

UNIVERSIDAD HISPANOAMERICANA

SCHOOL OF LANGUAGE TEACHING

ENGLISH TEACHING

**THESIS SUBMITTED TO OBTAIN THE LICENCIATE DEGREE IN ENGLISH LANGUAGE
TEACHING**

**THE IMPACT OF THE METHODOLOGY IMPLEMENTED BY MEP TO INCREASE THE
ENGLISH LANGUAGE PROFICIENCY IN STUDENTS WITH SIGNIFICANT AND NON-
SIGNIFICANT CURRICULAR ADAPTATIONS BY APPLYING AN INCLUSIVE
EDUCATION AT LICEO DE TUCURRIQUE I QUARTER, 2022**

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ENERO, 2022

INDEX

DECLARATION UNDER OATH.....	i
LETTER FROM THE TUTOR.....	ii
LETTER FROM THE READER.....	iii
AUTORIZATION LETTER (CENIT).....	iv
DEDICATORY.....	iv
ACKNOWLEDGMENTS.....	vi
EPIGRAPH.....	vii
PREFACE.....	viii
ABSTRACT.....	ix
RESUMEN.....	xi
CHAPTER I:.....	1
RESEARCH PROBLEM.....	1
1.1 RESEARCH STATEMENT:.....	2
1.1.1 Problematization	6
1.1.2 Justification of the Problem	8
1.2 FORMULATION OF THE PROBLEM.....	10
1.2.1 Research Question	10
1.3 OBJECTIVES.....	10
1.3.1 General Objectives:	10
1.3.2 Specific Objectives:	10
1.4 SCOPE AND LIMITATIONS.....	12
1.4.1 SCOPE	12
1.4.2 LIMITATIONS	12
CHAPTER II:.....	13
THEORETICAL FRAMEWORK.....	13
INTRODUCTION.....	14
2.1 HISTORICAL CONTEXT.....	16
2.1.1 Background of the organization or community	16
2.2 THEORETICAL CONCEPTUAL – CONTEXT.....	18

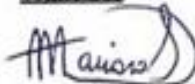
.2.2.1 History of Inclusive Education in the Public Educational System	18
2.2.2 Significant and non-significant Adaptations in English as a Second Language	19
2.2.3 Universal Design for Learning known in Spanish as DUA (Diseño Universal del Aprendizaje)	22
2.2.4 Factor A. Independent Variable:	25
2.2.5 Factor B. Dependent Variable:	25
2.3 HYPOTHESIS	26
2.3.1 Variables definition	26
2.3.2 Independent Variable:	26
2.3.3 Dependent Variable:	26
2.4 OPERATIONALIZATION OF THE HYPOTHESIS	27
2.4.1 Operationalization of the Hypothesis	27
CHAPTER III	28
METHODOLOGICAL FRAMEWORK.....	28
3.1 RESEARCH TYPE	29
3.1.1 Applied Purpose	29
3.1.2 Temporary Dimension (Traversal or Longitudinal)	30
3.1.3 Framework (Micro)	30
3.1.4 Nature (Qualitative)	31
3.1.5 Exploratory, descriptive or explanatory nature	31
3.2 SUBJECTS AND SOURCES OF INFORMATION	32
3.2.1 Subjects	32
3.2.2 First Hand	33
3.2.3 Second Hand	33
3.3 SAMPLE SELECTION	34
3.3.1 The population	34
3.3.2 Type of Sample	34
3.4 TECHNIQUES AND INSTRUMENTS FOR COLLECTING INFORMATION	35
3.5 OPERATIONALIZATION OF THE VARIABLES.....	35
3.5.1 Conceptual, operative and instrumental definition of the variables.....	35
CHAPTER IV:.....	38
DATA ANALYSIS AND INTERPRETATION.....	38
4.1 DIAGNOSTIC OF THE CURRENT SITUATION.....	39

4.1.1 Diagnostic of the situation	39
4.1.2 Graphics, figures and tables	40
CHAPTER V:.....	66
CONCLUSIONS AND RECOMENDATIONS.....	66
5.1 CONCLUSIONS.....	67
5.2 RECOMMENDATIONS.....	70
CHAPTER # VI:	71
PROPOSAL.....	71
6.1 FOR A BETTER PERFORMANCE OF INCLUSION IN ENGLISH PUBLIC CLASSROOMS.....	72
REFERENCES	75
ANNEXES.....	79
Annex # 1	79
Annex # 2	80
Annex # 3	82
Annex # 4	84

DECLARATION UNDER OATH

DECLARACIÓN JURADA

Yo Mariana Martínez Solano, mayor de edad, portador de la cédula de identidad número 304720553 egresado de la carrera de Enseñanza del Inglés en I y II ciclo en Educación General Básica 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 Licenciatura en Enseñanza del Inglés en I y II ciclo en Educación General Básica, juro solemnemente que mi trabajo de investigación titulado: *The Impact of the Methodology Implemented by Mep to Increase the English Language Proficiency in Students with Significant and Non-Significant Curricular Adaptations by Applying an Inclusive Education at Liceo De Tucumque I Quarter. 2022.* 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 26 días del mes de agosto del año dos mil veinte dos.



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LETTER FROM THE TUTOR

CARTA DEL TUTOR

San José, 27 de julio, 2022

Universidad Hispanoamericana

Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Mariana Martínez Solano, cedula de identidad número 304720553, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: **THE IMPACT OF THE METHODOLOGY IMPLEMENTED BY MEP TO INCREASE THE ENGLISH LANGUAGE PROFICIENCY IN STUDENTS WITH SIGNIFICANT AND NON SIGNIFICANT CURRICULAR ADAPTATIONS BY APPLYING AN INCLUSIVE EDUCATION AT LICEO DE TUCURRIQUE I QUARTER, 2022**, el cual ha elaborado para optar por el grado académico 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 obtienen la siguiente calificación:

	<i>Descripción</i>	<i>%</i>	<i>% Obt</i>
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	20%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30%
d	Relevancia de las conclusiones y recomendaciones	20%	20%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	100%

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

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LETTER FROM THE READER

CARTA DE LECTOR

San José, 20 de agosto de 2022

Universidad Hispanoamericana
Sede Llorente
Carrera

Estimado señor

La estudiante **Mariana Martínez Solano**, cédula de identidad número **304720553** me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "*The Impact of the Methodology Implemented by MEP to Increase the English Language Proficiency in Students with Significant and Non-significant Curricular Adaptations by Applying an Inclusive Education at Licco de Tucurrique I Quarter, 2022*", 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.

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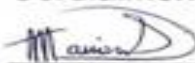
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Estimados Señores:

El suscrito (a) **Mariana Martínez Solano** con número de identificación 304720553 autor (a) del trabajo de graduación titulado *The Impact of the Methodology Implemented by Mep to Increase the English Language Proficiency in Students with Significant and Non-Significant Curricular Adaptations by Applying an Inclusive Education at Liceo De Tucurrique I Quarter, 2022* presentado y aprobado en el año 2022 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.

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Cordialmente,



304720553

Firma y Documento de Identidad

DEDICATORY

Work hard in nights and let your days make noise. –Khangal_ weheartit

This project is dedicated to my family who has been supporting and encouraging me through all this process. Almost 3 years ago I finished all the courses to be able to start my thesis, but I decided not to do it at that moment, because I was not ready about what topic I really wanted to research. After a while thinking and talking to my mom who is a teacher specialized in Learning disabilities and her coworkers, the topic came out, making me feel really excited, since this research made me realized how many obstacles professors and students have to face to carry out a goal, which it is learning. I am greatly thankful for their support to come out with a theme I am really interesting in.

I also want to dedicate this project to all people involved in the research; professors, principal, students who provided me all the information I needed to carry out this work, without their helped it would not be possible to gather all data required for this investigation.

ACKNOWLEDGMENTS

I also want to give my thanks to God who gives me the strength and understanding to make this research, which it is an important part of me as an English Teacher.

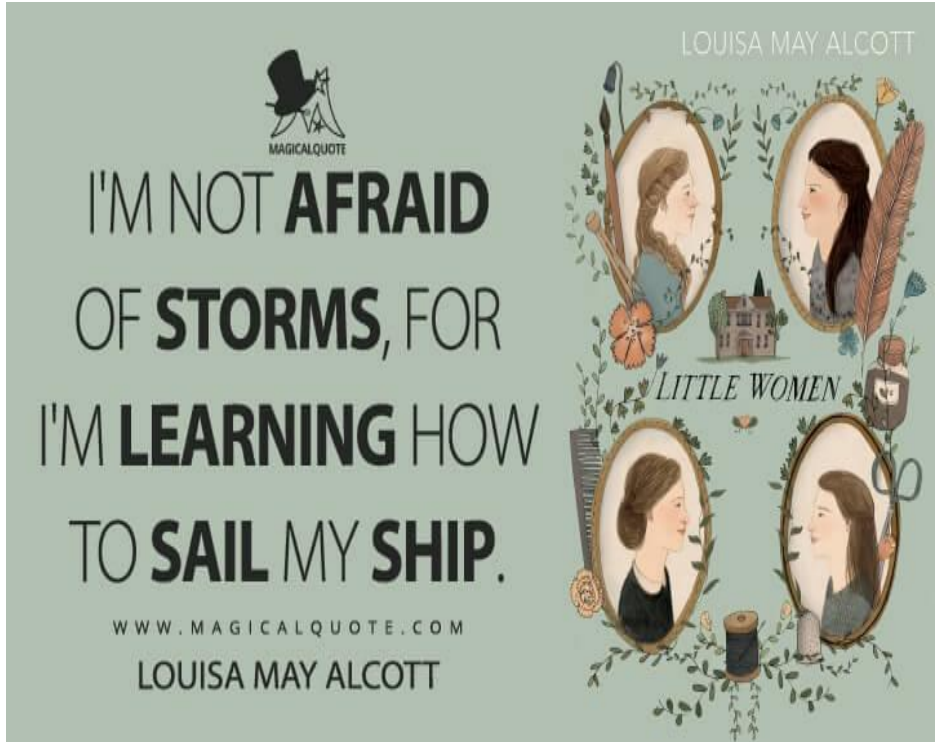
As well as my tutor who guided me in all the process, giving me advice and solutions to certain complications during the project.

I also want to emphasize the fact that I can defend my thesis virtually hardly helped me to finish it, since I was not able to stay the whole process in Costa Rica, since I have to travel to another country for a new starting with my couple and our first baby, without this modality I would not be able to accomplish it. Reason why; I also appreciate to all the group in charge of the thesis and Universidad Hispanoamericana as well for this opportunity.

EPIGRAPH

“I am not afraid of storms, for I am learning how to sail my ship.” – **LITTLE WOMEN-**

Louisa May Alcott



PREFACE

The presents research shows up important information about the current topic of:
THE IMPACT OF THE METHODOLOGY IMPLEMENTED BY MEP TO INCREASE THE
ENGLISH LANGUAGE PROFICIENCY IN STUDENTS WITH SIGNIFICANT
CURRICULAR AND NON- SIGNIFICANT ADAPTATIONS BY APPLYING AN INCLUSIVE
EDUCATION AT LICEO DE TUCURRIQUE I QUARTER, 2022

To recompile accurate information about the current topic were applied a couple of surveys and questionnaires to the English teachers (English class and conversational classes), principal and learners with significant and non- significant adaptations at Liceo de Tucurrique. Gathering the corresponding information through these instruments, conclusions and recommendations could be evaluated and developed.

ABSTRACT

The present research is focused on the study of how public-school areas between seventh to tenth grade are working on the development of an inclusive Education in an English class as a second Language toward students with significant and non- significant students at Liceo de Tucurrique in the first quarter of 2022.

Inclusivity started to take place in Costa Rica since many years ago, but this inclusive Education as well was declared being mandatory in Schools since 2018. The Ministry of Public Education known in Spanish as MEP took longer to incorporate the UDL (Universal Design of Language) known in Spanish as DUA into classrooms, this is a new way of thinking about how to apply education to any kind of student member reforming the curriculum and make the learning experiences more accessible and meaningful (Ana Patricia V. C, 2019), and when this was already required to be in the classrooms, the public entity had to run.

Unfortunately, the inadequate managed of incorporation of this new design into class since lack of training and resources has complicated teacher´s performance, since what educators used to apply before in students with different capacities changed from night to day, there was not transition.

For all this happened the previous years and also the unfortunate interruption of classes because of Covid- 19, students with significant and non-significant adaptations were observed as well as teachers in order to find out how well there are doing in English classes this year specifically and how well UDL is being developed through these four years, if the curriculum is being applied correctly, and how they feel and think about learning with adaptations, indeed.

Moreover, at the end of this research are posted at set of recommendations and conclusions about the Impact of the Methodology Implemented by MEP to Increase the English Language Proficiency in Students with Significant and non- significant Curricular Adaptations by Applying an Inclusive Education.

Key words: Inclusion/ Universal Design for Learning/ Significant and non- significant Adaptations/ English as a Second Language

RESUMEN

La presente investigación está enfocada en el estudio de como las instituciones del área pública (MEP), específicamente la población estudiantil que cursa los niveles de séptimo hasta décimo año está trabajando en el desarrollo de una Educación inclusiva en las clases de inglés como idioma extranjero. Especialmente en estudiantes con adecuaciones significativas y no significativas en el Liceo de Tucurrique en el primer cuatrimestre del 2022.

La inclusión empezó a tomar lugar en Costa Rica desde hace muchos años, pero la inclusión en las aulas fue declarada obligatoria en Instituciones públicas desde el 2018. El ministerio de Educación Pública conocido como MEP, le tomó tiempo incorporar en las aulas el Diseño Universal del Aprendizaje (DUA), el cual se conoce como una nueva manera de pensar la educación que aplica para cualquier miembro de la población estudiantil, es una filosofía, que tiene el potencial para reformar el currículo y hacer que las experiencias de aprendizaje sean más accesibles y significativas (Ana Patricia V. C, 2019). Sin embargo, cuando el DUA obligatoriamente es exigido en las aulas, es cuando el MEP tuvo que correr e incorporarlo como hubiera lugar. Desafortunadamente, el manejo inadecuado de la incorporación de este diseño en las aulas, la falta de entrenamiento y recursos ha complicado el desempeño de los educadores, ya que lo que ellos solían aplicar a sus estudiantes con adecuaciones cambió de noche a la mañana, no hubo una transición en sí.

Por todo lo ocurrido estos últimos años y además la desafortunada interrupción de las clases debido al COVID-19, estudiantes con adecuaciones significativas y no significativas, además de profesores de Inglés e Inglés Conversacional fueron observados, con el propósito de averiguar que tan bien están en las clases de Inglés, de qué manera se ha desarrollado el DUA durante estos cuatro años, si el curriculum está

siendo ejecutado adecuadamente y sin duda, que piensan los aprendices sobre el aprendizaje a través de adecuaciones en un ambiente inclusivo.

No obstante, al final de esta investigación también se plantea una serie de recomendaciones y conclusiones sobre el impacto de la Metodología implementada por el MEP para incrementar el Idioma inglés como segundo Idioma en Estudiantes con adecuaciones significativas y no significativas aplicando una educación inclusiva.

Palabras claves: Inclusión/ Diseño Universal del Aprendizaje, adecuaciones significativas y no significativas/ Inglés como Segundo Idioma.

CHAPTER I: RESEARCH PROBLEM

1.1 RESEARCH STATEMENT:

Inclusive Education is described as a process of fostering a quality education to all needs of all learners through encouraging participation in learning, cultures and communities, with the end of decreasing exclusion from education and from within education. (UNESCO & International Bureau of Education, 2013). The performance of an inclusive education approach will make students with different conditions feel one more of the class and not like that student who has to be in another class because of his or her way of learning/ capacities. This approach has been already performed in other countries like Spain, United States, Colombia, Chile and of course Costa Rica through the Public Education System addressed by MEP (Ministry of Public Education). However, it is not completely confirmed that this methodology is been working well, since the outcome expected through it has not been reached during all these years.

