Creation and Adaptation of Materials to Promote Inclusion in EFL Classrooms

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Clara A. Sáez

Montería, Colombia

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This thesis by CLARA ANDREA SAEZ CARABALLO has been approved by the committee members below, who recommended be accepted by faculty of Universidad de Cordoba in partial fulfillment of requirements for the degree of

Master in English language teaching

Thesis committee:

Dedication

This thesis work is dedicated to God almighty, my creator and strong pillar, I also dedicate this work to my husband Mario who has been a constant source of support and encouragement all these years, finally this work is also dedicated to my parents José and Mara who has always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

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Abstract

Inclusive education in Colombia is everyone's right, not a privilege, and is surrounded by many implications and concepts which have been studied for a long time, for many years researchers have investigated this topic which seems to be very difficult to apply in English classrooms, however, there is something very important to consider when creating inclusive classrooms, and that is the materials used.

This study explored how teachers design and adapt materials in EFL classrooms taking into account inclusive discursive practices to meet the necessities of SEN students, it also considered teachers perceptions when designing and adapting these materials and their choices to create so, considering inclusive discursive practices, the research involved two English teachers from a private school in Monteria, Cordoba results from semi-structured interviews, questionnaires and lesson planner review revealed three relevant aspect to consider at the moment of design and adapt material for inclusive classrooms the first one is recognize the special needs of students, the second is that teachers take into account their likes and abilities finally English teachers consider that learning style of each individual, beside this study unveiled two biggest perceptions teachers have when creating and adapting these materials: anxiety and satisfaction both comes into two different moments when creating and adapting materials, teachers said that there is anxiety when they have to start creating the material since some concerns come to their minds in terms of objectives, instructions, appropriation of the material, after the material was applied teachers feel satisfied since they consider the objectives planned were achieved, regarding teachers choices results showed when designing and adapting materials teachers consider that the most important aspect is the interests of the students, finally regarding inclusive discursive

practices, results revealed that teachers do not have a deep knowledge of this subject, as they only relate it to speech, without taking into consideration important aspects such as: context, culture, adaptation of people's needs to express and act themselves in the real world.

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1 Introduction

The inclusion of students with Special Educational Needs (SEN) within regular classrooms has become a governmental priority worldwide for more than a decade. In 2000, the World Forum on Education in Dakar (Senegal) was celebrated This Forum had the participation of 164 countries including Argentina, Costa Rica, Brazil, and Colombia. The main purpose of that gathering was to set goals and design strategies to make the right to education a reality for all the world's children (Dakar Framework for Action, Education for All: Meeting our Collective Commitments 2000, p.3). Within the Dakar framework (pp. 15-17), there are six comprehensive objectives to ensure education in primary childhood and primary school for children in vulnerable conditions:

- Improving early childhood care: All young children must be nurtured in safe and caring environments that allow them to become healthy, alert and secure and be able to learn.

- Getting Free and compulsory primary education for all by 2015: All states must fulfill their obligation to offer free and compulsory primary education.

- Guaranteeing equitable access to life skills programs: 4. Every person must be given the opportunity to gain the knowledge and develop the values, attitudes and skills to work, take control of their own lives and to continue learning.

- Achieving a 50% improvement in adult literacy by 2015: Adult and continuing education must be greatly expanded and diversified, and integrated into the mainstream of national education and poverty reduction strategies.

• Eliminating gender disparities by 2015: Gender issues must be mainstreamed throughout the education system, supported by adequate resources and strong political commitment

• Making measurable improvements in the quality of education: Governments and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin.

In 2006, in new York city the International Convention on the Rights of Persons with Disabilities occurred, The convention's purpose was to "promote, protect, and ensure the full and equal enjoyment of all human rights and fundamental freedom of all persons with disabilities" (Convention on the Rights of Persons with Disabilities, 2006. p. 4). This commitment was assumed and signed by 126 countries including Germany, the United States, Ecuador, Finland, and Colombia.

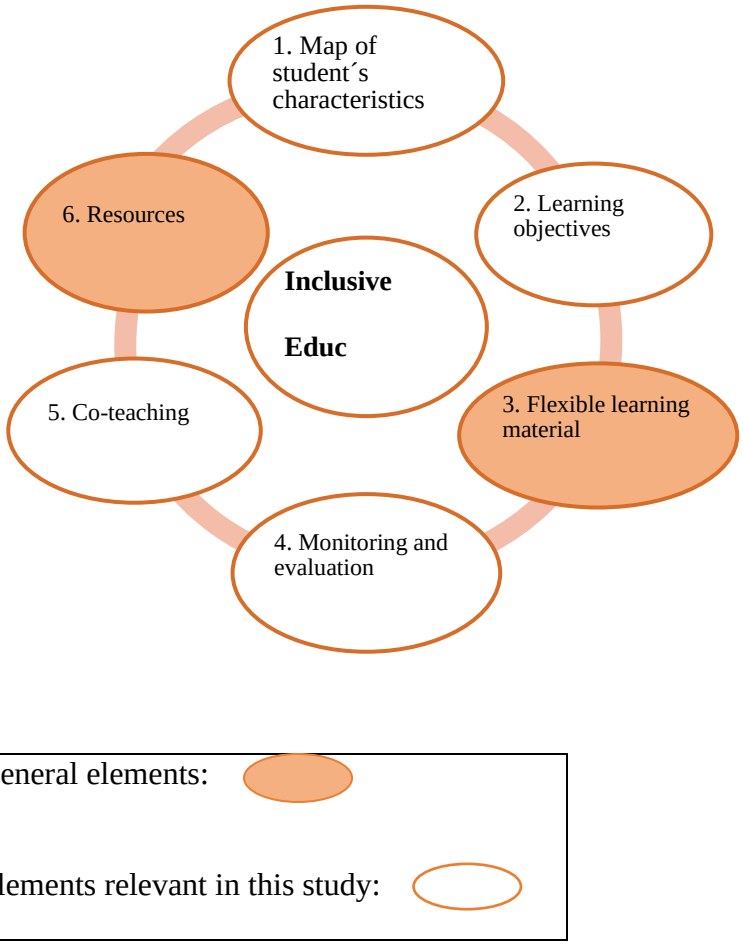
Before these agreements, different actions had been conducted in favor of inclusive education in Colombia. For example, the Decree 2082 of 1996, 2247, 3011, 3012 of 1997, and 3020 of 2003, among other laws and policies that have been designed to regulate the social and academic inclusion of students with SEN. In 2008 the Ministerio de Educación Nacional (MEN) created the Educational Inclusion Index. This is a self-assessment tool for educational institutions that contains a set of objectives established by the MEN to measure progress in inclusive education putting emphasis on four main institutional managements: directive, academic, administrative, and community.

By 2012 Colombia already had the Policy Guidelines for Educational Attention to Vulnerable Populations, developed within the Plan Sectorial de Educación (2010-2014). All these efforts were made with the purpose of creating conditions that would guarantee the education of children with SEN (Policy Guidelines for Educational Attention to Vulnerable Populations, 2012, p.21). Additionally, inclusive education was one of the main axes of the ten-year education plan (2006-2016). All these efforts have been made with the purpose of generating conditions of special attention to the populations that require it.

Inclusive education is a subject studied a lot in recent decades especially considering its legal and social implications. Harfiani and Akrim (2020), conducted a research study about alternatives for Troubleshooting inclusive education in kindergartens in Zulia, Venezuela. The study was carried out mainly with the purpose of designing strategies for solving the problems that arise when implementing inclusive education. In the research, what was studied was a program designed by RA.An-Nahl (2019), to overcome difficulties presented in inclusive education. They found out that one fundamental component of successful inclusive practices is to have inclusive education-based school management. It implies the design and implementation of a special inclusive program, which according to them, includes the following steps:

Figure 1

Practical Application of an Inclusive Program at RA. An-Nahl



*Note***.** This diagram includes what are considered the most determinant elements when implementing a special program designed by RA.An-Nahl. As it is showed, first, the students´ needs are identified. Secondly, some specific learning objectives are set. Based on these ones, flexible learning material is designed. Then, in the fourth step, language is monitored and evaluated. In the fifth step, it is required the experts help to establish a good cooperation between teachers and consultants. Finally, they are ready for creating new material to teach within an inclusive class (Harfiani and Akrim, 2020).

According to their findings, following these steps represents a challenge for teachers at all levels especially due to the enormous quantity of different students` needs and the lack of teacher's training (p. 230). In the opinion of (Harfiani and Akrim, 2020) In the case of English Foreign Language (EFL) teachers, the situation is even more challenging. As claimed by Heijnen-Maathuis (2019) and based on researches about inclusive education in EFL classrooms that were carried out in South and East Asia there are at least five indicators that demonstrate whether an inclusive education program is effective or not:

1. Teacher development and well-being
2. Teaching and learning materials
3. Language for learning
4. Pedagogical practices
5. Planning, assessment, and reporting.

Maathuis (2019) stated Teaching and learning materials have significant implications for EFL teachers, especially within inclusive contexts. Teachers are supposed to design and adapt materials considering inclusive discursive practices to meet the needs of SEN students. Some EFL teachers experiment stress when developing materials because they have to consider different aspects such as: "…teachers´ training, the classroom environment, students' level, student´s situation or type of disability, student's strengths and weaknesses, specialized materials and special programs," (Lightweis, Greenspan, Simon, and Wieder, cited by Montaña and Vera, 2012). Not mentioning the huge emerging teaching resources which encourages teachers to make more efforts to use their experience, expertise, and creativity to adopt and adapt unique and meaningful teaching

materials with the purpose of fulfilling all the students` needs within inclusive classrooms (Núñez and Téllez, 2009).

This study addresses and focuses on inclusive education conducting a case study in order to explore how EFL teachers at the Montessori Global School design and adapt materials, and what their perceptions and choices are taking into account inclusive discursive practices to meet the needs of SEN students. This school has attended students with many different types of SEN for more than ten years. Despite its long history in inclusive education, this phenomenon has not been researched before in this context this is why one main question and 2 sub-questions emerged.

How do EFL teachers at the Montessori Global School design and adapt materials taking into account inclusive discursive practices to meet the needs of SEN students?

- What informs teachers' choices when designing and adapting teaching materials for their lessons?
- What are teachers' perceptions regarding their own teaching materials and the inclusive discursive practices considered?

Considering the importance of the international inclusion deals signed by Colombia, and the role played by teachers, who are the ones in charge of putting the learners at the center of the teaching/learning process and being good role models who encourage and show kind and helpful behavior," (British Council, 2019, p. 12) it is paramount to carry out this type of studies. This kind of research provides useful information for designing special programs which foster EFL teachers' professional development, and teaching practice bearing in mind that a successful inclusive

environment demands trained teachers (Lightweis, Greenspan, Simon, and Wieder, cited by Montaña and Vera, 2012).

Teachers of students with SEN should feel they are not alone in this challenging process. Inclusion is a process that demands the participation of all the educational community, and through this type of study, the regional government, educational policy designers, education administrators, universities, and schools could join forces to create agreements that facilitate the work of the EFL teachers.

This research will represent a referent to the Master's Degree in Teaching English which allows students to carry out further research in inclusive education. Additionally, this study can provide meaningful inputs to curriculum designers which allow them to include inclusive education training in all their teaching programs.

This study is divided into five major chapters, the introduction, literature review, there is a third chapter that is methodology, after this it comes findings and finally discussion.

2 Theoretical Framework

This chapter is divided into two parts. The first part is the conceptual framework which includes some of the most important concepts of inclusive education considering definitions given by UNESCO in 2008 and The Committee on the Rights of Persons with Disabilities (UN 2016). Then, the concept of SENs is presented focusing on some inputs given by Beveridge (1999) and other aspects established in the Warnock Report of 1978. After that, the principles of differentiated instructions in the ESL classroom are introduced using reference concepts worked by Tomlinson (2009), Snow (n.d), and Lightweis (2019). Consequently, the components of material design in English classes are analyzed based on the perspective of authors like Tomlinson (1998) (2009); & Graves (1997). This is followed by a brief discussion on discourse analysis with a focus on inclusive discourse, and practice, its educational significance, and implications using as reference the contributions given by Dunne (2009), Wetherell, (2000), and Wong (2010) and Kang (2009).

The second part is the literature review with the description of the most current research studies carried out in the field of inclusive education especially related to teachers´ feelings towards inclusion, and the implementation of some inclusive principles and programs within certain educational contexts in Colombia, and around the world. Finally, there is a reflection and comparative analysis of those studies in order to establish gaps and provide significant data to fulfill them.

2.1 Conceptual Framework

2.1.1 Inclusive Education

UNESCO (cited by Blanco, 2008) defines inclusive education "as a process aimed at responding to the diversity of students by increasing their participation and reducing exclusion in and from education (p. 7). Meeting the needs of all the students is not an easy task especially in this moment when new and varied needs are emerging. This fact means that inclusive education is supposed to make educational processes more flexible so that all children have free access to education, regardless of their physical, mental, or intellectual condition.

To this respect, Valenciano (2009, p. 12) states that the basis of inclusive education is human rights, and therefore, within an inclusive educational system, children with SEN should receive a quality education. It means that inclusive education is not just a matter of accepting students in mainstream schools. There are some other crucial factors such as qualified education, level of acceptance, infrastructure, and teacher training that determine whether a school is providing qualified inclusive education or not. Arnaiz (2012) claims that the construction of inclusive education demands structural changes such as reforms in the conception of education, its curricular organization, methodology, and many other factors. The Committee on the Rights of Persons with Disabilities (UN 2016) defines inclusive education as:

- A fundamental right to education
- A principle that values students' wellbeing, dignity, autonomy, and contribution to society
- A continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students.

According to these definitions, inclusive education implies a right and some values but it also presents some barriers. One of the barriers to inclusive education is the lack of teachers´ training for responding to diversity. Chhabra, Srivastava & Srivastava (2009) did a research study in Botswana, South Africa with the purpose of identifying the attitudes and concerns of teachers toward the inclusion of students with disabilities in the general classroom. The results showed that many teachers are not ready or prepared enough to meet the needs of all the students with SEN and experiment, stress, tensions, frustration, anger, and negative attitudes toward inclusive education.

Inclusive education values diversity and respects individual differences present in any learning community (Chhabra, Srivastava & Srivastava in 2009). Celebration of diversity must be a social purpose to which all the members of the educational community should contribute. Since it is a social purpose I believe that government and policymakers have to make part of the inclusive education principle not only designing inclusion policies but also being part of them in the sense of training teachers, providing innovative materials to implement in our inclusive classrooms.

. The new educational reforms must be directed to promote teachers' constant training for meeting the needs of students with SEN, considering that everyday new conditions or SEN are emerging and therefore continuous training is required (Global Education Monitoring Report, 2020). In this present research study, training is required so that teachers can be well informed with respect to the right criteria for designing or selecting material when planning a lesson, and what adaptations are required in the case of students with SENs.

