
ACTIONS ON WHAT HAS BEEN EXPERIENCED	AUTHORES
The student showed no interest or motivation in class. He also demonstrated no clarity about the topic covered in class, despite having been told the information more than three times. This has caused concern as a teacher because I've never had an inclusive student in the classroom, nor do I have the knowledge about inclusive education, which worries me that the student doesn't understand anything I'm talking about.	Villa J. et. Al (2023), mentioned in their work that, <i>"Continuous training and consistency with teachers' daily work are required to strengthen strategies related to inclusive education"</i>. Reference: Villa, J. et. Al (2023). La educación inclusiva: una mirada desde las concepciones y prácticas de la docencia en Colombia. <i>ResearchGate</i>. https://www.researchgate.net/publication/374861937_La_Educacion_Inclusiva_Una_Mirada_desde_las_Concepciones_y_Practicas_de_la_Docencia_en_Colombia

FIELD DIARY No 3**TTEACHER'S NAME: Alejandra Cepeda Escobar****OBJECTIVES OF THE CLASS WITH STUDENT PIAR****To understand the meaning of the verb To Be.****GUIDING QUESTIONS:****What are the better strategies to teach a grammar topic to PIAR student?****INSTITUTION: Instituto pedagogico campestre. (IPC).****POPULATION: PIAR student in 3rd grade.****DATE: February 26th,
2024****START TIME:
11:30 am****END TIME: 1:00pm****CONTEXT****CLASS DEVELOPMENT:**

The class is held in third grade with 11 students. One of them is a PIAR student, an 11-year-old student with Down syndrome, who is in third grade. According to the curriculum plan and the DBAs, the student has a lower level of English proficiency, according to the directives. Additionally, the student's oral communication in his native language (Spanish) is challenging to understand, a barrier that, as the student's teacher, is important to consider.

The class begins by explaining the Verb "To be" in the simple present tense. Because the student is not writing correctly- his handwriting is neither legible nor correct- it is decided to copy all information into his notebook, using drawings made by the teacher. Additionally, the topic is explained to the student in a completely personalized manner. However, it is evident that the student does not understand the topic, as he is asked something that was explained a few minutes ago, but the student does not respond. Fill in the box, and matching activities are carried out, but the student answers incorrectly. In addition, his notebook appears very disorganized, and it is difficult to read the information.



	 
STUDENT-TEACHER INTERVENTION	QUESTION OR CONCERNS ARISING FROM THE EXPERIENCE
When the teacher explained the topic, the student tried to pay attention and repeat some words, but at the moment of asking him, he responded incorrectly. The teacher asked the student to repeat the words, from the verb 'to be', the student tried to repeat the words, and that activity was developed with the purpose that the student memorize the verb 'to be'.	What topic could the student understand better? How to teach topics to PIAR students, considering their pedagogical needs?
ACTIONS ON WHAT HAS BEEN EXPERIENCED	AUTHORES
The student showed a lack of motivation, always looking out the window. When the explication is given in a personalized way, the student tries to pay attention for a moment, but shortly after having explained the topic. Questions are asked to the student, but he answers incorrectly; the topic is explained again from the beginning, with the purpose that the	Regarding the Traverse (2024) page, in its online article, where mentioned that <i>'Teaching languages in a classroom setting also benefits from repetition. Activities like singing songs, reciting poems, and playing language games provide repeated exposure to new vocabulary and structures. This helps students become more comfortable and</i>

student, through repetition, can memorize the topic. The lack of motivation can occur on the part of the student due to the methodological and pedagogical process as an English teacher leads in the classroom, given the lack of knowledge of the needs of the PIAR student, and the choice of materials and activities that are not relevant to the student, makes them desmotivated, leading them to school failure.	<i>confident in their language abilities.''</i> Reference: Traverse (2024) Supercharge your Memory and Understanding.
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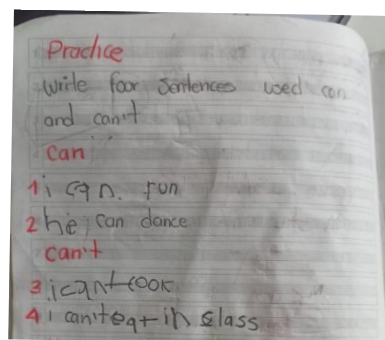
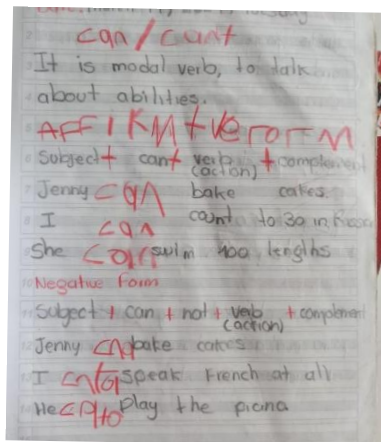
ANNEX 7- FIELD DIARY N°4