In 1996 was released the law 7600, its objective is to support those people with disabilities to scope their maximum development, a social participation, new opportunities regardless of their disabilities by opening spaces for them to develop themselves adequately. (Centro Nacional de Recursos para la Inclusión Educativa, 2004). Through this law other designs or approaches focused on disabled people get started and one of them was the Universal Architecture design. This design is one of the reasons UDL (Universal Design for Learning) or as every Educator in Spanish Country know it “DUA” (Diseño Universal de Aprendizaje) was created, since it is a design that it is based on linking up to any individual needs, as a good example to illustrate what UAD wanted to show to the society is the following:

When a ramp is built in a building, school or any other facility, this one can be used for a person in a wheel chair, a mother with a baby or any individual, as well as watching a movie by using subtitles could be for a deaf person as someone who is doing exercise or someone who is trying to learn a new language. (Tom.T.,2021).

This new design wants to universalize or make simple situations equitable for every individual. Thanks to law 7600 and the Universal Architecture Design, CAST and other entities, a very new Design comes to light; which is UDL (Universal Design for Learning) Known in Spanish countries like DUA. This design as well as the previous ones look for making sure people with different capacities have the opportunity to live a life as much as normal as any other individual and able to grow up as a person but through education. (Ana, V. C., 2019, page.2). According to what DUA is looking for, its methodology can be used in an inclusive education, since it manages three strategies in order to include every student in the class and thus make sure learners are learning the topic in development, as for example: representation, expression and motivation. These methodologies are focused on implementing a variety of examples, activities, ways to teach in one topic, to provide flexible materials which, students could choose the one they feel interested, plus motivation to continue learning and work adequately in class as well as home.

Regarding to CAST (Center for Applied Special Technology), there are certain aspects to be considered to achieved an Inclusive Education; the first point is a flexible curriculum which has been designed to be applied in a diverse society, remembering everybody is different, different capacities, different ways to learn, ways to think, not matter how your intellectual capacities are. In addition, a special training for teachers in order to achieve the main purpose which is an equal education through technological

resources and also concrete resources by ending with learning experts or learners that are willing to acquire knowledge and not just get them momentarily (Ana, V. C., 2019).

Therefore, there is a set of materials or packages provided by CAST AND UDL that bring teachers tools to perform a successful Inclusive Education. Tools, like UDL roulette and first UDL packages, which includes templates and online games easy to perform and understand and should be showed to educators, in order to apply this methodology creatively and effectively (Antonio.A, 2018). Consequently, MEP (Ministerio de Educación Pública), the organ in charge of the public Education system ordered in 2018 the application of this design in the classrooms, however, due to of plenty of misunderstandings, lack of resources, and training and students 'motivation the design has not brought the outcome expected. To be able to introduce a new design in a structure and not flexible curriculum used for many years, it is indispensable to make certain variations and the first aspects to be improved to achieve what this department wants are: work on a new curriculum, provide trainings (not just one, plenty of them) to the professionals, create small groups, not more of 20 students, for a better understanding and a real acquisition, equip the institution with technology to improve the teaching and learning acquisition of all students, etc.

As a matter of fact, it is important to emphasize student´s motivation during the process of teaching and indeed, the fact that students with significant adaptations and non- significant adaptations who are facing the stereotypes of a whole society must feel extra-motivated in those extra- curricular subjects like English as a second Language to assure they can understand the importance of acquiring a new language and also how capable they are to learn it. (Dorel.W.T, 2020) As a result of a good inclusive education in an English class, all learners are going to be able to enhance

your cognitive and analytical abilities, they are able to communicate with more people around the world, traveling to foreign countries will not be a nightmare, they also could watch more tv programs, shows, easy entertainment access. Plenty of benefits just come up by encouraging English teaching in an Inclusive class (ETS,2019).

This is an affair that every teacher has to face in the daily life, students who are unmotivated and don't want to learn or study. Teachers have to be smart and look for methods to change their minds, either through technology or catchy activities, in order to make a change in the future of a person and the country as well. Indeed, making sure all educators keep in mind how important motivation is and making sure the Educational System supports them by giving technological devices and trainings, a huge change can happen and student's attention can increase, without forgetting and always considering that every student has a way to process knowledge which it is important to work on by considering the learning styles that has been already discovered in education.

The Educational System established by MEP is indeed looking for ideas to increase the level of education in the country, however, it is impossible just copy an educational design from other countries to reach the main goal that is providing a better education no matter our capacities, all difficulties. To be able to implement a Design like UDL, it is also indispensable to start making some changes to make sure it is going to work, just to say this is the new design that will be performed because other countries did and it works well does not fundament it is going to work in our Educational System as well. Making changes and consider the population for a better future is great but all this bring a long process, a process MEP must start applying to see a change and a reality, not just theory.

1.1.1 Problematization

What is the impact of the methodology implemented by MEP to increase the English Language Proficiency in Students with Significant and non-significant Curricular Adaptations by applying an Inclusive Education at Liceo de Tucurrique, I Quarter, 2022?

The learning of a Second Language at Public Schools is being such struggle, since for any reason students do not finish five years of English Language speaking fluently, what makes people think there is something that is not working properly to achieve a full language proficiency. Additionally, the concern does not finish here since as we know there are students with significant and non- significant adaptations who are trying to be included in classrooms were the curriculum is not working correctly, concerning the society about how great is surely to keep them in the same classroom. Indeed, this is an issue that the educators cannot be blamed since they just follow a curriculum that is established by MEP.

Currently, Student's Inclusion is the main focus since to promote an inclusive Education will make a difference in the human beings' way of view; kids were able to see that everybody is different, students with different capacities will feel motivated about studying since they are coexisting in a regular classroom, it will be a really huge and great transformation for education and humanity. "According to UNESCO, Inclusive Education is a real implementation of the basic human rights to education (2013)." It is not only about attaining universal access to education, but universal access to meaningful and purposeful knowledge and learning for all, in order to achieve this in the Educational System is necessary to take into account certain aspects, such as, trainings, number of students in every classroom, materials and tools to perform an inclusive class, surveys and observations about how well the new

methodology is working as well as, assistants for those teachers who need to start this new challenge.

As well, the UDL (the Universal Design for Learning) was born in 1984 founded by Ron Mada thanks to the architectural design, CAST and neurosciences. Design that has brought positive opportunities to those people who have being rejected because of a physical or intellectual issue. That is why, through their experience the UDL was created and an inclusive education as well. UDL is the concept used by the CAST (The Center for Applied Special Technology) to reform the curriculum in education (OCALI, n.d).

The Lack of knowledge in the public educational system is the main issue this inclusive education has been facing and of course in subjects like English, this problem is even more noticeable, since the English curriculum it is not working in a proper way and apply a total new approach it is being a big challenge for teachers. “The teachers must understand the variability of students in the classroom and plan accordingly. This flexibility of design must encompass all aspects of curriculum, including instructional methods and materials, classroom environment, and assessment and evaluation.” (OCALI, n.d, page,1).

1.1.2 Justification of the Problem

Inclusive Education is a topic that MEP (Ministerio de Educación Pública) has been discussed during these years in different subjects like Math, Spanish, Science, Social studies and others, but it is also a new design that must be applied in extra-curricular subjects like English as a Foreign Language. According to the UNESCO Director, “Inclusive Education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and within education.” (Acedo. C, 2020) Every single student must have the right to learn in a dual environment with the rest of their classmates, even though, his/ her cognitive development is not in the same level and this is what an inclusive education is looking for. This is the mainly goal about Inclusion, embrace teachers and learners to face the challenges and benefits that diversity brings by facilitating the necessary learning environment.

The UDL (Universal Design for Learning) is a design that has been studying for many years in other countries to assure students do not only have a space where they could feel as an equal but also an inclusive education. This is Dr. David Rose and Dr. Ann Meyer, two researchers from the Harvard School of Graduate Education, wanted to accomplish by incorporating CAST in 1984, The Center for Applied Specialized Technology. The goal of CAST was to revolutionize the way that students with special needs were taught by introducing technology that would allow teachers and students to customize their learning experiences. Working even more and more in this project, this evolves not only about taking care about “disabilities of individuals but also “disabilities of schools” creating the architecture design (Tom.T,2021).

A clear example about what this is about is:

A standard sidewalk with a curb has about a six-inch difference between the curb and the street. This six-inch difference is a barrier to a person with a disability. The “curb cut” is that incline that is built into most sidewalks today that allows a person with a disability to easily navigate the transition from curb to street without a problem. (Tom.T,2021).

It turns out that the “curb cut” is not only good for someone with a disability. It is also good for everyone else. A person on a bike or a skateboard, a person pushing a baby carriage, or riding a bike in term of infrastructure and emphasizing “essential for some is good for all”. Looking for going beyond more than infrastructure but education Universal Design *for* Learning was created (Tom.T,2021). It is a reality that every individual has different ways to learn; this is called learning styles.

Mohamend.R. states that “general approaches can be defined as general ways to language learning; it refers to the general approaches that students use in acquiring a new language or in learning any other subject (2020).” There are several approaches, such as, visual, kinesthetic, musical, interpersonal, intrapersonal, verbal, and logical or mathematical, which professors and also learners must have knowledge in order to make sure there are receiving a quality education. Unfortunately, it does not happen in this way, starting with the fact that students do not even know the way they learn the best and professors do not apply all those learning styles in every class because it takes a lot of work. However, it is impossible to blame either one since unluckily, this is not taught in a classroom and the curriculum does not allow to apply it mostly. The usage of all these learning styles is basically what the UNIVERSAL DESIGN FOR LEARNING is expecting to implement in every school, using it in a

universal way, and hopefully used in the acquisition of a language, namely, applying it to all individuals not matter how high their intellectual capacities, yet there are still plenty of gaps that must be filled and studied to achieve this purpose successfully.

1.2 FORMULATION OF THE PROBLEM

1.2.1 Research Question

What is the impact of the methodology implemented by MEP to increase the English Language Proficiency in Students with Significant and Non-Significant Curricular Adaptations by applying an Inclusive Education at Liceo de Tucurrique I Quarter, 2022?

1.3 OBJECTIVES

1.3.1 General Objectives:

- To analyze the impact that Inclusive Education Methodology implemented by MEP can achieve in Students with significant and non- significant Curricular Adaptions in English Language Area.

1.3.2 Specific Objectives:

- To investigate if there is an increase in the English Proficiency Language in Students with a significant and non- significant Curricular Adaptations through the Inclusive Education methodology applied by MEP at Liceo de Tucurrique.

-To discover how is the performance of students with a significant and non-significant Curricular Adaptations during English Teaching by implementing an Inclusive Education at Liceo de Tucurrique.

-To study how prepared the educators from public School are to implement an inclusive pedagogy where Learners with Curricular Adaptations cannot feel excluded at Liceo de Tucurrique.

-To identify how the new curricular that UDL (Universal Design for Learning) created to be able to have an Inclusive education is working on students with significant and non- significant curricular adaptation by improving their English Proficiency.

1.4 SCOPE AND LIMITATIONS

1.4.1 SCOPE

This Project is developed with students with curricular adaptations in the English subject from 7° to 10° grade at Liceo de Tucurrique in Cartago province during the first and second semester of 2022. The purpose of this research is to find out how well the institution and English professors manage or develop a class where the Universal Learning Design has to be performed. It will be a benefit either for students and teachers since through this study the lack of some knowledge or resources about this design can be clarify and thus make the educator to find a solution to the problem.

1.4.2 LIMITATIONS

The information is recovered from “Liceo de Tucurrique”, Cartago during the first and second semester of 2022. The observations started in February because the institution was closed due to vacation break and finished in May because of personal duties. All classes are in person this year since COVID-19 has been more controlled, hence going to the institution to get information did not represent a struggle.

CHAPTER II: THEORETICAL FRAMEWORK

INTRODUCTION

The present investigation consists on an exploratory study of how well the Universal Design for Learning executed by MEP in the public area is working with students with significant adaptations and non-significant in the English curricular. Nowadays, an inclusive Education is a topic that is considered necessary for the society, since living in a society with equality is a quite step for the humanity. To MEP applied this design means to give educators tools to help them to provide enriched and inclusive classrooms and foster the development of skills to life in the students. Reason why MEP is fostering a project to transform the curricular (Katherine.D. (2019)).

To make inclusion part of the society has taken a long trajectory, since many years ago those individuals with physical impediments had a lot of struggles living in world where they were considered minority and they did not have access to a lot of places because they were not built for someone out of the range that was considered normal for the society. Nowadays that term minority wants to be changed and teach people that everybody is different; with different capacities, qualities, physical appearances, ways of thinking and learning, etc. Thanks to some designs, such as, architectural design, CAST, law 7600, another design came up to light looking for the same goals as the previous design or laws but in an improving way. This design was named UDL (Universal Design for Learning) known in Spanish as DUA (Diseño Universal del Aprendizaje).

With this new point of view, many Schools around the world and of course public schools in Costa Rica started performing the new UDL. However, after a while knowing it is already in the classroom some questions and concerns come out. For

instance; is the methodology being used correctly, does the staff properly trained to implement this methodology, are the students with significant adaptations learning with this design and is it also working on extra- curricular subjects as English. Reason why, through this research all these concerns will be found out at Liceo de Tucurrique in the first and Second semester of 2022.

2.1 HISTORICAL CONTEXT

2.1.1 Background of the organization or community

This project will be carried out at Liceo de Tucurrique. This institution started to be built in 1981 when a group of neighbors began to plan the seed for education, by opening seventh, eighth and ninth grades under the supervision of Eduardo Peralta Jimenez School operated by Msc. Sara Quesada Hidalgo. The few students in this High School felt super excited about the fact that education was growing up, until unfortunately the government monetary support did not happen and the codes were closed, closing in 1986 its doors as well.

During 10 years, the facilities kept closed, but in 1996 thanks to Miss Sara Quesada, the neighbors and of course the vice-minister Estefano Arias the re- opening of this Institution was possible. Hundred ten students from third grade were the ones who successfully resumed the school year. After that success, the idea of making a big building came out, whence a new land was bought and five classrooms, restrooms, a lunchroom and 190 students enrolled in this school year.

One year later, in 1998, the first graduation from third year was carried out, new staff started to work, new classrooms and bathrooms were built. After a lot of work in 2000, the good outcomes came out when 28 students graduated. It was the very first bachelor graduation in this High School.

Around 2001, the Institution already had 14 classrooms, plus the computer lab, a cafeteria, and a photocopy store. Everything looks good and growing by including Special Education in 2002 and in 2006 the institution was included in a project called Innovative Education. With this project, the school got furniture, a computer lab of science and languages, trainings, technological devices and didactic, among others.

Since then, until the present year the institution has grown unstoppably having almost 400 students, around 35 educators and commitment parents who support their kids every day for a better future.

It has been 26 years of struggle, work and bliss, for all those people who has been involved in the growing process of the institution.

MISSION

To guide the students during their formation, to scope the highest moral, ethical and educational values.

VISION

To provide an academic offer that allows an integral development to the students, based on a continuous process that guarantees high performance and quality service.

2.2 THEORETICAL CONCEPTUAL – CONTEXT

.2.2.1 History of Inclusive Education in the Public Educational System

“Costa Rica has the strongest Public Educational System in Central America.” (Cecil. R, Kimberly. J, & Elaine. F., 2013, pag.1). Indeed, it’s a pride to know that Costa Rica is a country that is considered the best one in terms of Education in Central America. It is being working for a long time to accomplish this tittle by providing a 23% of the national budget to education.” (Cecil. R, Kimberly. J, & Elaine. F., 2013, pag.1). This is a really positive comment that makes the Public Educational System thinks for better opportunities in the future. According to Cecil. R, Kimberly. J, & Elaine. F, “Costa Rica is equally progressive in educating children with disabilities.” (2013, pag.1) Being thinking about the population with intellectual and physical impairments is not something that has come up nowadays, MEP has been working on this project since many years ago by implementing different laws, strategies or methodologies in Education.