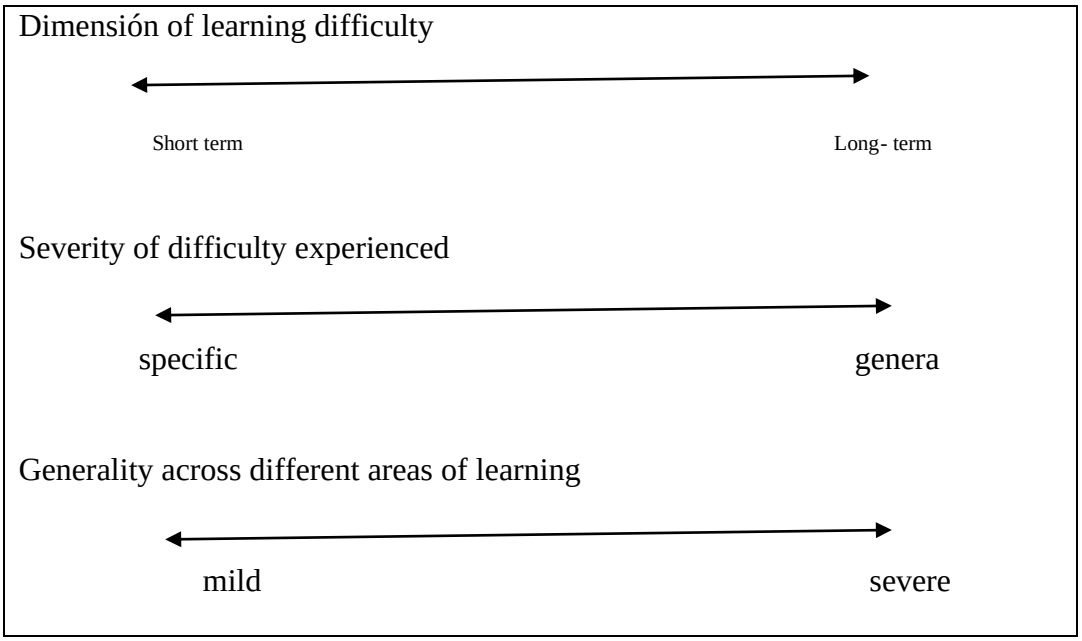
2.1.2 Special Educational Needs (SEN)

The denomination Special Educational Needs (SEN) became popular in 1960 due to the controversy generated for the terms used in the Handicapped and Pupil and School Health Regulation, where pupils were put into categories depending on their handicap (Gulliford & Upton, 2006). The reason behind this decision was the huge emerging number of students with learning, behavioral or emotional problems that required special help to achieve some learning outcomes. This issue made the categorization of pupils and special education planning almost an impossible task. To avoid stigmatizing attitudes researchers proposed the categorization of SEN (Ruter, cited by Gulliford & Upton, 2006).

Nowadays, SEN is a central concern for all who are involved in education, rather than subjects for specialist interest only. Beveridge (1999) defines SEN as the type of learning or social difficulties which have to be assessed as significantly different from the ones experienced by mainstream students. According to her, this assumption emerges from studies that demonstrate that almost everyone has experienced learning difficulties in particular instances of his/ her childhood. It basically means that a student has SEN when shows more difficulties than the rest of his classmates to access the curriculum offered and requires additional help. The type of extra assistance depends on the dimension of the SEN and its severity as it is shown in the table below.

Figure 2

Dimensions of learning difficulty in Warnock's continuum of SEN



Note. In this figure, three distinct aspects of the SEN were presented. The first one is its dimension to see whether it is a short or long-term difficulty. The second is the type of severity: specific or general. The other one is the generality across learning to determine if it is mild or severe.

Here, it is pointed out the importance of including other aspects that were not considered before with respect to SEN. For example, the relationship between the learning difficulty and the students´ learning contexts. In this respect, the Warnock Report (1978) pointed out three aspects that must be considered in order to include the learning context when addressing the students´ SEN.

- (i) the provision of special means of access to the curriculum;
- (ii) the provision of a special or modified curriculum;

- (iii) particular attention to the social structure and emotional climate in which education takes place.

The first aspect included in the mentioned report has to do with the economic resources educational authorities invest in the adequate infrastructure of educational institutions so that these can guarantee access and permanence to students with SEN. Further, the government should invest in the design of special programs, which train teachers constantly with the purpose of providing conditions to face the new challenges that inclusion represents for them.

The second aspect highlighted in the report is quite close to the purpose of this research since it is about differentiated instructions and how teachers adequate their goals, content, methodology, strategies, materials, and evaluation to meet the needs of students with SEN. This task represents a challenge for teachers because as it was set before, these adjustments are conditioned by the type of SEN and the severity of it. There is an increasing quantity of new SEN, and it makes inclusive education demand continuing professional development and support for teachers.

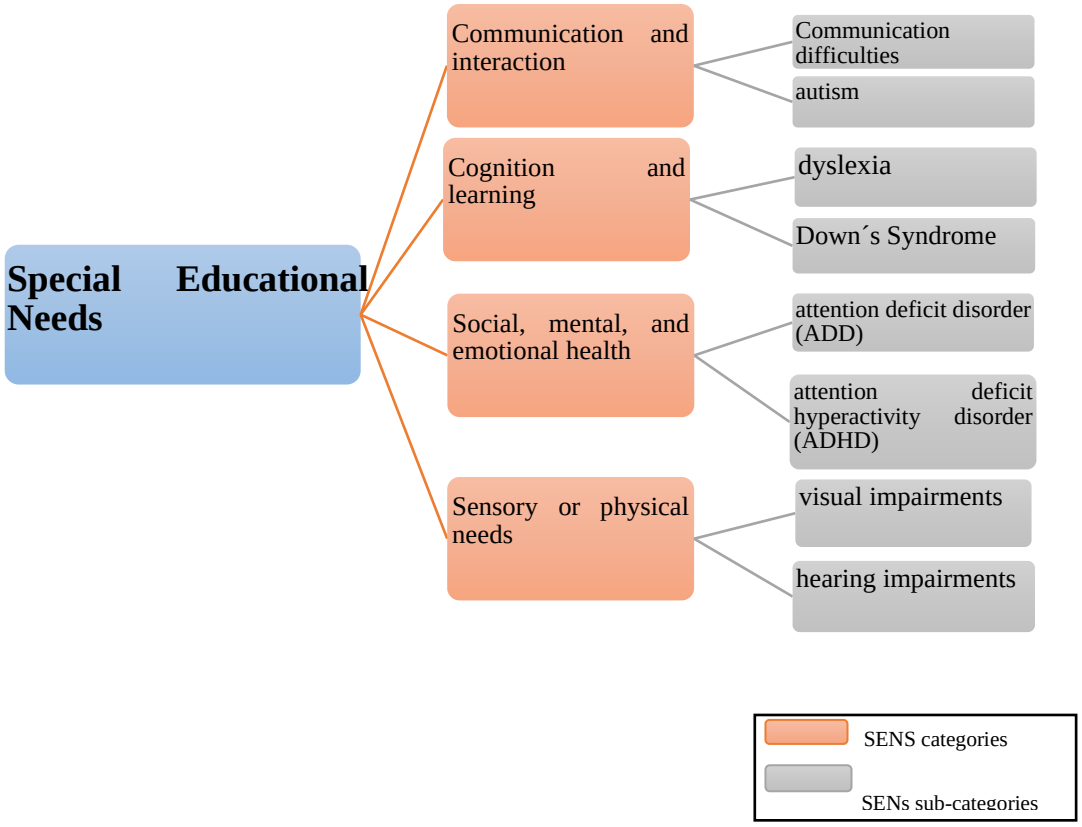
The last aspect mentioned a relevant issue when talking about inclusive education, which is the affective factor. From this perspective, students with SEN should be seen as whole persons with intellectual and emotional needs which should not be addressed separately considering their relevance and dependence. In the foreign language teaching and learning field, the affective factor is divided into individual factors of learners, including personality, motivation, anxiety, self-esteem, etc.; and relational factors which include; learners` relationship, the relationship between

a learner and his/her teacher, teaching method, learning environment, interaction, etc." (Minghe & Yuan, 2013).

Along history we have seen that SENs have been classified in different ways according to the type of disability, nevertheless These are some of the most common SEN categories according to The Children and Families Act (DfE, 2014a)

Figure 3

Special Educational Needs classification (The Children and Families Act (DfE, 2014a) Synoptic table



Note: The table above shows the four main categories in which the SENs are classified and two of the impairments or difficulties people face within each of these categories.

All these SEN have different characteristics, which vary from one student to another. This fact may be confusing for teachers in some cases. For example, students that experiment significant social, communication, and behavioral challenges may not have any cognitive difficulty. While students with attention deficit disorder (ADD) are not likely to have difficulty with their sensory or physical functions. Nonetheless, there are cases of students who have more than one SEN and require more adaptation, In the same way, is not the same to adapt or create material for a student with one SEN than for a child with more than one SEN.

2.1.3 Differentiated Instruction

Lightweis (2013) defines differentiated instruction as a teaching strategy that puts students at the center of the learning-teaching process. Through this strategy, students are given the chance of choosing the type of tasks or activities that seem to be more appealing, or whose goal is more achievable for them according to their readiness. Pham (2012, p. 17) claims that this strategy is flexible since teachers can group their students depending on their level. It means that the students with lower levels receive intensive support, and those with high levels can take their performance even to a higher level and achieve better results. It implies that all the teaching goals should be set considering and respecting the students' individual pace. What is more, the material designed by teachers must reflect that the students' differences and special characteristics are well-known and taken into consideration by teachers when planning their lessons.

Tomlinson, cited by Subban (2005, p. 940) describes differentiated instruction as "a philosophy of teaching that is based on the premise that SEN students learn best when their teachers accommodate the differences in their readiness levels, interests, and learning profiles' '.

From this perspective, it is clear that much of students´ learning depends on the teachers´ decisions when planning.

Responding to all learner's needs is one of the challenges instructors have faced during the last two decades especially considering the students' diversity and the new emerging special educational needs (Mulroy and Eddinger, 2003, cited by Subban, 2006, p. 938). To achieve that goal, teachers require "conceptual knowledge that enables them to expand and differentiate certain fields of typical curricular content in order to approach all learners (Ismajli, & Imami Morina, 2018, p. 209). This knowledge includes managing different components that are determinant when giving differentiated instructions to students with SENs such as learning difficulties, strategies, styles; learners´ disabilities, knowledge, abilities, cultural background; teaching content, and methodology. Hence, it is not just a matter of the need of making adaptations but also having a well-founded criterion about the decisions that benefit the students with SENs the most.

Following a differentiated instructional approach demands teachers do some research to get good planning that covers different aspects of teaching such as content, process, product, and learning environment (Subban, 2009). Some of the mentioned aspects are not the teacher's direct responsibility but constitute obligation teachers share with the administrative staff and school directors who must not set aside their duty of providing teachers with the needed tools and opportunities for adopting a flexible syllabus that lets them adapt their teaching to all the learners´ levels and conditions. Skillful teachers commonly achieve this goal "by using different methods, such as observation, clinical interview, examination of children's work, interactive strategies in the classroom, group division, individual evaluation of the child, as well as discussions with their families" (Ismajli & Imami Morina, 2018, p. 209).

2.1.4 Differentiated Instruction in the EFL Classroom

Recent legislation has led educators to consider ensuring all children`s progress in education an immediate need. Even though there are some conditions, which make this more challenging and crucial for certain teachers. Snow (cited by Dalhman, Hoffman & Brauhn, n.d.) states that “ESL teachers have the unique responsibility of not only addressing core knowledge and skills but also to develop the language and literacy skills of a culturally and linguistically diverse group of students who also have wide differences in their experiential and educational backgrounds". It is worth to say that ESL teachers should implement a differentiated instructional approach in order to reach the best learning results.

Lopez, Monteiro, and Sil (1994) found that the majority of teachers are not completely receptive to inclusion because they do not know how to differentiate instruction or what kind of support to provide to children with disabilities (p. 413) Unfortunately, it seems that there is no enough literature related to the implementation of differentiated instruction in the ESL context when implementing an inclusive curriculum. However, there are authors who have defined some steps to be followed by ESL teachers when using differentiated instruction. Dahlman, Hoffman & Brauhn, n.d. have established three principles to be considered by EFL teachers for differentiating their instruction in inclusive classrooms.

- ✓ **Identifying meaningful goals and objectives:** It is to know exactly what to teach. It implies a deep evaluation of the curriculum to determine to what extent it addresses the needs of all learners, and identify strengths or weaknesses in it. The idea is to focus not just

on strengthening the language skills, such as speaking, listening, reading, and writing but on other aspects such as critical thinking and understanding of language.

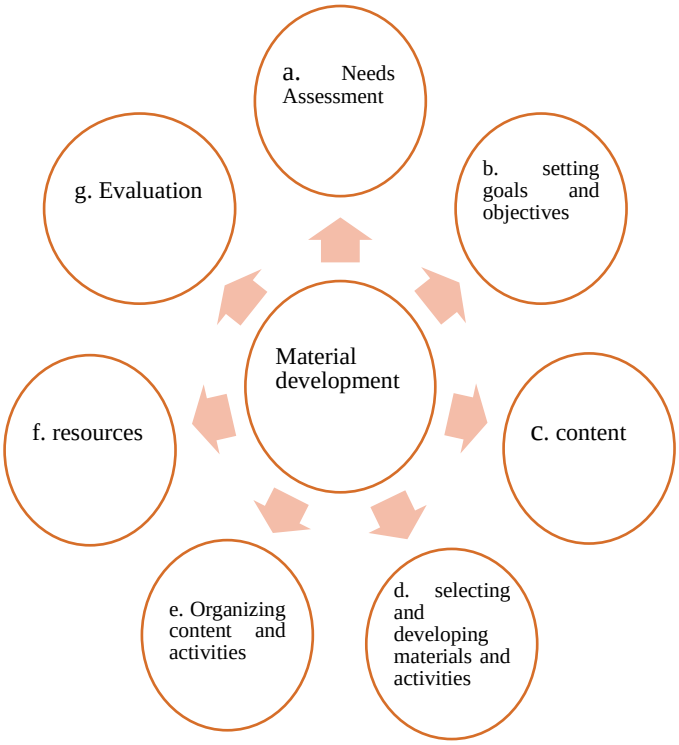
- ✓ **Assessing student readiness, interest, and learning profile:** It means recognizing that each learner has their own level of knowledge, understanding, and skills. This assessment allows ESL teachers to design-focused learning experiences for students as well as appropriate methods of scaffolding. Assessing student interests is carried out to design learning experiences that are significant to students and engage them more fully in learning. While learning profile refers to how students learn the best and their learning styles and background.
- ✓ **Designing Differentiated Strategies:** Once EFL teachers get enough information about students' readiness, interests, and learning profiles, they are ready to plan meaningful activities and group students in a variety of ways to capitalize on all students' knowledge, abilities, and interests. In these steps, teachers are called to consider the following aspects: classroom routines, flexible grouping, and tiered activities.

2.2 EFL Materia Design

Designing or adequate material is inherent to the teaching profession. Tomlinson (1998) describes effective materials such as instruments used by teachers for easing learning, providing the learners with cognition, experiences, and comprehension; and learning something meaningful, relevant, and motivating to them. From this perspective, developing materials that suit all of our learners' profiles is a process that requires not only expertise, imagination, and goal setting but an evaluation. In this respect, Graves (1997) proposes a framework of the paths a teacher must follow to develop materials that meet the needs and wants of the learners.

