

UNIVERSIDAD HISPANOAMERICANA

*Faculty of Education*

*Licentiate in English Teaching*

Adaptation of teaching and Learning techniques that respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020.

Gilbert Soto Campos

A Graduation Project Submitted to Fulfill the Requirement for the *Licentiate* Degree of  
English Teaching

San José, Junio 2021

## TABLE OF CONTENTS

Chapter I Research problem.....	1
1.1 Problem approach.....	2
1.1.1 Back ground of the problem.....	2
1.1.2 Problematization.....	4
2. Justification.....	5
1.2 Formulation of the problem.....	5
1.3 Objectives of the research.....	6
1.3.1 General objective.....	6
1.3.2 Specific objectives.....	6
1.4 Scope and limitations.....	6
1.4.1 Scope.....	6
1.4.2 Limitations.....	7
Chapter II Theoretical framework.....	8
2.1. Historical contex.....	9
2.1.1 Background of the organization and community.....	8
Table 1 census demographic evolution of the district.....	8
Table 2 Graph of demographic evolution of Carrizal.....	9
2.2. Theoretical context– Contextual.....	10
2.2.1. Technical Education in Costa Rican high schools.....	10
2.2.1.1. Methodological strategies for the English exploratory workshop area, in non-significant curricular accommodations.....	11
a. Metaphors.....	11
b. Analogies.....	11
c. Imagination.....	11
d. Brainstorming.....	11
e. Fantasy.....	11
f. Narrations.....	11
g. Creative questions.....	11
Types of questions.....	12
Factual questions.....	12
Comprehension questions.....	12

Creative questions.....	12
Categories of questions.....	12
Interpretation.....	12
Application.....	12
Analysis.....	12
Synthesis.....	12
Evaluation.....	12
h Experimentation.....	12
l Demonstration.....	12
Intellectuals.....	12
Documentaries.....	12
Operational.....	12
The debate.....	13
The game.....	13
The dramatization.....	13
Inquiry.....	13
2.2.2. Curricular Adjustments and Accommodations.....	13
2.2.2.1. Historical overview of curricular adjustments.....	13
2.2.3 Curricular Accommodations.....	16
2.2.3.1 Definition.....	16
2.2.3.2. Classification of curricular Accommodations.....	16
a) Access adjustments.....	16
b) Significant Accommodations.....	16
c) Non-significant adaptations.....	17
a) Prioritization of content and objectives.....	17
b) Adjustment of methodologies used in the classroom.....	17
c) Assessment adjustments.....	17
2.2.3.3 Types of non-significant curricular adjustments.....	17
a) Behavioral problems.....	17
b) Attention Deficit Disorder.....	18
2.2.4. Curricular accommodations.....	19

2.2.4.1 Curricular Accommodations levels.....	19
a) Center curricular accommodations.....	20
b) Classroom curricular accommodations.....	20
c) Individualized curricular adaptations.....	21
2.2.4.2. Principles of Curricular Accommodations.....	21
Principle of normalization.....	21
Ecological principle.....	21
Principle of significance.....	21
Reality principle.....	21
Principle of participation and involvement.....	22
Decision making.....	22
2.2.5. Curricular approaches.....	22
Psychological approach.....	22
Academicist or intellectualist approach.....	23
Technological approach.....	23
Socio-reconstructionist approach.....	23
Dialectical approach.....	23
2.2.6. Curricular approaches vs learning styles.....	24
a) Divergent style.....	24
b) Assimilating style.....	24

c) Convergent style.....	25
d) Accommodating style.....	25
Table 3: comparison of learning styles according to different authors.....	26
2.2.6.1. Approaches to learning styles.....	26
a) Holistic or global approach.....	26
b) Serialist or Analytical Approach.....	27
2.2.7. Non-significant curricular accommodations and learning styles.....	27
2.2.7.1. Steps to follow to apply an accommodation.....	28
2.2.7.2 Methodology for non-significant curricular adjustments.....	29
2.2.7.3. Methods of student activities.....	29
a) Passive method.....	29
b) Active method.....	29
2.2.7.4. Methods regarding the form of reasoning.....	29
a) Deductive method.....	29
b) Inductive method.....	30
c) Analog or comparative method.....	30
2.2.7.5. Teaching and learning techniques.....	30
a) The Venn diagram.....	30
Figure # 1 Venn diagram.....	31
b) Class umbrella.....	31
Figure # 2. Class umbrella.....	32
c) The sky that covers the class.....	32
Figure # 3. The sky that covers the class.....	33
d) The Heuristic Vee.....	33
Figure # 4. The Heuristic Vee.....	34

e) Semantic map.....	35
Figure # 5. Semantic map.....	35
f) Posters.....	36
g) The magnetic board.....	36
h) The flannelgraph.....	36
i) The mural newspaper.....	36
Figure # 9. Wall newspaper.....	37
j) The flipchart.....	37
Figure # 10. Flipchart.....	37
k) Expository technique.....	37
m) Group discussions.....	38
n) Educational excursions.....	38
o) Discussions.....	38
p) Panel.....	39
q) Simultaneous dialogues.....	39
r) The symposium.....	39
s) Roundtable.....	40
t) Dynamic portfolio.....	40
u) The anecdotal record.....	40
v) Puzzle.....	41
w) Group work.....	41
x) Individually assisted teams.....	42
y) Research in groups.....	42
2.2.8. Are public educational centers prepared to attend to the diversity of the classroom?	
Inclusion vs. exclusion of curricular adjustments.....	42
2.2.9. Role of the evaluation process in curricular adjustments.....	45
2.2.9.1. Purpose of the evaluation process within the curricular adjustments.....	46
a) Diagnostic purpose.....	46

b) Training purpose.....	46
c) Summative purpose.....	47
1. Daily work.....	47
2. Exams.....	47
3. Homework.....	49
4. Attendance.....	49
2.2.10. Educate for virtuality and virtuality to educate.....	50
2.2.10.1 Educate for virtuality.....	50
2.2.10.2. Virtuality for education.....	52
Chapter III Methodological framework.....	55
3.1. Type of investigation.....	56
3.1.1 Purpose.....	56
3.1.2 Temporal Dimension.....	56
3.1.3 Framework.....	56
3.1.4. Nature.....	57
3.1.5. Character.....	57
3.2. Subjects and sources of investigation.....	57
3.2.1 Analysis Unit (object of study).....	57
Inclusion criteria.....	57
Exclusion criteria.....	57
3.2.2 Sources of information.....	58
3.2.1 First hand.....	58
3.2.2 Second hand.....	59
3.3 Sample selection.....	60
3.3.1 Population.....	60
3.3.2 Sample.....	60
3.3.3 Non-Probabilistic.....	60
3.4 Techniques and instruments used to collect data.....	60
3.4.1 Classroom Observation.....	60
3.4.2 Interview.....	60
3.4.3 Questionnaire.....	61
3.4.4 Tests.....	61
3.5. Operationalization of variables.....	61

Chapter IV Analysis and interpretation of the data.....	62
Chapter V Conclusions and recommendations.....	75
5.1 Conclusions.....	75
5.2 Recommendations.....	78
Reference.....	79
Annexes.....	82
Annex 1 Observation.....	83
Annex #2.....	84
Annex 3 Interview.....	86
Annex 4.....	88
Annex 5.....	89
Annex 6 Questionnaire.....	91
Annex 7 Test.....	92



## TABLE OF GRAPHS

Figure 1 The approved curricular adaptations are those that have a previous School record.....	60
Figure 2 Visit to the Institution from the itinerant group.....	61
Figure 3 The institution supervises the application of curricular adjustments. ....	62
Figure 4 The Support Committee reports provides information on the students with curricular adaptation.....	63
Figure 5 How often does the institution have adequate resources to implement non-significant accommodations?.....	64
Figure 6 The institution requests the reports or profiles of the student's curricular adaptation that are sent to the legal representative of the student. ....	65
Figure 7 Type of not significant curricular adaptation.....	66
Figure 8 Characteristics of students with non-significant accommodation.....	67
Figure 9 Learning style.....	68
Figure 10 Curricular Adaptation Learning Styles.....	69
Figure 11 Techniques used by the teacher.....	70
Figure 12 Motivation of the teacher towards the students.....	71
Figure 13.....	73
Figure 14.....	74

## SWORN DECLARATION (DECLARACION JURADA)

Yo Gilbert Soto Campos, mayor de edad, portador de la cédula de identidad número 110230935 egresado de la carrera de Licenciatura en la enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de licenciado en la enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: *Adaptation of teaching and learning techniques that respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020*, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 16 días del mes de Junio del año dos mil veintiuno.

---

Firma del estudiante

Cédula 110230935

## CARTA DEL TUTOR

San José, 25 de marzo del 2021.

Sres.  
**Carrera Enseñanza del Inglés**  
**Universidad Hispanoamericana**

Estimados señores:

El estudiante Gilbert Soto Campos, cédula de identidad número 1-1023-0935, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado ***"Adaptation of teaching and Learning Techniques that best respond to the needs of students with non-significant curricular accommodations at the ninth level at CTP Carrizal in the third trimester of 2020"*** el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés.

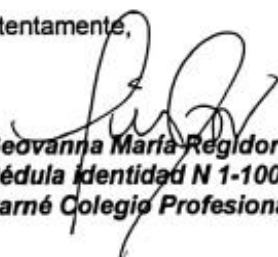
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINALIDAD DEL TEMA	10%	8
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	28
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	18
	TOTAL		94

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



**Geovanna María Regidor Valerín**  
**Cédula Identidad N 1-1002-0309**  
**Carné Colegial Profesional N 84333**

## CARTA DE LECTOR

San José, 3 de mayo de 2021

Universidad Hispanoamericana

Sede Llorente

Carrera

Estimado señor

El estudiante Gilbert Soto Campos cédula de identidad 110230935 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " Adaptation of Teaching and Learning Techniques that Respond to the Needs of Students for Non-significant Curricular Accommodation at the Ninth Level at C.T.P Carrizal, in the Third Trimester 2020", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



Firma

Nombre: MSc. Roy Alfaro Alfaro

Cédula 203060905 Carné —

**UNIVERSIDAD HISPANOAMERICANA  
CENTRO DE INFORMACION TECNOLOGICO (CENIT)  
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA  
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA  
DE LOS TRABAJOS FINALES DE GRADUACION**

San José, 16 de Junio

Señores:  
Universidad Hispanoamericana  
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito Gilbert Soto Campos con número de identificación 110230935 autor del trabajo de graduación titulado "Adaptation of teaching and Learning techniques that respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020" presentado y aprobado en el año 2021 como requisito para optar por el título de Licenciatura en la enseñanza del Inglés; Si autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

GILBERT JOSE SOTO CAMPOS (FIRMA) Firmado digitalmente por GILBERT JOSE SOTO CAMPOS (FIRMA)  
Fecha: 2021.06.16 11:31:28 -06'00'

Firma y Documento de Identidad

## **DEDICATION**

I dedicate in a special way to my wife Karla because she was the main foundation for the construction of my professional life, she laid in me the bases of responsibility and desires for improvement, in her I have the mirror in which I want to reflect on her virtues and her great heart lead me to admire her more every day

To my sons for their tireless support

## GRATITUDE

First of all, I thank the Universidad Hispanoamericana for having accepted to be part of it and opened the doors to be able to study my career, as well as the different teachers who provided their knowledge and support to move forward day by day.

I also thank my thesis tutor M.S.c Geovanna Regidor Valerin for having given me the opportunity to use her skills and knowledge as well as having patience to guide me throughout the development of the thesis.

And finally, I also thank all those who were my classmates during all levels of University since thanks to the camaraderie, friendship and moral support they have contributed in a high percentage to my desire to move forward in my professional career.

## ABBREVIATIONS

C.T.P: Colegio técnico profesional

MEP: Ministerio de Educación Pública

UNED: Universidad estatal a distancia



## SUMMARY

In this thesis it is recognized which are the students with curricular accommodation at the 9th year level, to whom the curricular adaptation is applied from school, due to the fact that they present delays in their learning, better attending to their learning styles, identifying which ones They are the educational needs that they require in order to adequately develop their abilities and skills, achieving significant knowledge.

In this thesis observations are made about the planning of the ninth-year teachers who teach the subject of the exploratory conversational English workshop to identify if there really are modifications to this planning to show whether the teachers perform techniques that may be useful to students with needs educational programs to enhance your education and learning.

Finally, a series of methodological strategies is proposed that allow the development of skills in students with non-significant curricular adaptation within an inclusive-collaborative education, respecting the learning styles and learning times of each of these students.

It is important to mention that through the investigation it was found that in most cases the adjustments that are processed in the Carrizal CTP are those that have been approved from school and are simply transferred to the different levels of education, but that there is no real process for monitoring the progress of students, since teachers complete the necessary paperwork to comply with the provisions but do not attend the process as such, due to the work surcharge that it means.

It is verified that there are no real modifications in the planning of the teachers who serve students with curricular adaptation, the techniques and strategies used do not respond to the true educational needs of students with curricular adaptation.

The need to know the learning styles of students with non-significant curricular adaptation was evidenced, in order to be able to include within the planning and the methodology used modifications that allow a meaningful learning that allows a holistic, comprehensive education, based on what each student know, so that in a cooperative way new concepts are included that respond to the real needs of students and that can be applied from the field of face-to-face or virtuality.

## Resumen

En esta tesis se reconoce cuáles son los alumnos con adecuación curricular en el nivel de 9o año, a los cuales se les aplica la adecuación curricular desde la escuela, debido a que presentan retraso en su aprendizaje, atendiendo mejor sus estilos de aprendizaje, identificando cuáles son las necesidades educativas que requieren para poder desarrollar adecuadamente sus habilidades y destrezas logrando conocimientos significativos.

En esta tesis se hacen observaciones sobre la planificación de los profesores de noveno año que imparten la asignatura del taller exploratorio de inglés conversacional para identificar si realmente existen modificaciones a esta planificación para evidenciar si los profesores realizan técnicas que pueden ser útiles a los estudiantes con necesidades educativas especiales para mejorar su educación y aprendizaje.

Finalmente, se propone una serie de estrategias metodológicas que permitan el desarrollo de habilidades en los estudiantes con adaptación curricular no significativa dentro de una educación inclusiva-colaborativa, respetando los estilos de aprendizaje y tiempos de aprendizaje de cada uno de estos estudiantes.

Es importante mencionar que a través de la investigación se pudo comprobar que en la mayoría de los casos las adecuaciones que se tramitan en el CTP de Carrizal son las que han sido aprobadas desde la escuela y simplemente son trasladadas en los diferentes niveles de la educación, pero que no existe un verdadero proceso de seguimiento del avance de los estudiantes, ya que los docentes completan el papeleo necesario para cumplir con las disposiciones pero no atienden el proceso como tal, por el recargo de trabajo que significa.

Se comprueba que no existen verdaderas modificaciones en el planeamiento de los docentes que atienden los estudiantes con adecuación curricular, las técnicas y estrategias utilizadas no responden a las verdaderas necesidades educativas de los estudiantes con adecuación curricular.

Se evidenció la necesidad de conocer los estilos de aprendizaje de los estudiantes con adecuación curricular no significativa, para poder incluir dentro del planeamiento y de la metodología utilizadas modificaciones que permitan un aprendizaje significativo que permita una educación holística, integral, partiendo de lo que cada estudiante conoce, para que de una manera cooperativa se vayan incluyendo nuevos conceptos que respondan a las necesidades reales de los estudiantes y que puedan ser aplicadas desde el ámbito de la presencialidad o de la virtualidad

# **CHAPTER I**

## **RESEARCH PROBLEM**

## **1.1 PROBLEM APPROACH**

The investigation is carried out with 9th level students of C.T.P Carrizal, aged between 15 and 16 years old, in the province of Alajuela, during the third trimester of 2020.

### **1.1.1 BACKGROUND TO THE PROBLEM**

Corbat (2018) states that several reasons exist for a student to receive curricular accommodations. The most obvious reason is that a student receives special education services, but students may also require accommodations if their learning style differs greatly from the majority of their peers. In any case, even slight accommodations can provide a much better learning experience for a student.

Curricular accommodations often take the form of changes in the way material is presented. If students have difficulty reading, they may be allowed to listen to an audio recording of the material. If they have trouble writing longhand, but are good with computers, they may have the opportunity to type their assignments. Sometimes, assignments and projects can be completed in a different format or in an extended amount of time. For long assignments, teachers may chunk the work into smaller parts to reduce the immediate burden on the student.

In K. G.(2016) refers that the professionals in the field firmly believe that the involvement of general teachers is very important in curriculum accommodation for providing education and better rehabilitation facilities to students with intellectual disabilities in inclusive setup. The involvement of teachers in their education is possible only through creating high awareness

and by having high positive favorable attitudes towards curriculum accommodation students with intellectual disability in general education curriculum.

Therefore, there should be opportunities in teacher training programs to know about curriculum reconstruction and its different aspects for students with intellectual disability. In this study Araya (2018) states that English language teaching-learning is conceived from a linguistic and sociolinguistic perspective that enables students to perform and accomplish certain functions. In this teaching-learning process, teachers are perceived as facilitators whose main tasks become very complex. They have to be able to expose the learner to a considerable amount of meaningful language input...; provide a variety of opportunities for the students, in order to bring about the necessary models or language input...: offer a variety of texts and also remember that students in the same class may read at very different levels of difficulty in English, just as they do in their native language...; identify the students' reading interests in order to design the appropriate reading comprehension exercises...; facilitate the writing process by providing the necessary guidance for the learner to be able to express her/his knowledge of the topic...; pay attention to the rhetorical devices, logical, grammatical and lexical: appropriate to different types of texts, spelling, punctuation and other organizational features. (MEP, 2005, pp. 21-24)

English is not only a right but also a duty that language teachers and students have to accomplish in order to activate the national economy. English is evidently perceived as the "business language" which demands Costa Rican English speakers to be part of a job market highly determined by the foreign capital investment. In this sense, English language teaching-learning is developed as a process of adaptation of the individual needs to the challenges of the global economic demands. (MEP, 2005, pp. 21-24)

### 1.1.2 PROBLEMATIZATION

Teachers are expected to use correct teaching-learning strategies aimed at students with non-significant curricular accommodations, to obtain good results in the students' grades; however, in many cases these results are not given.

The subject of curricular accommodations is very common in the field of special education, not so in regular education, in which common teaching-learning processes are generated aimed at the group in general without considering individual differences and the needs that at a certain time any student could present.

The starting point of any inclusive proposal must be the recognition of diversity as a reality, as a dynamic of human communities. Here, the ideas of normality or normality versus abnormality, or of uniformity, which tend to serve as the basis for segregating or exclusive educational approaches, lose force, according to which everyone must learn the same methodologies, using the same strategies at the same time and expressing their achievements uniformly.

This reality of educational practice in schools brings with it a series of problems that directly affect students since their individual differences and particular needs are not considered, they are subjected to situations that converge in the appearance of school problems, such as: poor student performance, low motivation, behavior problems and a variety of academic difficulties. In addition to the school problems themselves, children can be subjected to stress, problems in the family nucleus, problems to socialize with their peers at school and their self-esteem and self-image can be seriously affected, constantly facing difficulties in appropriating learning school, the subject of curricular adjustments will be addressed as a fundamental element to be developed in educational practices, with a view for guaranteeing that all students have the same opportunities to advance within the educational system, from the consideration of their

individual differences, manifested in potentialities and difficulties, which must be valued. Being different is common.