FIELD DIARY No 4 TTEACHER'S NAME: Alejandra Cepeda Escobar		
OBJECTIVES OF THE CLASS WITH STUDENT PIAR To understand the meaning and uses of can and can't.		
GUIDING QUESTIONS: What are the better methodologies and pedagogical material to teach a grammar topic to PIAR students?		
INSTITUTION: Instituto pedagogico campestre. (IPC).		
POPULATION: PIAR student in 3rd grade.		
DATE: March 9th	START TIME: 7:00am	END TIME: 7: 45 am

CONTEXT	CLASS DEVELOPMENT:
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The class is held in third grade with 11 students. One of them is a PIAR student, an 11-year-old student with Down syndrome, who is in third grade. According to the curriculum plan and the DBAs, the student has a lower level of English proficiency, according to the directives. Additionally, the student's oral communication in his native language (Spanish) is challenging to understand, a	In class the topic of can is introduced, the topic is explained in a personalized way, again it is decided to write the information in the student's notebook, because the student's handwriting is not legible, it is evident that the student gets bored easily, does not pay attention to explanations and is disoriented as to the use of can in affirmative and negative sentences can't.
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barrier that, as the student's teacher, is important to consider.



STUDENT-TEACHER INTERVENTION

I am not clear about the appropriate way to motivate the student and improve the activities so that the PIAR student understands the english topics to be developed, since the topics that the student must learn are not appropriate to their pedagogical needs, nor to the skills that the student has, something that generates boredom, little participation and demotivation in the student.

Motivation not only facilitates the constant participation of the PIAR students in each of the pedagogical activities proposed by the teacher, but it is also an aspect that contributes to their learning process of the second language in English, in addition, it strengthens the positive relationships between the students and the teacher, this with the

QUESTION OR CONCERNS ARISING FROM THE EXPERIENCE

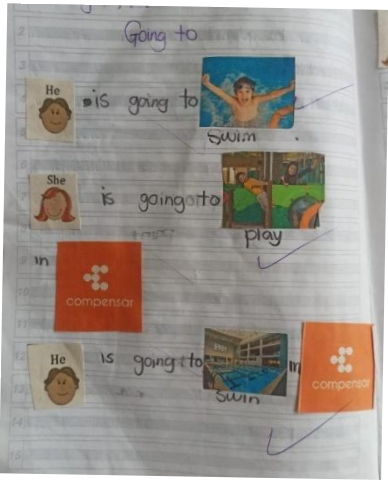
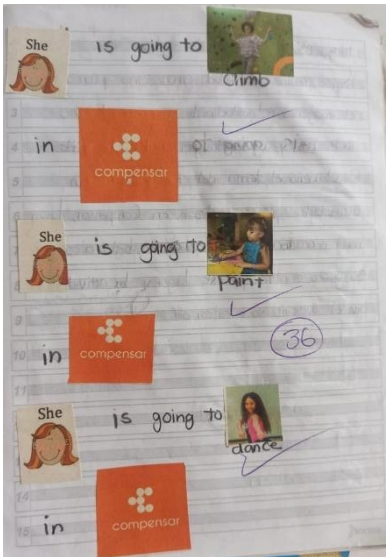
How could I motivate the PIAR student?

What pedagogical actions are better to PIAR student understands the topic in English class?

pedagogical purpose of strengthening the classroom environment with the PIAR students, attending to each of their educational needs. In this way, it is understood that motivation can be born initially in the individual, with the purpose that this person wants to learn, but this motivation factor also involves other pedagogical factors, such as pedagogical strategies, materials, and activities that are developed within the classroom.	
ACTIONS ON WHAT HAS BEEN EXPERIENCED	AUTHORES
it is also evident that complex grammar topics are not clear to the student, not knowing as a English does not participate, sometimes does not speak when asked.	Feldman and Paulsen (1999) '<i>find that the quality and levels of understanding that students achieve regarding the knowledge of a scientific discipline are directly related to their motivation, which is reflected in the learning outcomes</i>'. Reference: Feldman, Kenneth y Michael B. Paulsen (1999), <i>New Directions for Teaching and Learning</i>, San Francisco, Jossey-Bass Publishers.

ANNEX 8- FIELD DIARY N°5

FIELD DIARY No 5		
TTEACHER'S NAME: Alejandra Cepeda Escobar		
OBJECTIVES OF THE CLASS WITH STUDENT PIAR		
To understand the meaning and uses of going to in affirmative form		
GUIDING QUESTIONS:		
What are the better methodologies and pedagogical material to teach a grammar topic to PIAR students?		
INSTITUTION: Instituto pedagogico campestre. (IPC).		
POPULATION: PIAR student in 3rd grade.		
DATE: May 7th	START TIME: 10:00am	END TIME: 10: 45 am
The class is held in third grade with 11 students. One of them is a PIAR student, an 11-year-old student with Down syndrome, who is in third grade. According to the curriculum plan and the DBAs, the student has a lower level of English proficiency, according to the directives. Additionally, the student's oral communication in his native language (Spanish) is challenging to understand, a barrier that, as the student's teacher, is important to consider.	The topic of going to is explained in its affirmative form, in this case the structure of the topic is not copied, images are used, emphasizing the meaning of "going to" and the verbs, images of the place "compensar" are used, a place where the student carries out activities on weekends, a place that the student talks about and comments that he likes to attend, talking about the activities he does there, this was used with the purpose of generating motivation in the student, working again on the verb "tobe" and the personal pronouns.	