Figure 4

Material development components Graves (1997)



Note. The diagram below points out the main seven subjects to be considered by teachers when designing the material, they are planning to use with their students.

In the case of an EFL teacher, there is an amount of commercial material available on the internet for teaching English. Despite this fact, many teachers are called to create their material or adapt the available one considering essential aspects such as context, student readiness, styles, preferences, and expectations to meet all the student's needs including the students with SEN. It is so because as Garton and Graves cited by Augusto (2015, p. 11) state "materials are fundamental to language learning and teaching (…) *but materials cannot be viewed independently of their users*." This points out two paramount things teachers should consider when designing their

material: its content and relevance to English learning and its relationship with the beneficiaries or users.

To this respect, Tomlinson (2009) proposes a set of principles, derived from the main principles of language acquisition (Krashen 1985, Arnold 1999, Bolitho, 2003), to be considered by EFL/ESL teachers when developing materials.

- Make sure that the language input is contextualized. Language use is determined and interpreted in relation to its context of use. Decontextualized examples do not contain enough information about the user, the addressee(s), the relationships between the interactants, the setting, the intentions, or the outcomes for them to be of value to the language learner.
- Make use of activities that get the learners to think about what they are reading or listening to and to respond to it personally.
- Make sure the texts and tasks are as interesting, relevant, and enjoyable as possible so as to exert a positive influence on the learners' attitudes to the language and to the process of learning it.
- Use an experiential approach in which the learners are first of all provided with an experience that engages them holistically. From this experience, they learn implicitly without focusing conscious attention on any particular features of the experience.
- Provide many opportunities for the learners to produce language in order to achieve intended outcomes.

Subsequently, these principles that Tomlinson proposes have many important characteristics to consider when creating good material, these characteristics are the context, interests, and experiences that the students have at the time of developing an activity, which helps the student to enjoy the activity, and also helps the teacher to create the appropriate material taking into account the needs of each student.

2.3 Inclusive Discourse

Defining discourse is not an easy task because the term is within a multifaceted and diverse area. Dunne (2009) describes discourse as bodies of ideas that "map out what can be said and inform our thinking about how we should be and act in the world." The power of discourse lies in the fact that it involves not only conceptions but actions. In the last decades, the medical and social discourse has had a leading role in the educational field. The dichotomy that represents these two terms is decisive since it affects how society perceives people with SEN.

2.3.1 The disability Discourse

This model also called the medical model is focused on how the school staffs assume disability (Kellett, 2011). This affirmation has relevance if it is considered that the teachers´ perceptions about students with SEN have a strong impact on their decisions and expectations when teaching. For example, along history we have seen in classrooms some teachers within inclusive contexts are used to typify the students into two groups: normal students and students with special educational needs.

This classification arises from the belief that disabilities do not match the concept teachers have about normalcy. As disability in the medical model is considered abnormal, it presumes the main goal of the individual is to be cured of an "illness" so they can be 'normal' (Kearney & Kane, 2006). Teachers who firmly believe this tend to focus on what students with disabilities are not able to do and not on their abilities or capacity of achieving some goals at a certain degree of difficulty.

2.3.2 The Special Education Discourse

Some people may think that special education discourse is part of the past, but there are some institutions whose specialty is to provide special education, especially to those students with more severe disabilities. What is more, there are educational policies that validate the existence of this type of institution (Department of Education and skills, DfES, 2004). To this respect, Warnock (2005), concludes that 'inclusion is not a matter of where you are geographically, but of where you feel you belong' (p. 38). From this view, separating students with SEN from their typically developing peers does not alter any way the learning process of them. However, some authors consider that the task of educational authorities is to create conditions to remove the barriers that prevent students with SEN from accessing the regular curriculum.

2.3.3 The inclusive or social discourse

"The social model became the dominant model in underpinning inclusive education because it is very similar to the fundamental philosophies of inclusion, especially concerning attitudes and equal opportunities in an educational context" (Jenson, 2018, p. 52). Under this discourse, an individual should not be defined by a biological condition considered within the

medical model as a disability. On the contrary, the participation of that person in the community must be guaranteed to create conditions that allow that human being to interact with the environment without any restriction.

This discourse has been placed in the best position in the educational field because it is used by teachers who are committed to students and their learning. All of them recognize their responsibility in meeting all the student's needs. Most of them are aware of the challenges it involves. They assume that it is their duty to adapt their curriculum standards, subject instructions, and goals to address the needs of students with SEN while fostering their continuing professional growth, and in consequence, make efforts to be in constant training not only on inclusive education but also on their subject matter.

Within the inclusive discourse, it is recognized the relevance of the medical discourse since according to Jehson (2018) there are some students whose disabilities require specialized help, and the person in charge of ensuring the well-being and health of the individual must be a medical professional. In this case, the information that a social model activist may provide about the student´s treatment is insufficient. To sum up, both social and medical discourse has a deep significance within an inclusive context, “the medical model is not an adversary to the social model but there should be a balance in application in real-life circumstances.” (Ibid).

2.3.4 Discursive Practices

In the case of the English language, which is the subject to be studied through this research, some specific aspects have to be considered. Young (2010, p.2) defines the discursive practice as “performance, action in the living world, action inseparable from

context". From this view, it is clear that discourse is related not only to verbal expressions (language) but also to do with other ways of communicating such as: body language, gestures, visual, facial and drawing communication, Additionally, in this definition is included a key concept that conforms a fundamental component of the didactic triangle which is context, therefore teachers must take into account the context of each individual, especially those with special educational needs. There are some characteristics of the discursive practice which facilitate English language learning (Ibid):

- Discursive practice is multimodal: It refers to the use of nonverbal communication for conveying a message. Examples of this are the use of body language, gestures, and movements of hands and arms. The use of gestural resources is considered fundamental when learning a foreign language since it can be used to compensate for the lack of verbal resources.
- Discursive practice is inseparable from context: It means that all the practices or events have to be studied within a particular context. It has to do not only with a physical space but with a cultural, historical, social, interactional, and political situation. The main goal is to answer the questions: Where is it happening? When is it happening? Who is doing it? And why are they doing it?
- Within a classroom the discursive practice involves a pedagogical practice. Within English, it is supposed that one of the learners' needs is to learn a new language, but in most cases, they experiment with something different. Some of them are not learning English, they are learning a classroom practice, maintaining their own

power or identities within an institution. It is even more complex when talking about students with SEN that have dealt with several challenges within the regular classes.

2.3.5 Inclusive discursive Practices

Studying discourse is a way of understanding the language people use in everyday relations, how those influences and constructs the meaning of the world around them and clarifies the orderly practices and their implications for the conduct of social life (Wetherell, 2000). additionally, discourse in general is the practice that we use in our daily life and help us to build interpersonal relationships in society, not only do we build it but we are able to understand it and adapt it to the needs of people in this way it is important to take into account each individual, their context, their way of expressing themselves and their way of acting in the real world.

Similarly, it is important to study the discourse used by teachers in a classroom with children with special educational needs. Wong (2010) and Kang (2009) state the importance of analyzing teachers' discourse on how they understand disabilities in the classroom. Such analysis provides the practices and strategies used in inclusive classrooms to respond to students' behaviors, considering this statement it can be said that success or having a good class with children with special educational needs starts from the teacher's discourse, how teachers understand that special need, and how teachers understand that child, his/her context, his/her learning style and learning pace, his weaknesses, strengths all this set of elements come from the discourse which will allow teachers to know and use the appropriate practices and strategies in order to reach knowledge.

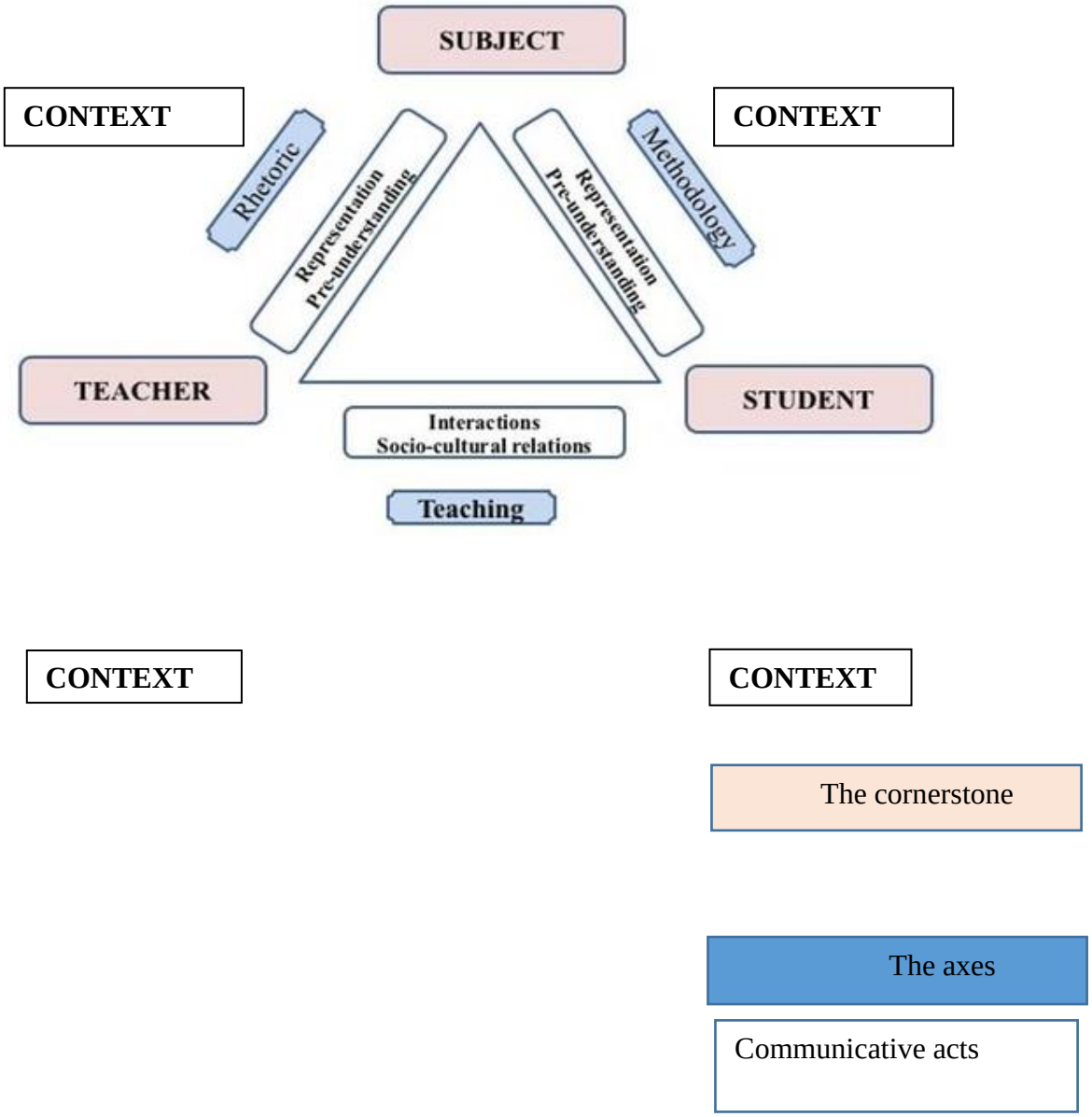
Wong (2010) analyzed classroom discourse based on scientific discourse to understand students with learning disabilities and she found that teachers can have a different discourse available to understand variances as ordinary and natural, having this Wong (2010,p.13) could conclude that as inclusive discursive practices teachers examine the context of the child and in which ways it is promoting such differences to be considered a deficit 'rather than trying to justify why human differences exist.

In the same way, discourse is important when reaching a student with learning disabilities, but not only that, there are variables that as teachers can help to have inclusive discursive practices, and one of them is learning that every child with a learning disability has their own world, context, ideas, emotions and as leaders in the classrooms we need to consider and understand each learner.

Warming (2011) states that the discourse related to inclusive pedagogy and teaching can be defined as the challenges that form and inform the manner in which teachers make decisions for meeting the needs of all the children within inclusive classrooms. Furthermore, it can be said that discourse implies not only what and how teachers communicate their ideas but also what leads them to have particular thinking about inclusive education. From this perspective, the analysis of discourse in an inclusive classroom includes the study of the interaction between the teacher and the students and the subject studied within a specific social and cultural context.

To explain this concept in a more accurate way, the didactic triangle is used as a reference since it includes all the aspects that have to be taken into consideration when implementing inclusive discourse practice.

Figure 5
An illustration of the didactic triangle with inspiration from Augustsson and Boström (2016, p. 4)



Note: In the diagram below the Teacher cornerstone refers to the teacher's professional and personal qualities, the Student(s) cornerstone refers to learning at the individual and group level, and the Subject cornerstone refers to specific knowledge content. Interaction refers to the relationship between the teacher and the student or group, and it is communicative and

relational. Rhetoric concerns how the teachers present the subject. Methods are about which teaching methods are offered or which suit the situation (Augustsson & Boström, 2016).

With respect to the teacher´s profession and qualities, it must be said that it includes the previous experiences and training the teacher has had regarding the inclusion of students with SENs. In relation to the students, as has been mentioned before, it is needed to recognize that all of them, with or without SEN, have unique needs, learning styles, and challenges. In terms of English there are even more aspects to take into account since each subject has its own didactic, focus, and methodology and all the decisions related to it have to be taken considering it within a particular context.

2.4 Literature Review

Augusto-Navarro, E. H. (2015). Conducted a study in Brazil about the design of teaching material as a tool in EFL teacher education the purpose if this study to describe teacher practices carried out in a program on teacher education in a Brazilian federal university. The context presents the teacher educator (TE) with a dual challenge: to prepare student teachers to become professionals and to improve their language proficiency at the same time, this study is based on experiences in three contexts with two different practice perspectives; a mandatory one (MP) occurring in the classroom under the guidance and supervision, and another project based (PB), an extracurricular opportunity for those interested and selected to teach “extension” courses. in both cases, teaching material design has a central role in the process of educating student teachers and in guiding them to make informed choices, in the sense advocated by Larsen-freeman (1983), taking into account that the focus if this study is the analysis of the role of material design in the

teacher education process, teachers were asked to design an EFL teaching unit having freedom to make choices such us target learners, themes/topics and teaching learning settings they were also informed that they will need to develop a process work throughout the term, have theoretical foundations for their choices and expose a first draft to the TE, a second drat to colleagues and a third drat to TE, before a final presentation to be delivered to the whole class.

Results revealed that in the three different context the design of EFL teaching materials can vary depending on the learners needs, wants and reaction, beside this choosing and adapting materials represent quite a challenge for most EFL teachers, material design play a central role in teaching and learning process since it does not have to do only with teachers but also to meet the needs of students, this is related to the present study due to the designing and adaptation of materials depend on some conceptual decisions and have to be made to improve inclusion through creating inclusive materials.