### **1.1.3 JUSTIFICATION**

The present research is justified from the practical implications point of view, which is defined as the one that “refers to the use of research in the resolution of one or more problems” (Barrantes, 2013, p.70) since the needs of the students with non-significant curricular accommodations are not being properly attended.

Topics should favor learning related to values and attitudes without neglecting knowledge and skills and refer to diversity, gender equality, health education, sexual education, environmental education for sustainability, financial education, consumer education, prevention of school violence –bullying-, education for peace and human rights, road safety education and education in values and citizenship. Barrantes (libro investigación de la UNED 2013)

## **1.2 FORMULATION OF THE PROBLEM**

What adaptations of teaching and learning techniques respond to the needs of students for non-significant curricular accommodations at the ninth level, at C.T.P Carrizal?

## **1.3 OBJECTIVES OF THE RESEARCH**

### **1.3.1 GENERAL OBJECTIVE**

To propose teaching-learning techniques that promote meaningful learning in students with nonsignificant curricular accommodations at the ninth level at Carrizal C.T.P, in English Exploratory Workshop classes based on the application of strategies.

### **1.3.2 SPECIFIC OBJECTIVES**

- a. Identify the characteristics and learning styles of the students with curricular accommodations in the 9th level at C.T.P Carrizal,
- b. Identify the teaching model, techniques and curricular modifications made by English teachers when teaching English workshop classes to students with non-significant curricular accommodations at C.T.P Carrizal
- c. Design a proposal of didactic techniques, product of the investigation that allow the teachers of the C.T.P Carrizal, in English in the Exploratory Workshop Mode, to attend to the needs of the students with non-significant curricular accommodations.

## **1.4 SCOPE AND LIMITATIONS**

### **1.4.1 SCOPE**

The investigation covers English teachers and 9<sup>th</sup> level students with curricular accommodations at C.T.P Carrizal, located on the province of Alajuela.



### **1.4.2 LIMITATIONS**

The present investigation began on the third trimester of 2020, applying some questionnaires to ninth grade students and their English teachers, virtual classes still continuing because pandemic emergency.

It was carried out with 20 ninth level students who have curricular accommodations in the Carrizal C.T.P and two teachers who teach the English workshop subject.

# **CHAPTER II**

## **THEORETICAL FRAMEWORK**

## 2.1. HISTORICAL CONTEXT

### 2.1.1 Background of the organization and community

Carrizal is a district of the Alajuela canton, in the Alajuela province of Costa Rica.

Place name, Site with an abundance of reed, a reed similar to the fine branches of bamboo.

Geography, Carrizal has an area of 16.12 km<sup>2</sup> and an average elevation of 1470 m s. n. m

Demography, For the last census carried out, in 2011, Carrizal had a population of 6,856 inhabitants.

The census demographic evolution of the district corresponds to the following table and graph.

<b>Census</b>	<b>population</b>	<b>Variation</b>	<b>Variation percentage</b>
<b>1864</b>			
<b>1883</b>			
<b>1892</b>			
<b>1927</b>	919		
<b>1950</b>	1272	353	38.41%
<b>1963</b>	1988	716	56.29%
<b>1973</b>	2694	706	35.51%
<b>1884</b>	3143	449	16.66%
<b>2000</b>	6455	3312	105.37%
<b>2011</b>	6856	401	6.21%

Table 1 census demographic evolution of the district.

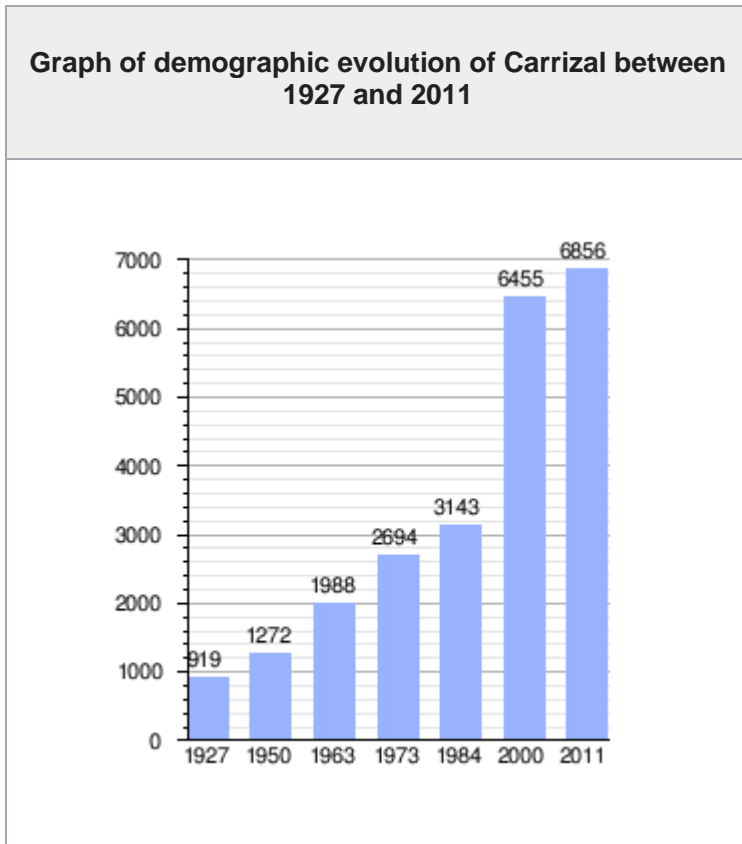


Table 2 Graph of demographic evolution of Carrizal

## 2.2. THEORETICAL CONTEXT – CONTEXTUAL

### 2.2.1. Technical Education in Costa Rican high schools

From seventh grade to ninth students must attend English workshops, when entering Diversified Education, there is an important proliferation of the modality of Professional-Technical Education, with longer duration (3-years) and that grants a technical-medium license to practice a specialized career. The offer of technical specializations presents a great variety of the different institutions of the country, according to the environment and the labor needs of the community. Similarly, at some educational centers, the International Baccalaureate (IB) program is taught. This consists of extending the staying at the educational center for a period of 2 years, with the possibility of studying at a foreign university (The Costa Rican Educational System Education for everyone 2020)

### **2.2.1.1. Methodological strategies for the English exploratory workshop area, in non-significant curricular accommodations.**

According to Saborío (2014), the methodological strategies that promote motivation towards the Sciences and, therefore, the development of personal skills, are:

**a. Metaphors:** sample of something that cannot be understood or explained in personal terms. It uses images, intuitive comparisons or analogies that promote the desired understanding.

**b. Analogies:** are connections between two different things that, in a way, share a common feature or principle. They serve to organize and remember information, offer insight into everything rather than its many constituent parts, and create a link with our experience.

**c. Imagination:** it is a resource that allows us to remember more, using mnemonic strategies as a basis (they develop memory through appropriate exercises).

**d. Brainstorming:** it is a creative activity technique to work in groups in an effective and participative way. Its fundamental principle is to defer the judgment to give way to the imagination.

**e. Fantasy:** It is a pleasant and motivating visual thinking skill. It transcends physical limitations through the mind, it is extremely important for problem solving.

**f. Narrations:** they serve to create and recreate experiences according to their own reactions and beliefs in the face of obstacles and opportunities that the situation offers. Thus, an entire environment is created through a scheme, or a story where all the concepts are applied, checking the transferred concepts and solving various problems.

**g. Creative questions:** aim to learn stimulating, reflective or hypothetical questions.

**Types of questions** according to Journal Science Education, named by Saborío (2014):

**Factual questions:** are closed or convergent (with a single correct answer).

**Comprehension questions:** they are closed (they require the application of a concept to arrive at one or more correct answers)

**Creative questions:** they extract from the student an original idea or solution. They promote the production of original ideas and solutions, they are open.

**Categories of questions**, according to Journal Science Education, named by Saborío (2014):

**Interpretation:** they relate facts, generalizations, definitions, values and skills, they can be comparison, importance, quantitative and cause-effect.

**Application:** the transfer of learning from classroom situations or daily life situations or vice versa is practiced.

**Analysis:** inferred by induction or deduction processes.

**Synthesis:** Its conditions and guides to get involved in original and imaginary thoughts, allowing great freedom to look for solutions.

**Evaluation:** they stimulate making judgments in accordance with the norms chosen by the students and determine how the object or idea conforms to that norm.

**h. Experimentation:** active strategy par excellence. It is used for subjects where the student has little knowledge and does not require sophisticated materials or equipment (materials from the medium are used).

**i. Demonstration:** it is used to verify the veracity of the statements provided by the teacher, are found in documents or are manifest of another person. According to the SIMED program of the Ministry of Public Education, named by Saborío (2014), there are various types of demonstrations:

**9.1. Intellectuals:** logical and logical tests and reasoning are carried out.

**9.2. Documentaries:** it is verified through historical facts or well-documented events.

**9.3. Operational:** it is based on a working technique or the performance of a certain task.

**j. The debate:** is an analysis of a topic, problem, or situation, through a discussion between several people. Each student participates, who defends their point of view and a moderator who will ensure the correct development of the process.

**k. The game:** an extremely important learning strategy at school, which allows you to use creativity, imagination and also learning. Among the recommended games (SIMED, named by Saborío, 2014) are: target shooting, let's form words, hopscotch, dominoes, puzzles, among others.

**l. The dramatization:** strategy that allows to dramatize a story, a story or phenomenon. It is necessary to have enough time to rehearse the drama and prepare the necessary materials.

**m. Inquiry:** strategy that allows creating an atmosphere of dialogue, strengthening classroom relationships. It helps to develop the thought process.

## **2.2.2. Curricular Adjustments and Accommodations**

### **2.2.2.1. Historical overview of curricular adjustments**

To establish the curricular adjustments as known today, Costa Rica's education went through a process, as explained below.

In 1980, the letter for the 80s; promotes the full participation and equality of people with disabilities everywhere on the planet. Subsequently in 1981, the World Program of Action for Disabled Persons and uniform standards on equal opportunities for persons with disabilities (UN); which emphasizes the needs of each person and that all resources must be used in a way that they guarantee everyone equal opportunities for participation.

Four years later (1994), the World Conference on Special Educational Needs: Access and Quality (Salamanca - Spain). Where the concept of school for all arises, it seeks to develop institutions that include all people who celebrate differences, support learning by responding to the needs of each one, within an educational center.

In 2000, the World Forum on Education (Dakar-Senegal), expressed its support for the World Declaration of Human Rights and the Convention on the Rights of the Child, stating the following;

All children, youth and adults in their human condition have the right to benefit from an education that meets their basic learning needs in the noblest and fullest sense of the term, an education that includes learning to assimilate knowledge, to do , to live with others and to be, an education oriented to exploit the talents and capacities of each person and develop the personality of the student in order to improve their lives and transform society ”(World Declaration of Human Rights 2011 p.117)

Properly in Costa Rica, the process faced to establish curricular adjustments is as follows:

In 1948, with the establishment of the Political Constitution, the right of Costa Ricans to receive education was incorporated. No distinction was made between those who received it. In addition, the state is responsible for promoting a free, compulsory, and comprehensive education for all, creating programs that stimulate the capacities, potentials and qualities of all individuals equally. (Political Constitution of Costa Rica)

To promote the quality of education, in 1990, with the approval of the Convention on the Rights of the Child, it is guaranteed that children and adolescents will have all opportunities to have a full, decent, dignified life with community participation, and therefore the right to receive special care as needed. The state must provide education, professional training, and access to information; that each one needs in order to improve their quality of life.

With the Law of Equal Opportunities for People with Disabilities, approved in 1996; known as Law 7600, which establishes the following Contemplate the duties, rights and equality in quality and quantity of opportunities for all individuals, despite having some physical, mental or emotional limitation, for a temporary or permanent period guaranteeing access opportunities in the fields of work, health , transportation, communication, information, physical space, sport, culture, recreation and education. (Law 7600 p.34 2010)

the promotion of this law came to give people who have a disability the opportunity to fully integrate themselves into the educational process. This law also establishes:



duties, rights and equality in quality and quantity of opportunities for all individuals, despite having some physical, mental or emotional limitation, for a temporary or permanent period guaranteeing access opportunities in the fields of work, health, transportation, communication, information, physical space, sport, culture, recreation and education. (Law 7600 p.86 2010)

In 1997, with the promulgation of the Childhood and Adolescence Code, the right to develop potentials, the right to remain in the educational system, quality and equal opportunities, the prohibition of all types of discrimination against children and adolescents. (Code of childhood and adolescence)

With the Policies, Regulations and Procedure (1997), established for the access to education of students with special educational needs, the different modalities of care, temporary or permanent supports, provided by the state, which should seek to eliminate discrimination, are proposed. and it allows greater access to public and private programs and services from preschool to university education for all alike.

In 1999 the Inter-American Convention for the Elimination of All Forms of Discrimination against Persons with Disabilities was ratified. The state is committed to progressively eliminate discrimination and promote integration in the provision of goods, services, especially education.

In the year 2000 the curricular programs were renewed so that inclusion in the classroom is developed. In 2001 the work of the regional interdisciplinary teams and the institutional educational support committees began. In 2002, the National Center for Educational Inclusion was created, which aims to provide continuous and updated training to teachers and administrators of the different educational institutions in Costa Rica.

CNREE seeks to strengthen its governing role by updating the institutional legal framework, so that it provides it with the necessary powers to exercise control and monitoring of the rights of persons with disabilities established in the Convention. In the same way, the institution has sought a rapprochement with the various political and State sectors to coordinate the implementation of policies aimed at complying with the rights and guarantees contemplated in the Convention on the Rights of Persons with Disabilities.

## 2.2.3 Curricular Accommodations

### 2.2.3.1 Definition

A curricular Accommodations is an accommodation or adjustment of the educational offer to the characteristics and needs of the students, in order to be able to attend to the individual differences that may arise within the same classroom. (Anthology of the National Resource Center for Educational Inclusion, 2011).

### 2.2.3.2. Classification of curricular Accommodations

Curricular Accommodations are classified according to the special educational needs of the students; They are classified into three main groups that are presented below.

**a.) Access adjustments:** they are modifications or provision of special resources, materials or communication directed to the students, who present some motor, visual or auditory deficiency; in order to facilitate access to the regular curriculum; on some occasions it is necessary to also adapt the curriculum, depending on the needs of the student. (Arnaiz, 2011).

The institution, in conjunction with the guidance department, is responsible for determining this type of curricular adjustment. In some cases, the diagnosis is made by specialists, who issue a medical opinion. But the application of this adaptation corresponds to the teacher. (Anthology of the National Resource Center for Educational Inclusion).

**b.) Significant Accommodations:** these consist mainly on the elimination of essential content and general objectives that are considered basic in the different subjects and therefore the modification of the evaluation criteria.

The application of this type of curricular adaptation requires a comprehensive diagnostic process and analysis since the modifications made are substantial modifications of the curriculum. These modifications, despite being made by teachers, must be endorsed by a support group, the approval of the regional adviser or the special education division of the Ministry of Public Education.

**c. Non-significant Accommodations:** These are the ones that do not substantially modify the programming of the official curriculum. They are actions that the teacher performs in order to provide students with situations that facilitate meaningful learning, taking into account the special educational needs of all students who require it. (Arnaiz, 2011).

Some of the non-significant adjustments that a teacher can make are mentioned as follows:

- a. Prioritization of content and objectives:** it means that the teacher has the responsibility to recognize and restructure the contents and objectives of the program of the Ministry of Public Education that are really important for the student to achieve meaningful learning. This does not mean removing the contents but giving them a different order according to the special educational needs of the students.
- b. Adjustment of methodologies used in the classroom:** the teacher must develop different methodological strategies that facilitate the student to make connections between the content and their reality in order to internalize their learning.
- c. Assessment adjustments:** Educators can use different types of assessments and not just summative assessment to assess student learning.

Taking into account the purpose and objective of this research, a deeper look will be taken into the types of non-significant adjustments applied in technical education.

### 2.2.3.3 Types of non-significant curricular adjustments

Among the non-significant curricular adjustments are the following types:

#### a.) Behavioral problems

They are also known by the name of emotional disturbances, according to the General Counsel for Emotional Disorders, (2010 p. 67). The behavior problem is defined as follows.

“a condition that adversely affects the performance of an individual in their social and educational environment over a period of time” and that has characteristics such as:

- a. Difficulty establishing interpersonal relationships with their peers, adults.
- b. Poor school performance.

- c. Poor self-image, which is reflected in: insecurity, anxiety, low tolerance and acceptance of adverse situations.
- d. Little adaptive capacity..
- e. Schizophrenia.
- f. Social deviation.
- g. Psychosis.
- h. Depression.
- i. Anorexy.
- j. Bulimia.

Behavioral problems can range in levels from mild to severe; they can also be transitory or temporary.

Behavioral problems, according to the General Counseling for Emotional Disorders, (2010) are classified as:

- Personality problems: they are people who can present anxiety, fear, extreme despair, become easily depressed, insecure, cry frequently.
- Immaturity: they have characteristics such as, for example, very short attention spans, little coordination, they are very fanciful, little initiative, little perseverance, they get bored very easily.
- Socialized aggression: they are people who can present behaviors, such as: very early delinquency, they cannot abide by rules, they do not recognize authority figures.

## **b) Attention Deficit Disorder**

According to Pazos (2011 p. 112), the attention deficit disorder consists of "... A deviation in the concentration of thought or listening, which causes a break in the sequence of the message received by an individual; therefore, the information received is inconsistent ..."

Some of the characteristics of people with attention deficit disorder correspond to:

- Continual inattention and distraction - They often have trouble prioritizing and paying attention. People with this deficit have short attention spans, they find it difficult to follow instructions, they are very disordered, and they lose their things.
- Little tolerance for frustration
- Impulsiveness
- Presence of difficulties for learning, such as, in reading dyslexia, in writing dysgraphia, in dyscalculia arithmetic
- Presence of other perceptual integrative, memory, motor and language difficulties.

According to Smith (2011), people with attention deficit disorder have an IQ above the average, they do not present mental retardation or intrinsic emotional problems, however, they present a lot of social and family problems due to the constant rejection they have. Attention deficit disorder can present passivity and hyperactivity problems, and in both deserves different curricular adaptations.

#### **2.2.4. Curricular accommodations**

They are changes that the teacher makes to the curriculum so that all students have access to education taking into account the different special educational needs that a learner presents.

##### **2.2.4.1 Curricular Accommodations levels.**

When it comes to learning difficulties, it is known that these can range from those mild and transitory difficulties, which are solved spontaneously or with elementary measures of reinforcement or educational support, to those more serious and permanent, which are more difficult to solve. In this sense, we could also speak of a diversity of curricular accommodations. (Code of childhood and adolescence).

According to Molina, Z. (2010) curricular approach, we can analyze three levels of curricular accommodations that are closely related to the levels of concreteness described above:

- a) Those carried out for a Center, Center Curriculum Project, Stage and Cycle.

- b) For a classroom, classroom programming.
- c) For a specific student, Individualized Curricular Adaptation.

Each of the three levels of curricular adaptation is analyzed below:

### **l) Center curricular accommodations**

These are directed to all the students of the Center. They are reflected in the Curricular Project of Stage and Cycle. These would imply the adaptation of the curriculum to the needs and characteristics of the students, the center, and the environment. This curricular accommodation is prepared by the institution's support committee with the participation of the entire team of stage, cycle, and department teachers. It is approved by the School Council of the Center, supervised by the Educational Administration and the itinerant team of the circuit to which the institution belongs.