The first step towards an inclusive Costa Rica was carried out in 1940 when special education services were established by providing services for students with intellectual disabilities. After that, The Fundamental Law of Education was accepted in 1957, establishing the right of students with disabilities to receive a special education, including special didactic techniques and materials, and also the right of parents to get information on assisting their children with special educational needs. All this under the direction of the Department of Special Education within a nationally centralized Ministry of Public Education. (Cecil. R, Kimberly. J, & Elaine. F, 2013, pag.1)

These were really big steps and accomplishments for this society but definitely not enough and a lot of changes started to appear through time. In 1960, students with disabilities typically receive instructions at one of 20 segregated special education

campuses, in 1970 professionals trained in Europe and the United States to execute a pedagogy that changed special education service delivery. Four years later in 1974, MEP began to place special education classrooms on regular education campuses. By 1984, 118 special education classrooms were in existence, then teachers were hired to have an extra shift and provide extra instructional hours during the afternoon to special learners. (Cecil. R, Kimberly. J, & Elaine. F, 2013, pag.2)

Some years later, in 1990, three categories were taking into account to determine the needs of each student, such as, (1) modifications of access, (2) non-significant modifications and (3) significant modifications. After all these categorizes that are still in use in the present, other events happened, for instance: the approval of the Equal Opportunity Law 7600 in 1996. Implementing all these Laws, Inclusive Education has exponentially increase in public institutions. “The National Resource Center for inclusive Education was established in 2002 by the Ministry of Education with the mission of making inclusive Education a reality in Costa Rica” (Cecil. R, Kimberly. J, & Elaine. F, 2013, pag.2)

All this by providing teachers special training, however, all those trainings are not enough for what students with special disabilities need to get a quality education.

2.2.2 Significant and non-significant Adaptations in English as a Second Language

Inclusion has been a controversial topic around the world, since many countries have struggles in certain ways to provide people with physical or intellectual impairments to live a better life either personally or professionally and make them feel safe and happy about their qualities emphasizing every human being is different. That is why; three categorizes were implemented in a classroom in order to develop a quality and inclusive

Education in the public system, for instance; modifications of access, non-significant modifications and significant modifications. In this case, the focus on this project will be significant and non- significant modifications in an English class.

A significant Adaptation is generally applied for those students with a highly cognitive deficiency, which require changes in objectives, methodology, or evaluation that clearly differentiate students in terms of expectations. They are usually performed in segregated special education classrooms located in public schools and special education centers. (Cecil. R, Kimberly. J, & Elaine. F, 2013, pag.2)

A non- significant adaptation “consists of the steps of educational implementation taken daily by students’ regular teacher. But curriculum adaptation is also a product, that is, the final outcome of a research process, since they result from a larger and smaller modified planning with regard to regular curriculum” (Juan A., nd, pag.3)

With the new Inclusive way to teach children with disabilities, the methodology implemented has switched a little. However, a remarkable query is how those students with significant modifications are taking an extra- curricular activity as English inclusively.

“The problem of Inclusive Education of children with different capacities is especially relevant for professors of foreign Languages” .(Liubov. G.,2020.), since some analysis of international research literature showed that the methodology used to teach a foreign language to those students with intellectual impairments is still debatable, since it was considered inappropriate to teach a foreign language to these learners because they did not believe, it was totally important or vital for their everyday activity. (Liubov. G.,2020.)

All this analysis do not make sense since acquiring a new language like “English is considered the second most spoken language in the world because of the high number of individuals who speak it either

as their mother tongue or as a second or foreign language.” (Leonor E. Cabrera Monge Álvaro Cortés González, 2003, pag.5).

Learning something new every day is already important itself, learning a language is even more important for many reasons: it expands individual's ways of thinking, opens the learners toward new opportunities, gathering with new people, experience differences from other cultures, able to talk to many people around the world and so on. It just brings positive results in the life of a person, either way you see. It is true, it is not easy, acquire a language is not going happen from overnight it requires time and perseverance and this is what they have, these learners have almost 11 years to study this language, but motivation and good curriculum is what it is missing here. They are a lot of students who have trouble studying Math, Spanish, Social Studies and other subjects but they feel identify with foreign languages and it is not difficult for them to study it, which makes everybody think why it is not going to be important to teach this subject to students with significant and non- significant adaptations. Not to teach a subject that the majority is taking is making an exclusive education, not inclusive.

Fortunately, this idea has been changing through time and English as a second language is being considered as an important of the curriculum to achieve a better education and make students grow professionally and personally.

2.2.3 Universal Design for Learning known in Spanish as DUA (Diseño Universal del Aprendizaje)

Since 1940 Costa Rica has worked hard to implement Laws and rules where people with disabilities can live in better ways by changing infrastructure and methodologies in the Public Educational System, currently in the classroom there is a methodology called Universal Design for Learning which it is applied in students with curricular Adaptations in every subject including English as a Second Language. This methodology was born in 1970 because of the Architectural design, Center for Applied Special Technology (CAST) and neurosciences by David H. Rose in the United States (Carmen. A, Pastor.J. Manuel.S, Ainara. Z, 2014). This design started to grow up in such a way that it is currently the main approach in every Public School in Costa Rica since The Ministry of Public Education asked to work with it in 2018.

On MEP website, educators can find a file named Universal Design for Learning, which invited us, especially educators, to reduce the boundaries to the minimum and maximize the learning for every student (Sandra. G. (2018). This was a design that could be implemented in the classroom since a long time ago, but it took almost 10 years to be executed by MEP and unfortunately, it is not working in the appropriate way yet. “Special Education in Costa Rica still counts with segregate environments which have been there for a long time and evolve slowly in an inclusive posture for the majority of usernames” (María del Rocío, D.,2017). It is also stated in the report on the status of children and adolescents with disabilities in Costa Rica, saying that:

The politics and MEP plans have not achieved yet to fully incorporate the disabilities with an inclusive approach, a set of boundaries and resistances keep up due to the poor quality of education, deficiency in the implementation of curricular adaptations,

cultural boundaries, in particular, for those educators who do not obtain a properly professional training focused on Inclusive Education. (María del Rocío, D.,2017).

Additionally, there are some articles that indicates the following:

The convention on the Rights of persons with Disabilities ratified in Costa Rica through Law No. 8661 since 2002 in its article # 24 this:

“The States Parties recognize the right of persons with disability to education. With a view to realizing this right without discrimination and on the basis of equality of opportunities, the States Parties shall ensure a system of Inclusive Education at all levels as well as teaching throughout life (...)” (MEP, 2018).

Later on, the Committee on the Rights with Persons with Disabilities in the article 34 in finals observations on the initial report of Costa Rica in 2014 reports:

“The Committee regrets that the special education model and segregating towards children persist and young people with disabilities who do not have access to an inclusive education and professors and professionals continue getting trainings not focused on Universal Design for Learning” (MEP, 2018).

Unfortunately, through this report is noticeable to see that the Ministry of Public Education was not taking the Inclusive Education methodology with the importance and respect it deserved, so much so that until 2018 it was introduced to educators in a really rapid way and started to be implemented on classroom, whence nowadays it is easy to see all the gaps and bad executions in this design and it is carrying out in the classrooms in the public area (MEP, 2018).

Definitely, there are a lot of individuals such as teachers, students, and other professionals who are questioning why the UDL (Universal Design for Learning) is the

approach that has to be performed in an Inclusive Education and there is a reason why indeed. UDL has three networks: recognition, strategical and affective. These networks have some approaches that have as a goal “to introduce the contents in different ways and means by thinking in materials, resources and activities that could be useful for a majority, in a way, learners can employ their previous knowledge, capacities and skills, as well as characteristics, based on their own interests and motivations” (Ana Patricia V. C, 2019).

According to Ana Patricia the networks presented are:

-Network of Recognition (what): this is linked to representation, which should be the way we acquire knowledge, whence to introduce a topic in different ways; by using images, listening a song, play a game, it is what this network is looking for.

-Network of strategies (how): this is linked to expression, which refers to paying attention to the way students work on class, express their ideas about a topic, how the kids understand or catch what it is explained in the classroom.

-Network of Affectivity (why): this network is linked to affectivity, it refers to how to motivate the students, how to keep they interested in the topic taught in class.

-To implement all the networks in the classroom it is necessary to count with a flexible curriculum; it is called curricular plasticity. It is basically the capacity that a curriculum has to look for options and strategies to make sure the student will learn significantly and permanently (Ana Patricia V. C, 2019).

-To achieve a flexible curriculum is necessary to count with professionals with the following characteristics:

- Creativity
- Knowledge of the subject

- Good communication with the students and parents
- Flexibility
- Identify and minimize boundaries in the learning
- Planning properly to the population
- Promote team-work
- Keeping attention to student's interest

All these guidelines and proposals suggested to provide a better education can be a reality, what the public Educational System needs is Commitment and interest in the process that this entails in order to apply the design in a correct way and successfully and make sure the professionals are trained to achieve the main goal of the Universal Language Design.

2.2.4 Factor A. Independent Variable: English as a Foreign Language

2.2.5 Factor B. Dependent Variable: Inclusive Education applied in students with Significant Adaptation.

2.3 HYPOTHESIS

With a great implementation of the Universal Design for Learning Students with significant and non- significant Adaptations will be able to acquire English Language in a proper way through Inclusive Education.

2.3.1 Variables definition

Variable Definition:

“A variable simply refers to a person, thing, or phenomenon that you are trying to measure in some way.” (USC Libraries, 2022)

There are two types of variables when a research is going to be executed: Independent Variable and Dependents Variable.

2.3.2 Independent Variable:

“The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator.” (USC Libraries, 2022)

2.3.3 Dependent Variable:

“The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is the presumed effect.” (USC Libraries, 2022)

2.4 OPERATIONALIZATION OF THE HYPOTHESIS

Table 1

2.4.1 Operationalization of the Hypothesis

Hypothesis	Concepts	Variables	Indicators
With a great implementation of the Universal Design for Learning Students with significant Adaptations and non- significant will be able to acquire English Language in a proper way through Inclusive Education.	Universal Design for Learning.	English as a Foreign Language Inclusive Education	Previous Knowledge Methodology Trainings Observations towards students and professor. Quality education Significant Adaptations

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 RESEARCH TYPE

3.1.1 Applied Purpose

The information provided by UDL (Universal Design for Learning) has been studied for many years, looking for the correct approach and strategies to include all students in a class, not matter their ways of learning or the subject studied. This design is a philosophy that has the potential of reforming a curriculum and make the learning experiences more accessible and significant (Sandra. G., 2018). The good performance of this UDL, can be also great in the acquisition of a second language in students with significant and non-significant adaptations to promote inclusion in extra- curricular subjects as well.

Learning a second language influences language learner's thoughts and behavior.

Learning another language is different from much another learning that takes place in school, the study of other school subjects such as mathematics, history, and geography are generally all part of the student's local or national culture but "learning another language involves making something foreign a part of one's self. (Ghulamraza. Z & Hojat. J, 2015)

This is going to help learners to understand that there is a lot to know out there and a lot to learn as well. Undoubtedly, the learning of a second language should be as important as reading or writing, since it opens big doors to the individuals who are able to speak it. English is a Universal Language, if students are able to acquire this language, they will be capable to communicate around the world and to find a job quickly.

To achieve all this mentioned before, it is indispensable to apply a design that it is already created correctly. The UDL has not been performed exactly like it was planned because of the lack of training and time for teachers and to assimilate how to teach and

perform certain activities, also for the lack of knowledge toward the students, and lack of resources in the classroom. As result of a wicked education, this project expects to make the staff of Liceo de Tucurrique aware about the importance of giving the hundred percent of what they already know about the Universal Design for Learning and see how well the English Teacher is performing this methodology to her classes.

3.1.2 Temporary Dimension (Traversal or Longitudinal)

Related to Zangirolami-Raimundo (2018) refers to the term cross section, also known as a transversal study, which focuses on performing the observation of variable and analysis of specific data of the research instruments in limited time. Analyzing the description about what transversal study is, the following project is categorized as Transversal, by applying different observations to groups from Liceo de Tucurrique from seventh to eleventh grade under significant and non- significant adaptations in the acquisition of English as a Second Language and collecting all this information in a short period of time, from February 21st to May 5th.

3.1.3 Framework (Micro)

The difference between a micro, macro and mega researches makes the reader to understand the amount of population that it is being studied in the project. “Micro-level research studies individuals and one-on-one interactions, meso-level research studies groups, and macro-level research studies institutions and policies” (Matthew.D, nd)

At the beginning this project was planted to be developed from seventh to eleventh grade students at Liceo de Tucurrique, by observing how English as a Second Language is being worked in students with significant adaptations and non- significant adaptation through an inclusive Education, creating the expectation that this was going to be a macro

research. Nonetheless, through the time and observations this research became in micro, since not many students are with an adaptation in this language and there are some groups do not have significant or non-significant adaptation as well, so at the end only seventh, eighth, ninth and tenth levels are participating in the research, forming a smaller population to investigate.

3.1.4 Nature (Qualitative)

“Qualitative research is determined as the one that is constructed by observation of the subject reality to comprehend why their behavior are as they been.” Dorel. W.T, (2020) Reason why, this research is going to be based on observations to the teachers and learners, specifically, the methodology in the class, engagement toward the students, performed activities, materials, as well as students´ interest, knowledge and desires of learning, also, through surveys to both sides, teachers and students, and interviews to both as well, getting to the conclusion that it has a qualitative nature.

To finish comprehending this theory (QuestionPro) states “the qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses, where the interviewer/researcher also tries to understand their motivation and feelings. This method is not only about “what” people think but also “why” they think so.” (2022)

3.1.5 Exploratory, descriptive or explanatory nature

In 2018 MEP provided access to the teachers to the design called Universal design for Learning, by incorporation it really fast and not giving the proper training to the educators to apply it successfully, not making any sense since it was not a methodology given with enough time ahead to be executed in the publish classroom, but like did not

happen on that way, four years later and after a pandemic that has had students out of the classroom, the goal expected is not accomplished yet.

This project in specific is investigating how UDL is carried out in English classes, how easy this is for the teacher and how great for the learners. As a result of what this project is focused on, this is believed to be explanatory, remembering that “Explanatory research is aims to why particular phenomena work in the way they do” (Matthew.D, nd, pag.1). Exactly, what this project is referring to.

3.2 SUBJECTS AND SOURCES OF INFORMATION

The facts of this exploration are based on the objectives proposed since the beginning of the study, Inclusive Education studies to English learners with significant adaptations and non-significant at Liceo de Tucurrique as a main source to clarify the usage of the UDL known in Costa Rica as DUA.

3.2.1 Subjects

All the information required for this project has been taken from MEP website and other important sources related to English as a second Language, significant adaptations, learning styles, history of the inclusion in the education area, among others. On the other hand, the interviews, surveys and observations during the English classes from seventh to tenth grade, considering there are more than one group per level, were indispensable to know the reality of the UDL performance, plus the opinions and observations of the professors related to this new methodology and how it is working in their classes.

3.2.2 First Hand

The data recapitulated from UDL Handout was taken from the Ministry of Public Education, a really trustworthy source, since this is the main entity in charge of what public education is working on their classroom. Additionally, the observations, interviews and surveys to the class and teachers unveiled how the Universal Design of Learning is working on an extracurricular class like English as a Second language and particularly how it is functioning on those students with different intellectual capacities by making them feeling as part of the class.

3.2.3 Second Hand

According to University of Minnesota Crookston (2022) “these are sources that index, abstract, organize, compile, or digest other sources.”

The instruments used as a second hand are books, websites, thesis, articles related to the research problem developed in this investigation and useful to provide a variety and quality information to the research.

3.3 SAMPLE SELECTION

3.3.1 The population

This research is carried out at Liceo de Tucurrique. This is a public High School founded in 1986, took a long time to work as a real institution for certain drawbacks through the process. English Language Proficiency in Significant and non- significant Adaptations is a controversial topic when inclusion is becoming such an important topic in the society, reason why students from seventh to tenth grade are being analyzed and observed to recollect the crucial information for the project.