Andile Mdikana, Sibusiso Ntshangase and Tokozile Mayekiso (2007) conducted a study in the University of the Witwatersrand, south Africa which main purpose was to examine English pre-services teachers' attitudes and beliefs toward the inclusion of learners with disabilities in the general education classroom.

Questionnaires developed by Choles (1997) and Gordon (2000) was adapted and used as a measuring instrument to record the responses of the research participants. The adapted questionnaire was assessed by a research psychologist to improve its validity. The questionnaire included two sections. The first section dealt with factors influencing attitudes and were designed to provide background information. The second section focused on pre-service educator's attitudes

towards inclusive education. An adaptation of questionnaires used by Gordons (2000) and Choles (1997) was be made.

The result of this study showed that preservice educators responded positively towards inclusive education with regards to the inclusion of children with special needs. It should be noted that the studies reviewed reveal both negative and positive attitudes towards inclusive education. Preservice teachers stated that the reason why they sometimes have negative attitude is the lack of confidence both in their own instructional skills or management skills which provoke educator´s anxiety which is understandable since inclusive classrooms require special skills, another important finding in this study is that preservice teachers felt that there is a need for special resources in terms of material.

Callado, Molina, Pérez, & Rodríguez, (2015), also conducted a research study with the purpose of finding out if schools located in rural areas in the Sierra Sur, Spain follow the inclusive education principle satisfactorily and determine what strategies and criteria are considered by English teachers when dealing with inclusive education. To achieve the research purpose the method used included the application of a Likert type questionnaire, which was developed to distribute among kindergarten and primary education English teachers of the geographical area located in the Sierra Sur of the province of Jaén.

The questionnaire was created based on three aspects. The first one asked if the teachers know the inclusive education concept and principles. The second one asked which methodology and teaching strategies are used to this end, and the third one asks whether teachers consider themselves sufficiently prepared to deal with students with SENs. The results of the first

dimension show that despite the fact most of the teachers said they practice inclusive education in their classes; they do not identify the difference between the meaning of integration and the meaning of inclusion. With respect to the second dimension, even though teacher claim to follow inclusive practices, it was identified through the questionnaire that the teachers do not have an idea of what strategies are helpful for achieving success when it comes to implementing an inclusive curriculum**.** In the last dimension, the teachers answered that they are ready for inclusive practices but there was no evidence, which shows a methodological change, nor any adaptation in their teaching method.

The research concluded that more than two decades have not been enough to become inclusion a common practice in the classroom. the schools are just simulating inclusion, but they do not have real opportunities of removing the obstacles inclusion represents for them daily. Another conclusion is the need for the initiative from teachers in those places. Most of them say they want to improve the processes, but it is required active participation and proposals, which allow them to implement the new methodologies and abandon traditional ways of teaching practices, which do not facilitate inclusion.

Cenci, Vilas & Damiani (2016), accomplished intervention research in Brazil with the purpose of analyzing how English teachers from a public school were perceiving inclusion and trying to build, collectively, possibilities for the school to become an inclusive institution. This is considering the fact that for many teachers, in that educational community, inclusion has been quite challenging. The population participating in the study was conformed of eleven sixth-grade English teachers, one special education teacher, the pedagogical coordinator, and the educational counselor.

The investigation was carried out based on the Cultural-Historical Activity Theory and using an interventionist methodology inspired by the Change Laboratory model (Engeström, 2007, 2011; Virkkunen, Newnham, (2013). The Laboratory was divided into ten different sessions with all the participants. Those sessions were spaces where the group of teachers could learn about the inclusion process, share points of view and worries, and face the contradictions involved in it. The data show three categories emerged with respect to the teachers' concerns about inclusion: 1) inclusion as learning, 2) inclusion as a fallacy and 3) manifestation of contradictions related to inclusion.

The first category implies the belief that it is possible that students with SEN learn regardless of their physical, emotional, or cognitive difficulties. This was the category less frequently found in the teacher's talks. Results demonstrated that inclusion as learning is seen just in a few cases happening in the school. It seems that teachers still focus their attention on the limitations of inclusive education and not on the learning opportunities that it represents for students with SEN and for the school.

With respect to the second category, it was found that teachers believe that inclusion in the English classroom does work. They argued that what is proposed in the inclusion political design is considerably different from what happens in the classroom. For teachers, students with SEN are included in all the activities but they are not evaluated as the rest of the students since there is no perceived progress or effective learning. The unique advantage that some of them see in inclusion processes is the possibility of having students with SEN within mainstream classrooms and letting them participate in all the proposed activities.

The last category, which was the most frequently mentioned, is the category of manifestation of contradictions. It indicates the tensions triggered by inclusion in the school. Tensions in that study are seen not as problems but as concerns and questions, which lead all the teachers involved in the inclusive education process to take actions that contribute to improving the situation.

The results of this study can be worth comparing and determining whether the teacher's concerns in Brazil are the same as the teachers` concerns here in Colombia. Even though the mentioned study does not specify which subjects the teachers participating in the study teach, nor mention if teachers of all the subjects share the same worries.

Saloviita (2018) did research in this same line in Finland. The study aimed at surveying the attitudes of Finnish basic school teachers toward inclusion using a large national sample and the Teachers' Attitudes towards Inclusion Scale (TAIS). The idea was to estimate the intellectual readiness of teachers toward inclusive education. The aspects measured using the TAIS scale were teachers' self-efficacy, work orientation, age and years of teaching, genre, and teacher qualification. A number of 1,764 Finnish teachers were surveyed through email.

The results showed that the special-education teachers' mean scores were above the midpoint. About 20% of teachers were against inclusion, and 8% agreed with all the proposals in the inclusive education politic. Teachers' work orientation and self-efficacy had low associations with their attitudes toward inclusion. In terms of genre, a small difference was found since female teachers felt slightly more positively towards inclusion than male teachers, but this difference is noticed just concerning special education teachers. In terms of age and years of teaching, there was

a little significant difference which shows that younger teachers were somewhat more positive towards inclusion.

In this same line, Robert, Mute, Koreanaga, Kuorelacti, & Sacolainen**, c**onducted a research study in Japan and Finland in 2019. The research aimed at comparing the teachers' attitudes toward inclusion. A sample of 362 Finnish and 518 Japanese teachers participated in the study. The two countries were selected because both have similarities and differences in their educational system, culture, and conditions. The results showed that in both countries teachers experiment with negative feelings when teaching students with SENs. They feel anxiety within an inclusive classroom since they need to invest more time and attention in those students with lower academic achievements.

However, the results differ considerably from one country to the other. One of the conclusions of the study was that the implementation of inclusive education is highly context-dependent. It seems that the Finnish teachers are more critical about their perception of inclusive education whilst the Japanese teachers do not see any improvement in the student's academic results in inclusive classrooms compared with mainstream classrooms.

Another conclusion was that Finnish teachers were more ready to meet the needs of students with SENs. Although, Finnish teachers feel more ready to work with students' emotional, social or intellectual needs while Japanese teachers prefer including students with physical disabilities in their classes. The teachers with successful practice have positive attitudes toward inclusion. On the contrary, teachers who have experienced negative events have negative feelings toward inclusion**.**

The biggest difference in effect size between Finland and Japan was seen in the question of how appropriate IE is for non-SEN children. The Japanese teachers trust the quality of IE for non-disabled children whereas the Finnish teachers were clearly much more worried about it and had many doubts. Japanese teachers were more concerned with respect to teachers' training on inclusive education while Japanese teachers were more focused on the students with SEN achievements.

The results of these studies are useful for the current research because this allows knowing teachers´ attitudes toward inclusion in other contexts beforehand. What is more, that knowledge provides the possibility of comparing and establishing similarities and differences between different educational systems. Furthermore, the conclusions will give inputs about the difference between the teachers´ attitudes and level of readiness towards inclusion establishing relations between their genre, age, teaching experience, culture, and background differences. Additionally, the techniques and instruments used to know the criteria and strategies the teachers follow when teaching the students with SENs can be useful when designing new instruments for identifying what informs the teachers´ decisions when they are creating new materials for an inclusive classroom.

One lack of studies is that none of them uses the subject or level taught by the teachers participating in them as variables of study. Hence, it is not possible to determine if for example, EFL teachers experiment more negative feelings toward inclusion than the rest of the teachers or if teachers in primary schools feel more ready to teach students with SEN than teachers in high school.

Cassady conducted a research study in 2011 with the purpose of exploring English teachers' attitudes toward the Inclusion of students with autism and Emotional Behavior Disorder (EBD). During the study,25 mainstream teachers were surveyed to identify their willingness to include a child with autism and a student with EBD in their classroom. The purpose of the research was to establish whether there was a notable difference in their attitudes toward different disabilities. Teachers reported they have problems meeting the needs of those students because of the children's lack of social skills, behavioral outbursts, modifications made to the curriculum, and lack of training and support.

The results showed that the type and severity of the children's disabilities affect teachers' willingness to accommodate certain students and their confidence that they will effectively manage in their classroom. There was a considerable difference between the teachers´ attitudes toward students with autism and students with EBD. According to the sample t-test applied to teachers, they prefer having a student with autism in their regular classrooms to a student who has EBD.

In the same line, Gidlund did a research study in 2018 in some Swedish with the purpose of contributing to the understanding of English teachers' discourses related to the inclusion of students with emotional and behavioral difficulties (EBD) within regular classrooms. This investigation was carried out following a method named methodological discussion. The techniques used for collecting the data were focus group interviews, and discursive interviews. The results were presented through four different articles. In the first article, it is shown that for English teachers students with behavior problems are the most difficult students to include in mainstream classrooms. Further, the teachers´ attitude regarding inclusion depends heavily on the type of disability. Teachers consider that the main barriers to include students with EBD are

classroom climate, learning results, teachers´ frustration, school organization, and the attitudes of other members of the educational community.

Article II it is presented the teachers ‘discourse which conforms to a collective identity of EBD as a category of SEN. That identity constitutes a reality that affects their teaching practices and decisions since they perceive students with EBD as disturbing and disrespectful. The teachers` discourse revolves around the need to have experts dealing with this type of disorder. There was not identified an open and more adapted discourse, which considers the needs of students with EBD within those schools.

Article III contains the advantages and disadvantages of including students with EBD within mainstream classrooms. The results revealed that the teachers’ discussions were mainly around the disadvantages of including students with EBD in a regular classroom. The main disadvantage found has to do with the context because the teachers believe that their schools are not places designed for inclusion. Most of them related inclusion to behavior problems, dilemmas to understand and adapt some conflicting strategies of inclusion, and impossibility of meeting the needs of students with EBD in schools that do not have the needed conditions.

Article IV is about the inclusive didactics articulated when teachers discuss including students with EBD in mainstream classes. The analysis showed that the term inclusive didactic is confusing and ambiguous for teachers. They did not have a unified concept about it. Nonetheless, the teachers recognized that the use of individualized instructional strategies, teaching methods, and interactive technological tools help them to achieve success when teaching students with EBD.

It was found that individualization is considered key since most of the teachers still teach under the paradigm of special (segregated) education.

One of the conclusions of this study lies in the importance of considering the English teachers ‘voices regarding inclusion in the classroom. Teachers are the ones in charge of carrying the inclusion upon their shoulders, so their discourse and recommendations must be taken into account especially when it comes to designing and implementing policies and reforms. What is more, the negative feelings of teachers such as the discourse of frustration or apathy must be analyzed by exploring the factors behind such attitudes. Another important conclusion was the necessity of providing the teachers with the required tools and support to implement inclusion in their classrooms so that they begin to perceive inclusion as a positive experience.

These two studies are worthy of the present research since they will contribute to having a wider understanding of the inclusion of students with EDB and autism, and therefore propose new ways of acting within mainstream classrooms. Moreover, the analysis of the teachers´ prevailing discourse will provide input for a collaborative study comparing some Swedish and Colombian teachers to establish similarities and differences. Nonetheless, it is needed to say that one limitation of the previous research studies is that they just focus on students with EDB and autism. There are many other SENs presented in the Colombian context that was not included. For that reason, it is required a wider study which analyses some other especial needs.

Warming (2011) did an exploratory research study in Denmark with the purpose of exploring the discursive formation of inclusion in early childhood education in a Danish municipality. Some techniques used for collecting the data were a group interview. That interview

was applied to five pre and after-school care English teachers of children aged between three and nine in different institutions. The analysis is divided into six scene settings. Each scene includes constructions and discussion about the discursive field in the inclusive pedagogy made by all the participants.

In the first scene, the teachers pointed out a very challenging situation they face in the inclusive classroom, which is the marked difference between acting-out children and 'well-functioning children. The teachers related "well-functioning" with some external factors such as tools, space, and resources to work at home. Additionally, they did not perceive classroom overcrowding as a problem. However, they claimed that the difficulty lies in the fact that most of the extra children included in each classroom have a particular behavior that affects the social order of the school since they run around without control and hit other children.

In the second scene of this study, the teachers mentioned the reasons behind that disruptive behavior and proposed some possible solutions. They believe that nowadays parents tend to be individualistic and egotistical. They focus just on them and have difficulties establishing limits in the upbringing of their children. The teachers pointed out the need for "socialization" of those children so that they acquire social competence, which allows them to follow firm rules. The teachers said that it is impossible to ask the children to keep adequate behavior at school if they do whatever they want at home. That is why in scene three the teachers mentioned the need for segregation because it is not possible to construct a new reality within those big groups.

In the fourth scene, the teachers talked about the necessity of introducing flexible pedagogy into a classroom as a solution to the problem. They recognized that the problem is not just the

children but also the way they react in some complex situations. They understand that their language and the way they ask things have a huge influence on the children´s behavior. In the fifth scene setting the focus lies on the teacher-children interaction. Culturally, there are differences between some social codes and rules because what the child is asked at school is not the same as, he or she is asked at home. Hence, it is completely necessary to find more assertive and effective ways of communication.

Finally, in the sixth scene, the teachers mentioned the importance of a diagnostic. Here they talked about the relevance of observing the children as a person, and not as a problem. A child is a person with talents and intelligence, who maybe has some difficulties socializing within a big group. In conclusion, it was perceived that the teachers´ discourse was ambiguous and contradictory to a certain point. In those schools, inclusion seems to be more rhetoric than practice. There are many factors and barriers involved in this problem including the decreasing interest of the government in childhood.

This research is significant for the purpose of this study because it provides relevant information about the way some teachers in other countries perceive inclusion and the challenges they face when interacting with students with SENs. Furthermore, the way in which the teacher's discourse was organized into sequential categories, and the relation of it with what some authors have claimed, will give input for the analysis of the results in this investigation.

3 Methods

3.1 Research approach and design.

Considering the objectives and characteristics of this study, it will adopt a qualitative design. Denzin & Lincoln, Y. S. (2013), perceive "qualitative research is a situated activity that locates the observer in the world, Qualitative research consists of a set of interpretive, material practices that make the world visible, they emphasize the researchers and state that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" this kind of design study things in their natural environment without altering the behavior of the research participants, trying to make sense of something or interpret a phenomenon, and this is exactly what is intended to be covered in this research since the purpose of this research is to study a phenomenon and interpret it.