	 
STUDENT-TEACHER INTERVENTION	QUESTION OR CONCERNS ARISING FROM THE EXPERIENCE
The student appears motivated; the images capture his attention; he answers most of the questions asked during class correctly. The explanation is also personalized. Additionally, the discussion	How could pedagogical materials impact the student's motivation?

about "compensar" really caught his attention. He focused and participated, talking about what he does there and the activities he likes to do there.	
ACTIONS ON WHAT HAS BEEN EXPERIENCED	AUTHORES
Additionally, talking about his reality, the activities he normally does on weekends and the place where he does them, which is a place the student likes to attend, has changed the way the class was developed. The change in materials used and strategy, which used a Pictionary, completing the sentences with images, relating vocabulary to the image and the activity focused on vocabulary and the meaning of 'going to', something that the student managed to understand a little.	Añamuro, R. (2018) mentioned '<i>Materials play a vital role, but it must be kept in mind that not all materials are geared toward classroom teaching, nor are they of much use to students. The best way is for the teacher to properly classify the educational materials.</i> (P. 12). Reference: Añamuro Machaca, R. (2018). El uso adecuado de los materiales educativos en la Institución Educativa Primaria N° 70659 de Rinconada Cariguita. Universidad San Ignacio de Loyola.

ANNEX 9 - INTERVIEW TRANSCRIPTION

Interviewer: Alejandra Cepeda Escobar (E).
Teacher (T).

E: Buenos días mi nombre es Alejandra Cepeda Escobar estudiante del programa licenciatura en lengua extranjera inglés de la universidad Santo Tomás, esta entrevista tiene como fin recolectar datos importantes para la investigación que se estoy llevando a cabo, el proyecto se titula "análisis de la incidencia de los efectos sobre la calidad de la educación inclusiva del estudiante PIAR de grado cuarto de primaria" la primera pregunta es: ¿piensa usted que la formación docente en educación inclusiva es importante si no y por qué ?

T: Sí es muy importante Ya que con esto los docentes tienen una preparación más asertiva para cumplir las necesidades de los estudiantes, teniendo en cuenta las estrategias pedagógicas que el docente pueda implementar o trabajar con el estudiante en inclusión, lo que puede favorecer el proceso de enseñanza y aprendizaje de los estudiantes y al mismo tiempo teniendo más asertividad en el momento de la adquisición de una segunda lengua en este caso el inglés.

E: ¿aplica el PIAR al estudiante de grado cuarto de primaria Y de qué manera lo realiza o lo hace?

T: si lo aplico, teniendo en cuenta las necesidades del estudiante, adapto las actividades las tareas y demás material visual y auditivo para que el estudiante primero centre un poco su atención en el tema, se motive, ya que es difícil hacerlo partícipe de las actividades y que él se motive, así que con la adaptación de las estrategias, el material pedagógico permite al estudiante estar motivado y ha comprendido de una manera más asertiva los temas, de igual manera, los temas también han sido modificados de acuerdo a las necesidades del estudiante PIAR, así que solamente me he centrado en vocabulario, pues los temas más complejos que requieran de más memoria, por ejemplo enseñarle un tiempo verbal al estudiante es muy complejo.

E: ¿puede describir de manera específica las estrategias de enseñanza y las metodologías que aplica al estudiante PIAR durante sus clases de inglés?

T: bueno, las diferentes estrategias es el uso de material visual, imágenes, carteleras o videos también uso de juegos interactivos para mejorar su vocabulario y la gramática digamos canciones y eso es asertivo para él interactuar, pero realmente el trabajo con el estudiante es netamente identificación de vocabulario- imagen. Esto ha contribuido en la motivación por arte del estudiante PIAR, ya que el material ha permitido que el participe, entienda de lo que se esta hablando, así que con el uso de estrategias ha permitido que el estudiante se sienta parte de su propio proceso de enseñanza.

E: ¿ piensa que las estrategias pedagógicas son importantes para generar motivación en este estudiante de grado cuarto

T: sí totalmente porque usando diferentes estrategias hacemos que el estudiante se sienta más seguro y que el conocimiento adquirido pues lo aproveche al cien por ciento, adicionalmente el trabajo con distintas estrategias pedagógicas favorece en que el estudiante este motivado, participe, entienda los temas trabajados en la materia de inglés, y mejora que no se distraiga ni se sienta aburrido.