3.3.2 Type of Sample

This type of sample uses a part of the population with the intention of representing the rest of the population. Not all members of the group have the possibilities to participate in the research, since they do not know the inclusion criteria, and their participation is limited by the exclusion criteria (Dorel. W.T, 2020).

The population in study are all the levels from seventh to tenth grade but only with significant adaptations were considered during the observation, becoming it in non-probabilistic research.

3.4 TECHNIQUES AND INSTRUMENTS FOR COLLECTING INFORMATION

Analyzing the topic in study the instruments that function to collect the required information are: questionnaires, surveys, interviews to students and the teacher about their opinion and feelings about the Universal Design in extra Curricular activities like English. All the theoretical information about the design, inclusion, significant and non- significant adaptations are in articles, thesis, websites and so on and what is really happening in the classroom is going to be collected through these instruments.

3.5 OPERATIONALIZATION OF THE VARIABLES

3.5.1 Conceptual, operative and instrumental definition of the variables.

Specific Objectives	Hypothesis	Variable	Conceptual Definition	Operational Definition	Instrument Definition
-To investigate if there is an increase in the English Proficiency Language in Students with a significant and non-significant Curricular Adaptation through the Inclusive Education methodology applied by MEP at Liceo de Tucurrique.	-With a great implementation of the Universal Design for Learning Students with significant and non- significant Adaptations will be able to acquire English Language in a proper way through Inclusive Education.	-English as a Second Language	“Inclusive Education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and within education.” (Acedo. C, 2020)	This variable is validated if 70% of the students with significant and non-significant adaptations and the teacher as well agree Inclusive Education is working as it should.	Surveys and questionnaires
-To discover how is the performance of students with a Significant Curricular		-Significant Adaptations	“A significant Adaptation is generally applied for	These variables will become a reality by listening	Surveys and questionnaires

<p>Adaptation during English Teaching by implementing an Inclusive Education at Liceo de Tucurrique.</p>		<p>and non-significant adaptations.</p>	<p>those students with a highly cognitive deficiency, which require changes in objectives, methodology, or evaluation that clearly differentiate students in terms of expectations. They are usually performed in segregated special education classrooms located in public schools and special education centers.”(Cecil. R, Kimberly. J, & Elaine. F, 2013, pag.2)</p> <p>-A non-significant adaptation “consists of the steps of educational implementation taken daily by students’ regular teacher. But curriculum adaptation is also a product, that is, the final outcome of a research process, since they result from a larger and smaller modified</p>	<p>students’ opinions and performance in the English class.</p>	
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			planning with regard to regular curriculum” (Juan A., nd, pag.3)		
-To study how prepared the educators from public School are to implement an inclusive pedagogy where Learners with Curricular Adaptation cannot feel excluded at Liceo de Tucurrique.		Flexible Curriculum	It’s the Educational Approach which is looking for reducing to the minimum the learning and participation boundaries to all students in equal opportunities. (Sandra. G, 2018). V. C., 2019).	This variable is valid if the English professor think UDL is the methodology adequate to have an Inclusive Education	Surveys and questionnaires
-To identify how the new curricular that UDL (Universal Design for Learning) created to be able to have an Inclusive education is working on Students with Significant Curricular Adaptation by improving their English Proficiency.		Universal Design for Learning	It has been designed to be applied in a diverse society, remembering everybody is different, different capacities, different ways to learn, ways to think, not matter how your intellectual capacities are (Ana, V. C., 2019).	The English teachers have to agree that the curriculum given to them is flexible and compatible with the learners.	Surveys and questionnaires

**CHAPTER IV:
DATA ANALYSIS AND
INTERPRETATION**

4.1 DIAGNOSTIC OF THE CURRENT SITUATION

4.1.1 Diagnostic of the situation

“Using different sources of evidence can enhance our understanding and explanation of social processes” (Sharlene. N. & Patricia. L., 2010, p. 415). Inclusion in every aspect of life has been a topic that has grown through time, considering it is essential to get positive results from certain situation. As for instance: schools; there are a lot of human beings with different personalities, cognitive skills, points of view, in this environment, where most of the time has an approach just for a particular type of person. However, nowadays through researchers and methodologies, educators guided by MEP want to make a change on that. Reason why, some instruments as interviews and surveys were applied to the English teachers, principal and students with significant and non-significant adaptations to dig and find out how much the Universal Design of language applied by MEP is working on students with significant and non- significant adaptations in English Language as a Second Language at Liceo de Tucurrique.

4.1.2 Graphics, figures and tables

4.1.3 Principal

The following questions were asked to the principal Lic. Cesar Portuguéz Sanabria at Liceo de Tucurrique, the First- Quater, 2022. These are 4 questions in total about how this institution works to include students with significant and non-significant adaptation in English Classes

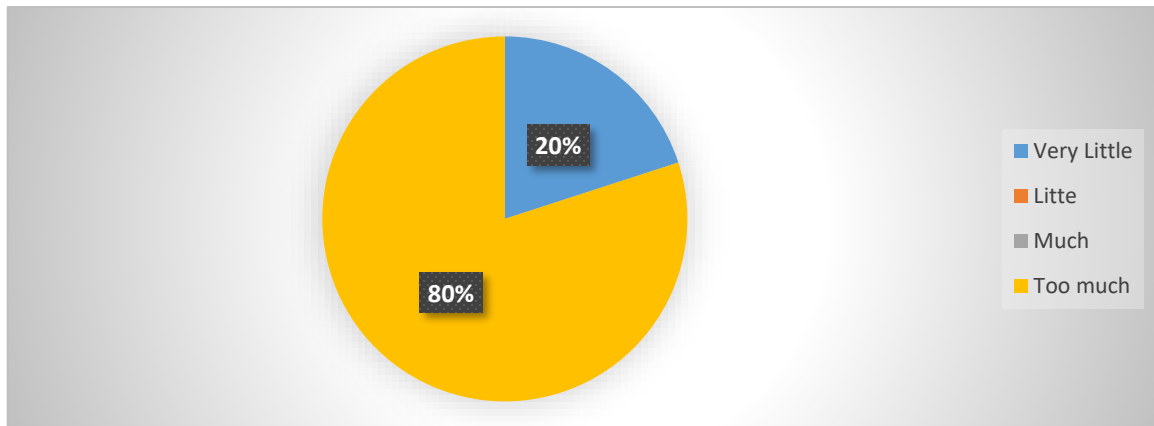
Question #1

¿Del 1-10 que tanta importancia se le da a la educación inclusiva en esta institución?

From 1 to 10 how importance is the inclusive Education in this High School?

1 to 3 Very little / 4 to 6 Little / 6to 8 Much / 9 to 10 Too much

Graph #1



Source: Data obtained from a survey applied to the principal of Liceo de Tucurrique, Cartago, 2022.

According to what the principal from Liceo de Tucurrique stated, this institution believes in inclusive education, giving an 80% as a result regarding to how importance inclusion is for all the High School. However, there is not a perfect score, since there is still a 20 percent out the range that demonstrates inclusivity is a topic that has to continue working on to achieve a completely inclusion in public education.

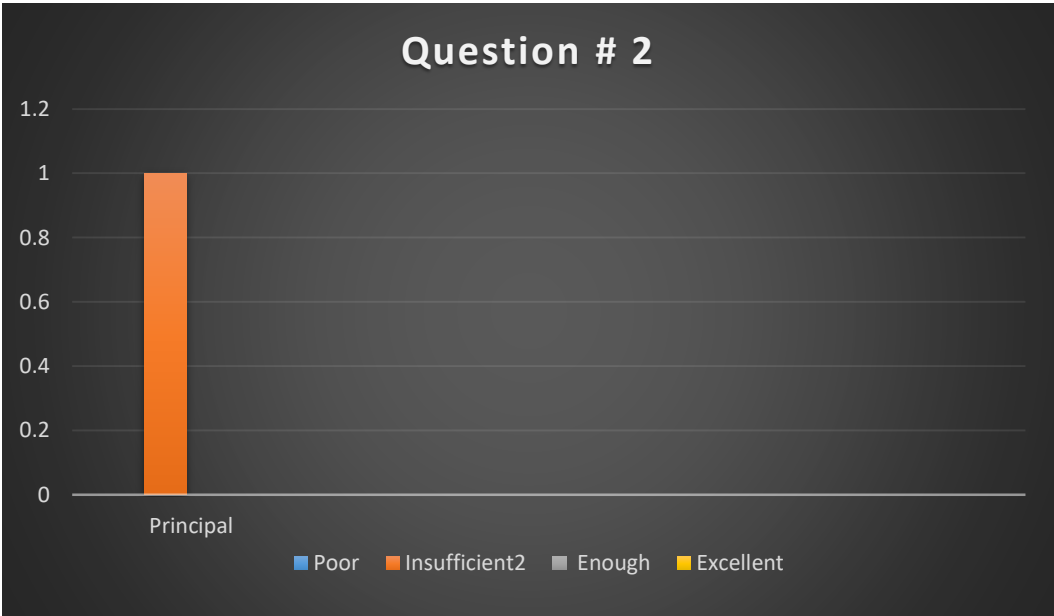
Question # 2

¿Cómo director de la institución cree que la capacitación del Diseño universal del Aprendizaje (DUA) a los docentes fue suficiente para aplicarlo correctamente?

Do you think as a principal from this institution that the training performed for Universal Design for Learning (UDL) was enough to apply it in the classrooms correctly?

1 to 3 Poor / 4 to 6 Insufficient / 6to 8 Enough / 9 to 10 Excellent

Graph # 2



Source: Data obtained from a survey applied to the principal of Liceo de

Tucurrique, Cartago, 2022.

The principal Cesar Portuguez Sanabria considers, the training performed for UDL application was insufficient. Professor needed more time to understand and analyze this design properly, right now they are struggling trying to apply it as good as possible but lack of resources do not give them the opportunity to do satisfactory.

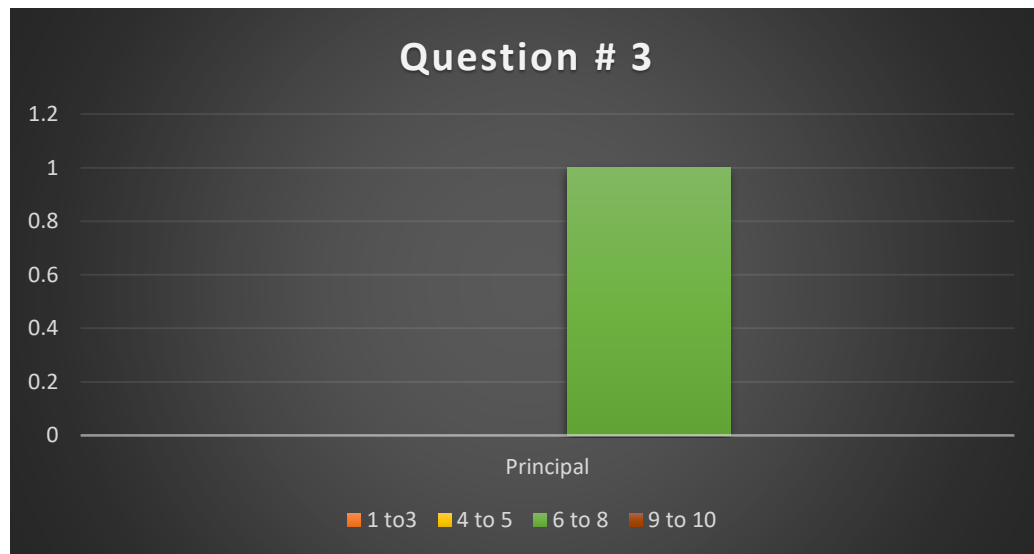
Question # 3

¿Del 1 al 10 cree usted que el inglés se le da la misma importancia que el español, estudios sociales u otras materias enseñadas en la institución?

From 1 to 10, how important English is considered in the institution. Is it as important as Spanish, Social Studies or other subjects taught in the High School?

1 to 3 none / 4 to 5 little / 6to 8 much / 9 to 10 totally

Graph # 3



Source: Data obtained from a survey applied to the principal of Liceo de Tucurrique, Cartago, 2022.

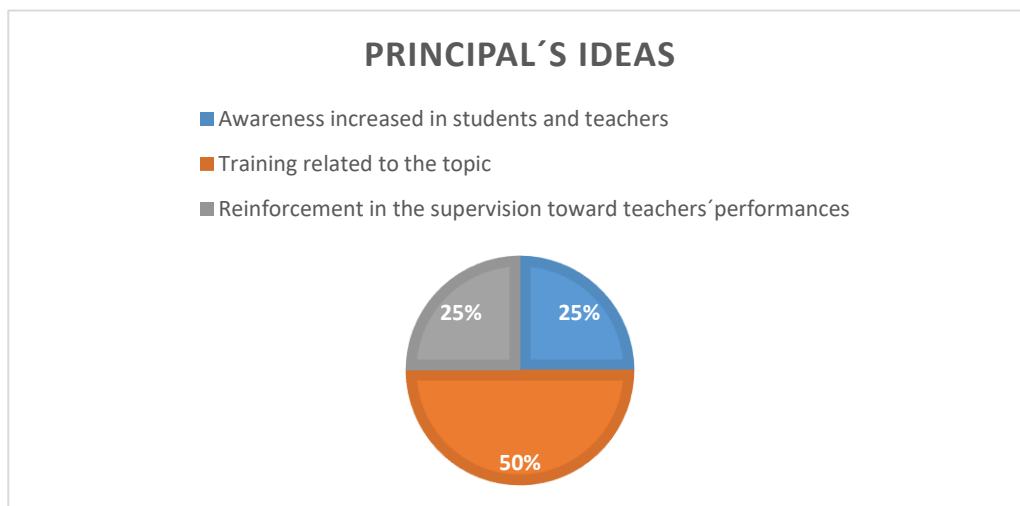
The principal gave a grade of 6 from 10 points, about the importance that English subject has in the institution compared with main subjects like: math, science, social studies and Spanish. Unfortunately, English is not considered yet indispensable in students' learners at public school, and this is one of the reasons English proficiency is not achieved yet.

Question # 4

¿Qué soluciones daría usted para mejorar la inclusión y el idioma inglés?

What solutions would you recommend to improve inclusion and English proficiency?

Graph # 4



Source: Data obtained from a survey applied to the principal of Liceo de Tucurrique, Cartago, 2022.

The principal states three solutions to improve the performance of Inclusive Education in English Language, rating them with a percentage of importance. First solution with a 50% of 100% is training. Second solution, giving a 25% of 100 is reinforcement in class supervision and third solution with a 25% percent too is, awareness increased between students and teachers; taking into consideration the interest that the educator put to develop his/her class and the students' effort in regards of how much interest they are in the acquisition of language.