In this stage the most important of the curricular adaptations take place since they are developed taking into account the Educational Purposes and the context of the Center. The objectives must respond to the socio-cultural environment, the training needs and interests of parents and students, the general characteristics of the student body, the teaching staff and the availability of personal and financial resources.

### **b) Classroom curricular accommodations**

It is addressed to the students of the group. The curricular project needs to be adapted to the characteristics of the specific groups and students (maturation, evolutionary moment, cognitive styles, learning difficulties, etc.). This is achieved in classroom programming, which is a curricular Accommodations. The programming includes the set of Didactic Units in which the objectives of the stage and areas will be developed through teaching-learning activities. They will be carried out by the cycle teachers after having made a specification and adaptation, for the cycle, of the general objectives of the stage and those of the area, a sequencing of contents and an accommodation of the evaluation criteria. It is addressed to a group of students or to all of them, who present some learning difficulties. In these adaptations, specific sections of the didactic units are adapted, which normally address the methodology.

Once the appropriate classroom curricular adaptations have been made, it is necessary to re-evaluate. If the solutions are adequate, no individualized curricular adaptations will be made. If the solutions are not adequate, the process of preparing the individualized curriculum adaptation will begin.

### c) Individualized curricular adaptations

These are aimed at students with special educational needs. They are adjustments or modifications made on the elements of access to the curriculum or on its basic elements of the curriculum (objectives, content, methodology and evaluation), to respond to the needs that the student presents.

#### 2.2.4.2. Principles of Curricular Accommodations

The levels of curricular adaptation are based on principles, which are the theoretical pillars of the levels of curricular adaptation. The curricular adaptations according to Molina, Z. (2010) are proposed according to several principles such as:

- **Principle of normalization:** the ultimate reference for any curricular adaptation is the ordinary curriculum. The objectives are to be achieved through a standardized educational process.
- **Ecological principle:** The curricular adaptation needs to adapt the educational needs of the students to the most immediate context (educational center, environment, group of students and specific student).
- **Principle of significance:** When speaking of any curricular adaptation, reference is made to the adaptation of the elements that ranges from the insignificant to the highly significant. Thus, it would begin by modifying the access elements, to continue, if necessary, adapting the basic elements of the curriculum: evaluation, methodology, etc. There are many attempts to classify the different degrees of curriculum modification, for example, going from the most significant to the least significant.
- **Reality principle:** for a curricular adaptation to be feasible, it is necessary to start with realistic approaches, knowing exactly what resources we have and where we want to go.

- **Principle of participation and involvement:** The curricular adaptation is the direct responsibility of the tutor and the rest of the professionals who work with students with special educational needs.
- **Decision making:** the procedure to be followed and the adoption of solutions will be carried out by consensus and the agreements will be reflected in the corresponding adaptation document.

The teacher, based on the principles of curricular adaptations, can be located within different curricular approaches, which will allow him to carry out the modifications of the curriculum according to the special educational needs of a given student community.

### 2.2.5. Curricular approaches:

The teacher is the pedagogical mediator, who becomes the protagonist of the process of adjusting the curriculum for the adaptations of the students; Depending on the curricular approach with which you work, your facilitating task could be feasible to implement the curricular adjustments of each student.

According to Dobles et al. (2011 p. 33), "a curricular approach is a way of seeing reality or a paradigm" to facilitate the teaching and learning process."

According to Molina Bogantes, (2012); There are different curricular approaches which are:

- **Psychological approach:** the objective that is set is to develop the abilities, skills, and attitudes of the students in order to empower the student. The objectives are set according to the interests and needs of the students. The role of the student is dynamic and participatory and is part of the selection of objectives, content, resources, and experiences, therefore the teacher becomes a facilitator and guide who is constantly investigating the needs and interests of students, in order to give further training in attitudes and values. All the strategies used by the teacher respect the learning rhythm and the learning interests. The teaching-learning process and product are evaluated, emphasizing formative evaluation.



- **Academicist or intellectualist approach:** The objectives are set in order to develop the intellectual potential of the student; their main objective is the achievement of knowledge from a systematized culture and are elaborated only by the teacher. The content is more important than the student, since it has a passive role, it becomes a receiver of information. The teacher has a managerial role and is considered as the main transmitter of knowledge; using traditional techniques such as lectures and readings. The acquisition of knowledge is evaluated, with measurement being more important than training.
- **Technological approach:** The objectives are stated in terms of observable behaviors in order to develop abilities, skills and knowledge about resources and means. The teacher is the one who sets the objectives based on current study programs, is the driver of knowledge based on the technological means to impart them. The student is in charge of processing the information and learning from external stimuli. The teaching methods used are not very flexible since instructional teaching aided by index cards and teaching modules is used. The evaluation places greater emphasis on the measurement of content, making it summative.
- **Socio-reconstructionist approach:** The priority of the objectives is that the student knows his own reality and from this he achieves a learning after doing an analysis of the social problem. The preparation of content is carried out by the teacher, the student, and members of the community. The role of the student is very important, since he considers himself an agent of social change, so he must be critical, dynamic, and committed to his social environment. The educator is a guide who fosters the critical spirit of the students. The teaching methods are based on stimulating the critical spirit of the students, for which techniques such as group work, self-management, case analysis, analysis of social problems and research are proposed. Assessment stimulates formative assessment, self-assessment, and co-assessment.
- **Dialectical approach:** The objectives are oriented in the development of critical, reflective thinking in order to achieve a social transformation, they are raised by students under the guidance of the teacher; it arises as a process of action-reflection. The student is the subject of the action-reflection process, and therefore has an active, participatory role in educational practice. The teacher is an interactive element that guides the student in the process of reflection-action, in order to be critical. Within the dialectical approach, teaching methods are a way of looking for action-reflection processes, for which the methodologies are very active,

participatory, and dynamic. The evaluation is developed from the beginning to the end of the teaching-learning process, which is why it is formative.

### **2.2.6. Curricular approaches vs learning styles.**

Through the curricular approach, the teacher makes a diagnosis to identify the different learning styles of his students, in order to carry out the corresponding accommodation to the students with curricular Accommodations. According to Picado, (2011), a learning style is the preference that students have for the use of certain processes or ways of approaching the daily task, in order to learn. It is closely linked to differences in brain thinking and functioning.

According to García A, (2010), learning styles correspond to the diversity of the student population, among which we have:

**a) Divergent style:** it has great ability to make evaluations, captures information through real or specific experiences, actions and activities that are directly related to daily life. The experiences they live are transformed through reflection processes. Some of the characteristics of this style are:

- They always look for the meaning of things, the because of the causes.
- They need to be emotionally involved in order to learn.
- They learn more by listening and sharing ideas.
- They perceive information concretely and process it reflexively.
- They have excellent ability to analyze specific situations.
- They need social interaction to learn.
- Potentialities: Innovation and imagination.

**b) Assimilating style:** people who present this type of style capture experiences or information in an abstract way and reflexively transform them. They do not like the practical, but the concrete. They prefer to research and plan, but they need the detail of things to be able to capture the information. They are also called analytical learners. They can be identified with the following characteristics:

- They are very perfectionists looking for the What of things?

- They learn through abstract ideas.
- They look for proven facts, so they need to know the opinion of the experts before issuing any opinion.
- They enjoy traditional lessons with masterful exhibitions.
- They are great data collectors.
- Potentialities: Use of models and concepts.

**c) Convergent style:** people who present this type of style have great ability to make decisions, capture information or experiences abstractly and actively process them. They need to test the theory and turn it into practice. They are also called common sense learners. Some of the characteristics of this type of learners are:

- They seek the usefulness of things, so their questions are: How does it work or how does it work?
- They learn by testing the theory.
- They need to see the experiences.
- They do not support vague ideas since they only process concrete facts.
- They need to know how things are in real life, because they have little tolerance for the abstract.
- Potentialities: Application of theory to practice.

**d) Accommodating style:** The holders of this style have great capacity to act. They capture information or experiences concretely and actively transform them. They capture all experiences through the senses. They need to find very pragmatic solutions to the problems they encounter; they are also called dynamic learners. Learners who have this style are characterized by the following features:

- They seek unknown possibilities, so their question is how could this
- be if ...?
- You need to know what can be done with things.
- Learn by trial and error.
- It easily adapts to change.
- It tends to take risks.

- They are very accessible to people.
- Act and value experiences.
- Potentialities: the action and execution of plans.

These previously exposed learning styles are mentioned by the writer Maldonado (2011), with different names:

Learning styles according to García	Learning styles according to Maldonado
Divergent	Reflexive
Assimilator	Theoretical
Convergent	Pragmatic
Usher	Active

*Table 3: comparison of learning styles according to different authors*

According to Rief, (2013), there are several elements that influence learning styles, present in the context where the teaching and learning process is carried out, such as:

- Environmental elements: sound, light, temperature, structural design.
- Sociological elements: peers, self-image, and authority.
- Emotional elements: motivation, persistence, and responsibility.
- Physical elements: perceptual preference (visual, auditory, tactile, or kinesthetic), time of day and need for mobility.

### **2.2.6.1. Approaches to learning styles**

According to Picado (2011), learning styles can be viewed according to two different approaches, which allow adaptations to the curriculum, which are:

#### **a) Holistic or global approach**

Students learn best if the teacher uses materials that can be manipulated, such as illustrations, anecdotes, and explanations become more personalized. Students under this approach are quicker to understand knowledge because there may be mental connections to previously processed episodes and concepts. That is why it is called a holistic approach that is

associated with informal methods in which spontaneity, enthusiasm, individuality, participation and freedom of schedules are appealed to.

This approach is inclined to the motivation and enjoyment of the students, since it takes into account the interests of the students, this makes the academic performance improve, but it lacks methods that order and direct the school tasks. The Holistic approach is related to the functions of the right hemisphere.

### **b) Serialist or Analytical Approach**

Under this approach, students care about what was said, the step by step of each of the experiences. Research, visual stimuli, and personal experience are involved. The student learns best with well-structured and directed verbal explanations, which is why it is called an analytical approach. It is associated with formal methods where the rules are respected, regularity of schedules, organization of the desks in rows. This approach is related to the functions of the left hemisphere.

Picado (2013) points out that the learning styles that consider the functions of the two hemispheres must be applied; therefore, the education and work of the educator is to help students develop a total or integrated brain. The methodology that tries to achieve this total process is called holistic, since it simultaneously includes the involvement of both brain functions.

Each of the learning styles must alternate the processing techniques of both hemispheres of the brain: the right and the left, this integration allows all students the possibility to excel in class, while urging them to develop other learning styles.

### **2.2.7. Non-significant curricular accommodations and learning styles.**

According to Rief, (2010), the curriculum can be adapted considering the learning style of the students, in order to satisfy the educational needs in the diversity of the classroom. There are adaptations to learning styles in order to meet the educational needs of all students, including:

1. Present a variety of new information using multisensory teaching that engages all the senses to provide auditory, visual, tactile, and kinesthetic stimuli.
2. When something has to be taught again, it must be done by taking up a new method.
3. Use different visual means in order to stimulate the sense of sight, in case you only have chalk or markers, use various colors to highlight what you consider most important.

#### **2.2.7.1. Steps to follow to apply an accommodation.**

The members of the institutional team must form the file of the students with special educational needs who are going to take the national tests for them to be reviewed by the members of the circuit team, the files must include student's data.

- a. The parent or legal guardian sends a written request to the teacher, explaining the reasons why he / she considers that the minor requires the application of educational support, it is important that if he / she has documents that allow for greater support to the request, such as diagnoses or epicrisis are presented to the teacher as evidence.
- b. The teacher makes an assessment where he considers all the areas, in order to be able to issue a criterion on whether or not the minor requires educational support.
- c. The teacher delivers to the support committee, a report that contains all the explanations for why the student needs the curricular adaptation (these explanations are based on the previous diagnoses made and the case study to determine which are the special educational needs of the student).
- d. If the curricular adaptation is approved, the parent or legal guardian must be notified of the educational supports that will be applied to the minor.
- e. In case the application of the curricular adaptation proceeds, it must be sent to the regional special education counseling (this has a maximum of 20 working days to respond).
- f. After receiving the communication of the approval of the curricular adaptation, the teacher elaborates the individual programming of the student with the curricular adaptation.

### **2.2.7.2 Methodology for non-significant curricular adjustments.**

A didactic technique is a method that allows to guide the learning process of the students, in such a way that it facilitates the achievement of the objectives of scientific education and education in values.

The educator will never find techniques that are used as a recipe but will have to make the adaptations of the case and choose the most appropriate according to the characteristics and interests of the student.

It is not the techniques that teach teachers when to apply them to the content, but rather the circumstances and the teacher's ability to face the teaching-learning process, in response to a context.

### **2.2.7.3. Methods of student activities.**

#### **a) Passive method:**

When students remain passive (do not commit) to a learning experience, the method is said to be passive. Although there are certain procedures such as dictation, lessons outlined in the textbook, rote questions and answers, and keynote speeches, they are considered properly passive.

#### **b) Active method:**

When student participation in learning experiences is considered, the method is said to be active. In this case, the method works as a device that makes the student act physically and mentally.

The teacher stops being a simple transmitter and becomes a coordinator, a leader, a facilitator of the task.

### **2.2.7.4. Methods regarding the form of reasoning:**

#### **a) Deductive method**

Deductive reasoning is the one in which the derivation or conclusion is forced. The conclusion is obtained by the form of the judgment or judgments from which it is based. The teacher presents general concepts or principles that explain and support the cases. The subject studies it from the general to the particular.

### **b) Inductive method**

The method is inductive when the course of reasoning proceeds from the particular to the general. Contrary to the deductive method, it does not start from the conclusion, but the elements that originate the generalization are presented and you must "induce" that is, to arrive at the generalization.

### **c) Analog or comparative method:**

In the analog method the reasoning goes from the particular to the particular. Data allow comparisons to be made that lead to a similarity conclusion.

## **2.2.7.5. Teaching and learning techniques**

When talking about education, a teaching technique is a type of concrete action, planned by the teacher and carried out by the teacher himself and / or his students in order to achieve learning objectives.

### **a) The Venn diagram:**

It is a graphic organizer of information that allows students to schematically record the differences and similarities of a certain topic.

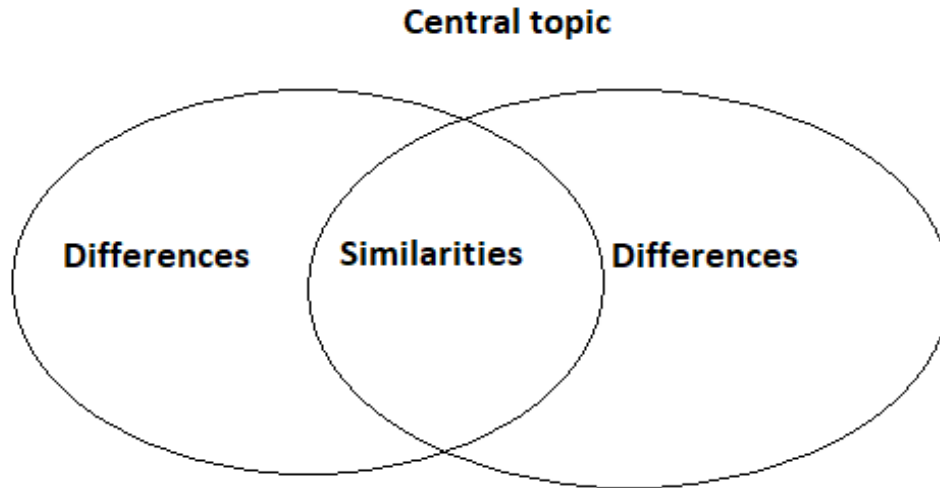
How to make it:

- a. A topic is chosen according to the objectives and contents developed in class.
- b. Students are given two cardboard circles, at the top they write the characteristics of the processes they study and if they find similarities, they must join both circles in a new subset.
- c. The teacher asks the students to stick it on the wall to review it.

Technique objective:

That students can develop the ability to synthesize and incorporate knowledge to build it in a different way. Example:





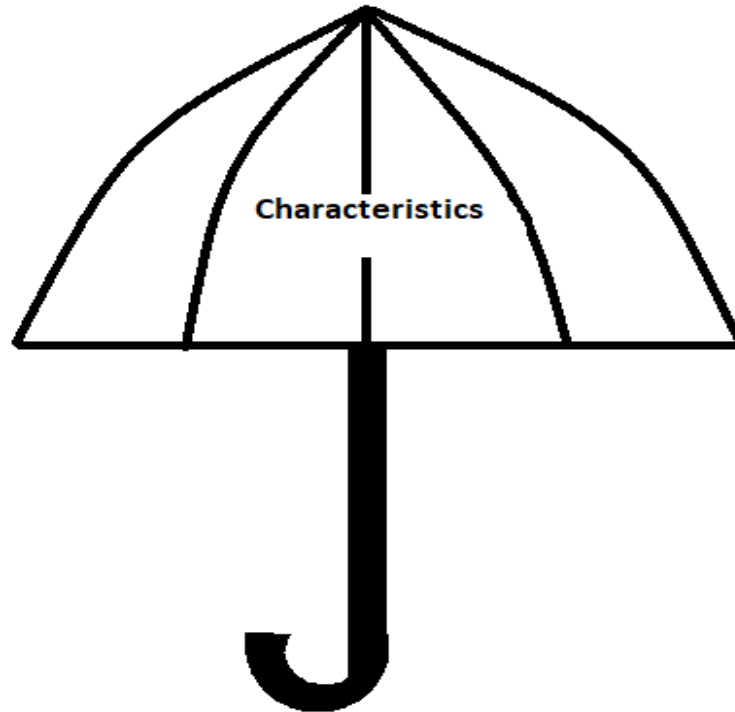
*Figure # 1 Venn diagram*

### **b) Class umbrella**

It allows the student to learn to distinguish general and specific characteristics of the topics that are developed. It also allows them to record previous knowledge.

How to make it:

- a) The teacher makes up subgroups of three or four students.
- b) A topic developed in class is chosen and students are given newspaper.
- c) Students are asked to draw an umbrella on the paper.
- d) Then the students write their previous knowledge on the topic covered.
- e) On the other sheet they redraw another umbrella, investigating with their classmates in textbooks the different topics such as characteristics, similarities, differences, etc.
- f) In a plenary each umbrella is evaluated and the differences and similarities between them are made.



*Figure # 2. Class umbrella*

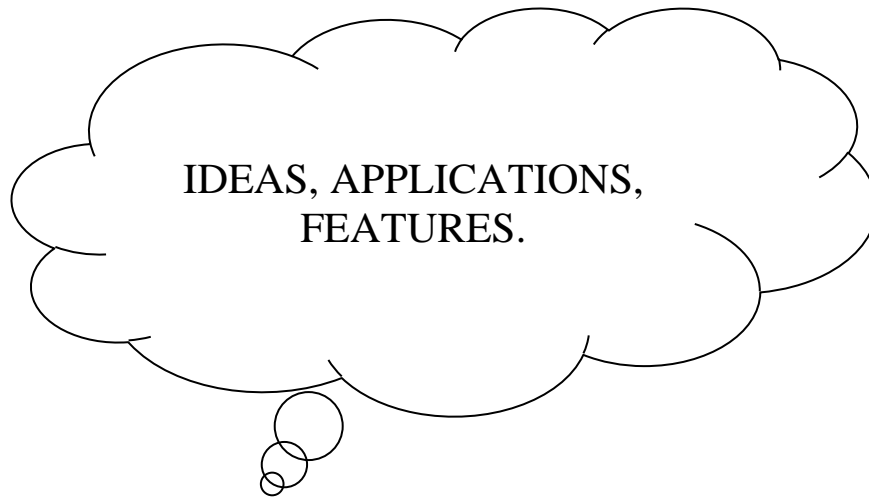
**c) The sky that covers the class**

It allows students to record, in the form of a cloud, their own application of what they have heard or read about an important principle, a generalization, a theory or procedure.