E: y al inicio, antes cuando tú empezaste a trabajar con él ¿Cómo era ese estudiante ?

T: fue difícil, porque pues igual no tenía el conocimiento de su proceso, he implementado diferentes estrategias como para poder desarrollar mejor el aprendizaje y motivarlo, entonces todo ha sido como un ensayo y error, el no sabe escribir y tampoco sabe leer en su idioma materno que es el Español, entonces fue retador y ha sido aun un reto enseñarle inglés, pero cambie el hacerlo escribir en el cuaderno, por cantos, videos, material que tenga imagenes relacionadas al vocabulario o el tema que se este trabajando, entonces las estrategias pedagogicas han sido valiosas para trabajar con el estudiante.

E: y teniendo en cuenta el proceso con este estudiante PIAR ¿Que retos ha enfrentado durante el proceso de enseñanza en inglés?

T: Mmm... bueno ha sido bastante difícil, porque como decia anteriormente, no tenía conocimiento de su proceso, es un estudiante que no sabe leer, tampoco escribir, linguisticamente el estudiante no habla de manera correcta en su idioma materno, así que enseñarle o tratarle de enseñar inglés ha sido complejo, porque las actividades que normalmente realizo con mis estudiantes, como completar ejercicios no los comprende, siempre hay que mostrar una imagen relacionada con la palabra para que el estudiante entienda, usar mucho material visual. Los materiales que usualmente uso para enseñar inglés con el estudiante no me han funcionado.

E: ¿De qué manera monitorea y evalúa el progreso del estudiante grado cuarto?

T: Es un procesos continuo de todas sus actividades, estamos también en continua comunicación con su acudiente, se dejan también actividades para que haga en casa donde involucre también a la familia y se adaptan la forma de evaluar del estudiante tienen un acompañamiento diferente evaluativo y el proceso es personalizado trabajo en grupo es trabajar individual y siempre ha sido personal.

E: Y ¿Qué tipo de actividades dejas para casa, y de que manera permite que la familia se involucre en el proceso del estudiante PIAR?

T: Dejo actividades como juegos interactivos, que sean en linea, esto con apoyo de la acudiente, que de pronto se aprenda una canción corta, obviamente esta con video, por que el es muy visual, también trato de trabajar con su propio contexto, puesto que he observado que partiendo de sus propios gusto o su propio contexto, el estudiante se ve motivado a participar, en realizar las actividades de manera efectiva, hace en ocasiones preguntas respecto al tema; entonces una vez el tema a trabajar era vocabulario de la casa, así que debia traer para la siguiente clase fotos de los elementos de su propia casa, no debian ser sacadas de internet, debian ser los elementos que el todos los días ve en casa, en la siguiente clase yo le tenia el vocabulario escrito en flashcards y el debia buscar en sus fotos el vocabulario que yo le iba pronunciando, repitiendo y era como un juego de match. esto... siento, que le ayudo bastante, porque eran las imagenes o fotografias de los objetos de su casa, y esto hace que el recuerde de manera más facil el vocabulario.

E: Entonces... ¿el tener en cuenta el contexto del estudiante es importante para crear espacios de aprendizaje en el estudiante?

N: Si claro, porque implica que el estudiante recuerde de manera fácil, relacionando más fácil el vocabulario y la imagen en su mente.

E: Bueno, esto ha sido todo, muchas gracias por su tiempo, colaboración y sus valiosos aportes a esta entrevista.

N: No, tranquila y con todo gusto.

ANNEX 10- CONSENTIMIENTO INFORMADO



UNIVERSIDAD SANTO TOMÁS

Consentimiento Informado

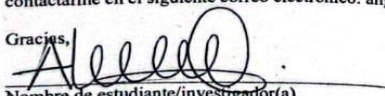
Ciudad: la Calera-Cundinamarca
 Fecha: 24 / julio / 2025

Mi nombre es Angie Alejandra Cepeda Escobar y soy estudiante/investigador(a) del programa Licenciatura en lengua extranjera inglés de la Universidad Santo Tomás. Como parte de mis estudios, estoy desarrollando un proyecto de investigación titulado "Análisis de la incidencia de los efectos sobre la calidad de la educación inclusiva del estudiante PIAR de grado cuarto de primaria". Quiero invitarla(o) a participar en este proyecto, que permitirá Analizar la relación entre la educación inclusiva y la calidad de la educación del estudiante PIAR de grado cuarto de primaria de la escuela Instituto Pedagógico Campestre. Este proyecto fue avalado por el Comité de Ética de la Universidad y tiene una finalidad académica; no tiene una finalidad comercial.

Si usted acepta participar, le pediré que me permita entrevistarle, observar su clase, 'tome fotografías de sus intervenciones pedagógicas'. La entrevista tendrá una duración aproximada de 20 minutos y le haré preguntas sobre educación inclusiva, estrategias pedagógicas con estudiantes PIAR.