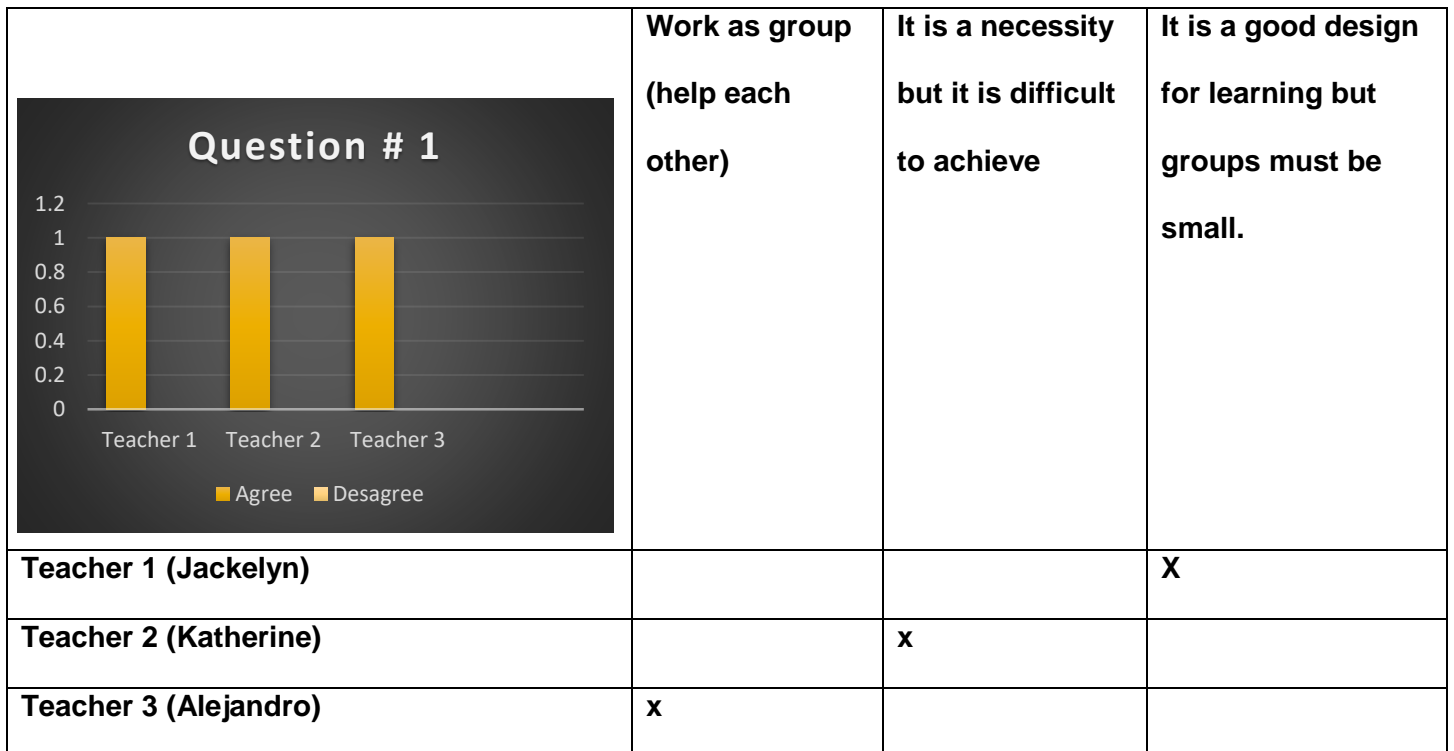
4.1.4 Teachers

This survey was applied to three teachers from Liceo de Tucurrique. One teacher is dedicated to teach English as a Second Language and the other two are focused on Conversational English classes. They answered 10 questions in total related about how the work with the UDL in English classes and how is the progress of their students in English subject.

Question # 1

1. What do you think about inclusive education in the teaching of English as a Second language?

Graph # 5



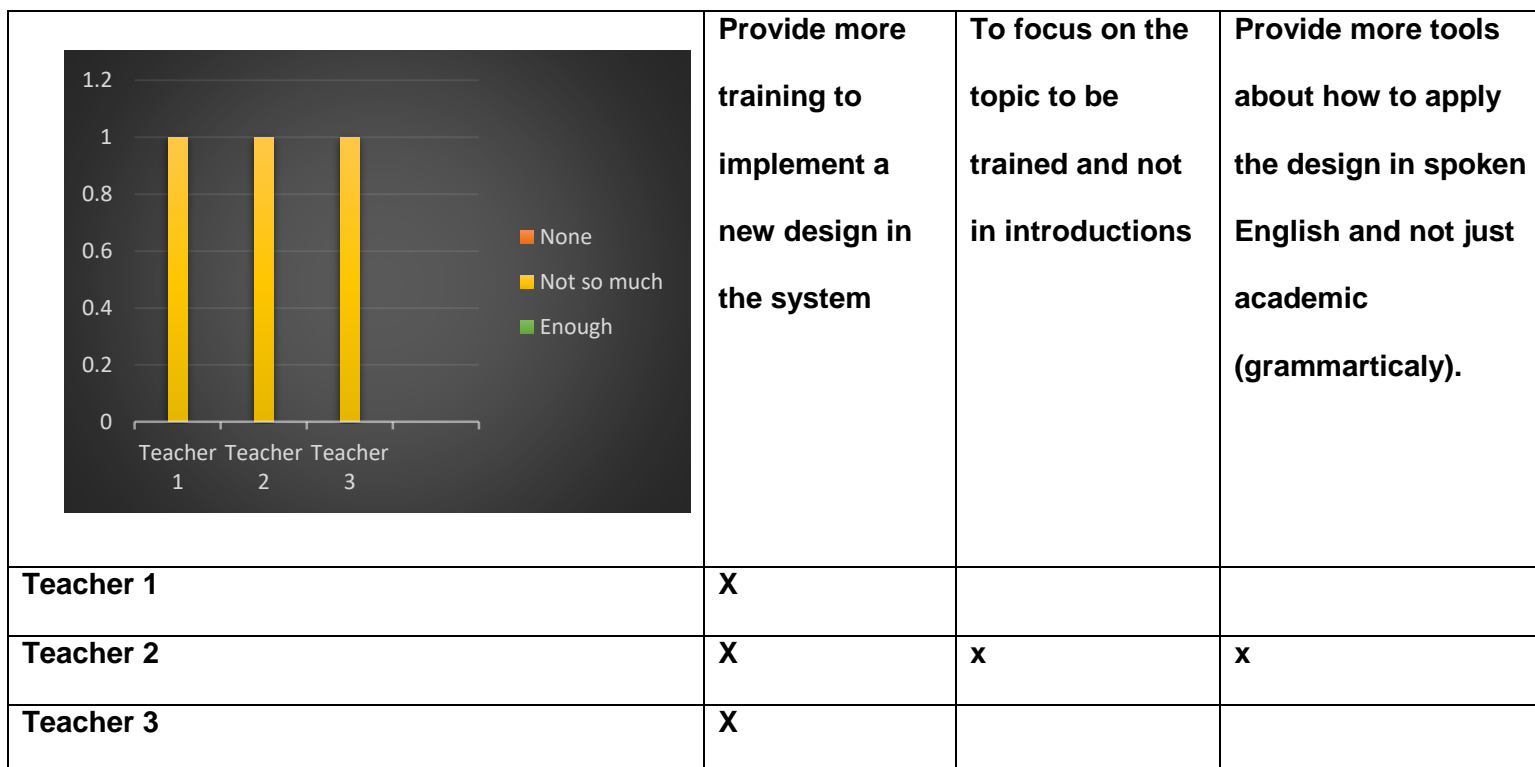
Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

According to the teachers from Liceo de Tucurrique, they agree 100% with the implementation of inclusion for English Learning. They think Inclusivity brings a lot of benefits to education, such as, work as a team, learning how to coexist with people with different points of view and ways to work. Nevertheless, it is not implemented 100% successfully, since lack of tools in the class and over population in classrooms.

Question # 2

2. How much training did you get to perform the UDL (Universal Design for Learning) in the class?

Graph # 6



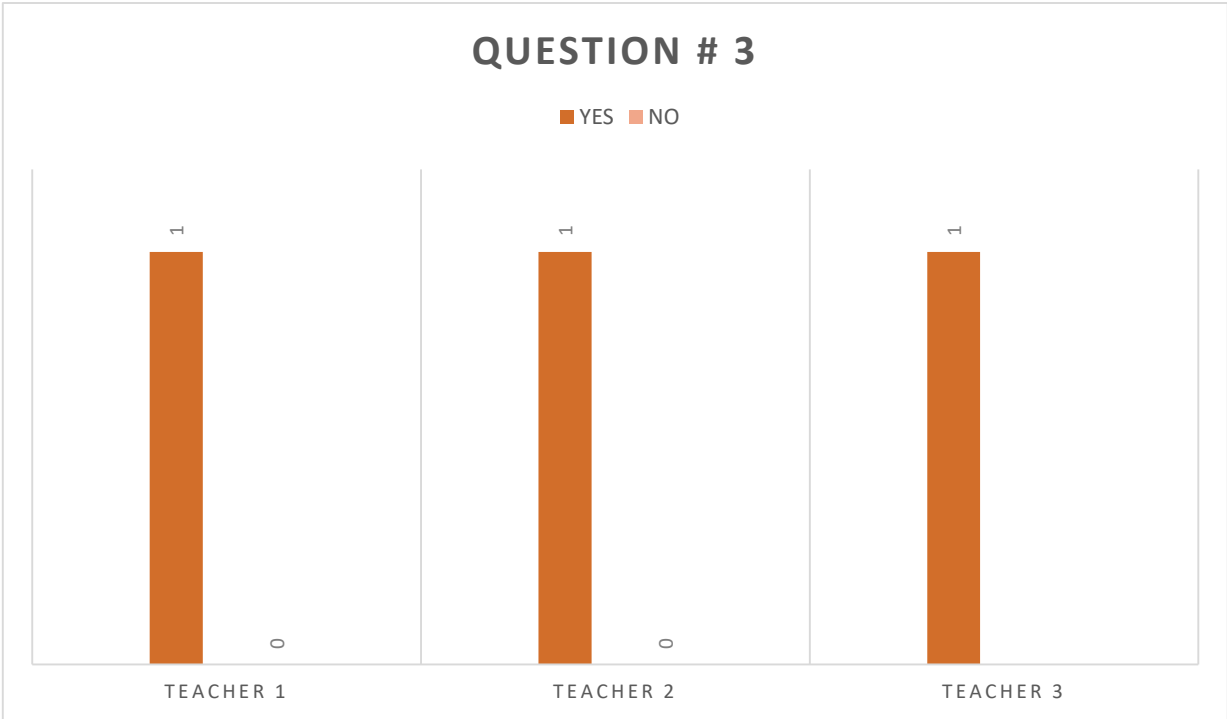
Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

Hundred percent of teachers from Liceo de Tucurrique, believe that UDL was implemented so suddenly that still needs to be improved by creating more workshops about how to use it, giving teachers options, strategies and ideas and not only talk about the design as well, since they already know how it is about. Additionally, MEP (Ministry of Public Education) must take into consideration all the aspects that are avoiding a good development of such a design and start making variations about it.

Question # 3

3.Do you agree with the methodology used in this Universal Design for learning

Graph # 7



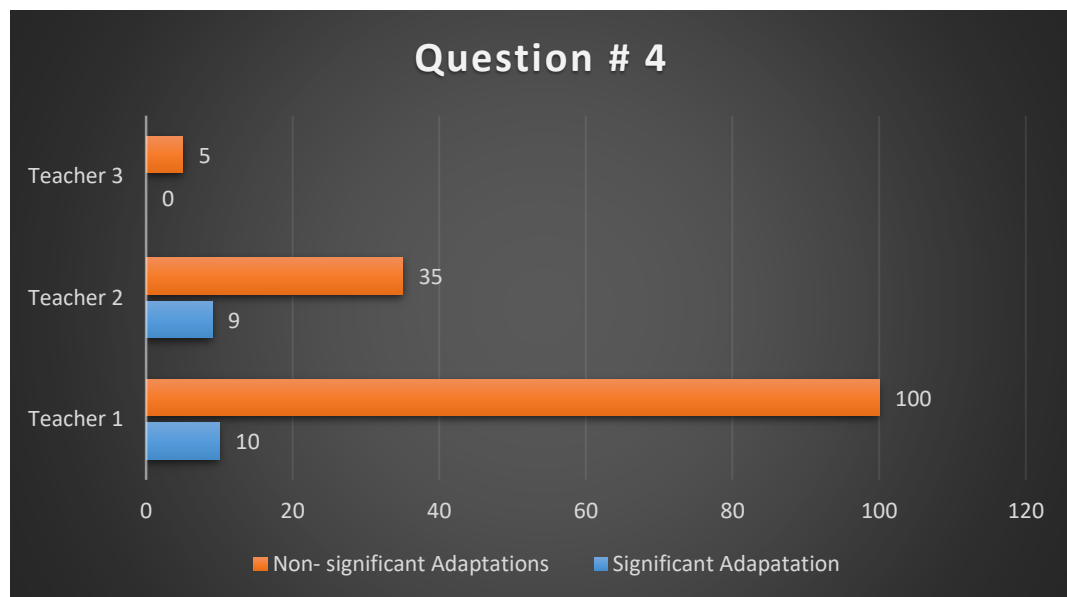
Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

According to the interview applied to the teachers, they all agreed that UDL is an excellent design which can be used for a lot of good purposes, but everything is still in theory and not in practice, plenty of aspects that cannot contribute properly in the public education with this methodology were not considered. As for example: number of English Lessons in English subject, number of students, and technological resources as well. Considering all these for the future could make a big change in the implementation of the design undeniably.

Question # 4

4. How many non- significant adaptation and significant adaptations do you have?

Graph # 8



Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

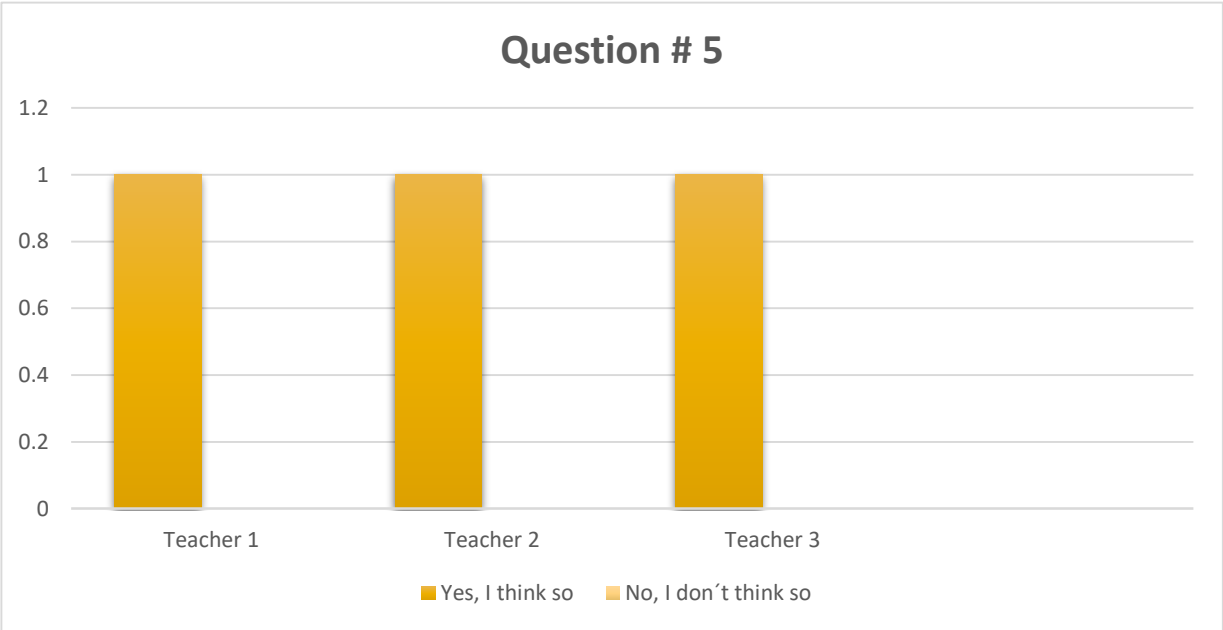
During the observations applied in Liceo de Tucurrique, three professors are in charge of the English area; one of them teaches English as a Second Language grammar and the other two are in charge of the conversational classes. They all present different percentage of non- significant adaptations and significant adaptations. Teacher 1 has

around 100 non- significant adaptations and 10 significant adaptations, teacher 2 has 35 non- significant and 9 significant adaptations; teacher 3 has 5 non- significant adaptations and instead of significant, she has 2 access adaptations. This data was really curious, since supposedly every teacher must have the same amount of adaptations since, they work with the same students, but the reality is that in the middle of April after two months of working they were not totally sure about their significant and non- significant adaptation in the English area.

Question # 5

5.Do you think these types of students can learn successfully throughout this inclusion?