How to make it:

- a) The teacher asks students to draw in subgroups of 3 or 4 clouds on a flipchart.
- b) The teacher explains that, from the beginning, generalization theory or procedures they must find their own applications.
- c) They are told that it is not a matter of repeating or copying what they previously knew about the subject.
- d) Students write the new applications in each cloud and students classify the clouds so that they share their ideas with the rest of the class.
- e) The most important thing is to assess whether the procedure described in the clouds is related to the theory, procedure or principle discussed.

f) Students can also evaluate their peers regarding this relationship.



*Figure # 3. The sky that covers the class*

#### **d) The Heuristic Vee**

Derived from a 5-question method, the vee technique deals in a complementary way with the nature of knowledge and the nature of learning, resulting the connection between knowledge and learning.

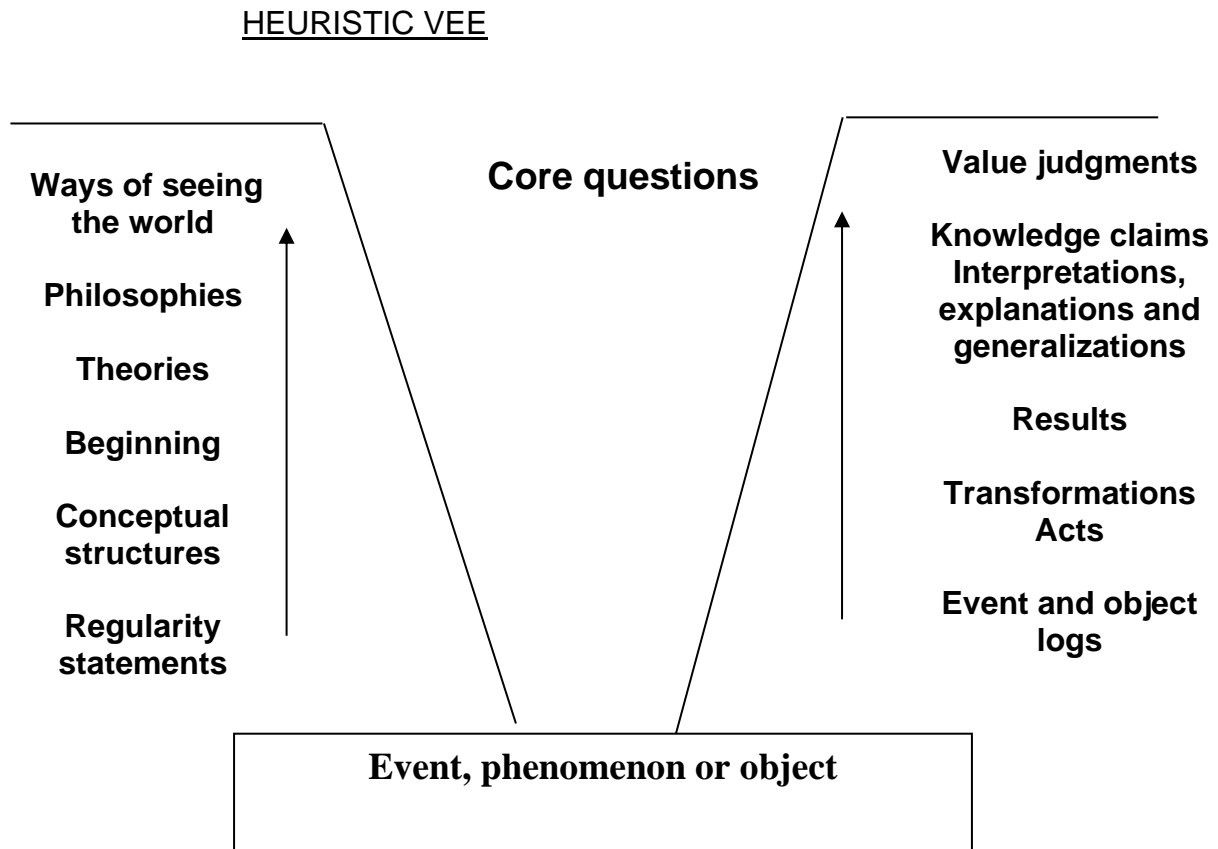
To start a heuristic vee, the student must register:

- a) Events and concepts: what is the phenomenon that we want to investigate.
- b) Registration of ideas and central questions is carried out: specify and define the phenomenon that is going to be investigated. First, the student makes a record where he notes concepts and what is observed. After doing an analysis, he performs transformations that allow him to organize the observations again, asks himself several questions regarding what he is interested in investigating, and asks the central question.
- c) From the transformed data, statements are made about knowledge that seek to give answers to our question, it is the result of research, where the concepts and principles that we already know are applied. Here we can create graphs or tables that represent our data as well as value judgments, which is the affective component of events.

The records, the transformations and the statements about the event are placed on the right side of the vee, from the bottom up, in what is called the methodology. The event should go at the bottom of the vee and in the center. The central question is written inside the vee clearly and precisely.

d) The principles and theories should be placed on the left side of the vee, what we call the conceptual part. The principles are significant relationships between two or more concepts, they guide the understanding of the event that we study; They are derived from the claims that have been produced because of all the research that has been done over time.

Theories organize concepts and principles to describe events and claims. The principles tell us how events are presented, and the objectives and theories explain why.



*Figure # 4. The Heuristic Vee*

### e) Semantic map

It consists of a technique that can be used by the teacher or elaborated by the students.

The semantic map consists of ramifications that start from a central theme and this in turn is divided into subtopics and branches into characteristics. It is a technique that helps students interpret from the most general to the most specific. The idea is to form a kind of "spider web" that links each concept and characteristic. The teacher can assign students a reading on a topic in general, so that they can prepare the semantic map as shown below:

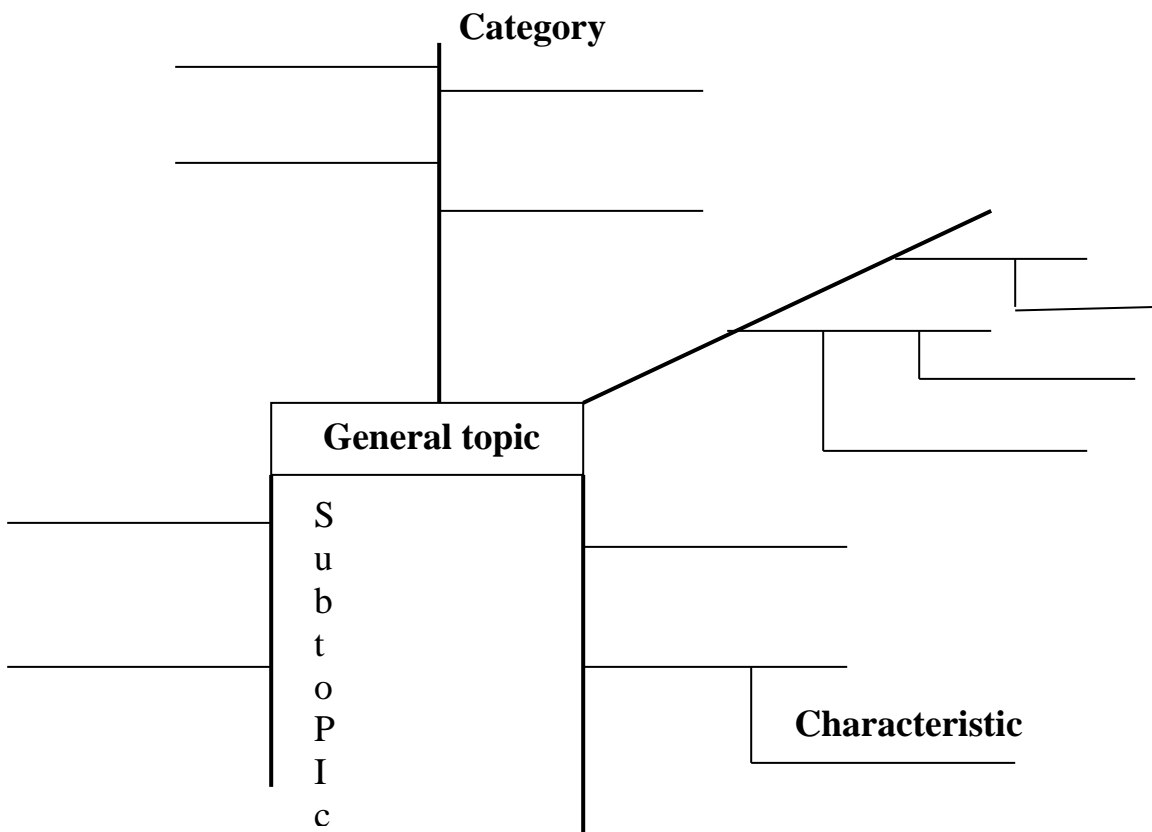


Figure # 5. Semantic map

## **f) Posters**

It is non-projectable educational material that can be used by teachers and students.

Types:

- Educational poster: (Educate by itself)
- Didactic Poster (Any subject of reading or experience is developed).
- Advertising poster: (Transmits a message)

Some aspects to take into consideration when creating a poster are:

- The font size must be big enough to be seen from a distance
- The size has to do with the space of the room
- The message should be short but well written.
- The location should be neither lower nor higher than the horizontal height of the reader's eyes.

## **g) The magnetic board**

It is one of the most useful means of instruction since it combines the use of the blackboard and the flannelgraph. The magnetic board is a thin sheet of iron, mounted on a firm backing, covered with chalkboard paint. It can be built in any size, magnets are attached to the back of the chosen material, they will be used in the same way as the flannelgraph, placing the additional elements of the lesson on the board, it has the advantage that you can write on it.

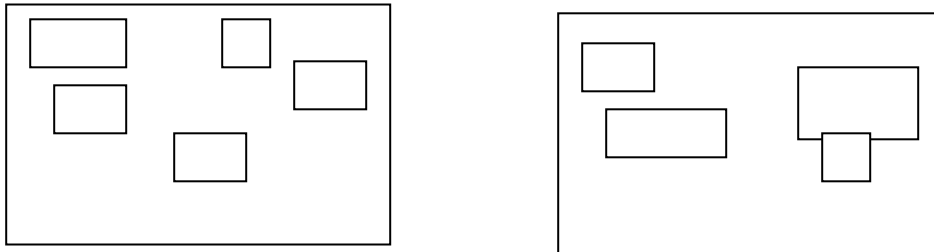
## **h) The flannelgraph**

It is a blackboard covered in fabric, usually flannel, on which are attached light illustrations and even natural objects and built with materials such as stirophoam, cork, etc; Velcro or sandpaper is attached to the back so that the object is fixed on the flannel. Flannel can be any color, but preferably neutral gray.

## **i) The mural newspaper**

It is a permanent support where visual material is located, both printed and images. It can be built on cork, wood, cardboard, etc. It can be used to inform, display important documents,

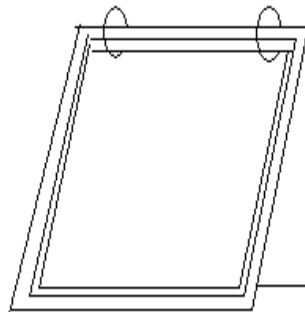
exhibitions, complete or expand information regarding topics covered in class. The teacher is responsible for organizing groups of students who collaborate with the mural newspaper. The material of the mural must be changed periodically to maintain its interest. The layout is very important.



*Figure # 9. Wall newspaper*

#### **j) The flipchart**

It is made up of sheets in series, it can be related to the structure of a block of images and posters. It can be built in various ways, usually an easel is used. Care must be taken that the flipchart sheets are well presented and in order, a pointer can be used to point out the information, different colored or shaped papers can be used to attract student attraction. The size of the signs and images depends on the distance between the audience and the flipchart.



*Figure # 10. Flipchart*

#### **k) Expository technique**

Consists of the oral presentation, by a teacher, of a subject or class topic. It represents an economy of effort and time on the part of the teacher. It is also given the opportunity for the students to also make exhibitions, favoring the development of the student.

Some recommendations for the use of this technique are:

- a) Voice inflections.
- b) Attract the student's attention.
- c) Do not speak fast.
- d) Integrate other resources into the exhibition.
- e) Preparation in advance of the exhibition.

### **m) Group discussions**

It is a mutual exchange of ideas and opinions. It is more than a simple conversation since it has a structure that is:

- Define the objective for the group.
- Choose an impartial coordinator (can be the teacher)
- Maintain a directed discussion within the topic.

To comply with this structure, the members of the group must prepare or know something about the topic to be discussed.

### **n) Educational excursions**

The excursions have arisen as the need to learn by having an encounter with native speakers, directly more things related to some matter that has promoted great interest. For the excursions to be carried out with greater success, there must be some prior knowledge of the subject to be studied, which provides the basis and support for true interests.

It is clearly assumed that teachers will go out to investigate only those aspects that are well suited and whose study can be carried out with better evidence outside the classroom. The teacher should also visit the place where the excursion will take place beforehand, make the necessary rules to go to the place, make a questionnaire or report to guide the excursion, and have the assistance of adults to maintain the discipline of the group.

### **o) Discussions**

The main objective of using this technique is to achieve a better understanding in the classroom. It is developed according to a logical and psychological order of structure and organization, to make use of the different means of communication, as well as the different



types of possible interaction that occur between students, such as the progressive presentation of problems, possible answers, offering to help the teacher in planning and carrying out the discussion process are valuable benefits obtained from this technique.

#### **p) Panel**

The panel consists of the study of a topic by a group of students selected by their classmates, who must present it, one by one, from their personal point of view, so that the class, in turn, discusses that topic.

Organization:

- a. It is convenient for the teacher to present to the students the objectives that must be achieved.
- b. The teacher will guide the work.
- c. The class chooses the panel group (5 or 6 people)
- d. Each selected student will study the topic to be developed individually.
- e. A secretary appointed by the class will write down the arguments of each exhibitor on the board
- f. Subsequently, each speaker discusses their arguments with the group, what is accepted by the majority is noted on the board and are the general conclusions of the panel that everyone should copy.

#### **q) Simultaneous dialogues**

It is an alternative method of breaking down a large group into small sections to facilitate discussion. It is different from Phillips 66, because in this case it is reserved for two-person discussion groups. This method is used to provide maximum opportunity for individual participation in an informal environment, it provides the opportunity to express, as widely as possible, the heterogeneous characteristics of the members with respect to background, knowledge, or points of view.

#### **r) The symposium**

A group of talks, speeches or verbal presentations presented by various speakers on the various phases of a single topic is called a symposium. Time and theme are controlled by a moderator. If this method is used correctly, the talks should be limited to no more than 20

minutes and the total symposium time should not exceed one hour. This method is useful when group objectives or the specific meeting objective can be accurately communicated to exhibitors when the formality of the presentation is not an impediment for the group to listen and learn.

### **s) Roundtable**

It consists of a discussion in front of an audience by a selected group of people (usually 3 to 6) under a moderator. It can be described as an informal commission discussion heard by an audience. The form of discussion is the form of conversation, no speeches are allowed to either the participants or the moderator.

This method is used to create an informal atmosphere to communicate with the group.

- To identify the problem or issues under consideration and to explore them.
- To provide facts and opinions on issues and topics for discussion and compel a group to confront a problem or controversial issue.

### **t) Dynamic portfolio**

It is a technique that allows teachers to reflect on their own learning and keep track of them. It consists of a personal file that the teacher makes of a certain student, in which all kinds of annotations will be made of the significant aspects that have been presented during the development of the lessons and other kinds of school activities. It is important that the recording is carried out systematically of all attitudes, preferably at the moment they are being observed, because the longer it is, the more difficult it is to describe the events.

Recommendations:

- a. Highlight positive and negative aspects.
- b. Make annotations descriptively.
- c. Write a personal observation at the end.

### **u) The anecdotal record**

It is a technique that allows the teacher to carry a qualitative description about any adaptation that is made to the curriculum of a certain student. It provides information about

how the development of student learning is executed and the information collected, allows the teacher to make decisions to feed back the topic of study.

Recommendations for its elaboration:

- a. Establish the aspects to be observed as a priority.
- b. Establish the sequence in which these attitudes occur.
- c. Make observations at the moment attitudes happen.

#### **v) Puzzle**

This strategy consists of studying a text, an article, a book, or a sheet by subgroups; for then what each subgroup shares with the rest of the group, in this way the content is known in its entirety.

Steps for implementing this technique

- a. Form subgroups.
- b. Divide the material by giving a section to each member of the subgroups.
- c. Gather the members of each subgroup to discuss each section.
- d. Join each of the pieces distributed.
- and. Share the teachings with the rest of the group.
- F. In total group must perform a global interpretation (make a plenary)
- g. Carry out a co-evaluation of the topic.

#### **w) Group work**

This strategy consists of forming heterogeneous subgroups of four or five students and assigning an individual grade, and then assigning scores and rewards according to their average future performance.

Steps to do it

- a. Form heterogeneous subgroups
- b. Assign an initial grade
- c. Provide each subgroup with activities in which all members participate.
- d. Students must work cooperatively.
- e. Scores should be assigned as the different activities of the class are developed.
- f. The group with the highest score is the winning group.

- g. After each activity, a coevaluation of the activity must be carried out.
- h. The teacher must give rewards (other than with points) to the groups with the highest scores.

### **X) Individually assisted teams**

In this technique, cooperation and individualized teaching are combined. It is a technique that can be used at all educational levels.

Steps to do it:

- a. A diagnostic instrument is applied to the entire group to find out the previous knowledge.
- b. Based on the results, special educational needs are met, so that each student progresses at his own pace, so different activities are assigned.
- c. Couples or triads of students are formed to share the information.
- d. Every week progress is verified, and rewards are awarded.
- e. At the end of the topic an evaluation is made.

### **y) Research in groups**

It is a general class organization plan where students work in small groups. Specific topics are awarded to each group, and they in turn must carry out a bibliographic investigation of the topic within the classes.

Steps to develop:

- a. The class is divided into small groups.
- b. The teacher distributes the topics
- c. The investigation begins, with bibliography provided by the teacher.

### **2.2.8. Are public educational centers prepared to attend to the diversity of the classroom? Inclusion vs. exclusion of curricular adjustments.**

Educational inclusion manifests the right to educate oneself above the personal and cultural particularities, but the conditions for this fact to be put into practice depend on the resources at an ideological, economic, and systematic level that one decides to invest in school processes.

According to Meléndez, (2012 p. 112); integration or inclusion into the school system was assumed in our country "... as a change of physical incorporation with supports, in which students with different disabilities could be incorporated full-time in a regular class, but in the occasional company of an assistant specialized..."

However, the author points out that integration and the concepts of special educational needs and curricular adaptation have become current forms of segregation, exclusion and discrimination, since inclusion has been forced and improvised without having guaranteed Previously, the adequate training of the environment into which the student is integrated and without having made the necessary changes in the school organization, so that they have the resources that allow them to better serve students with curricular adaptation.