Su participación en esta investigación no tiene ninguna recompensa material o económica y usted es libre de no participar o de retirarse cuando lo desee. Sus opiniones y aportes a esta investigación se usarán exclusivamente para este proyecto y se archivarán de manera segura. Si usted me autoriza, grabaré y transcribiré la entrevista y, si lo desea, puedo hacerle llegar copia de la transcripción para que usted pueda revisarla y corregirla si lo considera necesario. Si usted lo prefiere, su nombre no aparecerá en mi trabajo de grado / publicación.

Estoy muy agradecida de que me haya permitido explicarle este proyecto. Si lo desea puede contactarme en el siguiente correo electrónico: angieceda@usantotomas.edu.co

Gracias,

 Nombre de estudiante/investigador(a)

CS Escaneado con CamScanner

Si está de acuerdo en participar en este proyecto por favor escriba SI o NO con su puño y letra en cada una de las casillas y escriba su nombre y datos de contacto

- [SI] Acepto participar de manera libre y voluntaria en este proyecto y entiendo que no recibiré recompensa material o económica y que puedo retirarme cuando lo desee
- [NA] Autorizo a que el trabajo de grado / las publicaciones derivadas de esta investigación incluyan fotografías del grupo focal en las que yo aparezco
- [SI] Autorizo a que grabe la entrevista y tome apuntes durante la misma
- [NO] Solicito que me haga llegar copia de la transcripción de mi entrevista
- [SI] Solicito que no revele mi nombre y si mis opiniones son citadas solicito que se haga de manera anónima
- [SI] Autorizo que mi nombre aparezca en el trabajo de grado o las publicaciones resultantes para mencionar que participé en esta investigación o cuando mis opiniones sean citadas
- [NA] Acepto la toma de fotografías de las actividades y demás acciones pedagógicas durante las observaciones desarrolladas.

Nidya Avellaneda P.

Nombre de participante

Cédula de ciudadanía del participante: 35220778
(o de sus padres si es menor de edad)

Fecha: Julio 24-2025

Correo electrónico: navellane@gmail.com.

Teléfono: 3012682623.

Annex 11matrix Analysis

Source	Findings	Interpretations
Field Diaries	I have no idea what materials or methodologies are appropriate for teaching him English since I've never had a PIAR student in the classroom. I haven't been given any tools for inclusive education during my academic career.(Field diary 1). The student showed no interest or motivation in class. He also demonstrated no clarity about the topic covered in class, despite having been told the information more than three times. This has caused concern as a teacher because I've never had an inclusive student in the classroom, nor do I have the knowledge about inclusive education, which worries me that the student doesn't understand anything I'm	The teacher lacks knowledge in inclusive education and in adapting the English curriculum, which directly affects her pedagogical decision-making. This insufficient knowledge generates feelings of anxiety, insecurity, and emotional overload when addressing the student's learning needs. As a result, her instructional practices become less effective, characterized by limited differentiation, inconsistent use of inclusive strategies, and frequent improvisation. This situation not only impacts the quality of support provided to the PIAR student but also restricts the teacher's ability to plan proactively, monitor progress systematically, and integrate meaningful adaptations aligned with the principles of inclusive education. The PIAR was not implemented systematically, leading to irrelevant, decontextualized, or

talking about. (Field diary 2). There is disorientation due to not knowing how to work with the student, repetition activities are carried out in order to create memorization on the subject, it is also evident that complex grammar topics are not clear to the student, not knowing as an English teacher how to work with a PIAR student, it is complex because I feel that the classes for the PIAR are boring, decontextualized from their abilities as a student, having barriers, in which the student feels unmotivated, does not participate, sometimes does not speak when asked. (Field diary 4). The student appears motivated; the images capture his attention; he answers most of the questions asked during class correctly. The explanation is also personalized. Additionally, the discussion about "compensar" really caught his attention. He focused and participated, talking about what he does	insufficiently adapted activities for the student. This reveals a clear gap between inclusion regulations and actual pedagogical practice. The inconsistent application of PIAR guidelines suggests a lack of understanding of the document's purpose and a limited capacity to translate its recommendations into concrete instructional actions. Moreover, the absence of structured planning, continuous monitoring, and individualized adaptations indicates that the PIAR functions more as a formal requirement than as a meaningful pedagogical tool. This situation not only compromises the effectiveness of inclusive practices but also reinforces unequal learning conditions, as the student does not receive the targeted support needed to participate fully and progress within the EFL classroom.
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there and the activities he likes to do there.

The change with the strategies, such as the use of images, helped the student to remain participative, attentive, and motivated. Additionally, talking about his reality, the activities he normally does on weekends and the place where he does them, which is a place the student likes to attend, has changed the way the class was developed. The change in materials used and strategy, which used a Pictionary type strategy, completing the sentences with images, relating vocabulary to the image and the activity focused on vocabulary and the meaning of 'going to', something that the student managed to understand a little. (Field diary 5).