Graph # 9



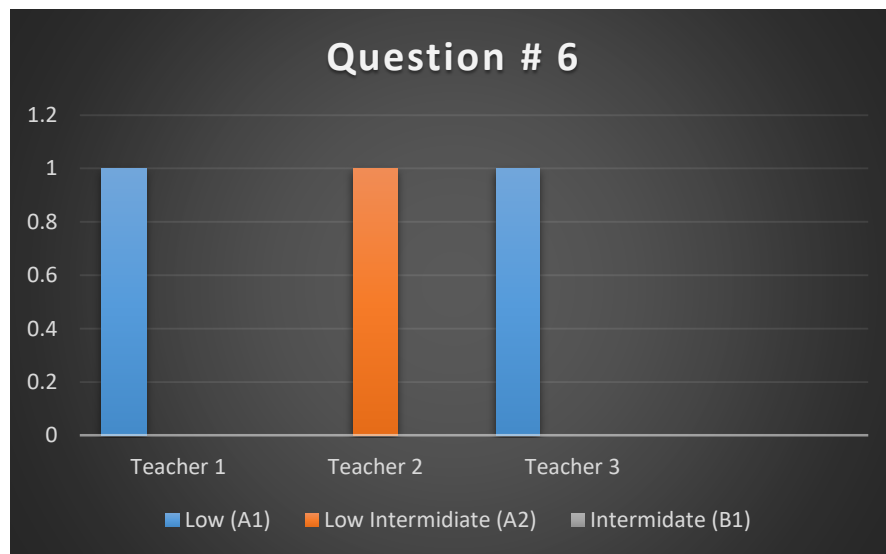
Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

The teachers are 100% sure that students with adaptations can learn through UDL, but to accomplish this, it is necessary is to provide them the tools to achieve it. According to teacher #2 “Students with significant-adaptations need more tools, materials, time, and a teacher properly trained to achieve their needs and learning rhythm” (Alejandro, 2022, p1)

Question# 6

6.What is the English Level in students from grades seventh to eleventh?

Graph # 10



Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

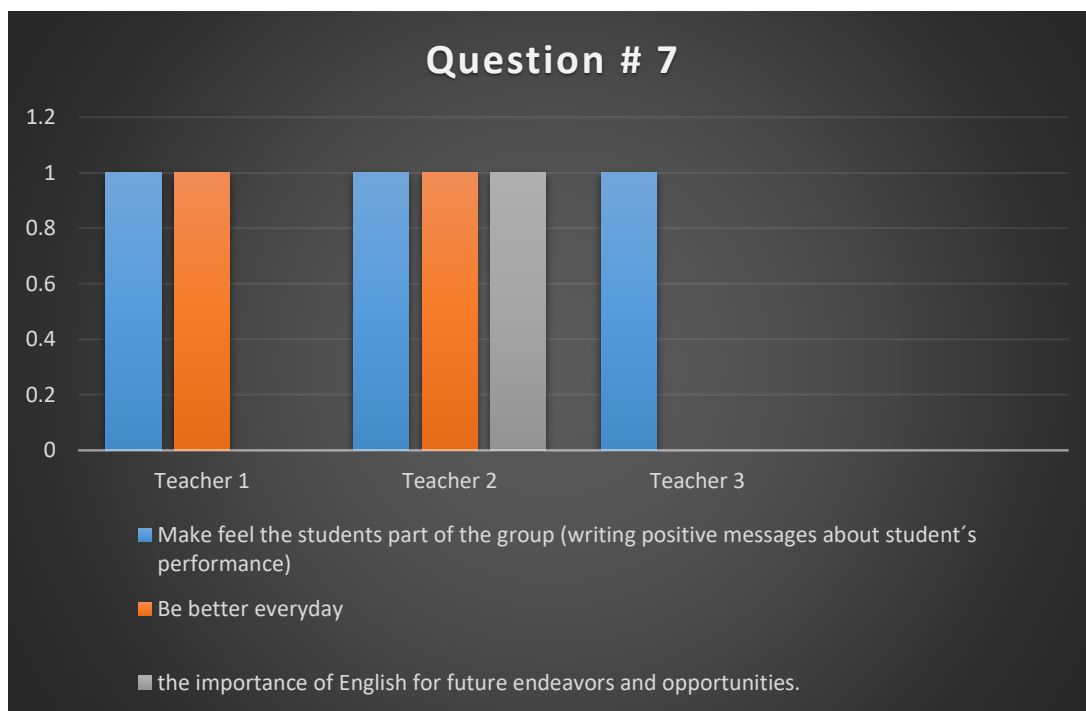
Teacher one and teacher 2 agree that most of the learners are in A1 according to the Common European Framework, but teacher 2 says that some of them can reach the A2, as well as teacher 3. Additionally, they highlighted that It does not matter the grade they are, they do not really see results through time, just certain students demonstrate a higher capacity to learn the language and of course by developing a b1 or b2, these

students do not have any curricular adaptation in the English area and also the reason why they have a higher level is due to, they look for other courses to be able to improve the language proficiency.

Question # 7

7. What motivational strategies do you use for your students, especially those with any kind of curricular adaptation.

Graph # 11



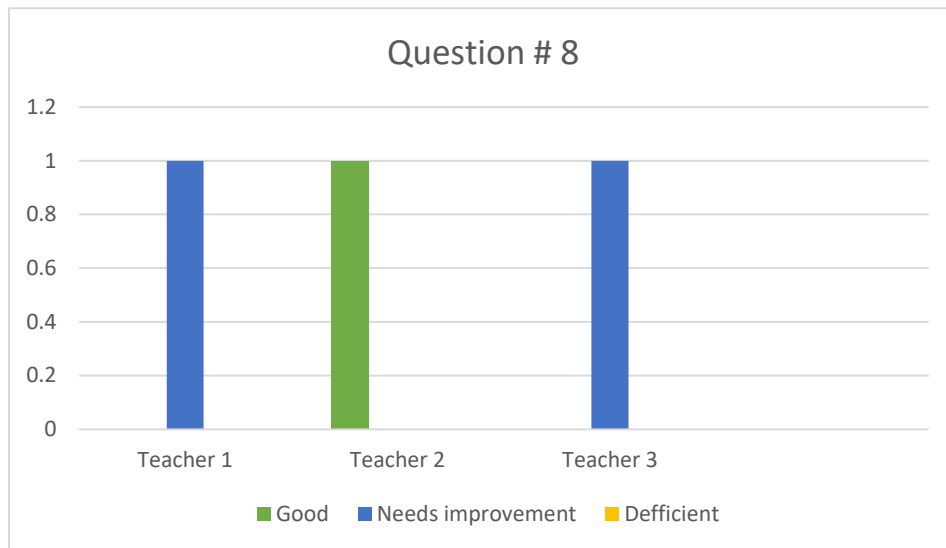
Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

The teachers agreed 100% in using teamwork as a strategy to implement inclusion in class and make feel students with adaptations not rejected about their physical or cognitive dependences. 50% of the teachers motivate their students about learning to be a better person in the future. One of the professor agree in motivating the students by informing them about the importance of English for future endeavors and opportunities.

Questions # 8

8. What do you think about the curriculum performed by MEP?

Graph # 12



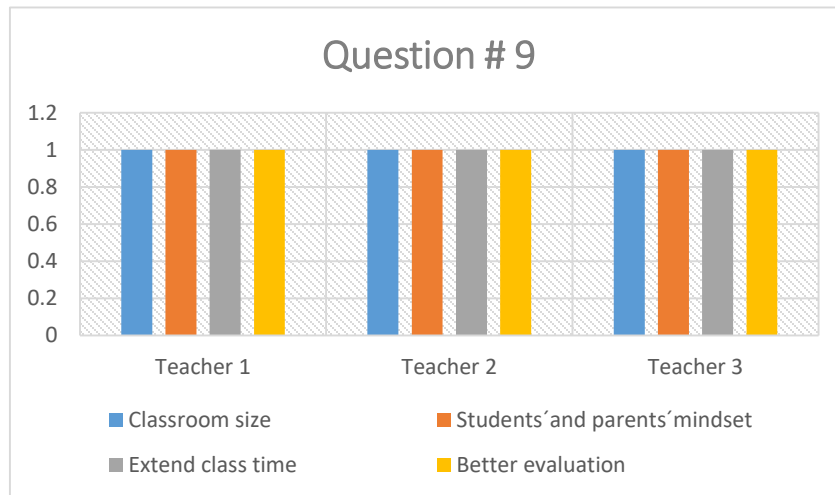
Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

Teacher 1 and teacher 3 agreed the curriculum needs improvements, such as, provide tools to both teachers and students for a better immersion in the English classes, such as, technological devices, books, evaluations, topics distribution, etc and also create a shorter curriculum to develop the topic with more time. While teacher number 2 says the curriculum is good; as a tool to achieve direction and purpose, since the methodology wants everybody learns the same. However, it is impossible to apply the curriculum correctly according the reality in the classroom.

Question # 9

9. What do you think is missing in the English classes to be successful in English as in private institutions?

Graph # 13



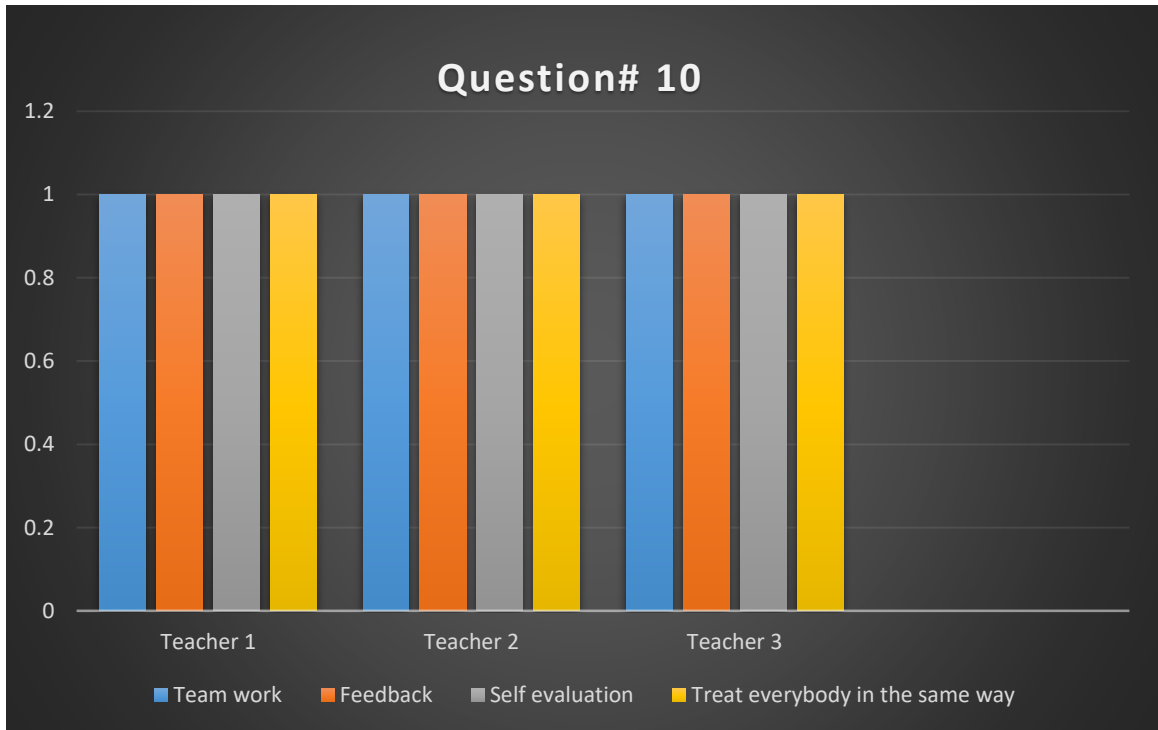
Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

Hundred percent of English teachers agreed that what is missing in MEP to have success in the English area and inclusion is lack of student's attitude, classroom size, class time development and evaluations. MEP cannot pretend to get good results from a design that is development to use technology with students and not provide those tools to the institutions. The entity cannot also expect always positive results from a class of 30 students with a lot of personal and family issues and develop an effective class in 45 minutes. Unfortunately, all these issues have impacted to students from Liceo de Tucurrique negatively, looking at English classes as something not important or really necessary for their lives.

Question # 10

10. What different strategies have you used to include students in the English class?

Graph # 14



Source: Data obtained from a survey applied to the teachers of Liceo de Tucurrique, Cartago, 2022.

According to the teachers working at Liceo de Tucurrique, some strategies they perform to promote inclusion are the following: team work, feedback, self -evaluation and self- respect as the main ones. Strategies that have worked in the class environment to make inclusion real. However, there are still certain situation that they would like to change but only with Public Education support, it can be achieved.

4.1.5 Students

The following questions were applied to students from seventh to tenth grade at Liceo de Tucurrique, related to the importance they take to English classes and how included they feel having certain adaptations in the language. Seventy-three students were able to complete the survey, however, the institution counts with around 100 students with non- significant adaptations and 10 with significant ones in the English area.

Question # 1

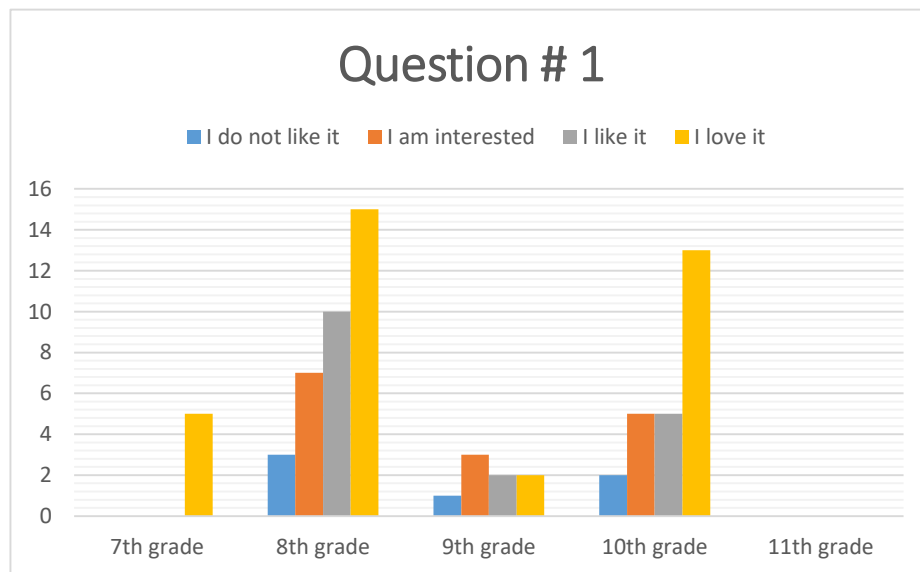
Del uno al 10 ¿cuánto le gusta el idioma inglés? ¿Se siente motivado a aprenderlo?

From 1 to 10 how much do you like English? Do you feel motivated to learn it?

The scale will be evaluated in the following way

Graph # 15

1 to 3 I do not like it / 4 to 6 I am interested / 6to 8 I like it / 9 to 10 I love it



Source: Data obtained from a survey applied to the students of Liceo de Tucurrique, Cartago, 2022.