Integration and inclusion have been reduced to a conception of technical modifications within the regular didactics and has been based on a standardization approach, which, far from promoting the acceptance of difference, has wanted to condition the acceptance of people with educational needs special to their ability to get as close as possible to the norm of society. This is manifested in the educational field through the obligation that we all must access a unique curriculum, which has been designed according to the development of the system and not according to the development of the students according to their particular situations.

In Costa Rica, one of the most serious threats within the educational system is exclusion, which encompasses all students at all levels of secondary education, who are forced to drop out for various reasons. Among those that come out, economic problems and the lack of support to maintain their regularity within educational institutions. Even far from the ideals of inclusion, school dropout seems to be largely due to the selective model that has prevailed in the national educational system since 1998, with a dropout rate of 10.3% until 2001; has increased for 2004 by 12.3%. This model, according to A. Devalle and V. Vega (2010 Page 89) ensures:

Try to force the placement of students within theoretical, statistical, organizational and, therefore, artificial and external parameters. It does not consider the peculiar and development of groups or of individuals. It intends that all students progress at the same rate and use the same times to appropriate the content corresponding to the academic year.

All the above has made students with intellectual limitations and those with multiple disabilities the ones who find the most opposition and rejection in regular schools. The dropout rates where they reach maximum levels is the year of transition from school to secondary, that is, in the seventh year of middle school; only half of seventh-year students make it to eighth grade, and only a third make it to eleventh grade. A. Devalle and V. Vega (2010 p. 92)

Meléndez (2013), in his article “The paradigm of inclusion”, points out some reasons for the persistence of discriminatory attitudes such as, for example:

- The "difference" continues to be classified as a threat to the integrity and rate of learning of the standard.
- The existence of prejudices towards the most deprived human groups, which are reflected in the exclusion of educational opportunities.
- Responsibility towards minorities is recognized through social assistance programs, but not in the equitable sharing of resources for education.
- Education is based on a uniform curricular proposal, based on content, but adjustments to the proper meaning of contextual and experiential proposals.

Macal, (2013) mentions another factor that hurts educational inclusion, referring to the fact that new teachers (with less than three years of experience) tend to be less effective than teachers with more experience. Especially these problems are manifested when teaching, in classroom control problems, the ability to motivate students, to appropriately address individual learning needs.

To have an authentic educational inclusion, Cordero (2014) points out that the possibility that educational centers have to design a quality educational response is in accordance with the characteristics of the learner 1 and to work for equal opportunities, provided that they are considered factors such as the characteristics of the students, the social context in which the center is located, their history and conditions for change.

Cordero (2014) also emphasizes that practices where the student with special educational needs is treated as "special", with a "specialized" teacher, will never be effective enough or end with poor academic results, since they are stratified in their system that educates students. "Special", "poor" or "minority cultures".

The benefits attributed to the inclusion of curricular adjustments according to Meléndez, (2012) are the following:

- It offers much more favorable social conditions for learning appropriate social behavior and for stimulating learning in general.
- It awakens the social conscience and the positive change of attitudes towards the acceptance of the difference.
- Cooperative learning environments have proven to be much more effective for children with special educational needs than strictly individualized learning.
- The regular school offers new challenges to children with curricular adaptations, which is not commonly found in special education schools.

For Costa Rica to comply with the demands of an education taking advantage of the alternative of inclusive schools, it will have to doubt its own explanations about the origin of its problems, not fear citizen participation in the analysis and proposal of solutions and accept with humility the indications that have been made to it in the different State of the Nation reports. It is also obliged to try an educational reform that meets the aspirations to eradicate all selective and discriminatory forms in education, that reduces social gaps and that with this collaborates in the elimination of all forms of poverty and iniquity. (Meléndez, 2013).

With all of the above, it can be said that Costa Rica is still in its infancy regarding educational inclusion in terms of special educational needs, and it is necessary to reform and put into practice the ideals of an education with equal opportunities for all students.

### **2.2.9. Role of the evaluation process in curricular adjustments**

The evaluation of learning is a process of issuing value judgments made by the teacher, based on measurements and qualitative descriptions to rate the learning achieved by students. The evaluation must:

- a. Consider itself as a continuous, permanent, flexible process.
- b. Orient to the identification, collection, organization, and analysis of information based on a purpose.
- c. Check that the information is valid, practical, objective, reliable, timely.
- d. Serve as feedback to make timely changes in practice.

- e. Choose between different decision options to respond to a situation that requires modification.

### 2.2.9.1. Purpose of the evaluation process within the curricular adjustments

The evaluation within the context of the curricular adjustments must fulfill some purposes.

**a) Diagnostic purpose:** it allows to detect the initial state of the students in the cognitive, socio-affective, and psychomotor areas in order to apply the corresponding pedagogical strategies:

This diagnostic purpose allows the teacher to identify:

- Previous knowledge
- Previous learning experiences
- Competency level (individual and supported)
- Self-knowledge and self esteem
- Special educational needs talent in certain areas
- Basic conceptual, practical and social level of knowledge to develop learning experiences.

The information obtained in the diagnosis provides the necessary and timely information for decision-making that best corresponds to the diversity of rhythms and learning styles of the students during the process that is carried out. It also provides information to know the state of cognitive, behavioral, maturation and affective indicators of each student.

**b) Training purpose:** It helps to know the progress of students and works as a thermometer to foresee future problems. It helps to make decisions about the real promotion of the student. Some techniques and strategies that can be suggested for applying within this purpose are the following:

- Venn Diagram
- Umbrella
- The sky that covers the class
- Dynamic portfolio



- Performance record
- Anecdotal record

**c) Summative purpose:** it allows to check the learning achievement obtained by the student at the end of an objective, a unit or a school period and obtain a grade. Some technical guidelines to apply the summative purpose in students with curricular adjustments are the following:

### 1. Daily work:

- All educational activities carried out by the student with the teacher's guide inside and for the development of the face-to-face classes.
- It is continuously observed during lessons as part of the process and not as a product.
- It must be graded based on the grading scales, such as a checklist and other technically elaborated instruments, of which the students must have prior knowledge.

The teacher has several options to grade the daily work of the students with curricular adaptation among which can be mentioned:

- Make a minimum of 4 observations per period of students with curricular adaptation.
- Keep an anecdotal record during the period, where it contains the progress and areas that reinforces the students with curricular adaptation.
- The dynamic evaluation portfolio (with notes from the student and the teacher), in order to know how students behave with curricular adaptation to different types of evaluation, in order to make the necessary modifications to meet the special educational needs of students.

### 2. Exams:

They are measurement instruments whose purpose is for the student to demonstrate the acquisition of cognitive, socio-affective or motor learning, mastery of a skill or the progressive development of a skill. They are comprehensive in nature. For its construction, the objectives and contents of the current program are selected. They can be written, oral and performance.

On some occasions, students with curricular accommodations are given specific tests. The specific tests are the ones that the teacher prepares to measure the level of achievement of objectives and content for those students who apply a non-significant curricular adaptation and that has adjustments according to their needs.

Some guidelines for the preparation and application of tests to students with curricular accommodations are the following:

- a. It must respond to the student's special educational needs.
- b. Determine according to the special educational needs of the student and the nature of the subject, the type of test (oral, written, execution) that allows him to demonstrate the level of achievement of the objectives to be measured
- c. Assess the possibility of applying more tests to avoid accumulation of content.
- d. The support committee may request the teacher to attach a sheet to the test explaining the accommodations applied.
- e. One test per day must be applied.
- f. The additional time of 40 to 60 minutes.
- g. Do not reduce the number of points on the test.

In some specific cases, students with curricular adjustments are assigned a separate room (a place where they are alone or accompanied with very few to better carry out the resolution of a test); Students who must be placed in a separate room when having any of the conditions described below:

- a. Hearing impaired students with specialist tutor (maximum two per tutor)
- b. Hyperactive students maximum two per tutor
- c. Anxious students maximum two per campus
- d. Autistic students one per tutor
- e. Students motor limitation one per tutor
- f. Students with behavioral problems one per tutor.

### 3. Homework:

They are those works planned by the teacher, or by the teacher, together with the students, whose purpose is to review or expand the topics developed in the institution.

Some characteristics of this type of assignments are:

- Resolved outside of school hours
- They are graded by applying an instrument (scale, checklist, among others.)
- At least four aspects are rated
- They are rated from one to five
- Minimum one job.

Other important considerations that should be taken into consideration in order to facilitate the evaluation process of students with curricular adequacy are detailed as follows:

- a. Deliver works by periods and not by date
- b. Students have different needs from the others, so evaluation techniques and strategies must frequently be modified.
- c. Student achievement is evaluated and not the parent's work.
- d. It must be indicated in all work if the collaboration of the parents is required and what help will be allowed.
- e. The objectives to be achieved, the rating scale to be used and the steps to be taken should be noted.
- f. Holidays and weekends do not count since they are for students to rest and not for work.

### 4. Attendance

Attendance is defined as the presence of the person in the lessons and in all other school activities to which they are called. The justifications must be presented in writing and before the teaching person and must be within three business days following the reincorporation of the student person. Excused absence is understood to be that caused by a reason of force majeure or unforeseeable fortuitous event or outside the will of the minor student, which

prevents them from presenting themselves to the center or to the place previously defined by the teacher to fulfill their usual obligations as a student. Such reasons:

- a) Illness, accident or other cause of fortuitous event or force majeure.
- b) Serious illness of the persons in charge of law or siblings.
- c) Death of a relative up to the second degree of consanguinity and for up to a week. It has a value of 10%

### **2.2.10. Educate for virtuality and virtuality to educate.**

The Internet has inevitably become a part of everyday life. Its use both in the classroom as a resource for research, information and entertainment has been on the rise. The emergence of platforms, virtual classrooms, and online education itself forces us to rethink the role of the teacher in educational processes and the need to promote a critical culture and pedagogical training for the use, consumption, and production of these, both for part of the students as teachers.

The use of digital social networks that the web has provided is a sample of how virtuality has transcended physical spaces and limitations to the interaction. In addition, the wealth of information currently has access given the development of search engines for the web raises questions what should be the role of the educator and education itself against this vast amount of information.

Interdependence of both dimensions that derive in the understanding of a virtual education holistic that transcends the limited instrumental use of virtual resources and technological. It is so necessary to use virtual media to educate (portals, blogs, platforms, social networks) as is educating for the consumption of virtuality under a creative and interactive critical perspective.

#### **2.2.10.1 Educate for virtuality.**

An education for virtuality in the sense that it differentiates between the use, consumption and production of resources and information. The use would correspond to the instrumentalization of resources (platforms, email, virtual classrooms, etc.), that is, as mere instruments or resources that facilitate learning but they do not mean learning itself. Consumption is referring to all the information, interaction and interactivity that is accessed via the internet (magazines, digitized media, blogs, social networks, chats, forums, etc.) and

production refers to how to design and create digital products put into virtuality but are created by the user (multimedia resources, blogs, forums, sites, etc.)

It should be noted that the Internet has become the main environment for communication. A tool that gives access to so much information requires, on the part of the users, an education and a cultural level that guides on what is sought, how, where, for what and what to do with so many messages. In terms of educational policy, this should be the central axis to guide the Internet use, not censorship. In this information society, it is necessary not only integrate the internet into education, but citizens are what sufficiently educated - as regards virtuality - to optimize the extraordinary possibilities that the internet has opened up (Castells, 2009).

A virtual education is necessary that generates a culture in students critical to the use and consumption of the information and resources it finds in virtuality. Buckingham (2010) criticizes the lack of questioning and exacerbated celebration, of which he calls, digital resources above all from the perspective of commercial interests that the development of the technologies.

That is, it is necessary to educate for virtuality through an education towards a critical culture whose problem lies in the complex debate on the assumptions and values underlying the exchange procedures democracy and its identification of procedures in decision-making and everyday life (Pérez, 2014).

In this sense, education for virtuality will be incomplete if it is not encouraging production in students. Buckingham (2010), is clear in establishing the need to generate audiences with a critical and analytical perspective in the face of broadcast messages, but also raises the need to educate in the production, in this case, of virtual education, production of multimedia resources, websites, blogs.

If you write a blog, create a web portal, the user learns from web domains, distinguishes commercial, advertising, or educational information. In addition, it will warn that the information found there may only be the product of the subjectivity or emotions of the writer, that anyone can open a space of these and therefore the information must be questioned. Learn to look for sources, contrast them and question them. Only when it is achieved understand the elements of a production, especially at the levels school, it will be understood how meanings can be constructed or manipulated by the producer.

### **2.2.10.2. Virtuality for education.**

It is the use of virtuality in face-to-face environments as didactic resources or means of communication between the learning actors, the virtuality as a means for non-face-to-face education. From the development of new communication and information technologies, educational technology came to stay inside and outside the classrooms, from the use of an image projector that replaced the acetate projector, to the current use of virtual platforms, multimedia resources, social networks, forums and blogs. This abundance of resources forces the digital literacy of the educator and the student, understood not only as the technical and instrumental learning of the resources, but also the implications and impacts that these may have on students and learning. A virtuality integrated into the curriculum and not a curriculum adapted to technologies.

It is necessary that virtuality allows, reinforcing the contribution of contemporary pedagogical and didactic works, since they allow the creation of enriching, complex, diversified learning situations, with the help of a division of labor that no longer rests all investment in the teacher, since the information as well as the interactive dimension oversees the instrument producers. (Perrenoud, 2014, p. 119).

Thus, a virtual classroom, as a complement to a face-to-face class, will not be a repository of digital files, but a space that allows interaction with all the actors involved in the educational process and that generates meaningful learning. An integration in the classroom that facilitates communication and dialogue with students and that transforms the way of thinking, saying and developing teaching processes with an emphasis on learning.

Regarding virtuality as a means for non-face-to-face education, it must be taken into account that virtual models will not be successful if they limit themselves to replicating face-to-face models. Sangrá (2011) explains, in the case of the virtual university, it is about bringing the university to the student's home, so it must focus on a flexible, cooperative, personalized, interactive and organized education. For that flexibility is needed. The flexibility to adapt to the personal, professional, and family reality of the student, so that it adapts to the needs of the students (not the other way around); cooperation between students who are in the same virtual educational process and a group of tutors; the personalization that allows individual treatment with the student during their learning process in so much so that the multimedia materials and other teaching resources treat the student and her training needs in a personal

way. Likewise, interactivity is the basis on which formative relationships will be established as an interactivity and interaction between students, teachers, and administrators.

The instructional design of the courses must have a common thread that links objectives and learning and assessment activities. Since virtual education favors interaction and interactivity, then, appropriate evaluation activities should be considered in the same way. According to Dorrego (2013), the use of virtual technologies offers facilities that are not available in face-to-face educational environments, such as the level of immediacy, interaction, the possibilities of accessing courses from any place and time and the capacity for feedback to comments and discussions that contribute to the construction of learning by the student himself. Therefore, all these facilities must be used and be consistent with the teaching, learning and assessment processes and strategies. In addition, evaluations in virtual contexts must consider the knowledge of the students' contexts, as well as their perceptions about the evaluated activities. Formative and summative evaluations can take place in virtual environments, but they must be linked to motivate, generate dialogue so that the student obtains a vision of progress.

The technologies that have made virtuality possible have facilitated access to information, but this does not necessarily imply that knowledge is generated or increased in a society. In the field of education, the use of ICT should transcend the function of data transmission and generate the self-critical capacity to value it. Technology cannot guarantee the success or failure of an educational process and the training of the student. Communication, creativity, critical thinking, ability to learn to learn must be immersed in the use of these technologies.

Why bet on a holistic virtual education? An education is sought that entails significant learning that transcends the classrooms. The use of the network is increasing, and the school and university years expire, however the virtuality for education or personal consumption will remain throughout the lives of citizens.





# **CHAPTER III**

# **METHODOLOGICAL FRAMEWORK**

## **3.1. TYPE OF INVESTIGATION**

### **3.1.1 Purpose**

The purpose of the present research is applied because it intends to solve a necessity of ninth-grade students with non-significant curricular accommodation in the C.T.P. Carrizal during the third trimester of 2020.

Barrantes R. (2013) the applied investigation has the finality of solving practical problems, to transform the condition of an issue that has been worrying us. (p, 64). This means, based on the gathered information, the applied investigation sets and make recommendations, planning, guidelines, manuals, among others, to solve the concrete problems that happen in a specific place.

### **3.1.2 Temporal Dimension**

The transversal points (Barrantes, 2013, p. 64) studies parts of the development of the subjects and the topics in a certain point. This means, shorten the time in a metaphorical way to investigate a specific topic and in depth in a certain point. The most important aspect for the transversal research is to analyze and comprehend in depth the topic, this means in detail, more than just analyze the behavior of the topic in long term. (Methodological Investigation Guide, Universidad Hispanoamericana, June, 2018).

This research is transversal, since it studies the phenomenon described in the third trimester of the school year 2020 with the ninth-grade students with non-significant curricular accommodations at C.T.P. Carrizal

### **3.1.3 Framework**

The present research fits into the micro category as it is mentioned in the Methodological Investigation Guide, Universidad Hispanoamericana, June, 2018, “the micro space of the investigation means a part or subtopic in which the investigator will make his research”.

This research focuses on a part of the population of CTP Carrizal, the students of ninth grade with non-specific curricular accommodations.

### **3.1.4. Nature**

This research is quantitative because it gathers data, quantities, numbers, that backup that demonstrates the hypothesis. The data is gathered by surveys, close questions, matrix, software, data basis, statistical models, among others. (Universidad Hispanoamericana, 2018). The data collected will support the objectives proposed at the beginning of the research.

### **3.1.5. Character**

This research is of the descriptive character, which will allow visualizing the following aspects:

- It allows to recognize which students enjoy the right of a non-significant curricular adaptation and which do not deserve to be applied.
- Identify the different teaching methodologies used by teachers in the English Workshop classes at the ninth level in the C.T.P of Carrizal de Alajuela and the methodologies used with students with non-significant curricular accommodation.

Through this research, not only information on the research problem is obtained, but different hypotheses regarding the factors that affect students with insignificant curricular adjustments in the teaching and learning process can be detected and analyzed.

## **3.2. SUBJECTS AND SOURCES OF INFORMATION**

### **3.2.1 Analysis Unit (object of study)**

#### **Inclusion criteria**

The students of ninth grade that have non-significant curricular accommodation in the year 2020 at C.T.P Carrizal.

#### **Exclusion criteria**

The students of ninth grade that do not have non-significant curricular accommodation in the year 2020 at C.T.P Carrizal.

### 3.2.2 SOURCES OF INFORMATION

#### 3.2.1 First hand

Author or authors	University or organisation	Country	Year
Victoria Rodríguez Campos	Universidad Hispanoamericana	Costa Rica	2019
Courser, Brittany	Eastern Washington University	United States	2020
Liublianne Villallobos	Universidad Americana	Costa Rica	2014
Ignacio Cordero	Universidad Nacional (UNA)	Costa Rica	2018
Agustina Gallardo	Universidad de Chile	Chile	2015

### 3.2.2 Second hand

Author or authors	University or organisation	Country	Year
Methodological Investigation Guide	Universidad Hispanoamericana	Costa Rica	2019
Maslach, C., Leiter, M. P., & Schaufeli, W.	<i>Oxford Handbooks Online</i>		2008
Del Cid Pérez, Alma; Méndez, Rosemary y Franco Sandoval Recinos	Investigación. Fundamentos y metodología	México	2011
Hernán Gil Ramírez Fernando Romero Loaiza Miguel Ángel Gómez Mendoza	Manual de Investigación Educativa	Colombia	2010

### **3.3 SAMPLE SELECTION**

#### **3.3.1 POPULATION**

Twenty-two Students of ninth grade with non-significant curricular accommodation and two English teachers at C.T.P Carrizal.