Interview English teacher 2025.	Sí es muy importante Ya que con esto los docentes tienen una preparación más asertiva para cumplir las necesidades de los estudiantes teniendo en cuenta las estrategias pedagogicas que el docente pueda implementar o trabajar con el estudiante en inclusión, lo que puede favorecer el proceso de enseñanza y aprendizaje de los estudiantes y al mismo tiempo teniendo más asertividad en el momento de la adquisicion de una segunda lengua en este caso el inglés. bueno ha sido bastante dificil, porque como decia anteriormente, no tenía conocimiento de su proceos, es un estudiante que no sabe leer, tampoco escribir, linguisticamnete el estudiante no habla de manera correcta en su idioma materno, así que enseñarle o tratarle de enseñar inglés ha sido complejo, porque las actividades que	

	normalmente realizo con mis estudiantes, como completar ejercicios no los comprende, siempre hay que mostrar una imagen relacionada con la palabra para que el estudiante entienda, usar mucho material visual. Los materiales que usualmente uso para enseñar inglés con el estudiante no me han funcionado. si lo aplico, teniendo en cuenta las necesidades del estudiante, adapto las actividades las tareas y demás material visual y auditivo para que el estudiante primero centre un poco su atención en el tema, se motive, ya que es difícil hacerlo partícipe de las actividades y que él se motive, así que con la adaptación de las estrategias, el material pedagógico permite al estudiante estar motivado y ha comprendido de una manera más asertiva los temas, de igual manera, los temas también han sido modificados de acuerdo a las necesidades del estudiante PIAR, así	
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	que solamente me he centrado en vocabulario, pues los temas más complejos que requieran de más memoria, por ejemplo enseñarle un tiempo verbal al estudiante es muy complejo. E: ¿puede describir de manera específica las estrategias de enseñanza y las metodologías que aplica al estudiante PIAR durante sus clases de inglés? N: bueno, las diferentes estrategias es el uso de material visual, imágenes, carteleras o videos también uso de juegos interactivos para mejorar su vocabulario y la gramática digamos canciones y eso es asertivo para él interactuar, pero realmente el trabajo con el estudiante es netamente identificación de vocabulario- imagen. Esto ha contribuido en la motivación por arte del estudiante PIAR, ya que el material ha permitido que el participe, entienda de lo que se está hablando, así que con el uso de estrategias ha	
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	permitido que el estudiante se sienta parte de su propio proceso de enseñanza. E: y al inicio, antes cuando tú empezaste a trabajar con él, ¿Cómo era ese estudiante? N: fue difícil, porque pues igual no tenía el conocimiento de su proceso, he implementado diferentes estrategias como para poder desarrollar mejor el aprendizaje y motivarlo, entonces todo ha sido como un ensayo y error, él no sabe escribir y tampoco sabe leer en su idioma materno que es el Español, entonces fue retador y ha sido aun un reto enseñarle inglés, pero cambie el hacerlo escribir en el cuaderno, por cantos, videos, material que tenga imagenes relacionadas al vocabulario o el tema que se este trabajando, entonces las estrategias pedagogicas han sido valiosas para trabajar con el estudiante. E: ¿De qué manera monitorea y evalúa el progreso del estudiante grado cuarto?	
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	N: Es un procesos continuo de todas sus actividades, estamos también en continua comunicación con su acudiente, se dejan también actividades para que haga en casa donde involucre también a la familia y se adaptan la forma de evaluar del estudiante tienen un acompañamiento diferente evaluativo y el proceso es personalizado trabajo en grupo es trabajar individual y siempre ha sido personal, tu colaboración de verdad y por tu tiempo. E: Y ¿Qué tipo de actividades dejas para casa, y de que manera permite que la familia se involucre en el proceso del estudiante PIAR? N: Dejo actividades como juegos interactivos, que sean en linea, esto con apoyo de la acudiente, que de pronto se aprenda una canción corta, obviamente esta con video, por que el es muy visual, también trato de trabajar con su propio contexto, puesto que he observado que partiendo de sus propios gusto o su propio contexto, el estudiante	
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	se ve motivado a participar, en realizar las actividades de manera efectiva, hace en ocasiones preguntas respecto al tema; entonces una vez el tema a trabajar era vocabulario de la casa, así que debia traer para la siguiente clase fotos de los elementos ded su propia casa, no debian ser sacadas de internet, debian ser los elementos que el todos los días ve en casa, en la siguiente clase yo le tenia el vocabulario escrito en flashcards y el debia buscar en sus fotos el vocabulario que yo le iba pronunciando, repitiendo y era como un juego de match. esto... siento, que le ayudo bastante, porque eran las imágenes o fotografías de los objetos de su casa, y esto hace que el recuerde de manera más fácil el vocabulario.	
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Annex 12- Formats by Ministerio de Educación (MEN), Plan Individualizado de Ajustes