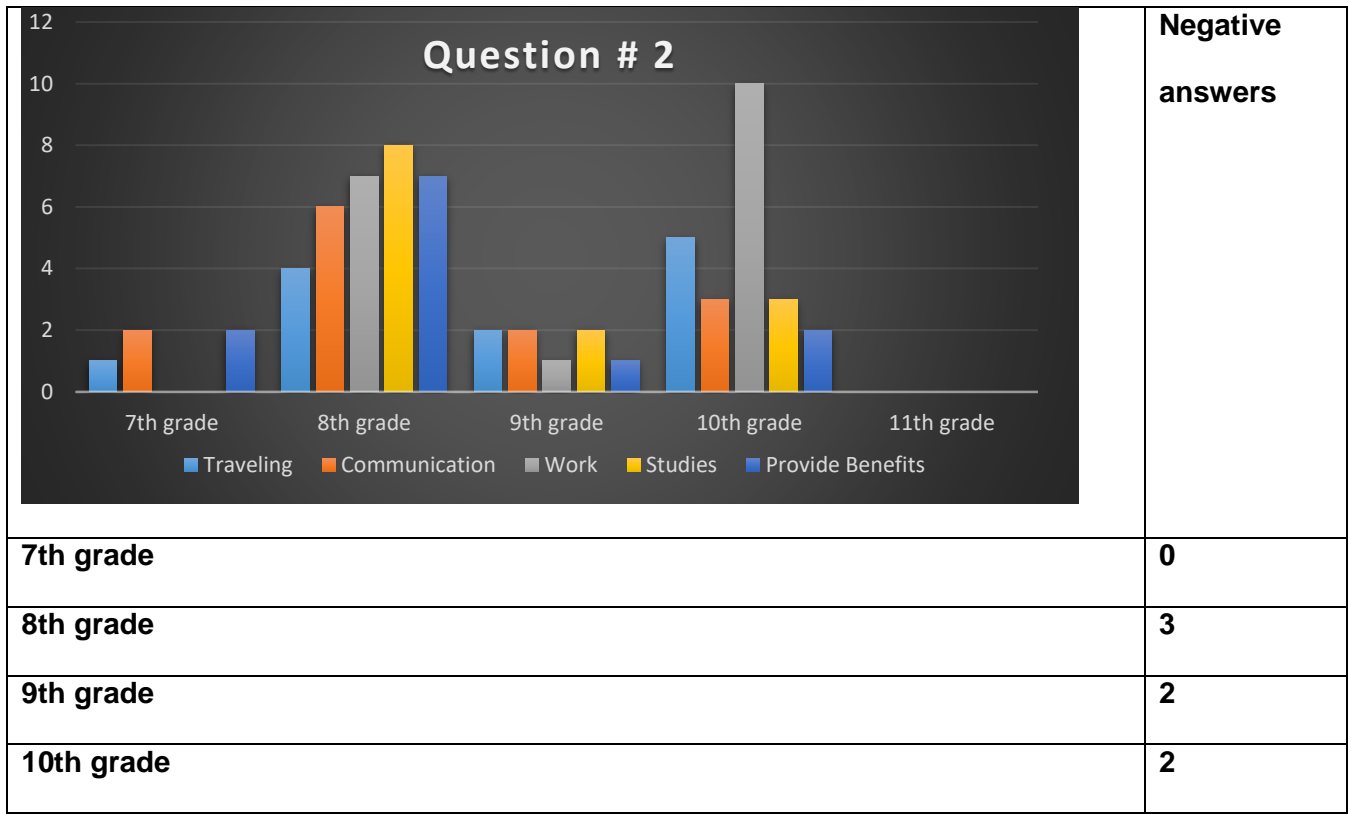
According to the surveys performed to the students from 7th to 10th grade, 5 students from seventh grade who have a type of adaptation stated, they love English classes, emphasizing it is essential to learn it for a better life; 8th grades varied in their answers splitting their answers in I am interested, I like it and I love it, but a small part of the population, 3 students to be specific do not like to study the language at all which it is a really small percentage for the number of students in the class with curricular adaptations. Learners from ninth grade are interesting in English as well but 1 student in the class said, he/she does not like it. Tenth grade students think almost the same as the previous groups, valuating their motivation of learning a new language from I am interested to I love it, just a small percentage of the population do not feel motivated about learn it. Eleventh grade do not have any English adaptations.

Question # 2

¿Si respondió un SI a sentirse motivado, que lo hace sentirse así; y si respondió un NO; que lo hace dar esa respuesta?

If you give a YES as an answer, what makes you feel in that way and if you answered a NO, what did make you provide that answer?

Graph # 16



Source: Data obtained from a survey applied to the students of Liceo de Tucurrique, Cartago, 2022.

Feeling motivated to study a language is indispensable for the acquisition of a language and most of students at Liceo de Tucurrique agreed they feel motivated because through English they will be able to travel, communicate, work, study abroad, among other benefits, however there are 10 students, 3 from 8th grade, 2 from 9th grade and 2 from 10th grade that assured not to have any interest in learning English language, since they do not like it at all.

Question # 3

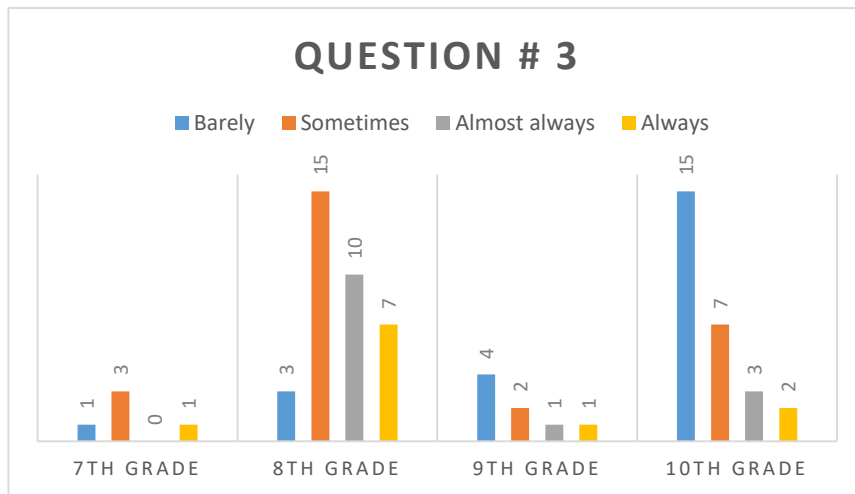
De la escala del 1 al 10 ¿Cuánto estudia el idioma inglés fuera del aula?

From 1 to 10, how much do you practice or study English out of the class?

The scale will be evaluated in the following way

1 to 3 barely / 4 to 6 sometimes / 6to 8 Almost always / 9 to 10 always

Graph # 17



Source: Data obtained from a survey applied to the students of Liceo de Tukurrique, Cartago, 2022.

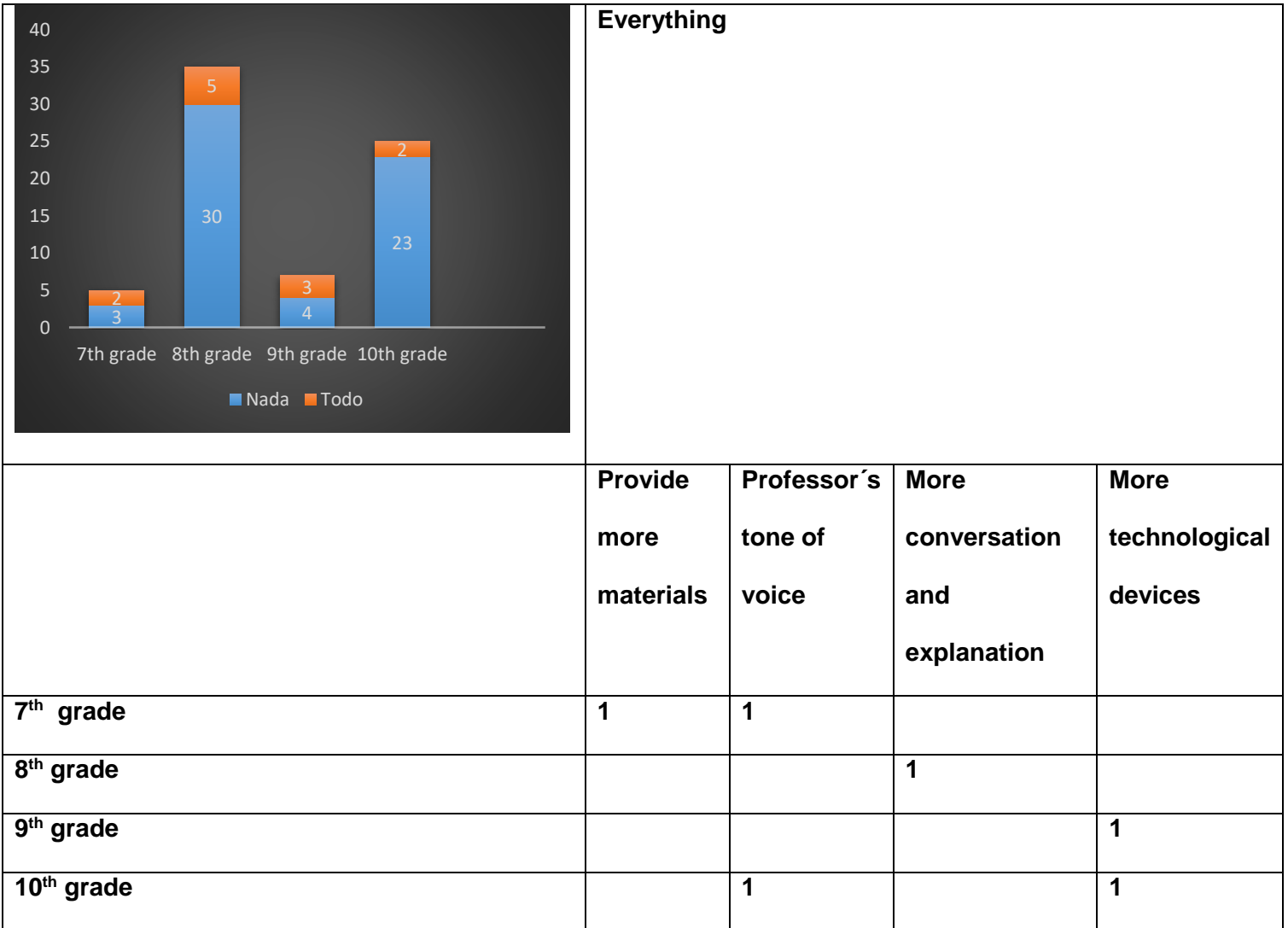
According to the data collected in the questionnaire applied to students from seventh to tenth grade, 3 students of 5 from seventh grade take some extra time to study English out of the class and only one student always do it. Related to eight grades, there is a biggest number of students, 7 in total, who like to take extra time to study English Language, 9th grade students count with 8 adaptations and 1 student always study English, 1 almost always and 2 sometimes, the rest do not do it. To finish, 10th grade counts with a population of 25 students where only 2 students study extra time and 15 do not do it at all. This survey shows how important is to encourage students to study additional time to get the results expected.

Question # 4

¿Qué le cambiaría a las clases de inglés?

What would you change to English classes?

Graph # 18



Everything

	Provide more materials	Professor's tone of voice	More conversation and explanation	More technological devices
7 th grade	1	1		
8 th grade			1	
9 th grade				1
10 th grade		1		1

Source: Data obtained from a survey applied to the students of Liceo de Tucurrique, Cartago, 2022.

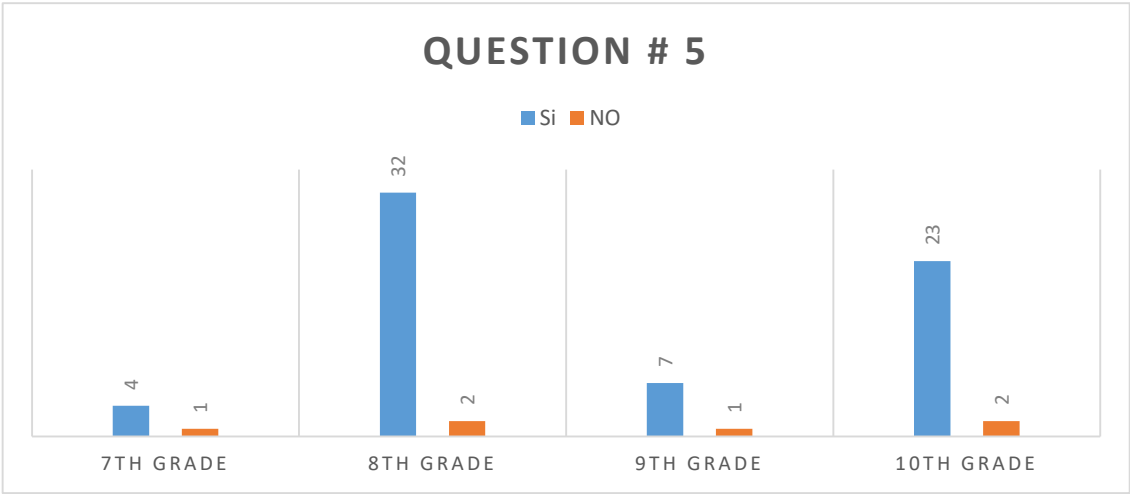
Related to question # 4, almost all students do not complain about how their teachers are performing the class, only 2 of 5 seventh grade students want to have changes in the class, from 8th grade only 5 of 35 wants some changes too, related to 9 grade only 3 of seven are not happy about the classes performance, lastly but not least only 2 of 25 students from 10th grade want some changes, such as, more materials, technological devices, more time for better explanations and also they complained about the voice tone of one of their teachers. However, through the evaluations in the class, not only students complained about different aspects to change but teachers too.

Question # 5

¿Está usted consiente de la importancia del inglés para desenvolverse profesional y personalmente en la vida?

Are you aware of the importance of English to grow up professionally and personally in life?

Graph # 19



Source: Data obtained from a survey applied to the studets of Liceo de Tucurrique, Cartago, 2022.

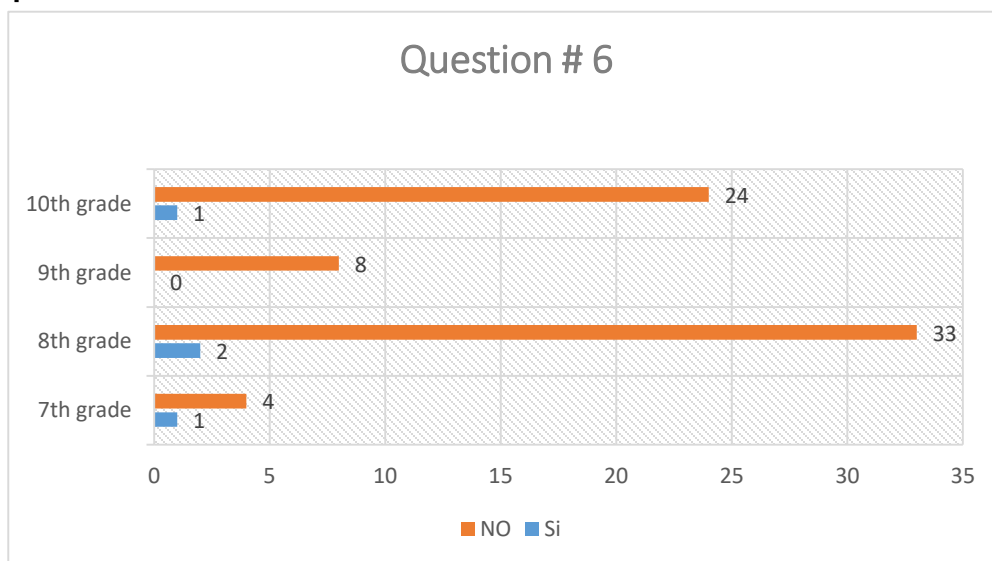
From 73 students with non- significant and significant adaptations, only 6 of them are not aware about how important acquiring a language is, since they do not like English. They just stated they will study something that English is not required.

Question # 6

¿Sabes que es el DUA (Diseño Universal del Aprendizaje)?

Do you know what the UDL (Universal Design for learning) is?

Graph # 20



Source: Data obtained from a survey applied to the students of Liceo de Tucurrique, Cartago, 2022.