This type of approach may be needed because the topic has never been addressed in this context with English teachers Many researchers have investigated about teaching and learning a foreign language in terms of inclusion, material design , inclusive discursive practices, also studies on perceptions that teachers have about teaching a foreign language to children with special needs, however what makes this research special and unique is how teachers of foreign language, in this case English, create their materials for students with special educational needs, what they take into account when they are creating them and adapting them , what they feel at the moment of doing it since many ideas, thoughts, feelings come to their mind and it is there where doubts begin to arise, if it is going to work or not, if the objective was fulfilled, it is possible that my students like this, so this study will help teachers and future teachers what to take into account to create materials in EFL classroom with special educational need students.

Regarding the design, the case study model was chosen as the method of inquiry since it allows the researcher to capture and describe the complexity of real-life events (Stake, 1995; Yin, 1994). In this sense, the difficulty was identified and it is how teachers at the Montessori global school create and adapt study materials taking into account various aspects that can include students with special educational needs since inclusion has grown progressively in our society not only in the school environment but in other settings in which we are immersed every day.

According to yin (2003) a case study design should be considered when (a) the focus of the study is to answer “how” and “why” questions (b) you cannot manipulate the behavior of those involved in the study (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study, I decided to use case study since the main question has the intention of answering how teachers create materials without manipulating or interfering if they do it in one way or another to finally know what elements influence on teachers for the creation and adaptation of these and be able to answer this question.

Merriam & Tisdell (2015) said that the case study method allows researchers to examine data within a specific context, it is clear that we must have a context where to do research, similarly (stake, 1995) perceives Case studies as a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals., for this reason, we must keep in mind that this context should not be chosen randomly, that is why for this study it was chosen a place in which, several of the main themes of this research (inclusion, materials design, discursive inclusive practices) has been worked over many years and are in charge of providing us with the data and examine it in order to answer and give possible solutions to the questions.

3.2 Participants and Context

The school selected for this study is located in the city of Monteria, Cordoba, Colombia and serves families in a good socioeconomic status, most of the children live with their parents who both have a permanent jobs, and this private school serves students from 2 years old who are in nursery level to students in 10th grade who are on average 16 years old, It is important to mention that I worked there for a year and a half and during that time I was able to teach students with special needs (mental, behavioral, physical). The experience I had was enriching because the administrators provide teachers with continuous training on different topics of inclusion, and as teachers, we were in continuous improvement, It is worth mentioning that the process to recruit and admit students is rigorous and they have a protocol of several filters with the different disciplines of the school such as psychology area, interviews with the administrators, parents go to school and walk around and know the infrastructure of the school, the whole process is done in a personal way supported by the educational staff.

Teachers and administrators meet to look at textbook alternatives and decide depending on the level of the students. additionally, for those students with special educational needs, the process of selecting books is different since it must be sought in the report that parents bring to school to know what the condition is, also it is considered the recommendations of the specialists who serve them, finally select which works best for the child, as a result, the decision is made based on the previous elements.

American Think textbooks (student book and workbook) are the ones used in classes at this institution, these books have different kinds of activities that include English four skills, and

undoubtedly it is used throughout the year, for this school provides for English classes an hourly intensity of 10 to 12 hours a week, during this time teachers take advantage and work as much as possible developing the different activities, furthermore, 2 of these hours is taken to work on a reading plan which is an extension of English to improve reading skills and it has a different book in which students find different readings depending on their levels.

The learning method used in this school is precisely the Montessori method which is characterized by providing a well-prepared environment: organized, esthetic, simple, real, where each element has its reason for being in the development of children. The Montessori classroom naturally integrates and promotes socialization, respect, and solidarity.

Concerning the participants 2 female teachers were identified to participate in this study, both are undergraduates in basic education with an emphasis in humanities English at the university of Cordoba, the first one is a 28 years old teacher which has lot of experience teaching the foreign language in different schools around Monteria city, she has been working at this school since 2018 and is the English language coordinator, she has taught in different levels and different special needs, this year is teaching in primary level.

The second participant is a 26-year-old teacher and skilled professional with experience in teaching SEN students, she has been working in Montessori global school for 1 year and she is teaching at the 9th and 10th level, both participants lead a conversational club at the school with foreign people that allows students to develop their speaking skills, including children with special educational needs.

3.3 Ethics Implications

- This study is developed in accordance with the fulfillment of the following criteria established in the Belmont Report, in the CIOMS Guidelines, and in Resolution 008430 of October 4, 1993, and, based on the universal principle of Human Rights:

- The privacy of individuals and the normal development of the community are respected. Confidentiality is preserved, which will be consigned in informed consent for investigations of a social nature.

- The exclusivity of the unpublished of this work is declared, that is, the reproduction, plagiarism, or partial or total copies of another investigation without its corresponding reference are discarded. Even considering the possibility of the existence of research of a similar nature, either the reference framework or the methodological treatment should mark differences that must be reflected through the conclusions of the research and its subsequent review by expert juries on the subject.

3.4 Data Collection

Data for this study was collected from a variety of sources such as interviews, questionnaires, and documentary reviews (artifact analysis - review of lesson plans, review of courses.) An interview in which there will be multiple questions related to the most important concepts of the research, from the perceptions of teachers when creating materials to the use of discursive inclusive practices, two questionnaires in which these two relevant aspects of the

research will be included but this time separately and finally a review of the lesson planner in which will be evidenced if the teacher uses and applies concepts of the research.

In qualitative research, you ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. (Creswell, 2022), for this study, the use of open-ended questions was the most appropriate as it provides more information that can be useful at the time of being analyzed, also in order to make participants not feel limited at the time of expressing themselves.

Semi-structured interviews were used in this study and Stuckey, (2013) states that in a semi-structured interview, the researcher sets the outline for the topics covered, but the interviewee's responses determine the way, in which the interview is directed. Taking into account Stuckey’s statement the topics for these eleven questions of the semi-structured interview were given to the participants, they went easy through the interview which was more like a fluent conversation in which both parts felt comfortable with it. at the end, I could have a general overview related to the two macro concepts.

The interview was implemented as a first step for both participants, it had a duration of half an hour and took place in Montessori global school. in the interview were asked questions related to teachers' perceptions about the creation of materials and inclusive discursive practices that are conducted in classrooms. The following questions are examples of the type of open questions that were asked during the session. How do you design the materials that are worked within a classroom with students with special educational needs in the area of English? How do you

promote inclusive discursive practices? among others, this interview will be transcribed so that the teachers' responses are clearly identified

Also, questionnaires were used in this research, Munn & Drever (1990), stated that questionnaires are a popular way of gathering information, questionnaires are by far the cheapest way of gathering information from hundreds or thousands of people, in this case, two questionnaires were implemented in order to have more specific information, the first one for teachers perceptions and second was related to inclusive discursive practices with the purpose of gathering specific information of each topic.

Questionnaires are useful for gathering original data about people, their behavior, experiences and social interactions, attitudes and opinions, and awareness of events (McLafferty 2010; Parfitt 2005) questionnaires are able not only to collect specific information about any topic but the attitudes, values, and interpretation of the participants and with respect to the researcher for this particular case it provides the perspectives that the participant has on that topic.

Furthermore, questionnaires used in qualitative research are usually used at establishing trends, patterns, or themes in experiences, behaviors, and understandings. Important to the analysis, then, is uncovering the influence of a specific context, rather than making generalizable claims about whole populations (Herbert 2012). For the present study, the idea of implementing these two questionnaires is to look at the behaviors and experiences of the participants in regard to the creation and adaptation of inclusive materials in the classroom and the use of inclusive discursive practices in the classroom, it is relevant to my research since it was mentioned above

this topic have never been addressed in this context even tough inclusion have been implemented for many years.

Two questionnaires were implemented to the participants in order to know more in-depth each of these macro concepts separately, i.e. questionnaire number one contains questions about the perceptions of teachers regarding the creation of materials, and number two related to the inclusive discursive practices which allowed us to know how teachers understand and apply these concepts, these questionnaires were applied through google documents which allow the participant to answer it virtually and the answers reach the researcher in graphs for a better understanding of the data.

On the other hand, document review is another useful tool for this research, Creswell, J. W. (2002) states a valuable source of information in qualitative research can be documented. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study taking into account these statement lesson plans were requested from participants as it allows the researcher to collect more useful information which may or may not be included in the interviews and questionnaires or just confirmed also it will the researcher to contrast what has been said and what is written obtaining more data to be analyzed, in the lesson planners teachers provided some elements were reviewed using a rubric with specific items in where are included aspects such as curriculum elements (content, objective, expected learning), general features of the activities, the material they use in class (adaptation- adoption), the use of inclusive discursive practices, and curricular adaptations.

4 Data Analysis

The information was gathered from one interview, two questionnaires, and documentary review, first two techniques were analyzed by transcribing and coding the information into categories/themes using thematic analysis which is a method for identifying, analyzing, and reporting patterns (themes) within data Braun & Clarke (2006), these themes captures something very important in relation to the research question.

Thematic analysis was not described by Braun and Clarke (2006) as a specific method, but as an aid to using many different methods. It is theoretically free and flexible, with the potential to account for rich and detailed data, this method helps to identify and analyze patterns and themes within the data and select those of interest for the research question.

While in the process of analyzing documents review (lesson plans) it was analyzed by using a rubric which is a rating scale as opposed to checklists that are used with performance assessments. They are formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating participants' work on performance assessments. Rubrics are typically the specific form of scoring instrument used when evaluating participants' performances or products (Mertler, 2000). Thus, the rubric used for the analysis of lesson plans contained particular criteria that are strongly linked to the research questions.

The design and implementation of the data collection method of this study were carefully carried out, furthermore, the analysis of the data gathered from the interview, questionnaires, and revision of the lesson plan sought to demonstrate validity and reliability by comparing and contrasting codes through triangulation of the information.

Finally, all the information was organized in a table for its respective analysis, which allows knowing the perceptions of teachers in terms of the creation and adaptation of materials, what are perceptions about the creation of their own materials, and what they take into account when creating them, all this immersed in the use of discursive inclusive practices.

5 Findings

The overall aim of this study was to explore how EFL teachers at the Montessori Global School design and adapt materials, what are their perceptions and choices taking into account inclusive discursive practices to meet the needs of SEN students. The results of this study are divided into three categories, the first is the recognition of SEN students, as a second category consider the interests and abilities of these students, and finally the learning style (visual, auditory or kinesthetic), it is worth to mention that categories are strongly linked to the inclusive discursive practices concept.

Recognition of SEN Students: It is paramount to say that both teachers have clarity about the concept of inclusive education, both of them have similar definitions, participant number one defines inclusion as the model of education that seeks to include all people in the learning process, including vulnerable populations with cognitive or physical conditions, while participant number two stated inclusion is to include different students since there are many disabilities and diverse abilities that need this inclusive education.

Regarding to the question in the interview: How do you design materials to work within a classroom with students with special educational needs in the area of English?

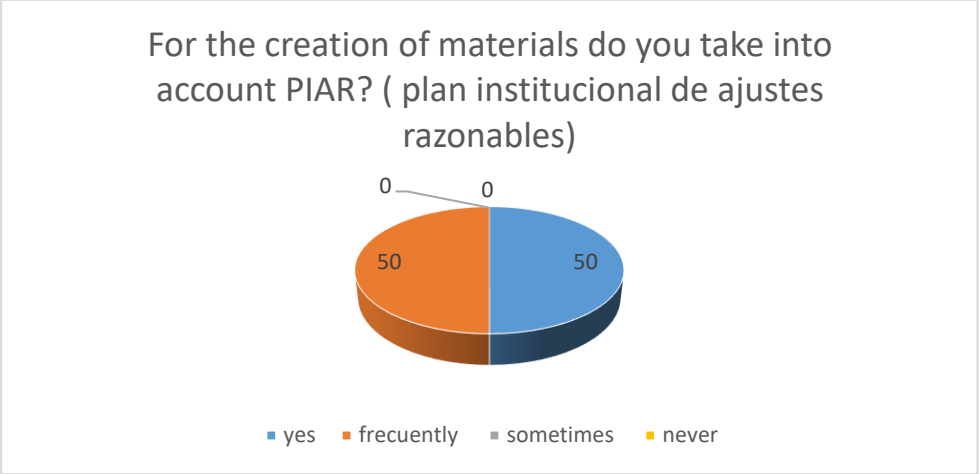
Both Participants were agree on their answers:

P1: Well in the English area ehhh I think that in all of them the first step is the recognition of the population What type of population is going to be worked with if it is tdh The needs they have

P2: These activities For this reason the materials are based ehhh mostly on ehhhh, since at this point we know the type of especial educational need so we go directly into the suggested curriculum so that is created for each student So I can ehhh see how much my student is going to give in class how much he is able to give

To complement this, participants claim that for the creation of materials, they know and frequently use the Plan Institucional de Ajustes Razonables (PIAR) to create materials, this is a tool used in schools to promote the teaching and learning processes of people with disabilities.

Figure 6
To the question: For the creation of materials do you take into account PIAR



In this way the design of guides, workshops, copies, and other material teachers consider that using PIAR tool help them to create functional material for Sens.'

On the other hand, teachers were asked to provide lesson planner to analyze if classes were planned differently for students with special educational needs and for classroom in general with the purpose to get and contrast information in the interview and questionnaires about they took

into account the need to plan the class and the used material, this lesson plan was provide by the teacher which is in secondary level.

Figure 7
Planetdom de class

DANE: 323001009315	PLANEADOR DE CLASES	CODIGO: PCGAC-03-F03 VERSIÓN: 0 FECHA: 20/01/2018
MACROPROCESO: GESTION ACADEMICA	PROCEDIMIENTO: GESTIÓN DE PEDAGOGÍA Y RECURSOS	

PERIODO: 2

English

UNIT NAME: Present tenses

OBJETIVO GENERAL: Expresar de forma oral y escrita oraciones que realizo con frecuencia en el tiempo presente

STANDARDS: Narro o describo de forma sencilla hechos y actividades que me son familiares.

BASIC LEARNINIG 3: DEVELOP ENGLISH SKILLS THROUGH DIFFERENT ACTIVITIES
3.1 Orally talk about habits and activities that you do in your free time .
3.2 Recognize through readings the correct use of the present simple
3.3 Improve through oral activities the correct use of the adverbs of frequency
BASIC LEARNINIG 4: USE THE SECOND LANGUAGE TO DEVELOP INTERACTIVE LISTENING SKILLS.
4.1 Improve the vocabulary from the unit through reading activities
4.2 Recognize the correct use of have and don't have to .
4.3 practice countable and uncountable nouns with the vocabulary from the unit

This is a lesson plan for sixth graders in second term, as it is seen teachers start planning with the name of the unit followed by the general objective and the standard, then the basic learnings and finally they have fill out a table in which they need to specify dates, evidences, general topic, activities and the material used, It is worth noting that this lesson planner is for

students in general, now let's look at how one of the teachers plans her lessons for students with special educational needs.