Razonables (PIAR)

 MINEDUCACIÓN	 GOBIERNO DE COLOMBIA	PIAR Decreto 1421/2017
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INFORMACIÓN GENERAL DEL ESTUDIANTE (Información para la matrícula – Anexo 1 PIAR)	
Fecha y Lugar de Diligenciamiento	DD/MM/AAAA
Nombre de la Persona que diligencia:	Rol que desempeña en la SE o la IE:

1) Información general del estudiante

Nombres		Apellidos	
Lugar de nacimiento:		Edad	Fecha de nacimiento DD/MM/AAAA
Tipo: TI __ CC __ RC __ otro:	No de identificación		
¿Cuál?			
Departamento donde vive	Municipio		
Dirección de vivienda	Barrio/vereda:		
Teléfono	Correo electrónico		
¿Está en centro de protección? NO __ SI __ ¿dónde?		Grado al que aspira ingresar:	
Si el estudiante no tiene registro civil debe iniciarse la gestión con la familia y la Registraduría			
¿Se reconoce o pertenece a un grupo étnico? ¿Cuál?			
¿Se reconoce como víctima del conflicto armado? SI __ No __ (Cuenta con el respectivo registro? SI __ No __)			

2) Entorno Salud:

Afiliación al sistema de salud SI __ No __		EPS		Contributivo	Subsidado
Lugar donde le atienden en caso de emergencia:					
¿El niño está siendo atendido por el sector salud?	SI	No	Frecuencia:		
Tiene diagnóstico médico:	SI	No	Cuál:		
¿El niño está asistiendo a terapias?	SI	No	¿Cuál?	Frecuencia	
			¿Cuál?	Frecuencia	
			¿Cuál?	Frecuencia	
¿Actualmente recibe tratamiento médico por alguna enfermedad en particular? SI __ NO			¿Cuál? Ejemplo: para controlar epilepsia, uso de oxígeno, insulina, etc.)		
¿Consumen medicamentos? SI __ No __ Frecuencia y horario (Nombre medicamento y si debe consumirlo en horario de clases)					
¿Cuenta con productos de apoyo para favorecer su movilidad, comunicación e independencia?			NO __ SI __ ¿Cuáles? Ejemplos: Sillas de ruedas, bastones, tableros de comunicación, audífonos etc.		

3) Entorno Hogar:

Nombre de la madre		Nombre del padre	
Ocupación de la madre		Ocupación del padre	
Nivel educativo alcanzado	Prim/Esu/Téc/Tecn/Univ.	Nivel educativo alcanzado	Prim/Esu/Téc/Tecn/Univ.

V14.16/02/2018. - Ver documento de instrucciones.

Ministerio de Educación Nacional – Viceministerio de Educación Preescolar, Básica y Media – Decreto 1421 de 2017

 MINEDUCACIÓN		 GOBIERNO DE COLOMBIA		PIAR Decreto 1421/2017
Nombre Cuidador	Parentesco con el estudiante:	Nivel educativo cuidador <i>Prim/Sec/Téc/Univ.</i>	Teléfono Correo electrónico:	
No. Hermanos		Lugar que ocupa:	¿Quiénes apoyan la crianza del estudiante?	
Personas con quien vive:				
¿Está bajo protección?	Si ___ No ___			
La familia recibe algún subsidio de alguna entidad o institución: SI ___ NO ___ ¿Cuál? (Ejemplos: Prosperidad Social, ICBF, Fundaciones, ONG, etc.)				

4. Entorno Educativo:

Información de la Trayectoria Educativa

¿Ha estado vinculado en otra institución educativa, fundación o modalidad de educación inicial?	NO ___ ¿Por qué? SI ___ ¿Cuáles?	
Último grado cursado	¿Aprobó? SI ___ NO ___	Observaciones: (Incluir motivos del cambio de la modalidad o de la institución educativa)
¿Se recibe informe pedagógico cualitativo que describa el proceso de desarrollo y aprendizaje del estudiante y/o PIAR? NO ___ SI ___	¿De qué institución o modalidad proviene el informe?	
¿Está asistiendo en la actualidad a programas complementarios? NO ___ SI ___	¿Cuáles? (Ejemplo: Deportes, danzas, música, pintura, recreación, otros cursos)	

Información de la institución educativa en la que se matricula:

Nombre de la Institución educativa a la que se matricula:	Sede:
Medio que usará el estudiante para transportarse a la institución educativa.	Distancia entre la institución educativa o sede y el hogar del estudiante (Tiempo)

Nombre y firma	Nombre y firma	Nombre y firma
Área	Área	Área

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Plan Individual de Ajustes Razonables – PIAR – ANEXO 2			
Fecha de elaboración: DD/MM/AA	Institución educativa:	Sede:	Jornada:
Docentes que elaboran y cargo:			

DATOS DEL ESTUDIANTE	
Nombre del estudiante:	Documento de identificación:
Edad:	Grado:

1. Características del Estudiante:

Descripción general del estudiante con énfasis en gustos e intereses o aspectos que le desagradan, expectativas del estudiante y la familia.
Descripción en términos de lo que hace, puede hacer o requiere apoyo el estudiante para favorecer su proceso educativo. Indique las habilidades, competencias, cualidades, aprendizajes con las que cuenta el estudiante para el grado en el que fue matriculado.