#### **3.3.2 Sample**

Twenty-two students of ninth grade with non-significant curricular accommodation in C.T.P Carrizal and two English teachers of those students.

#### **3.3.3 Non-Probabilistic**

The sample is non-probabilistic since it was chosen by the researcher by eliciting all the students from ninth grade with a non-significant curricular accommodation.

### **3.4 TECHNIQUES AND INSTRUMENTS USED TO COLLECT DATA**

#### **3.4.1 Classroom Observation**

Observation is the action or process of carefully watching someone or something, observation for research includes any observations which are carried out for the main purpose of creating public theories. (Malderez 2020).

Non-participatory observations via teams with a checklist to determine the didactic techniques used by the teachers of the English Workshop (Annex 1). On the other hand, observations of the modifications of the planning and didactic techniques carried out by the teachers in the lessons of the English Workshop in the ninth grade classes of CTP Carrizal were also carried out in order to determine the implementation of the non-significant curricular adaptations. (Aneex #2)

#### **3.4.2 Interview**

In an interview, through the questions and answers, a communication, and the joint construction of meanings with respect to a topic is achieved (Janesick, 2018).

For this research, Virtual Interviews with ninth-level teachers were held to find out the factors that influence the application of non-significant curricular adjustments. (Annex 3). Virtual Interviews were also carried out with the counselors and administrators to find out and check how the application of non-significant curricular adjustments is, as well as the support provided by parents or legal guardians. (Annex 4).

A third interview was made virtually to non-significant curricular accommodation students to identify the degree of commitment they have with the application of their adaptation and assess the degree of satisfaction on the part of the students. (Annex 5).

### 3.4.3 Questionnaire

Close ended questions are defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as “yes/no” or among set multiple choice questions. In a typical scenario, closed-ended questions are used to gather quantitative data from respondents. (Smith 2011)

Application of questionnaires via teams to teachers, where it is allowed to know in more detail the factors that influence the application of non-significant curricular adjustments. (Annex 6)

### 3.4.4 Tests

These type of tests (such as a series of questions or exercises) are used for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group. (Merriam 2019)

A test was applied to the students to identify the different teaching and learning models, to the students in study and to the teachers of English workshops. (Annex 7)

## 3.5. OPERATIONALIZATION OF VARIABLES

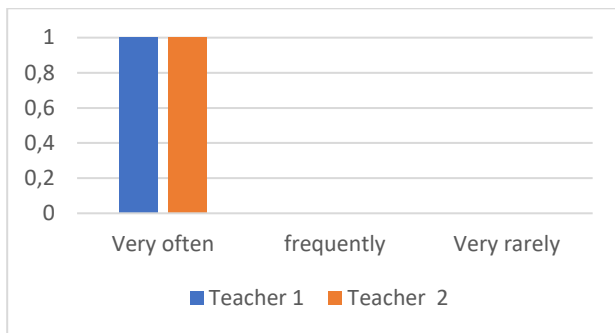
SPECIFIC OBJECTIVE	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION

**CHAPTER IV**  
**ANALYSIS AND INTERPRETATION**  
**OF THE DATA**



This chapter shows the analysis of the results of the assessment instruments applied to two English teachers and students with non-significant curricular accommodations of ninth grade at C.T.P Carrizal, in the third trimester 2020, by means of comparative bar and pie graphs that allow visualizing the contrast of what was achieved and not achieved in each item.

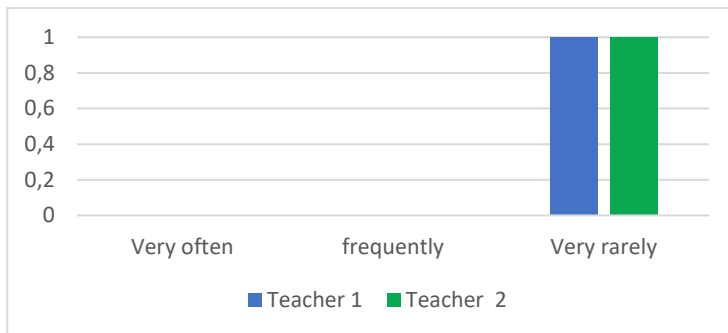
Figure # 1



Source: Annex 4

The approved curricular adaptations are those that have a previous school record. The previous bar graph shows that the adaptations that are applied in ninth grade are those that have previous records, which have been prepared from the primary school and the teachers, followed-up throughout from Carrizal school to C.T.P Carrizal high school.

Figure # 2

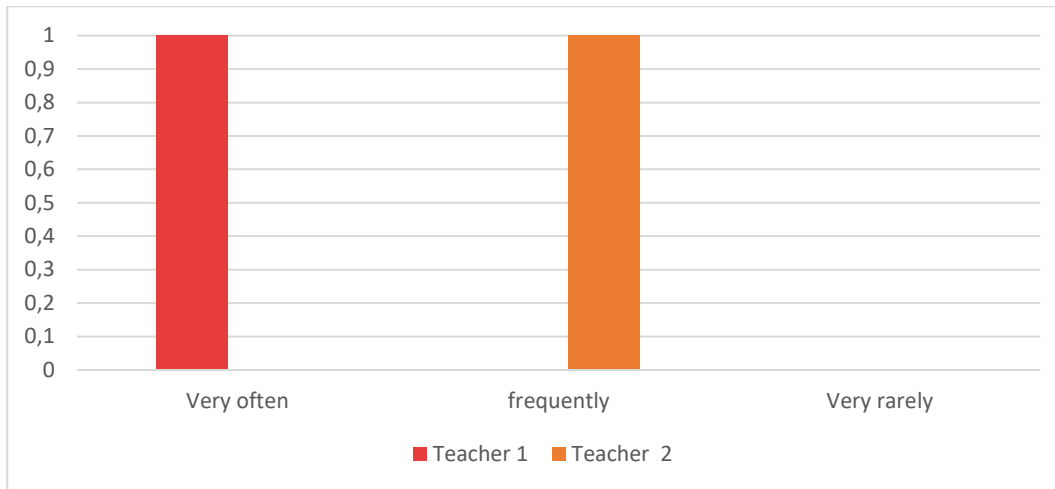


Source: Annex 4

Visit to the Institution from the itinerant group.

The previous bar graph shows that teachers at C.T.P Carrizal high school almost never had the visit of the itinerant group, assigned by the Alajuela Regional for circuit # 1. This is an advisory group of specialists, who have as part of their duties to visit once a week to follow up on the application of non-significant curricular adjustments and help the teacher to resolve concerns regarding the application of curricular adjustments.

Figure # 3

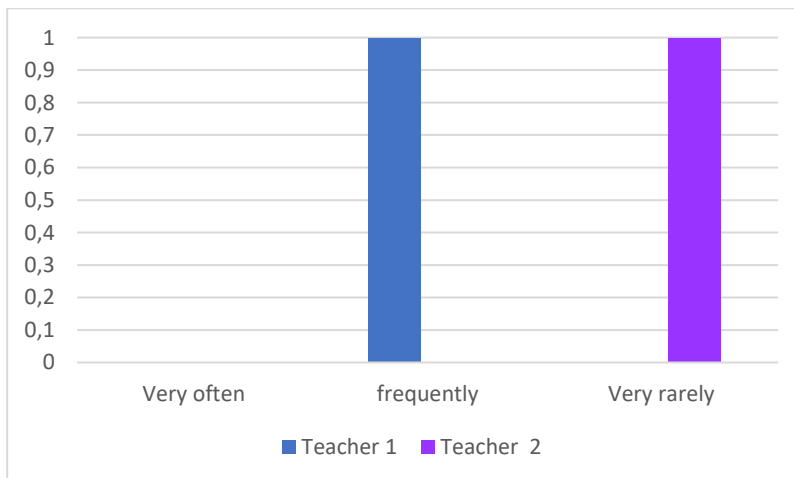


Source: Annex 4

The institution supervises the application of curricular adjustments.

According to the information provided by the teachers as shown in the previous bar graph, the teachers are divided between whether the administration requests information about the students with curricular accommodations.

Figure # 4

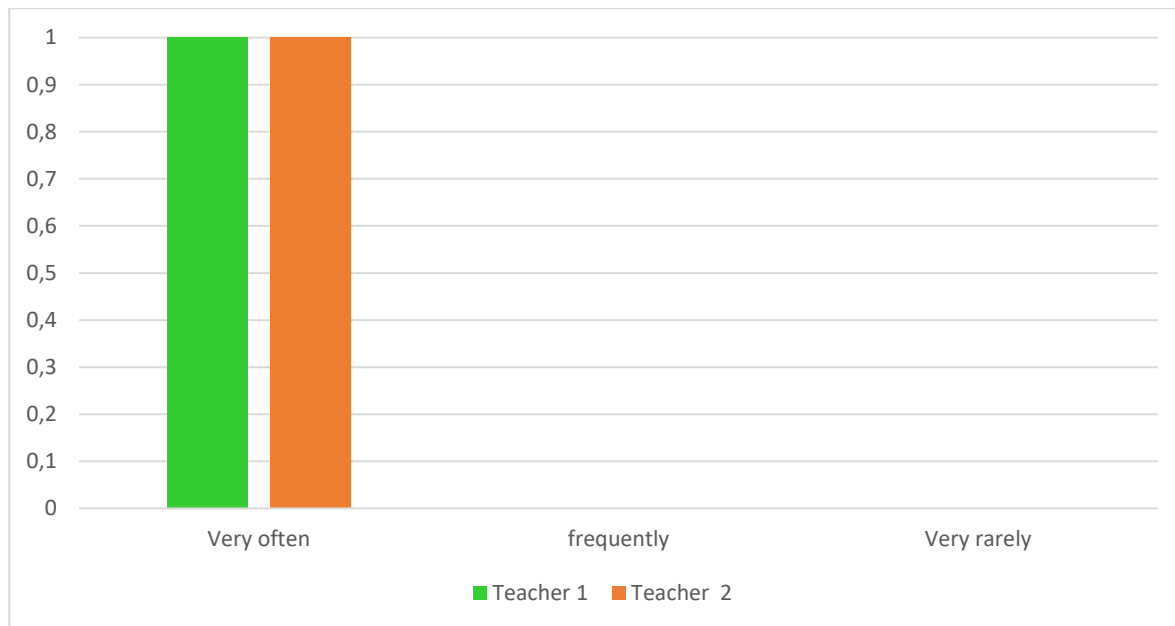


Source: Annex 4

The Support Committee reports provided information on the students with curricular adaptation.

The percentage obtained in the previous bar graph shows that one teacher said that the reports received provide the required information while the other teacher said that the reports rarely provide the information.

Figure # 5

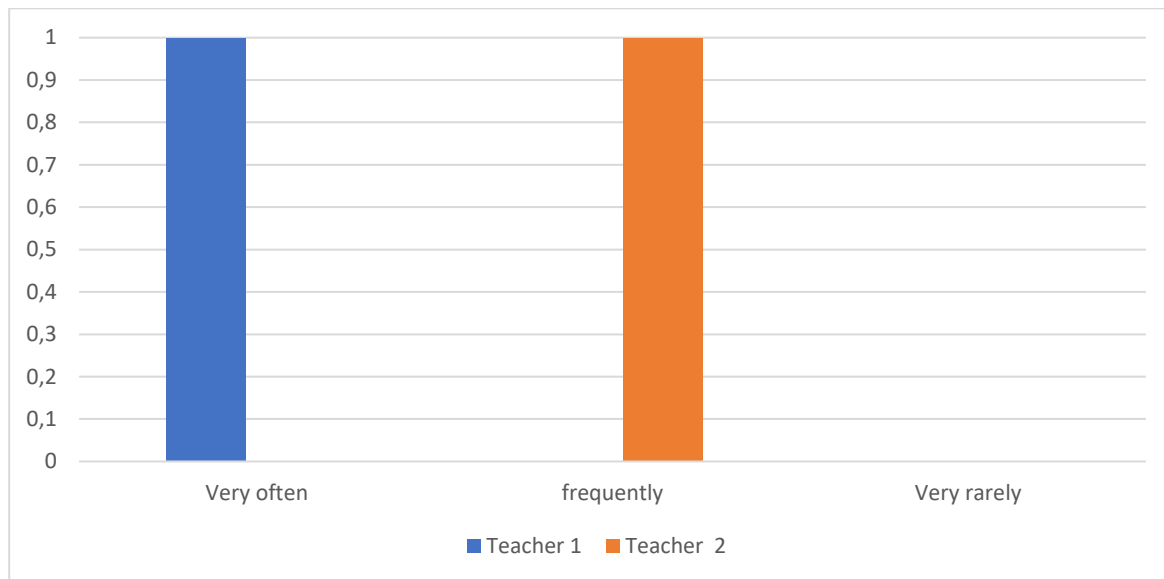


Source: Annex 4

How often does the institution have adequate resources to implement non-significant accommodations?

According to the previous bar graph, both teachers pointed out that the institution frequently provides them with adequate resources to implement non-significant accommodations.

Figure # 6

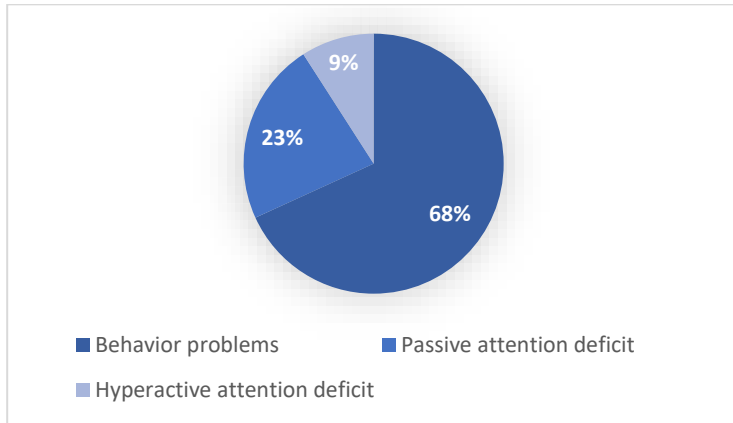


Source: Annex 4

The institution requests the reports or profiles of the student's curricular adaptation that are sent to the legal representative of the student.

The previous bar shows that the institution requests that the profiles of the students be updated in each trimester, which according to the teachers interviewed is very frequent and frequent. At the administrative level, a report on the real progress of students with non-significant adequacy is required, which seeks to ensure that legal guardians know the level of performance that students have with adequacy in the different trimesters.

Figure # 7

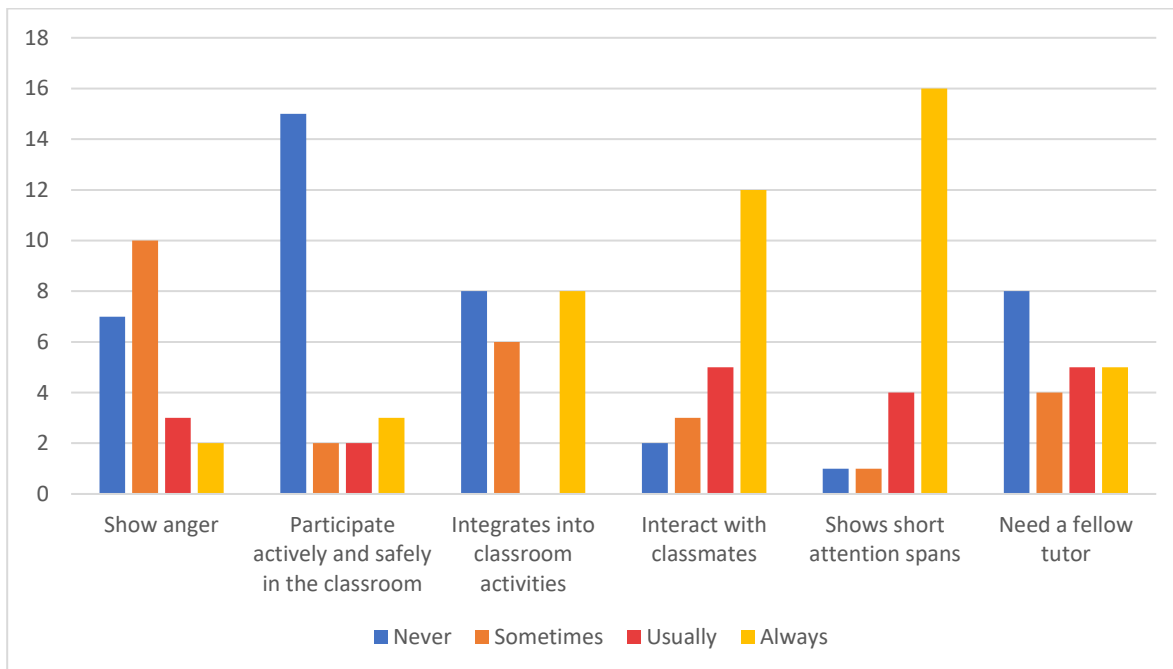


Source: Annex 7

Type of not significant curricular adaptation

The previous pie shows that 9% of the students have Attention Deficit Hyperactive Disorder, 23% have passive attention deficit disorder and 68% have behavior problems.

Figure # 8



Source: Annex 1

### Characteristics of students with non-significant accommodation

The previous bar graph shows that seven students never show anger. The next bar shows that ten students sometimes show anger. The next bar shows that three students usually show anger. The next bar shows that two students always show anger.

The next bar shows that fifteen students never participate actively and safely in the classroom. The next bar shows that two students sometimes participate actively and safely in the classroom. The next bar shows that two students usually participate actively and safely in the classroom. The next bar shows that three students always participate actively and safely in the classroom.

The next bar shows that eight students never integrate into classroom activities. The next bar shows that six students sometimes integrate into classroom activities.

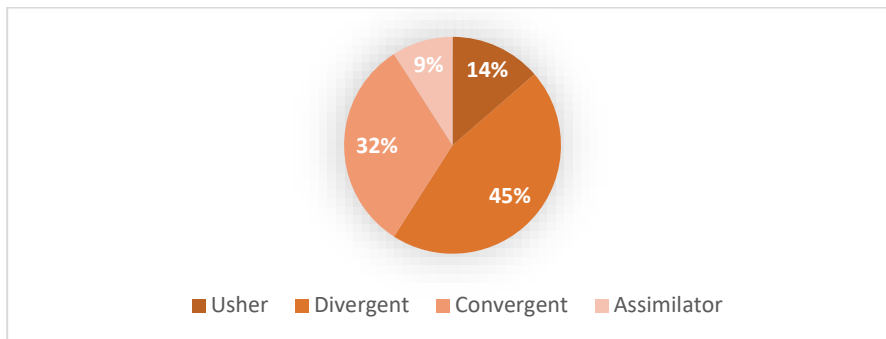
The next bar shows that eight students always integrate into classroom activities. When it comes to interacting with other classmates, two students never interact with classmates. The next bar shows that three students sometimes interact with classmates. The next bar shows that five students usually interact with classmates.

The next bar shows that twelve students always interact with classmates.

The next bar shows that one student never shows short attention spans. The next bar shows that one student sometimes shows short attention spans. The next bar shows that four students usually show short attention spans. The next bar shows that sixteen students always show short attention spans. The next bar shows that eight students never need a fellow tutor.