TOPIC: present simple

VOCABULARY: free time activities

Grade: 6th

Students with: TDH, TDA CONGNITIVE DISORDER.

students in general were shown an explanatory video in which they were taught the new vocabulary of free time activities.

children with diverse learning grade 6

using flash cards with images and vocabulary the students were asked to link the image with the previously learned vocabulary. This was done in a general way since the activity was within the abilities of the students with diverse learning, however **the instruction was done slowly and with examples for these students.**

speaking activity: by means of **a digital roulette** the students put into practice the vocabulary of free time activities by making short sentences previously explained with oral examples such as: I watch tv , I dont watch tv ,I play video games .....

with the **students of diverse learning** they were **given the instruction slowly and concisely**, they were asked to **replicate an example and by means of images practiced previously in flash cards** they were asked to select which of these activities they liked the most and normally performed and say them orally as a vocabulary and not as a complete sentence.

students were asked to make a page from the book in which they practiced what they had previously learned.

with students of diverse learning some have book management instruction should be paced and one exercise at a time actively monitor the activity performed and identify points that students may or may not be able to do

As it is shown , there is no specific format for planning classes for students with special educational needs; teachers plan these classes on a separate word sheet based on the standards, basic learning, units, and general objective of the planner for regular students, teacher do not specify this elements since she already have it in the regular class planner, thus having not a

curricular adaptation as such, but to perform the same activities using similar material as regular students, but with a lower degree in the basic learning.

5.1 Interests and Abilities of SEN Students

Concerning the main question of this exploratory study, how do EFL teachers at the Montessori Global School design and adapt materials taking into account inclusive discursive practices to meet the needs of SEN students' teachers considered that the interests or likes of these students are essential when designing and adapting material to carried out in classes, during interview, applied questionnaires and lesson plan review it was noticed that teachers take into account this issue.

with respect to the question: How do you design materials to work within a classroom with students with special educational needs in the area of English? Participant number one was very concise about her answer.

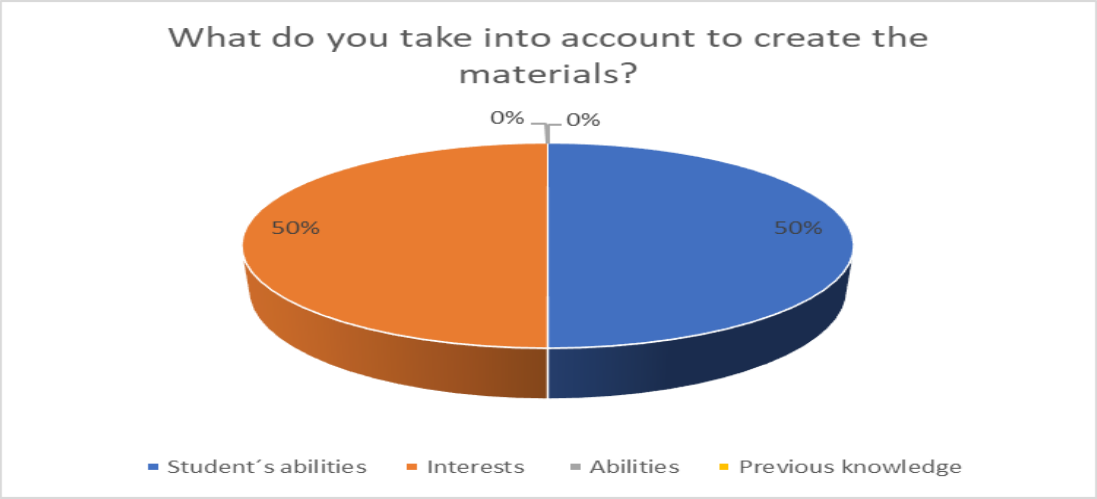
P1: A survey of the things they like is done.

While participant number 2 was more specific about.

P2: I am a teacher in the area of eeee ehhhhh In secondary grades Then in the area of English they already handle 4 skills which allow us to explore in depth the likes and abilities of each one of them, in addition to creating our Inclusive material for all types of learning Not only taking into account the inclusion But taking into account that the child develops Or if the child can develop

Participant one was very short about her answer to these questions, she expressed she does a survey but she does not specify the way she does it, meanwhile participant two was specific she mentioned that English has four skills it allows her to go in deep looking for likes and abilities of SENs.

Figure 8
To the question: During questionnaires there was one question about material design, what do you take into account to create materials?



It is relevant to mention that teachers matched their answers given in the interview with the one in the questionnaire; interests and abilities of SENs are important when they design material for their classes.

In lesson plan analyzes it is seen that teachers consider this two important aspects to create material for classes, taking 6th graders SENs lesson plan it is evidenced that this teacher applies what she said in interviews and questionnaires with is written in the planner.

with the **students of diverse learning** they were given the instruction slowly and concisely, they were asked to replicate an example and by means of images practiced previously **in flash cards** they were asked **to select which of these activities they liked the most and normally performed** and say them orally as a vocabulary and not as a complete sentence.

students were asked to make a page from the book in which they practiced what they had previously learned.

with students of diverse learning some have book management instruction should be paced and one exercise at a time actively monitor the activity performed and identify **points that students may or may not be able to do** |

with other students only handling images and vocabulary an online activity was conducted.

As it was mentioned earlier in this paper, this not a formal format of a class planner, teachers adjust the activity and the material used to what students can or can not do according to their especial educational need, anyway the highlighted sentences in the image shows likes and abilities while doing and developing activities.

5.2 Learning Style of SEN

Last but not least this category helps us to complement the two previous ones by considering the first sub-question which help us to answer what are teachers choices to design and adapt materials in the classroom, learning styles help teachers to understand which route to choose when teaching, as well as facilitate the process of creating materials and choosing which may or may not be functional for students with special educational needs, this is why the teachers in this study consider this category important and it is shown along the interview and the different questions teachers mentioned with short phrases or words that are part of learning styles, words

and phrases such as: auditory, visual, movement, attractive material, different spaces and environments, didactic material all these concepts framed in the Montessori model which according to the teachers is an orderly, aesthetic, simple, real prepared environment, where each element has its reason for being in the development of children, in which children work with concrete materials that provide the keys to explore the world and to develop basic cognitive skills and are designed so that the child can recognize the error by himself and become responsible for his own learning.

Some sections from the interview that contain information regarding learning styles are given below.

To the question What kind of adaptations should teachers make in English classes in order to make them inclusive? One of the teachers expressed the following.

P1: The class should also have Listening The class should also have writing Reading and everything can be included The class should have movement The class should not only be in a book The class should be walking and running Outside in the classroom

P2: by getting to know the student a little better You know how you can teach them, many times English has a very great strength and that is that You can use different types of visual auditory learning to be able to teach it through images Then it is a way to see how the student understands the activity or the materials that are given to them.

To the question: How do you design materials to work within a classroom with students with special educational needs in the area of English?

P1: different textures Soft and lightweight to allow them to walk and run Interact and share many things are taken into account when designing the material, Montessori model is very experiential.

P2: the essence of the Montessori methodology is that the child is the center of education, that I do not do it for me but help me do it for myself, and the fact that the material allows the student to self-correct and self-evaluate.

During lesson plan revision it was seen that teachers use different kind of material in order to students understand what is being taught, participant one provides knowledge in primary level, so it is important to observe the material she uses for her class, Bear in mind that for students with special educational need teachers make an adjustment of the activity and that is the curriculum adaptation.

Figure 9
Class planner

DANE: 323001009315	PLANEADOR DE CLASES	CODIGO: PCGAC-03-F03 VERSIÓN : 0 FECHA: 20/01/2018
MACROPROCESO: GESTION ACADEMICA	PROCEDIMIENTO: GESTIÓN DE PEDAGOGÍA Y RECURSOS	

Número del periodo: 2 **Grado: 2°**

Nombre de la unidad: classroom objects

Objetivo general: describo de forma oral y escrita a mis amigos y objetos de mi escuela.

STANDARD: Respondo a preguntas sobre personas, objetos y lugares de mi entorno.

BASIC LEARNING 3: UNDERSTAND AND EXPRESS THE VOCABULARY ABOUT CLASSROOM OBJECTS AN D DESCRIPTIONS

3.1 Recognize and use orally the vocabulary about describing things and people.
3.2 Organize sentences using the grammar structures of preposition
3.3 Participate in conversations in which you use the grammatical structure of past continuous.

BASIC LEARNING 4: USE THE FUTURE TENSE TO TALK ABOUT FUTURE FACTS AND YOUR FUTURE PLANS.

4.1. Understand the structures of future facts with ***will***.
4.2 Identify the uses of future with ***will*** and ***going to.***
4.3 Express your future plans through simple sentences and speaking

GRADO 2 / PERIODO 2				
STANDARD: Respondo a preguntas sobre personas, objetos y lugares de mi entorno.				
FECHA	**EVIDENCIAS**	**TEMA**	**ACTIVIDADES**	**MATERIALES**
April 18, 19, 20, 21, 22, 25	**3.1** Recognize and use orally the voca bulary about descri bing things and peo ple.	**Descriptions Who is…? What's he/ she like?**	• To introduce the topic about describing, the teacher will ask students questions about what kind of videos the students watch these days. Then, listen, watch and repeated a video conversation on page 30 and 31 from boost up 3-student book. • Role-play: from the last video, students will perform the conversation in front of their partners. • The teacher will play a song about describing things. They will watch the video and repeat the words. • Students will write the vocabulary on their notebook about describing words. • Spelling game: students will show a flashcard and students will organize the word with some letter cards about describing words • The teacher will explain who is…? What's he/ she like? And the correct forms to answer by playing a chant on a video. Then, students will work on pages 32 and 33 from boost up 3-student book. • Students will listen a story about what some friends look like and complete sentences. Also, they will	**Flashcards Boost up 4 student and workbook. Notebook Puzzle cards**

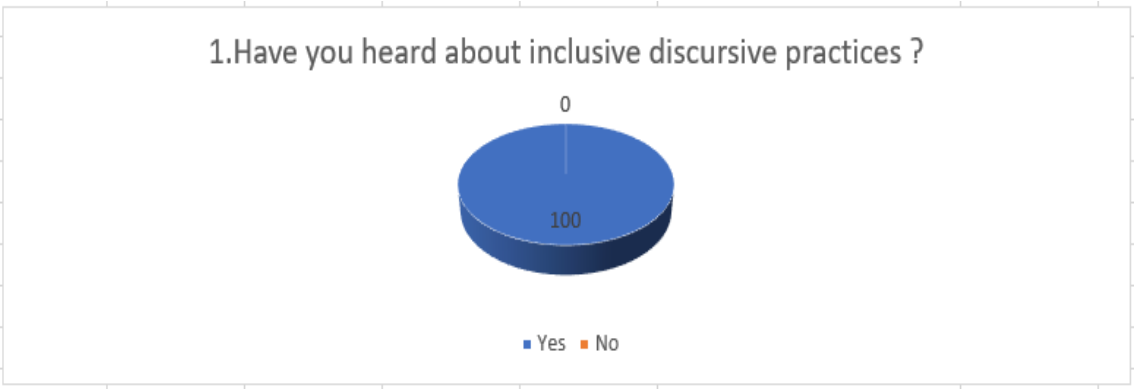
Classroom objects is the topic presented and the general objective is to describe in orally and written way objects in the school it is presumed that as the purpose of the objective is to communicate in oral and written way they are just going to develop written and oral activities which is not incorrect because depending on the learning style students adopt the best way to get the knowledge, as it is shown in the chart of the lesson plan teacher uses material such as flashcards (visual), puzzle cards (kinesthetic) and different types of material.

Figure 10
Activity in class

This is an image for participant one, she is teaching vocabulary to this student which has a mild cognitive disorder so teacher is teaching her to form words on a specific topic, and she does this way because the student is more kinesthetic and feels more comfortable working in this way.

The results found in this study are strongly connected with the use of inclusive discursive practices, for the analysis of this information, specific questions were asked in the questionnaires and the interview applied, what the teachers answered regarding this topic is striking since teachers know little about this topic, as it was mentioned in the conceptual framework, inclusive discursive practices refer to the use of nonverbal communication for conveying a message. Examples of this are the use of body language, gestures, and movements of hands and arms. The use of gestural resources is considered fundamental when learning a foreign language since it can be used to compensate for the lack of verbal resources, having this there are some important sections in which teachers of this study answer in an incomplete way to this concept since they only related it to discursive.

Figure 11
To the question: *Have you heard about inclusive discursive practices*



If your answer to the previous question was affirmative. What have you heard about it ?

I have heard that inclusive discursive practices are use to include population with special needs in the classroom
Is to include population with disabilities through activities with diverse material

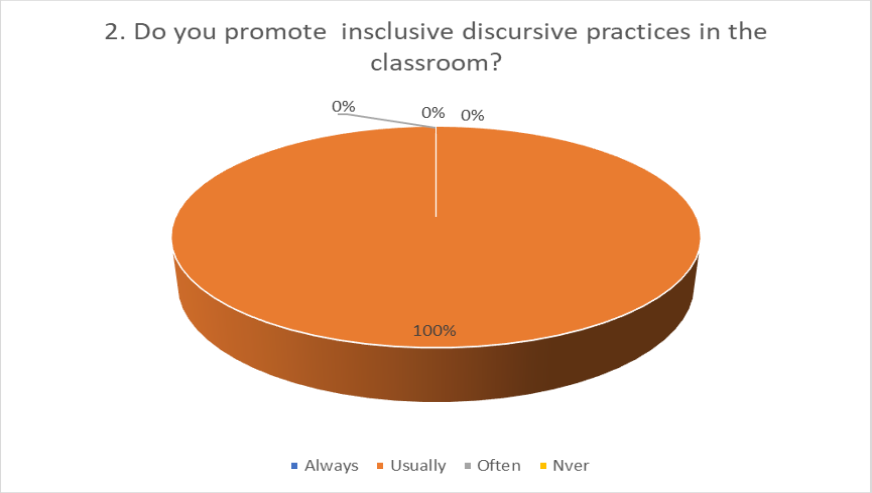
The first question regarding this topic was very simple and it was *have you heard about inclusive discursive practices?* In the questionnaire teachers responded the following.

This image shows the teachers' answers and comments regarding inclusive discursive practices

According to the answers given in the questionnaires the participants stated that they have heard about this concept, Participant number one says that these practices are used to include people with diverse needs in the classroom while participant number two says it is to include people with disabilities through activities with varied materials which in certain way it is true according to definitions given by some researchers in the conceptual framework.

After that, it was asked in the same questionnaire: *do you promote inclusive discursive practices in the classroom*? both teachers stated that they promote it most of the time.