V14.16/02/2018. - Ver documento de instrucciones.

Ministerio de Educación Nacional – Viceministerio de Educación Preescolar, Básica y Media – Decreto 1421 de 2017

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2. Ajustes Razonables.

Á R E A S P R E S C O L A R E S	OBJETIVOS/PROPÓSITOS (Estas son para todo el grado, de acuerdo con los EBC y los DBA) Primer trimestre	BARRERAS QUE SE EVIDENCIAN EN EL CONTEXTO SOBRE LAS QUE SE DEBEN TRABAJAR	AJUSTES RAZONABLES (Apoyos/estrategias)	EVALUACIÓN DE LOS AJUSTES (Dejar espacio para observaciones. Realizar seguimiento 3 veces en el año como mínimo- de acuerdo con la periodicidad establecida en el Sistema Institucional de Evaluación de los Estudiantes SIEE)
M a t e m á t i c a s				
C i e n c i a s				
L e n g u a j e				
o t r a s	Convivencia			
	Socialización			
	Participación			
	Autonomía			
	Autocontrol			

Nota: Para educación inicial y Preescolar, los propósitos se orientarán de acuerdo con las bases curriculares para la educación inicial y los DBA de transición, que no son por áreas ni asignaturas.

Las instituciones educativas podrán ajustar de acuerdo con los avances en educación inclusiva y con el SIEE

V14.16/02/2018. - Ver documento de instrucciones.

Ministerio de Educación Nacional – Viceministerio de Educación Preescolar, Básica y Media – Decreto 1421 de 2017

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7). RECOMENDACIONES PARA EL PLAN DE MEJORAMIENTO INSTITUCIONAL PARA LA ELIMINACIÓN DE BARRERAS Y LA CREACIÓN DE PROCESOS PARA LA PARTICIPACIÓN, EL APRENDIZAJE Y EL PROGRESO DE LOS ESTUDIANTES:

ACTORES	ACCIONES	ESTRATEGIAS A IMPLEMENTAR
FAMILIA, CUIDADORES O CON QUIENES VIVE		
DOCENTES		
DIRECTIVOS		
ADMINISTRATIVOS		
PARES (Sus compañeros)		

Firma y cargo de quienes realizan el proceso de valoración: Docentes, coordinadores, docente de apoyo u otro profesional etc.

Si existen varios docentes a cargo en un mismo curso, es importante que cada uno aporte una valoración del desempeño del estudiante en su respectiva área y los ajustes planteados

Nombre y firma	Nombre y firma	Nombre y firma
Área	Área	Área

V14.16/02/2018. - Ver documento de instrucciones.

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 MINEDUCACIÓN	 GOBIERNO DE COLOMBIA	PIAR Decreto 1421/2017
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ACTA DE ACUERDO Plan Individual de Ajustes Razonables – PIAR – ANEXO 3		
Fecha: DD/MM/AAAA	Institución educativa y Sede:	
Nombre del estudiante:	Documento de Identificación:	Edad: Grado:
Nombres equipo directivos y de docentes		
Nombres familia del estudiante		Parentesco
		Parentesco

Según el Decreto 1421 de 2017 la educación inclusiva es un proceso permanente que reconoce, valora y responde a la diversidad de características, intereses, posibilidades y expectativas de los estudiantes para promover su desarrollo, aprendizaje y participación, en un ambiente de aprendizaje común, sin discriminación o exclusión.

La inclusión solo es posible cuando se unen los esfuerzos del colegio, el estudiante y la familia. De ahí la importancia de formalizar con las firmas, la presente Acta Acuerdo.

El Establecimiento Educativo ha realizado la valoración y definido los ajustes razonables que facilitarán al estudiante su proceso educativo.

La Familia se compromete a cumplir y firmar los compromisos señalados en el PIAR y en las actas de acuerdo, para fortalecer los procesos escolares del estudiante y en particular a:

Incluya aquí los compromisos específicos para implementar en el aula que requieran ampliación o detalle adicional al incluido en el PIAR.

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Y en casa apoyará con las siguientes actividades:

Nombre de la Actividad	Descripción de la estrategia	Frecuencia D Diaria, S Semanal, P Permanente
		D S P

Firma de los Actores comprometidos:

Estudiante

Acudiente /familia

Docentes

Docentes

Directivo docente

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