The next bar shows that four students sometimes need a fellow tutor. The next bar shows that five students usually need a fellow tutor. The next bar shows that five students always need a fellow tutor.

Figure # 9

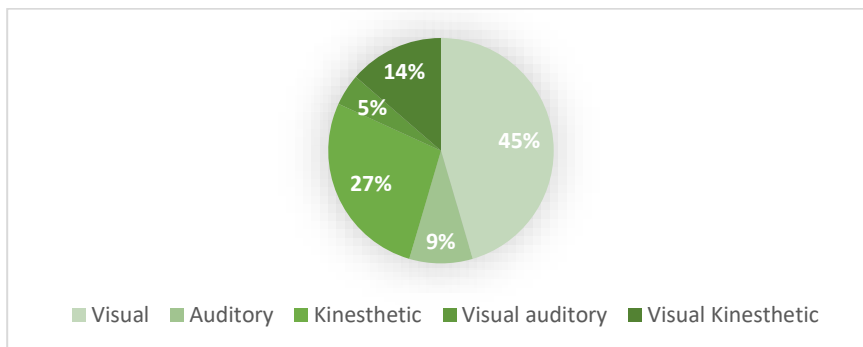


Source: Annex 7

### Learning style

The previous pie shows that 9% of the students are Assimilators, 14% of the students are Usher, 32% of the students are convergent and the 45% are Divergent.

Figure # 10

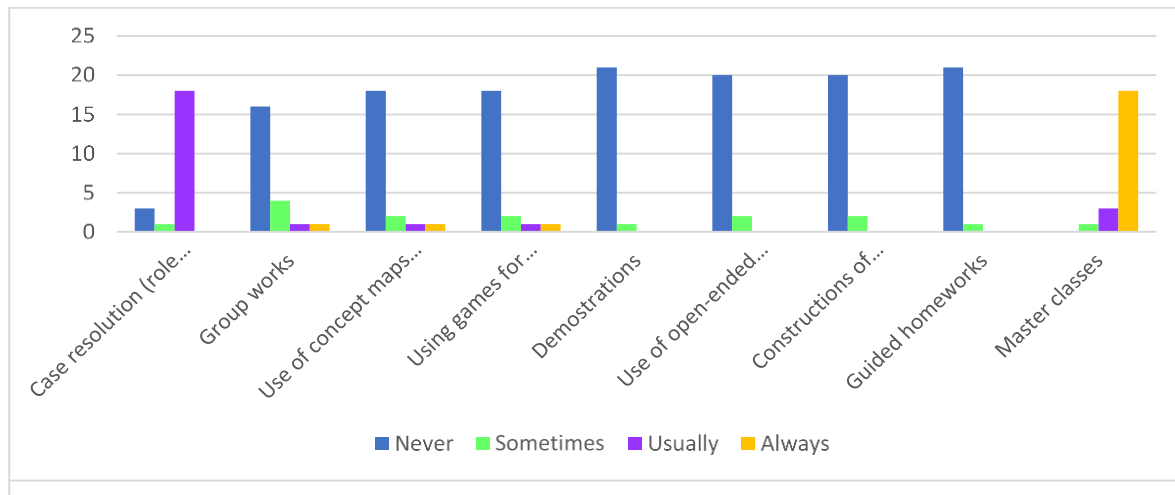


Source: Annex 7

### Curricular Adaptation Learning Styles

The previous pie shows that 5% of the students are Visual Auditory, 9% of the students are Auditory, 14% of the students are Visual Kinesthetic, 27% of the students are Kinesthetic and 45% of the students are Visual.

Figure # 11



Source: Annex 2

#### Techniques used by the teacher

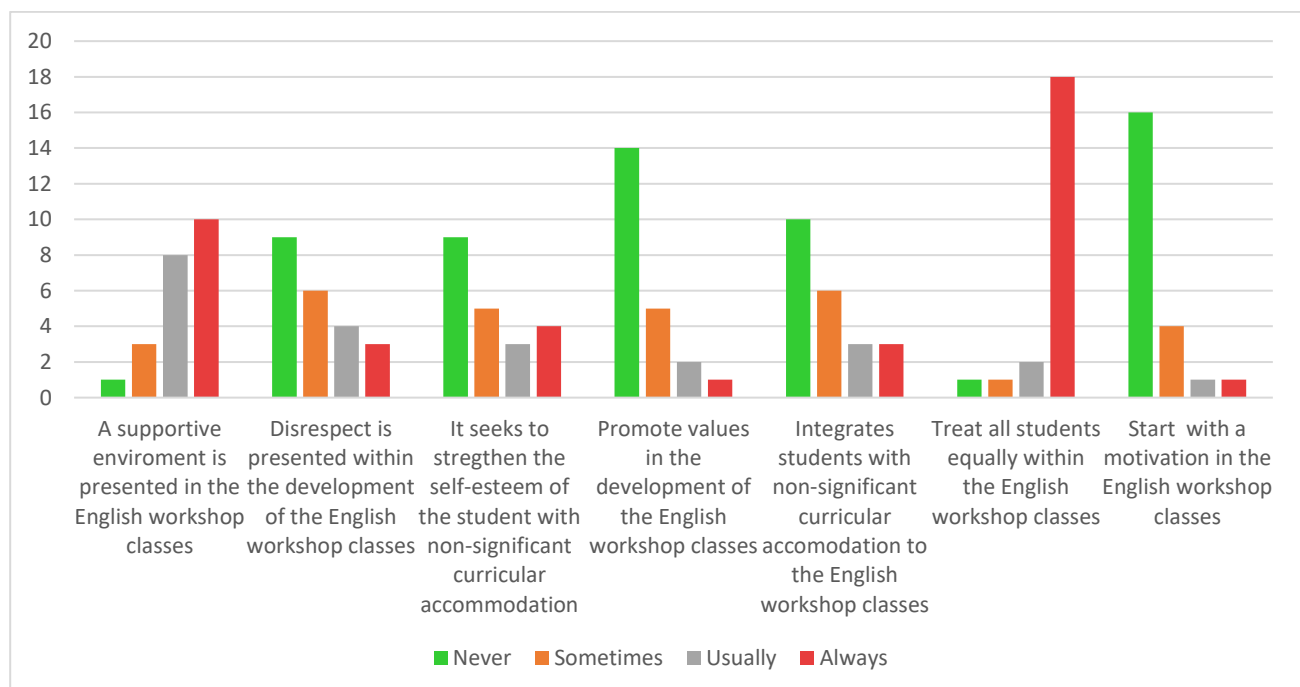
The previous bar graph shows that four students say that the teacher never uses case resolution technique in class. The next bar shows that one student says that the teacher sometimes uses case resolution technique in class. The next bar shows that eighteen students say that the teacher usually uses case resolution technique in class. The next bar shows that sixteen students say that the teacher never uses group works technique in class. The next bar shows that four students say that the teacher sometimes uses group works technique in class.

The next bar shows that one student says that the teacher usually uses group works technique in class. The next bar shows that one student says that the teacher always uses group works technique in class. The next bar shows that eighteen students say that the teacher never uses concept maps technique in class. The next bar shows that two students say that the teacher sometimes uses concept maps technique in class. The next bar shows that one student says that the teacher usually uses concept maps technique in class. The next bar shows that one student says that the teacher always uses concept maps technique in class. The next bar shows that eighteen students say that the teacher never uses games technique in class. The next bar shows that two students say that the teacher never uses



games technique in class. The next bar shows that one student say that the teacher usually uses games technique in class. The next bar shows that one student say that the teacher always uses games technique in class. The next bar shows that twenty-one students say that the teacher never uses demonstration technique in class. The next bar shows that one student say that the teacher sometimes uses demonstration technique in class. The next bar shows that twenty students say that the teacher never uses open ended guides technique in class. The next bar shows that two students say that the teacher sometimes uses open ended guides technique in class. The next bar shows that twenty students say that the teacher never uses construction of conclusions technique in class. The next bar shows that two students say that the teacher never uses construction of conclusions technique in class. The next bar shows that twenty-one students say that the teacher never uses guided homework technique in class, the next bar shows that one student says that the teacher never uses guided homework technique in class, the next bar shows that one student says that the teacher sometimes uses masterclass technique in class, the next bar shows that three students say that the teacher usually uses masterclass technique in class, and finally, the next bar shows that eighteen students say that the teacher always uses masterclass technique in class.

Figure # 12



Source: Annex 2

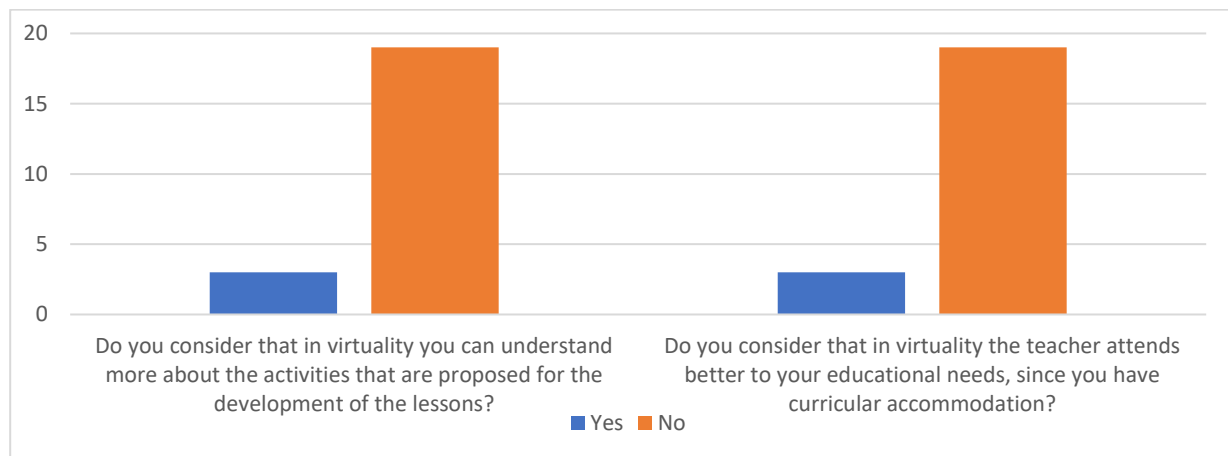
## Motivation of the teacher towards the students

The previous bar shows that one student say that never a supportive environment is presented in the English workshop classes. The next bar shows that tree students say that sometimes a supportive environment is presented in the English workshop classes. The next bar shows that eight students say that usually a supportive environment is presented in the English workshop classes. The next bar shows that ten students say that always a supportive environment is presented in the English workshop classes. The next bar shows that nine students say that never disrespect is presented within the development of the English workshop classes. The next bar shows that six students say that sometimes disrespect is presented within the development of the English workshop classes. The next bar shows that four students say that usually disrespect is presented within the development of the English workshop classes.

The next bar shows that three students say that always disrespect is presented within the development of the English workshop classes. The next bar shows that nine students say that the teacher never seeks to strengthen the self-esteem of the student with non-significant curricular accommodation. The next bar shows that five students say that sometimes the teacher seeks to strengthen the self-esteem of the student with non-significant curricular accommodation. The next bar shows that three students say that the teacher usually seeks to strengthen the self-esteem of the student with non-significant curricular accommodation. The next bar shows that four students say that the teacher always seeks to strengthen the self-esteem of the student with non-significant curricular accommodation. The next bar shows that fourteen students say that the teacher never promote values in the development of the English workshop classes. The next bar shows that five students say that the teacher sometimes promote values in the development of the English workshop classes. The next bar shows that two students say that the teacher usually promote values in the development of the English workshop classes. The next bar shows that one student say that the teacher never promote values in the development of the English workshop classes. The next bar shows that ten students say that the teacher never integrates students with non-significant curricular accommodation to the English workshop classes. The next bar shows that six students say that the teacher sometimes integrates students with non-significant curricular accommodation to the English workshop classes. The next bar shows that three students say

that the teacher usually integrates students with non-significant curricular accommodation to the English workshop classes. The next bar shows that three students say that the teacher always integrates students with non-significant curricular accommodation to the English workshop classes. The next bar shows that one student say that the teacher never treats all students equally withing in the English workshop classes. The next bar shows that one student say that the teacher sometimes treats all students equally withing in the English workshop classes. The next bar shows that two students say that the teacher usually treat all students equally withing in the English workshop classes. The next bar shows that eighteen students say that the teacher always treat all students equally withing in the English workshop classes. The next bar shows that sixteen students say that the teacher never starts with a motivation in the English workshop classes. The next bar shows that four students say that the teacher sometimes start with a motivation in the English workshop classes. The next bar shows that one student say that the teacher usually starts with a motivation in the English workshop classes, and finally. The next bar shows that one student say that the teacher always starts with a motivation in the English workshop classes

Figure # 13



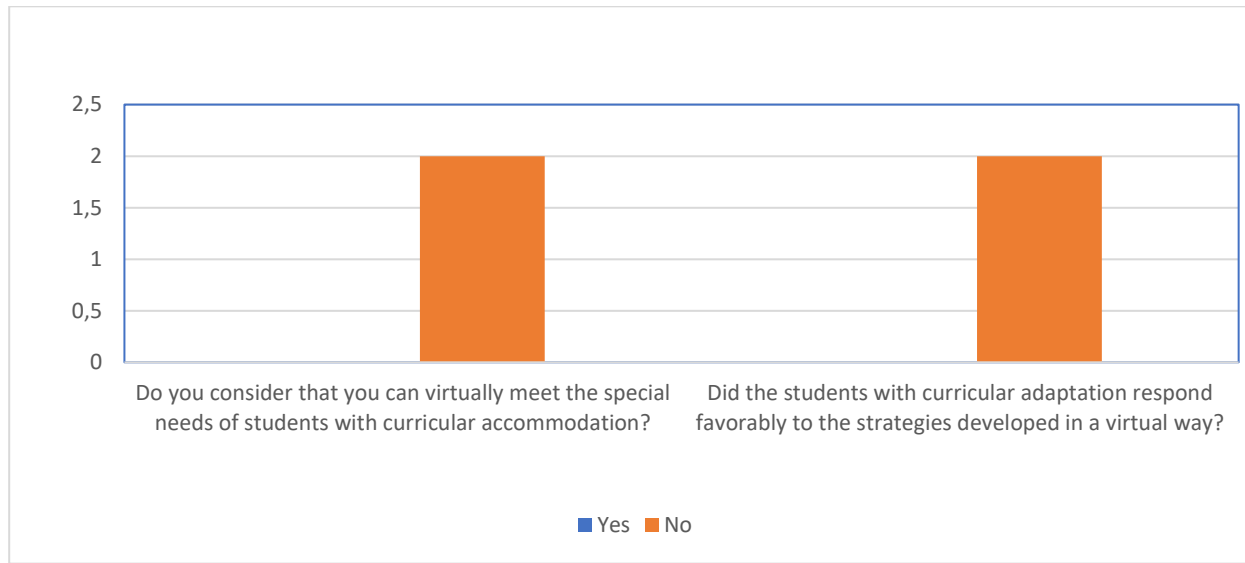
Source: Annex 5

The previous bar shows that three students consider that in virtuality you can understand more about the activities that are proposed for the development of the lessons. The next bar shows that eighteen students consider that in virtuality you can understand more about the activities that are proposed for the development of the lessons. The next bar shows that three

students consider that in virtuality the teacher attends better to their educational needs, since they have curricular accommodation.

and finally. The next bar shows that eighteen students that in virtuality the teacher attends better to their educational needs, since they have curricular accommodation.

Figure # 14



Source: Annex 5

The previous bar shows that two teachers consider that they can virtually meet the special needs of students with curricular accommodation, and finally, the next bar shows that two teachers think that the students with curricular adaptation respond favorably to the strategies developed in a virtual way.

**CHAPTER V**  
**CONCLUSIONS AND**  
**RECOMMENDATIONS**

## 5.1 CONCLUSIONS

- According to the questions of the investigation, it is concluded that there must be an openness on the part of the teacher to identify which teaching-learning needs the students present for each group in order to plan the different techniques that they will develop during the school period.
- Referent to answering the question of the investigation, it is also concluded that the learning style applied to the population of learners with non-significant accommodation is the divergent one; They reflect the need to use techniques that include the exchange of ideas, learn from experiences, promote the analysis of specific situations, develop the imagination and the use of audiovisual material, among others. Therefore, the teacher must adapt to different learning styles and special educational needs, to promote true learning and development of the student in class and in daily life.
- Referent of the General Objective, it is concluded that it is necessary that the teacher have the ability to adapt the curriculum and learning methods to awaken a real interest in students with non-significant curricular accommodations in the ninth grade groups, at C.T.P Carrizal and thus improve the part of motivation that seeks to enhance skills so that when developing strategies it can also promote knowledge applicable in everyday life situations and meaningful learning
- It is important that the teacher through this proposal improves the knowledge of the learning styles of their students, discovers and identifies which the strategies that are best applied to these students are in order to improve not only their planning but also to carry out the necessary modifications for an inclusive system that not only serves students with non-significant curricular adaptation, but also starts from a collaborative process and improves the academic performance of students at a general level, but also meets the needs of students by providing them with better educational support through the application of different strategies that are embodied in the strategy.
- Referent of the specific objective, it is concluded that 90% of the students with curricular adaptation in ninth grade at C.T.P Carrizal to whom the non-significant curricular adaptation is applied have a record from the school which proves that on many occasions this adaptation is continued if the teachers really pay attention to

make an assessment or a diagnosis that allows educators to really know which the areas in which students require educational support are if not that they continue a process that in many cases is not carried out in the best way due to lack of information from the teacher.

- Through the application of the instruments in this thesis it is important to conclude that the learning style that predominates in the ninth-grade students with curricular adaptation at C.T.P Carrizal is divergent, which reflects the teacher's need to carry out a large number of strategies that allow students to have an exchange of ideas, carry out collaborative learning, learn through experiences and promote situations of analysis. The teacher is forced to adapt to this learning style and that his planning and lessons respond satisfactorily to the educational needs of these students to seek meaningful learning which is also applicable to everyday life.
- Referent of the specific objective, it is concluded that it is important to note that the teacher, by not making a diagnosis of special educational needs with non-significant adaptation, does not have the necessary knowledge to be able to make a significant modification in teaching techniques and much less in their strategies. Therefore, what he managed to show as a first aspect is that the teacher does not make the real, concrete and pertinent modifications to the didactic planning to solve and attend to the special educational needs of their students and further provide them with the real support that generates meaningful learning. There is no adaptation to the curriculum and teaching methods and strategies to seek to instill in the students a greater interest.
- The techniques used by teachers do not respond to the needs of their students due to ignorance of learning styles or because they consider in many cases that these are a greater workload than they have, therefore they make small adjustments that do not generate a real and significant learning in these students, which is why students are often demotivated because they do not achieve greater academic success, in the conversational English workshop the banking effect is generated, in which the teacher deposits information that cannot be really used in real-life situations.
- The proposal is included in this research as part of the annexes, to provide input for teachers of ninth grade at CTP Carrizal. Its main objective is to become a referent for

teachers on techniques that can be used to foster the acquisition of language in these students.