Figure 12
To the question: Do you promote inclusive discursive practices in the classroom



Followed by it was asked if they took these practices into account at the moment of designing materials and both of them agree that usually they do it according to their own definitions about the concept they say they applied inclusive discursive practices just for the facts to include speaking activities in the classroom.

keeping an order of questions from the most general to the most specific in the interview they were asked: *how do you promote inclusive discursive practices?*

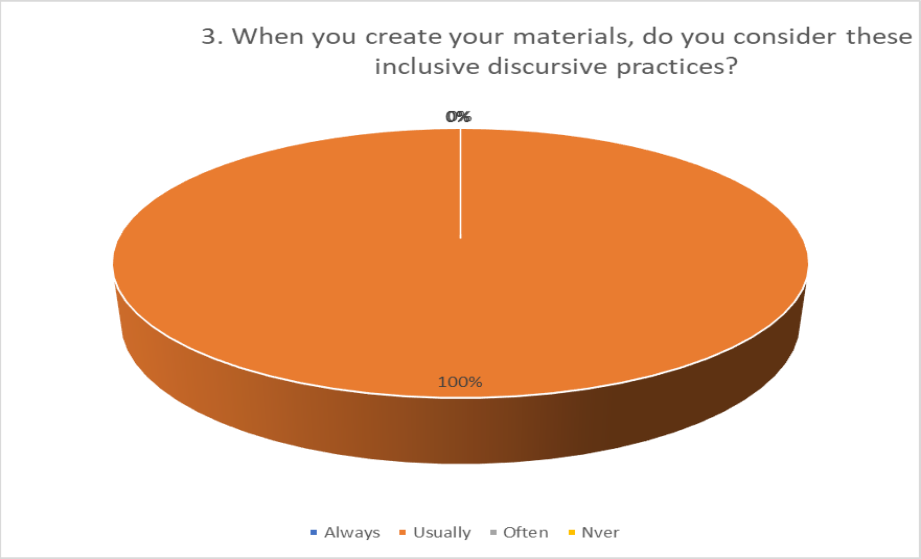
P1: Well, to promote inclusive discursive practices emmmm With all kinds of activities I believe that not only by having a class with listening will not allow us to work on the discursive It is to maintain the variety in the classroom the innovation that the class has speaking That the class at the same time has Listening That the class at the same time has writing Reading and that all can be included

P2: We have a very big advantage and that is that our subject, as I said before, gives us a variety of options. It gives us a variety of options It gives us listening speaking. eeeeee Maybe they are not going to give a fluent speaking in class or maybe they are not going to take the whole thing in class But the idea is to give the student variety Traditional education is already behind us Change them from places ehhh Take them to a space different from the classroom In which they feel comfortable and suddenly develop this type of practices.

Considering the teachers' answers, it would not be fair to say that they are completely wrong, in certain points they are correct, the issue is that these inclusive practices lead us to know more about the SENs, their needs, their desires, what they already know, understand their whole context in order to learn and benefit other students with any special educational need.

Now review if teachers take into considerations these inclusive practices to the design and adaptation of materials, which is the main question in this present study.

Figure 13
To the question: When you create you materials, do you consider these inclusive discursive practices



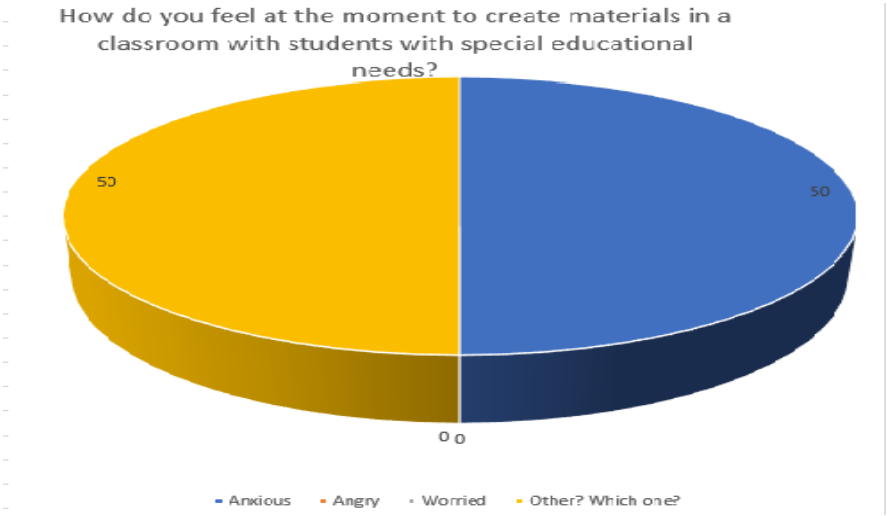
Both teachers stated that they usually consider inclusive discursive practices at the moment of design material for the classroom but it is not visible neither in the class planner nor the way they do it.

To finish this part of inclusive discursive practices it is important to differentiate between a variety of activities and inclusive discursive practices because they can be confused, inclusive discursive practices is learning to know the student, the world around him and how he learns as a unique and individual being, not all learn in the same way, nor do we like the same, inclusive discursive practices leads to know more about the human being inside.

Considering teachers perceptions regarding their own material two perceptions were revealed, and can be divided as follows, before and after having implemented the material, at the time of starting to create the material both teachers feel anxious as they often have doubts about whether the material will be appropriate or not, if the goals proposed will be met or not, if students will understand it or not, and if the instruction will be the most suitable, these doubts are reflected in the questionnaire implemented since both teachers expressed how developing new materials to address inclusion represented a challenge for them.

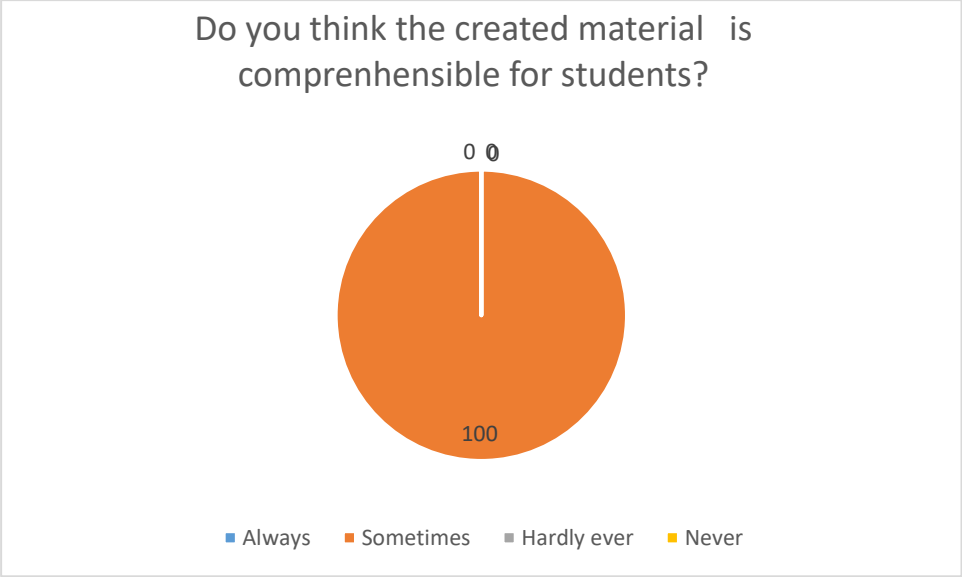
Questions in this questionnaire were only related to perceptions; I wanted to dig deeper into this topic so how do you feel at the moment to design material in a classroom with student with special education needs? Do you think the created material is comprehensible for students? How do you feel at the moment that activity was implemented? Based on classroom observation do you perceive that material given to students is? Was the objective achieved?

Figure 14
To the question: The questions are presented in the same order as they were mentioned previously.



Teachers justify their answers, teacher number one stated: Anxious in the sense of knowing if the material will fulfill the objective you want to obtain If it will be clear and precise for the student, while the other teacher said: On the expectation of how they can be realized. As it is seen in teachers answers both of them have the same feelings ANXIETY nevertheless teacher number one precise in the objective she wants to achieve, this is one the of the issues teachers are worried about even more when there are SENs in classrooms, on the other hand teacher number two claimed that expectation how materials can be realized and expectation how these material can be developed in the classroom.

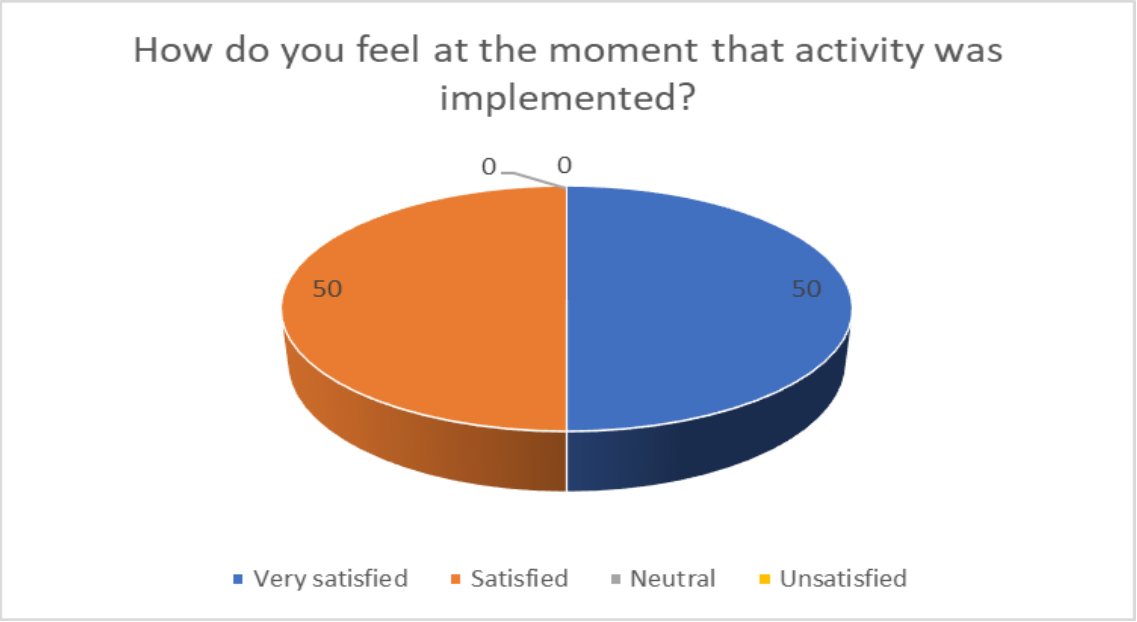
Figure 15
To the question: Do you think the created material is comprehensible for students?



Both participants assured that sometimes the material created is understandable for the students, to complement this answer during interview there was a question related to adaptation to be more specific the questions were what type of adaptation English teachers do in order to be inclusive? One of the participants stated the instruction should be short and clear since it does not

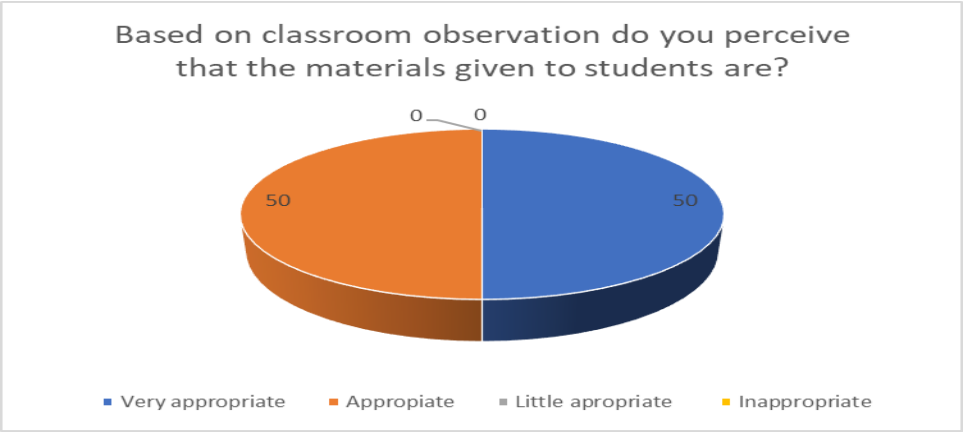
only help children with special educational needs but also the rest of the classroom. Having these it can be conclude that instructions are very important in order material can be comprehensible and understood by SENs.

Figure 16
To the question: How do you feel at the moment that activity was implemented



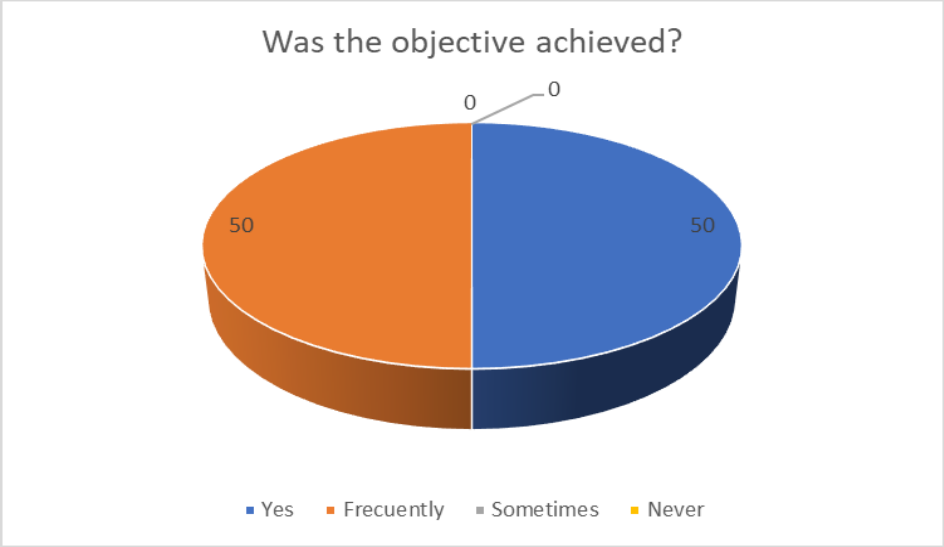
When talking about inclusive classrooms it can be demanding to teachers, even more when it is time to create materials, but when teachers take into account all the aspects to create a good material for students with special educational need some positives thoughts come to their minds, in this study were asked about *how do you feel at the moment that activity was implemented* Considering the question and the answer given by teachers in the questions above it can be inferred that they feel satisfaction since they are facing when students are developing the material, that is why the next question is about what teachers live at the moment in real context.

Figure 17
To the question: Based on classroom observation do you perceive that the materials given to students are



To the question *based on classroom observation do you perceive that material given to students are?* Both have a positive perceptions, one of them stated that material is very appropriate and the other one said that is appropriate, it can be understood since teachers are in the environment and they can observe how students feel with respect to the material.

Figure 18
To the question: was the objective achieved



One of the most important questions teachers have, has to do with the objective, in this question teachers answered in a positive way, one of them says that definitely the objective proposed is achieved while the other teacher stated that frequently the objective is achieved.

Also, during the interview they were asked about what recommendations they could give in order to achieve inclusion in the classroom, and they responded with more support from parents in terms of academics and acceptance of diagnosis, secondly, that government should support more on the issue of inclusion, and that the use of inclusive materials must be implemented in classrooms.

6 Discussion

This study is framed in a major concept that everyone talks about nowadays but very little is applied and that is inclusion. first let's talk a little about how this concept is reflected in the Montessori global school and it is pertinent to say that inclusion in Montessori global school is growing progressively they attend different kind of disabilities: behavioral, physical and cognitive, teachers stated that are in continuous improvement about this issue, they receive constant training regarding inclusion for that reason teachers of this study provided interesting comments about it, along this section it will be shown each result obtained and its implications for the present study will be described in detail.