## 5.2 RECOMMENDATIONS

- It is recommended that the sample group be a larger group in numbers of students and it can be applied at different levels to validate results.
- For future research, it would be significant to interview the students in person because in this way they would not have to worry about the students' Internet data consumption, being in a better known, calmer, more stable environment, allowing them to be more comfortable, thus waiting for the responses of the questions are better.
- For future research, it could be important to consider interviewing parents so that they know the results that the application of non-significant curricular adjustments has had on their children.
- For future researches it would be important to interview more teachers to have a larger sample of results.
- For future researches it is relevant to have more contact with the itinerant group in order to know which of these students have really had an adequate follow-up with respect to primary school.
- For future researches could be important to this proposal be applied at the institutional level and that it can be taken as an important factor for it to become an institutional project, thus giving real attention to students with non-significant curricular adjustments and generating a change in the expectations of parents, institution and above all improving student learning.



## REFERENCES

Anthology of the National Resource Center for Educational Inclusion.

Araya (2018) Educacion, medios digitales y cultura de la participación, UOC (MEP), 2005, pp.21-24

Arnaiz (2011). attention deficit disorder, Ebury press

Barrantes Investigación: un camino al conocimiento, UNED, p.70

Buckingham (2010) Child brain, Alba

Castells, (2009). Education in confinement, Catarata

Code of childhood and adolescence 7739

Code of childhood and adolescence.

Corbat (2018) professionell führen und gestalten, Cockpit-Reihe P

Cordero (2014) Educational inclusion, Brief

Decreto No. 26831-MP - Reglamento de la Ley No. 7600 sobre la Igualdad de Oportunidades para las Personas con Discapacidad.

Devalle and V. Vega (2010 Page 89) exclusion, Grijalbo

Devalle, A. y Vega, V. (1999). Una escuela en y para la diversidad. El entramado de la diversidad. Argentina: AIQUE.

Dirección General de Ordenación Educativa y Formación Profesional (1994): La atención educativa de la diversidad de los alumnos en el nuevo modelo educativo. (Documento a Debate). Sevilla.

Dobles et al. (2011), curricular approach, Emerald Group Publishing Limited, p. 33

Dorrego (2013), The use of virtual technologies, Wiley

García A, (2010), learning styles, Patmos

General Counseling for Emotional Disorders, (2010)

<https://blogs.elpais.com/ayuda-al-estudiante/2013/04/cuando-el-compa%C3%B1ero-es-el-profesor.html>

<https://cmap.ihmc.us/docs/usomapasdocentesestudiantes.html#:~:text=Utilizada%20apropiadament e%2C%20los%20mapas%20conceptuales,llevando%20a%20un%20aprendizaje%20significativo.>

<https://es.slideshare.net/josevazquez7503/estrategia-lluvia-de-ideas>

<https://repositorio.uned.ac.cr/reuned/bitstream/handle/120809/1590/Morales%20Benavides%20Flor%20Mar%C3%ADa.pdf?sequence=1&isAllowed=y>

[https://www.mep.go.cr/indicadores\\_edu/BOLETINES/04\\_17.pdf](https://www.mep.go.cr/indicadores_edu/BOLETINES/04_17.pdf)

[https://www.uned.ac.cr/ece/images/documents/documentos2011-2015/evaluacion\\_aprendizajes\\_necesidadeseducativas2012-f.pdf](https://www.uned.ac.cr/ece/images/documents/documentos2011-2015/evaluacion_aprendizajes_necesidadeseducativas2012-f.pdf)

Janesick, (2018) Teacher interviews, Red Circle

K. G.(2016) A Beginner's Guide to learning Analytics, Springer

Kaplúm, Mario. El comunicador popular. Quito, Ecuador: CIESPA. 1985.

Law 7600, Gaceta 102 del 29 de Mayo de 1996 p.34, p.86

Ley 7600 publicada en el diario oficial la Gaceta #102, de 29 de mayo 1996.

Macal, (2013) Educational inclusion. LID editorial

Malderez (2020) Classroom Observation, Cambridge.

Maldonado (2011), learning styles, Vergara

Meléndez, Lady. El modelo costarricense de cara a la exclusión escolar. Universidad Interamericana de Costa Rica, junio de 2003

Merriam (2019) Classroom test construction, Narcea.

Methodological Investigation Guide, Universidad Hispanoamericana, June, 2018

Molina Bogantes z 1997 Planeamiento didáctico fundamentos, principios, estrategias y procedimientos para su desarrollo. Universidad estatal a distancia

Molina Bogantes z 1998 Enfoque, fuente y fundamentos curriculares: sus implicaciones al desarrollar el planeamiento de los procesos de enseñanza aprendizaje. Universidad estatal a distancia

Norka Loginow. [www.didacticahistoria.com/didacticos/did05.htm](http://www.didacticahistoria.com/didacticos/did05.htm) -

Pazos (2011), attention deficit disorder, Nova, p. 112

Pazos Jiménez Ethel. *Adecuaciones curriculares por asignatura para el déficit atencional.*

Primera edición San José Costa Rica, Editorial Guayacán, 2000

Pérez, (2014) Decision-making and everyday life, Pyramid

Perrenoud, (2014, p. 119). Virtuality and education, Editions Rodopi BV.

Picado (2011), learning styles, Paidós Educación

Picado, (2011), learning styles, Mensajero

Policies, Regulations and Procedure (1997)

Political Constitution of Costa Rica, Imprenta Nacional

Rief, (2013), learning styles, Catarata

Saborío (2014) Journal Science Education, springer

Sangrá (2011) Virtuality and education, IGI Global

Smith (2011), attention deficit disorder, Planeta Publishing

The Costa Rican Educational System Education for everyone 2020)

World Declaration of Human Rights, United Nations (2011) p.117

[www.cep.edu.uy/RedDeEnlace/TizayPizarron/ RevMtros201/aportes.htm](http://www.cep.edu.uy/RedDeEnlace/TizayPizarron/RevMtros201/aportes.htm)

# **ANNEXES**

## Annex 1 Observation:

Observation directed to students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020.

Topic: student participation in class

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

The data provided will be used as inputs for the graduation work of the Thesis whose name corresponds to Adaptation of teaching and learning techniques that best respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020. to obtain the academic degree of Bachelor of English Teaching from the Universidad Hispanoamericana.

Instructions for conducting the observation:

Below are different statements regarding discipline management in the classroom.

It must be marked with an X under the box that best represents the situation presented in the classroom.

<b>Headings</b>	<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
The teacher raises previous introductions to the topic that will be seen during the class				
The class is done expositively				
The teacher reviews the work constantly				
The student constantly asks questions				
Personalized attention is given to students as much as possible				
The interest of the student is manifested when carrying out the different activities prepared for the development of the classes				
The teacher is the one who has the initiative in developing the classes				
Students can summarize the topics previously seen during classes				
Different activities are used to be used during the development of the classes, such as experiments, games, dynamics.				
Students have the possibility to elaborate on their own the questions that will be used within the class				
The student asks the answer to the questions that he asked himself				

Students pay attention to the instructions given by the teacher				
Teacher and students take advantage of class time				
The student finishes the work on time				

Space for comments that the person issues that are not covered in the questions and that provide inputs to the investigation:

---



---



---

#### Annex #2

Non-participatory observation directed to English workshop teachers (planning), on C.T.P Carrizal of ninth level.

Tema: Modifications of the didactic planning of the English workshop.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Work carried out in the Institution \_\_\_\_\_

The data provided will be used as inputs for the graduation work of the Thesis whose name corresponds to Adaptation of teaching and learning techniques that best respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020. to obtain the academic degree of Bachelor of English Teaching from the Universidad Hispanoamericana.

Instructions for conducting the interview:

The observer will request the didactic planning, with which the teacher of the English workshop plans the development of the ninth classes, what is sought is to observe in it if there are real modifications to the planning to carry out activities that allow the students with adequacy curriculum develop skills that allow meaningful learning, respecting the cognitive and socio-affective level of each student, but fostering collaborative and inclusive learning.

ITEM	YES	NO
The didactic planning is based on the program established for the English workshop, for the ninth grade level.		
There is horizontal coherence within planning.		
All the elements requested by the MEP are considered in the teacher's approach.		
There is evidence of modifications to planning to meet the special educational needs of students with curricular accommodation.		

There is evidence of the way in which the diagnostic evaluation is carried out, within the development of the English workshop classes		
There is evidence of the way in which the formative evaluation is carried out, within the development of the English workshop classes		
There is evidence of the way in which summative evaluation is carried out, within the development of English workshop classes		
There is evidence that the teacher develops the class in such a way that only he speaks and the students listen (or try to listen).		
There is evidence that the teacher raises the possibility that students carry out a graphic organization of information that allows students to schematically record the differences and similarities of a certain topic.		
There is evidence that the teacher raises the possibility that students carry out activities where they distinguish general and specific characteristics of the topics that are being developed.		
There is evidence that the teacher raises the possibility that students carry out activities where they build their knowledge, starting from what they already have and their experiences in everyday life.		
There is evidence that the teacher raises the possibility that students carry out activities where students interpret from the most general to the most specific.		
There is evidence that the teacher raises the possibility that students carry out activities where a relationship can be established between images or illustrations with a certain content.		
There is evidence that the teacher raises the possibility that students carry out activities where the exchange of ideas between students is allowed		
There is evidence that the teacher raises the possibility that students carry out activities to organize the learning situation in which the center of communication is a problem to be solved by the students.		
There is evidence that the teacher raises the possibility that students carry out activities where the different abilities of the students are enhanced.		
There is evidence that the teacher raises the possibility that students carry out activities where he uses images, intuitive comparisons or analogies that promote understanding.		
There is evidence that the teacher raises the possibility that students carry out activities where students can create and recreate experiences according to their own reactions and beliefs to the obstacles and opportunities that the situation offers		

Space for comments that the person issues that are not covered in the questions and that provide inputs to the investigation:

---



---



---

### Annex 3 Interview

Interview directed to the English teachers on C.T.P Carrizal on ninth level.

Topic: Factors that influence the application of non-significant curricular adjustments.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

The data provided will be used as inputs for the graduation work of the Thesis whose name corresponds to Adaptation of teaching and learning techniques that best respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020. to obtain the academic degree of Bachelor of English Teaching from the Universidad Hispanoamericana.

Instructions for conducting the interview:

The interviewer will ask you a series of questions, to which the interviewee must answer as sincerely as possible, it is important to emphasize that there are no good or bad answers and that they depend on the situation of each one of the interviewees.

This is a survey that is carried out in order to obtain information regarding the teacher's performance in the classroom environment.

Regarding each question asked, be as honest and detailed as possible.

### **Instrument used for the teacher interview**

#### **Questions:**

1. How old are you as a teacher and what type of category do you have?

---



---

2. Are you happy with the work you do as a teacher?  
¿why?

---



---



---



3. How does having students with non-significant curricular adaptation affect your group management?

---

---

---

4. What factors do you consider affecting group management?  
why?

---

---

---

---

5. It benefits the students to propose different techniques and didactic strategies, in the development of the classes? why?

---

---

6. Have you received any training, courses, or talks on teaching techniques?

---

---

---

7. Have you received any training, course or talk on curricular adjustments?

Yes  No

Where? \_\_\_\_\_

---

---

How important is it?

---

---

8. Do you consider that you can virtually meet the special needs of students with curricular accommodation?

---

---

9. Did the students with curricular accommodation respond favorably to the strategies developed in a virtual way?
- 
- 

#### Annex 4

Interview directed to the admiring and technical teaching staff (counselor), of C.T.P Carrizal on ninth level.

Topic: Non-significant curricular accommodation

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Work carried out in the Institution \_\_\_\_\_

The data provided will be used as inputs for the graduation work of the Thesis whose name corresponds to Adaptation of teaching and learning techniques that best respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020. to obtain the academic degree of Bachelor of English Teaching from the Universidad Hispanoamericana.

Instructions for conducting the interview:

The interviewer will ask you a series of questions, in which four possible answers are offered, to which the interviewee must answer as sincerely as possible, it is important to emphasize that there are no good or bad answers and that they depend about each one of the interviewees, referring to the application of curricular accommodation.

ITEM	Yes	NO
Are you aware of the number of ninth-year students to whom curricular accommodation is applied in the ninth level?		
Do you consider curricular adjustments and their application within the institution beneficial?		
Does the institution have a specialist in curricular adjustments, who provides support to the institution for the application of curricular adjustments?		
Does the institution have a support committee in charge of ensuring compliance with the curricular adjustments?		
Is there an Itinerant Committee that visits the Institution?		
Is compliance with the application of curricular adjustments verified in the institution? Who is in charge of this verification?		
Are there regular visits by the itinerant committee of the circuit to the institution, in order to collaborate and guide the teachers for the application of curricular adjustments?		

Have you received any training from the institution on the subject of curricular adjustments?		
Do you consider that all the approved curricular adjustments are feasible for their application in the classroom?		
Is there support from parents in the application of curricular adjustments?		
Do you know if teachers implement different didactic techniques in the development of English classes, for students of curricular accommodation?		
Do you consider that students with curricular adaptation feel discriminated against by the system?		

Space for comments that the person issues that are not covered in the questions and that provide inputs to the investigation:

---



---



---

#### Annex 5

Interview addressed to Students of ninth grade with non-significant curricular accommodation on C.T.P Carrizal.

Topic: Degree of commitment and satisfaction with the application of curricular adaptation.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

The data provided will be used as inputs for the graduation work of the Thesis whose name corresponds to Adaptation of teaching and learning techniques that best respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020. to obtain the academic degree of Bachelor of English Teaching from the Universidad Hispanoamericana.

Instructions for conducting the interview:

The interviewer will ask you a series of questions, in which four possible answers are offered, to which the interviewee must answer as sincerely as possible, it is important to emphasize that there are no good or bad answers and that they depend on the situation of each one of the interviewees, referring to the application of curricular accommodation.

Items	Never	Sometimes	Almost Always	Always
Do you consider that you work constantly, during the English workshop classes?				
Do you consider that you remain active during the development of the English workshop class?				
Do you make corrections when you have something wrong in the English workshop class?				
Do you review continuously at home what you saw during the English workshop class?				

Is here disorder in the development of the English workshop classes?				
Is the order in the development of the English workshop classes relevant?				
Is disrespect manifested within the development of the English workshop classes. (student-student, teacher-student)?				
There is an atmosphere of solidarity within the classroom. Who mainly promotes this condition?				
Do you like how the English workshop classes are developed?				
Different didactic techniques are used for learning in the development of the English workshop classes.				
Do you think that the work of subgroups facilitates the exchange of ideas in the development of the English workshop classes?				
Within the classroom, there is the possibility of constructing conclusions jointly and allowing you to improve your learning.				
There is punctuality on your part to start the English workshop class.				
You show interest in the classroom in the English workshop class, so if you have a question, ask the teacher.				
Do you consider that, in English workshop classes, there is a different way of treating students with non-significant curricular accommodation.				
Do you consider that in English workshop classes it allows you to develop your full potential?				
Do you consider that in virtuality you can understand more about the activities that are proposed for the development of the lessons?				
Do you consider that in virtuality the teacher attends better to your educational needs, since you have curricular accommodation?				

Space for comments that the person issues that are not covered in the questions and that provide inputs to the investigation:

---



---



---

#### Annex 6 Questionnaire

Questionnaire addressed to English teachers of ninth grade with non-significant curricular accommodation on C.T.P Carrizal.

Topic: Factors that influence the application of non-significant curricular adjustments.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

The data provided will be used as inputs for the graduation work of the Thesis whose name corresponds to Adaptation of teaching and learning techniques that best respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020. to obtain the academic degree of Bachelor of English Teaching from the Universidad Hispanoamericana.

Instructions for conducting the questionnaire:

In the questionnaire there are a series of questions, to which the person must answer as sincerely as possible, it is important to emphasize that there are no good or bad answers and that they depend about each one of the persons.

Below are different items related to discipline management in the classroom.

It should be marked with an X (X) under the box that best represents the situation presented in the classroom.

Entry	YES	NO
Do you consider the curricular adjustments and their application within the institution beneficial?		
Does the institution have a specialist in curricular adjustments?		
Does the institution have a support committee in charge of revealing compliance with the curricular adjustments?		
Are there regular visits by the itinerant circuit committee to the institution?		
Has the institution received any training on the subject of curricular adjustments?		

Do you consider that all the approved curricular adaptations are feasible for application within the classroom?		
Is there support from parents in the application of the curricular adjustments?		
Do you implement different teaching techniques in the development of the classes?		
Do you consider that students with curricular adaptation feel discriminated against by the system?		

Comments and suggestions regarding the subject of curricular adjustments and application within public institutions:

---



---

#### Annex 7 Test

Test addressed to ninth level students with non-significant curricular accommodation on C.T.P Carrizal.

Topic: Learning styles.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

The data provided will be used as inputs for the graduation work of the Thesis whose name corresponds to Adaptation of teaching and learning techniques that best respond to the needs of students for non-significant curricular accommodation at the ninth level at C.T.P Carrizal, in the third trimester 2020. to obtain the academic degree of Bachelor of English Teaching from the Universidad Hispanoamericana.

Instructions for conducting the test:

You must assign a score of 1 to 3, in the boxes to each of the situations in a given row, answering the heading question. Place 3 points to the situation that gives you the most benefits when you learn, and assign the scores "3", "2" and "0" to the remaining situations exposed in the row, depending on the effectiveness that they have these in your way of learning. A score cannot be repeated within a row.

When I learn:	I prefer to use my sensations and feelings	I prefer to look and attend	I'd rather think of the ideas	I prefer to do stuff
I learn better when:	I trust my hunches and feelings	I attend and observe carefully	I trust my thoughts logical	I work hard to finish things
When I am learning:	I have feelings and strong reactions	I am reserved and quiet	I seek to reason about	I feel responsible for stuff

			the things that are happening	
I learn to through:	Feelings	Observation	Reasoning	Actions
When I learn:	I am open to new experiences	Consider all aspects related	I prefer to analyze the things dividing them in its parts components	I prefer to do things directly
When I am learning:	I am an intuitive person	I am an observant person	I am a logic person	I am an active person
I learn better through:	Relations with my colleagues	The observation	Rational theories	The practice of Issues
When I learn:	I feel involved in Issues	I take my time before acting	I prefer theories and the ideas	I prefer to see the results through of my own job
I learn better when:	I rely on my intuitions and feelings	I rely on personal observations	I consider my own ideas about the topic	I try the homework personally
When I am learning:	I am an open person	I am a reserved person	I am a rational person	I am a responsible person
When I learn:	I get involved	I prefer to observe	I prefer to evaluate the stuff	I prefer to assume an active attitude
I learn better when:	I am receptive and open minded	I am careful	I analyze the ideas	I am practical
Total of the sum of each column				
	CE	RO	AC	AE





Interest of the teaching staff	Little compromise Demotivation consider that there is a lot of reloading the work
Interest of parents	They frequently attend college meetings. Most supervise the academic work of the students.
Support for subject problems	Preparation of remedial plans of the department by teachers to improve student performance. Constant department and administrative meetings to follow up on students with special educational needs and the application of educational supports.
Extracurricular support	Few tasks and additional work to reinforce knowledge.
Discipline	If there is punctuality at the entrance to classes and in the development of the different activities that are developed. A great sense of responsibility and honesty of the students.
Emotional environment	Active, little aggressive students, with great commitment to their educational obligations. They show stability in schoolwork. A good environment is created for conflict resolution.
Environment of the learning-teaching proses	The students are involved on tree scenarios. The students who have good technology conditions such as good internet connection, good computer, tablet, or cellphone. The students who have limited internet connections, sometimes can be connected to classes, sometimes don't The students with no technology conditions, for instance, no internet connection, no computer nor tablet nor cellphone, these students have to go to the high school in order to get the GTAs photocopied.