This study revealed how English teachers design and adapt materials for SENs, what are their perceptions and what are their basis for the design of its taking into account inclusive discursive practices to meet the needs of students with special needs, the study reported several important things, the first is one is that teachers consider three important aspects when designing and adapting new material, firstly is to recognize the special needs of students, secondly take into account their likes and abilities and finally the learning style, supported on PIAR program , which is a tool in Colombia that helps teachers to reasonably adjust materials in a classroom with students with special educational needs in line with this result Augusto-Navarro, E. H. (2015). C focus on the design of teaching material in EFL teachers explains that in different context of education material design for EFL teachers must consider not only learners needs and wants but also some adaptation must be done, this study is aligned to this study since participants must consider students likes, abilities and styles to design material to meet the need of SENs in the classroom making little adaptation in the instructions.

Regarding teacher's perceptions about creating their own material it was found that they have two moments during classes when students are developing an activity; anxiety and satisfaction respectively this result is similar to Andile Mdikana, Sibusiso Ntshangase and Tokozile Mayekiso (2007) explains on his study that educators have both negative and positive attitudes towards inclusive education., teachers stated that the reason why they sometimes have negative attitude is the lack of confidence in their own instructional skills or management skills which provoke educator´s anxiety since there is a need for special resources in terms of material, the results of this investigations showed that teachers have two perceptions regarding the design and adaptation material, satisfaction and anxiety which are emerged at the beginning and at the end of creating the material respectively.

As it has been mentioned early, this study is framed within the concept of inclusive discursive practices and taking this into account, it can be assured that teachers do not have complete understanding of the concept. Young (2010, p.2) defines inclusive discursive practice as "performance, action in the living world, action inseparable from context". From this view, it is clear that discourse is related not only to verbal expressions (language) but it also to do with other ways of communicating, and teachers from this study relate this concept to verbal, while other elements influence on this, elements which have been mentioned throughout this paper, however, it is worth to say that these discursive inclusive practices are multimodal, i.e. not only the verbal use but body language, gestures, hand and arm movements, these practices should not be separated from the context, not only with the physical space but the cultural, social, interactional and political, and finally includes the pedagogical part as such, in this way does not match with the concept that teachers have about it.

Finally, It is advisable for future studies to consider several aspects to create and adapt material for inclusive classrooms, the first is to know in depth the issue of inclusive discursive practices in EFL field, the second is to take the issue of inclusion to the classroom not only in the creation of materials but also in the design of curriculum that can include SENs in English classrooms, finally take into account what students like most in order the activity can be enjoyable These are just recommendations, they are not quick-fix solutions they are made it to may be enacted in this context.

7 Conclusion

The purpose of this study was to know how English teachers design and adapt their materials taking into account the inclusive discursive practices to meet the needs of students with special educational needs, it was possible to demonstrate that teachers considered three elements to design and adapt material: recognize the needs of students, likes and abilities and learning styles, however, the study revealed that there is not enough clarity about the discursive inclusive discursive practices given the fact that the concept of teachers about this term does not agree with the theory registered on literature review which generates the lack of knowledge about the needs of students with special educational needs.

The discussion in this paper also indicated that English teachers have negative and positive perceptions towards the design and adaptation of materials although which arise in two different moments the first is anxiety when teachers are designing or adapting the material, then when the material is being implemented teachers feel satisfaction based on classroom observation, they perceived that materials were appropriate.

To finish it is important to emphasize that this research sought to explore the elements mentioned throughout the paper involved in the concept of inclusive discursive practices, this can be further developed, by specifying types of special educational needs, students likes and abilities and learning style in this way will give teachers more detailed elements that can be used for teachers as well as the recognition and correct use of inclusive discursive practices, can guide the teachers to have an inclusive classrooms.

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APPENDIXES

Appendix 1

GUIA DE ENTREVISTA A DOCENTES SOBRE DISEÑO Y ADAPTACIÓN DE MATERIALES TENIENDO EN CUENTA LAS PRÁCTICAS INCLUSIVAS DISCURSIVAS EN EL COLEGIO MONTESSORI GLOBAL SCHOOL

Fecha y sitio de la entrevista: Colegio Montessori global School

Fecha y hora: 20 de septiembre 5:26 pm

Objetivo: Conocer cómo diseñan y adaptan los materiales tomando en cuenta las prácticas inclusivas discursivas para conocer las necesidades de los estudiantes con necesidades especiales, además cual son las decisiones que los llevan a realizarlo de cierta forma y cual son sus percepciones con respecto a sus propios materiales, Los datos suministrados serán usados sólo con fines investigativos y se guarda la confidencialidad de los mismos.

1. ¿Para usted qué es educación inclusiva?
2. ¿Qué tipo de necesidades educativas especiales se atienden en la institución?
3. ¿Como docentes tienen algún tipo de capacitaciones relacionadas con la inclusión?
4. ¿Cómo se capacita a los docentes que llegan nuevos a la institución en torno a temas de inclusión?
5. ¿Cómo diseñan los materiales que se trabajan dentro en un salón de clases con estudiantes con necesidades educativas especiales en el área de inglés?
6. ¿Adaptan o adoptan los materiales a los estudiantes con necesidades educativas especiales?
7. ¿Qué tipo de adaptaciones deben hacer los docentes en las clases de inglés a fin de que estas sean inclusivas?
8. ¿Cómo promueven las prácticas inclusivas discursivas?
9. ¿Cuál ha sido el mayor reto que como institución han asumido a la hora de promover prácticas inclusivas?

10. ¿Qué relación existe entre el modelo pedagógico de la institución y las prácticas inclusivas que se promueven en la misma?

11. ¿Qué recomendación adicional podría hacer usted a fin de que se mejoren los procesos de inclusión en la institución?

Apendix 2

CUESTIONARIO # 1 A DOCENTES SOBRE DISEÑO Y ADAPTACION DE MATERIALES TENIENDO EN CUENTA LAS PRACTICAS INCLUSIVAS DISCURSIVAS EN EL COLEGIO MONTESSORI GLOBAL SCHOOL

Fecha y sitio de la entrevista: Colegio Montessori global School

Fecha y hora: 20 de septiembre de 2022, 6:00 pm

Objetivo: Conocer como diseñan los materiales tomando en cuenta las practicas inclusivas discursivas para conocer las necesidades de los estudiantes con necesidades especiales, Los datos suministrados serán usados solo con fines investigativos y se guarda la confidencialidad de los mismos.

1. ¿Ha escuchado hablar de las practicas inclusivas?

   Si____ no_____ si la respuesta es afirmativa ¿Qué?

2. ¿Implementa usted las practicas inclusivas discursivas en el aula de clases?
   a) Siempre
   b) Casi siempre
   c) Pocas veces
   d) Nunca

3. ¿Al momento de crear sus materiales tiene en cuenta estas prácticas inclusivas discursivas?
   a) Siempre
   b) Casi siempre
   c) Pocas veces
   d) Nunca

4. ¿Conoce usted el plan institucional de ajustes razonables (PIAR)?
   a) Si

b) Si, pero no mucho

c) Mas bien no

d) Por su puesto que no

5. ¿Para la creación de materiales usted tiene en cuenta el PIAR (plan institucional de ajustes razonables)?

a) Si

b) Con frecuencia

c) Algunas veces

d) Nunca

6. ¿Cree usted que sus materiales ayudan a promover la inclusión en el aula de clases?

a) Si

b) Tal vez

c) Casi nunca

d) Nunca

7. ¿Cree usted que el buen diseño de materiales y la implementación de prácticas inclusivas discursivas ayuda a promover la inclusión en las instituciones educativas?

a) Totalmente de acuerdo

b) De acuerdo

c) En desacuerdo

d) Totalmente en desacuerdo

8. ¿Le gustaría agregar algo más en cuanto a diseño de materiales para promover inclusión en las aulas de clases?

Appendix 3

CUESTIONARIO # 2 A DOCENTES SOBRE PERCEPCIONES SOBRE EL DISEÑO Y ADAPTACION DE MATERIALES TENIENDO EN CUENTA LAS PRACTICAS INCLUSIVAS DISCURSIVAS EN EL COLEGIO MONTESSORI GLOBAL SCHOOL

Fecha y sitio de la entrevista: Colegio Montessori global School

Fecha y hora:

Objetivo: Conocer las percepciones de los docentes con respecto al diseño de sus propios materiales, Los datos suministrados serán usados solo con fines investigativos y se guarda la confidencialidad de estos.

Instrucción: escoja la respuesta que más se ajusta a usted.

1. ¿Como se siente al momento de crear materiales en un salón de clases con niños con necesidades educativas especiales?

a) Ansioso
b) Enojado
c) Preocupado
d) Todas las anteriores; en cualquier caso, explique ¿por qué?

2. ¿En qué se basa para la creación de materiales?

3. ¿Cuándo está aplicando los materiales en el salón de clases es comprensible para los estudiantes?

a) Siempre

b) Casi siempre

c) Casi nunca

d) Nunca

4 ¿Siguen los estudiantes las instrucciones?

a) Si

b) Con frecuencia

c) Algunas veces

d) Nunca

5 ¿Como se siente al momento de finalizar la actividad creada?

A) Muy satisfecho

B) Satisfecho

C) Poco satisfecho

D) insatisfecho

en cualquier caso, explique ¿por qué?

6 ¿Cómo se siente al momento que la actividad ha sido implementada?

a) Muy Satisfecho

b) Satisfecho

c) Poco satisfecho

d) Insatisfecho

7 ¿Se cumple el objetivo de estas actividades?

a) Si
b) Con frecuencia
c) Algunas veces
d) Nunca

8 ¿Basado en la observación en clases usted percibe que los materiales entregados a los estudiantes son?

a) Bastante Apropiados
b) Muy apropiado
c) Poco apropiado
d) Inapropiado

9. ¿En la mayoría de los casos siente que la actividad implementada fue la apropiada?

a) Si
b) Con frecuencia
c) Algunas veces
d) Nunca

10. ¿Como percibe a sus estudiantes después de haber finalizado una actividad?

a) Muy satisfechos
b) Satisfechos

c) Poco satisfechos

d) Insatisfechos

APPENDIX 4

PERIODO: 1

UNIT NAME: Talking about me and the place where I live

OBJETIVO GENERAL: Expreso de forma oral y escritas mis gustos y mis intereses

STANDARD: Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato.

BASIC LEARNING 1: 1: BE ABLE TO STABLISH A SMALL TALK BY PRACTICE SPEAKING SKILLS

1.1 Improve your speaking by talking about myself to others using the vocabulary from the unit.

1.2 Express likes and dislikes improving listening activities

1.3 Put into practice this/that/these/those/ and the language of the unit

BASIC LEARNING 2: IMPROVE ENGLISH SKILLS BY USING VOCABULARY FROM THE UNITS

2.1 Recognize vocabulary of family

2.2 Orally give directions through the use of there is and there are and the vocabulary from the unit

2.3 Practice the use of some and any through role-plays activities

GRADO 6/ PERIODO 1				
Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato				
FECHA	**EVIDENCIAS**	**TEMA**	**ACTIVIDADES**	**MATERIALES**
January 31 February 1 ,2,3,4,6,7,8	**1.1** Improve your speaking by talking about myself to others using the vocabulary from the unit.	**Countries an nationalities Describe yourself vocabulary**	• In a box the students are going to choose one questions in order to know about themselves they have to answer orally • Video about the vocabulary from the unit about countries and nationalities they are going to be asked to write the vocabulary on the notebook • American think student book pages 10 to 15 in order to practice what they learned	**Video Speakers American think book Cardboard Colors Markers**

			• With cardboards and colors they are going to create a flag of the countries mentions on the video then they are going to be asked to match the country and the nationality orally • American think work book pages 10 to 13 in order to practice what they already learned • Listening activity the students are going to read and listen a conversation about personal information on pages 16 and 17 on American think book in order to practice • Speaking activity in order to practice what they learned they are going to watch a video and answer personal	

			questions on pages 18 and 19 American think book	
February 9,10,11,14 ,15	**1.2** Express likes and dislikes to improve listening activities	**Like and dislikes Object pronoun**	• Flashcards in cardboards explanation about the feelings they are going to be asked how they feel with each image • Video explanation about the use of objects pronoun then they are going to write them on their notebook • Listening activity the students are going to listen the emotions they are going to match the vocabulary with the image with a worksheet • Speaking activity Handmade mask they are going to play a game in which they are going	**Cardboards Video Speakers American think book Notebook**

			to use a match and describe the emotion in the mask • American think pages 21 and 22 un order to practice what they already learned • Listening activity to practice adjectives page 23 to 27 American think • Video explanation about the use of object pronoun they are going to write it on their notebook • American think workbook pages 18 and 19 in order to practice what they already learned	

February 16,17,18,21	**1.3** Put into practice this/that/these/those/ and the language of the unit	**Demonstratives**	• Flashcards in a cardboard explanation about the use of demonstratives they are going to be asked what they understood about It • Speaking activity through a game they are going to find used an object in order to practice the use of the demonstrative around the classroom • Matching activity :half of the classroom is going to be given an image online the other the sentences that belong to the image they have to find their partner • Speaking practice they are going to create a dialogue using demonstratives based on page 34 American think book	**Cardboard Flashcards Computer Speakers American think book Objects in the classroom**

			• Speaking activity they are going play a bingo game in which they are going to practice what they already learned in cardboard	
February 22,23,24,25 March 1,2,3.4	**2.1** Recognize vocabulary of family	**Vocabulary of family**	• Power point explanation through images about the use of possessive pronoun they are going to be asked what they understood about it and write it on their notebook • Vocabulary of family members they are going to watch a video in order to learned the vocabulary from the unit they are going to write it on their notebook	**American think book Pictures of family Speakers Notebook**

			• American think practice student book page 30 and workbook page 28 in order to practice what they already learned • Speaking activity with images of their families in a cardboard the students are going to talk about them orally using possessive pronouns • American think they are going practice what they already learned student book page 32 and 33 listening practice • American think workbook page 29 and 30 in order to practice what they already learned speaking	

March 7,8,9,10,11, 14,15,16,17, 18,22,23,24, 25	**2.2** Orally give directions through the use of there is and there are and the vocabulary from the unit	**There is There are Vocabulary of city**	• Flashcards explanation about the use of there is and there are they are going to be asked what they understood about it orally • Board explanation about the grammar use of there is and there are they are going to be asked to write it on their notebook • American think student book and workbook pages 36 in order to practice there is and there are • Vocabulary of cities video explanation they are going to write it on their notebook • American think student book and workbook pages 37 and 38 student book 37 and 38 in order to practice	**Flashcards Board American think Speakers Computer Video beam Notebook**

			what they already learned through readings • Speaking activities with a model of Monteria they are going to explain sentences by using there is and there are and the vocabulary of city	
March 28,29,30,31 April 1	**2.3** Practice the use of some and any through role plays activities	**Quantifiers**	• Quantifiers explanation through flashcards in cardboard they are going to match the quantifier with the image then they are going to be asked what they understood about it then they have to write it on their notebook • Listening activity they are going to practice quantifiers on page 47 American think student book	**Flashcards Speakers American think book Notebook**

			• Speaking activity they are going to practice by creating a conversation on pages 42 American think student book	