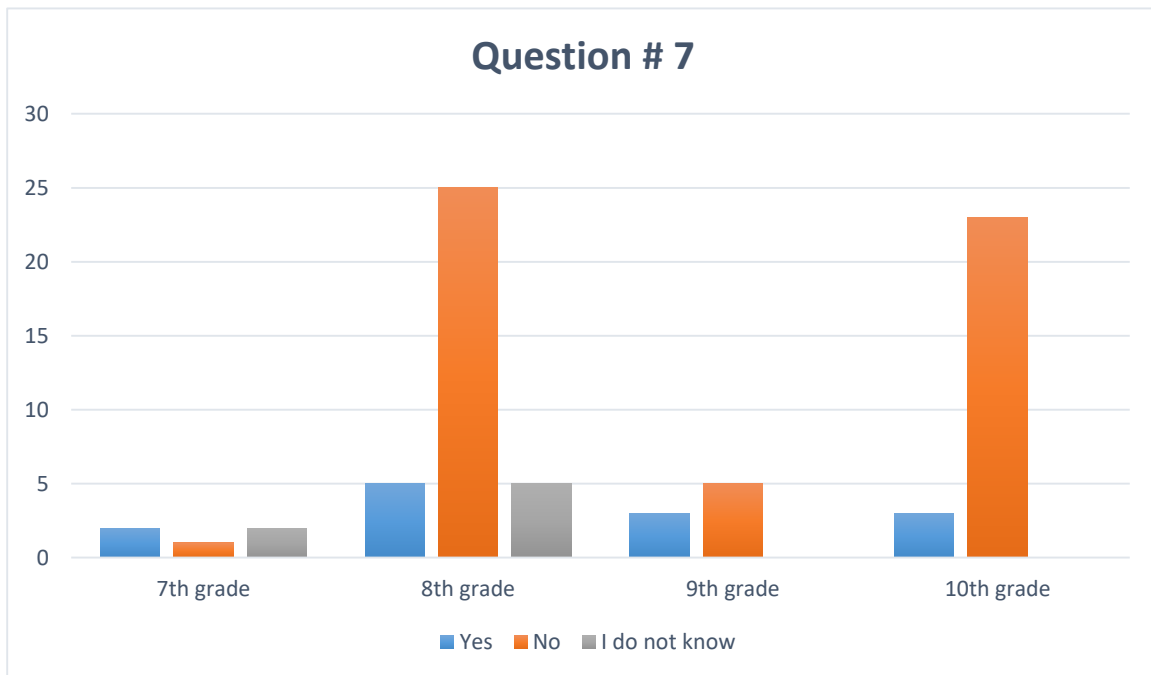
Ninety-six percent of the population evaluated from seventh to tenth grade do not know about UDL (Universal Design of Language) and 4 % knows a little about this design. The most interesting about this evaluation is that who answered yes are mostly indigenous, and rest do not have an idea about what this is.

Question # 7

¿Ha usted sentido o notado que su profesora hace adaptaciones para usted a la hora de brindarle material? Si la respuesta es **Sí**, ¿Cuáles serían esas adaptaciones?

Have you felt or noticed that your teacher makes adaptations in the curriculum for you at the moment of providing you materials? If you answer yes, which are those adaptations?

Graph # 21



Source: Data obtained from a survey applied to the students of Liceo de Tucurrique, Cartago, 2022

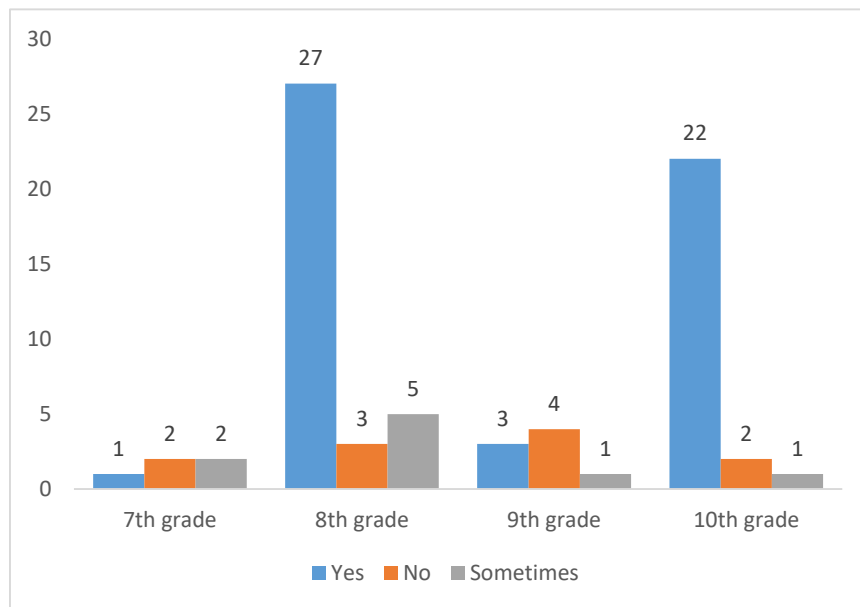
English teachers assured they try to modify the activities and exams in a way everybody can do it by putting signs next to exercises that only specific students can perform and creating different activities about one topic to make sure everybody is learning at the same pace. Related to this, there are 7 students divided from 7th to 8th grade that have no idea about what an adaptation is, which do not make them notice any changes, 54 do not see changes for them to learn easier and 13 are aware of the modifications made for their teachers.

Question# 8

¿Siente usted que logra tener un avance al igual que sus compañeros en las clases de inglés?

¿Do you feel you have achieved any advance as your classmates do in the English classes?

Graph #22



Source: Data obtained from a survey applied to the students of Liceo de Tukurrique, Cartago, 2022

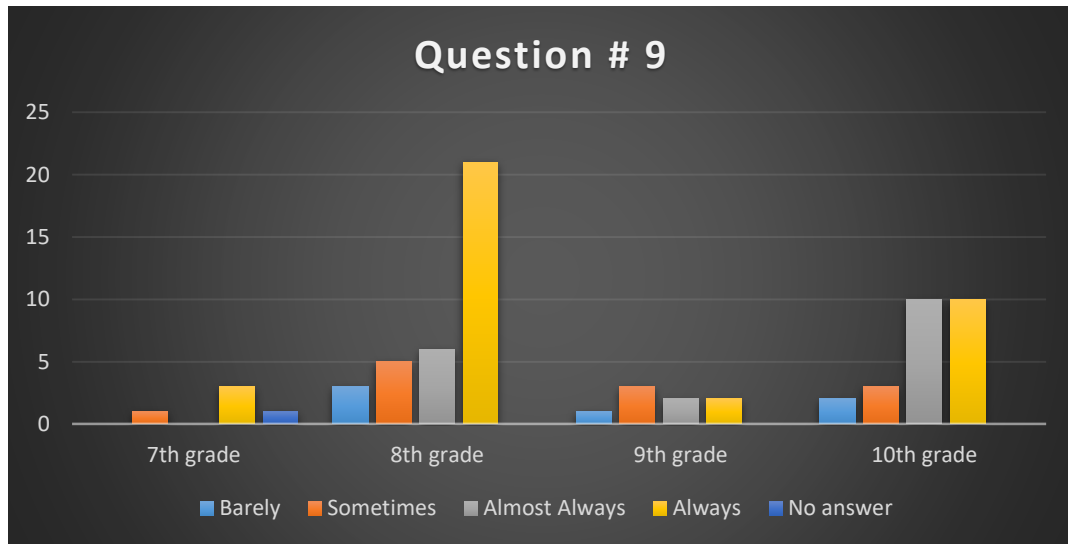
Fifty-four students divided from 7th to 10th grade feel they have acquired more English Knowledge than before while 10 of them feel they are stuck and 9 stated they feel an improvement once in a while. Regardless of, most of them feel they do not learn at English classes, the teachers are worried about the fact they have to explain everything all over again every year, since they don't take time to practice and do not remember the information.

Question # 9

¿En las actividades que realiza el docente, del 1 al 10 cuál es su participación? From 1 to 10, which is your participation in the activities performed by the teacher?

1 to 3 barely / 4 to 6 sometimes / 6to 8 Almost always / 9 to 10 always

Graph # 23



Source: Data obtained from a survey applied to the students of Liceo de Tucurrique, Cartago, 2022

This question has been evaluated from barely to Always, 8th grade learners, it is the group with more adaptations and according to the survey they participate a lot during all the activities performed by the teachers, from 35 students 21 rated themselves as participative learners and only 3 of them barely participate, in second place is 10th grade students, it is a group with 25 adaptations where 10 students rated themselves as participative and 2 barely participate, they do it sometimes or almost always what makes this group very participative and the ones that do not like participate are the same that do not like English. In third place, 9th grade, which counts with 8 adaptations and only 2 of them participate actively, 3 sometimes, 2 almost always and 1 barely. Then, 7th grade

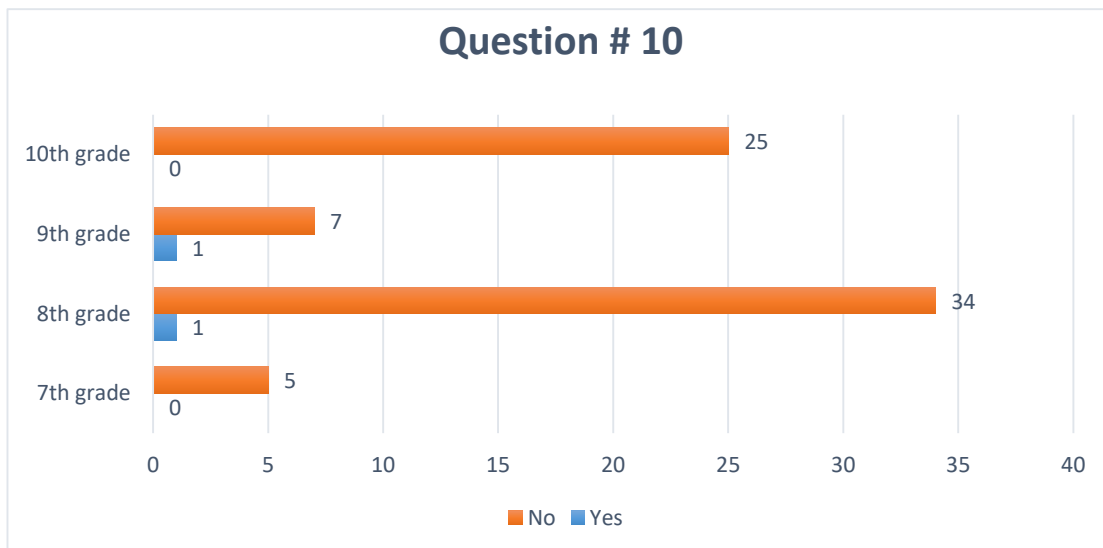
which, just counts with 5 adaptations and most of them always participate and just one sometimes, which is pretty good.

Question # 10

¿Siente usted alguna diferencia en el trato brindado por la profesora con respecto a sus compañeros?

Do you feel any difference in the way the teacher treats you compared with your classmate?

Graph # 24



Source: Data obtained from a survey applied to the students of Liceo de

Tucurrique, Cartago, 2022

98% of the students with curricular adaptations states they do not feel any different in the way the teacher treats them compared with their classmates, just 2 percent of them feel a little change, since teacher check more what they are doing and give them more time than usual. However, considering these answers the teachers are doing a good job related to treat everybody in the same way to apply inclusion in class.

**CHAPTER V:
CONCLUSIONS AND
RECOMENDATIONS**

5.1 CONCLUSIONS

- Students' English Knowledge acquisition are not having an increase; every single year the teacher needs to review basic topics to make sure the students can remember basic topics to be able to continue with the current topic, making them waste a really precious time and race against the clock.
- Students are not able to get to the English Level that the Common European Framework of Reference for Languages establishes, learners must obtain when they finish college. The lack of interest toward English as a Second Language from the students of Liceo de Tucurrique, does not allow them to acquire at least an intermediate level of proficiency in a foreign language.
- No Motivation from student's side. The institution address English as a subject not that relevant as Math, Spanish, Social Studies, Science, reason why they don't feel motivated to study it.
- Lack of resources in Public Schools make students to feel unmotivated about learning, since they don't count with a book or real material to start the acquisition of the language. Teachers are the ones who prepare materials but, in many cases, students don't get them.
- Significant and non- significant adaptations are not totally clear in English area, supposedly the English teacher and the professor from Conversational English must have the same adaptations but according to the information provided they are totally different. Unfortunately, after three months the school classes began if they do not have clear yet who really have an adaptation and who does not.

- Inclusivity has an 8 from 10 at Liceo de Tucurrique, which means it has not been taken all the importance it requires for a great and successful student´ development.
- Lack of teacher´s training to apply an Inclusive Education was clearly no enough for the staff. The principal agreed that this was deficient to apply correctly in the Institution and of course in English subject.
- Families with low resources that cannot buy a computer or any electronic device that could help in the development of their kids. This is the main issue that a public-school face since they count with internet but it is very slow, the only technological resource in the class is a smart tv, and purchase of copies to develop a topic is a real struggle for the teachers.
- Unfortunately, the Universal Design of Learning cannot be executed in the way it must be and cannot obtain the results expected, since there are still a lot of gaps that must be worked on. As for instance: books, good internet, not many students in a class. The programs created for an education improvement is just written on paper and it is not as easy to perform it in the way It should be.
- Indeed, the private education goes ahead from public education hugely. Inequality will continue growing every day. English is considered a 6 from a range of 1 to 10, related to the importance of the subject compared with the other courses.
- A good English proficiency will not be achieved in 5 years of High School with the resources public area counts. Teachers really try but they cannot make magic.
- Students are not aware about how important acquiring a language is nowadays, reason why they do not feel like taking of their time to learn it. Its important public

area implements a way to make students open their eyes and study English much more.

5.2 RECOMMENDATIONS

- Create smaller groups at least in English classes.
- To plan one year ahead about how to create a book or copies for the student in the English area. My recommendation is to ask for a really small contribution per week of 100 colones to collect the money and buy the book at the end of the year. In this way, students do not waste time writing, teachers do not waste their money, and the learning will improve noticeably.
- More UDL training for a better application of it in the classrooms.
- A better organization in the application of significant and non- significant adaptations.
- Make a workshop to show students and parents the importance of English as a second Language.
- Have an Evaluation of English every year, and metalize to prepare the students for TOEIC test.
- Increment of English Lessons per week. In this way teachers will have more time to develop a topic by using different methods.
- Make sure the English teachers count with technological resources to develop an efficient class.
- Reinforce how teachers are working in English classes providing them advice and techniques to improve the English Acquisition.
- Motivate the staff, to make sure they will give their best in language Teaching.

CHAPTER # VI: PROPOSAL

6.1 FOR A BETTER PERFORMANCE OF INCLUSION IN ENGLISH PUBLIC CLASSROOMS

This project has been focused on all those gaps that the implementation of UDL (Universal Design of Learning) still have in English area as a Second Language.

Education is a right and it could not be denied to anyone, putting teachers in different scenarios about the necessities of each student by finding those students who learn almost at the same rhythm, also those who a little slower and those that definitely cannot follow the pace. However, years ago all these students were classified and taken to different classes creating an exclusive environment according to UDL's point of view. This is why; "UDL is trying to create an inclusive culture, no believing in tags or stereotypes" (Colypro, 2020, March 3).

Nowadays, the main goal in classrooms is to make feel students comfortable with each other considering we all learn in different ways. Since 2018 MEP (Minister of Public Education) recommends the Universal Design of Language or Inclusion through an accessible Education in the Costa Rican Education System by the executive decree N°40955-MEP, which is divided in three chapter: 1. General dispositions about Inclusion and accessibility in the Education System; 2. Strengthening and institutional monitoring; 3. Final Dispositions (Cenarec,2022). After the proclamation of this new design, trainings to implement it get started in all public institutions of the country. However, no everybody agree that through workshops and trainings is possible to achieve the main goal of this design, an inclusive culture.

Teachers from Liceo de Tucurrique agreed UDL can make big changes in Education, but there are some missing aspects to accomplish that purpose, such as, smaller groups, technological tools and parents and students' motivation. (Jackelyn,

Katherine and Alejandro, personal communication, Friday, July 1). That is why, through all this study the proposal of this project is the following:

1- Implementation of assistants in the English classrooms to improve the management of the classes, since every class counts with 30 students or more. This strategy will help the teacher and assistant to be more aware of the student's necessities (significant and non- significant adaptations and students with any adaptation as well). That is why; English is a language that is currently not well developed because of lack of resources and time. Also, another way to improve this issue is creating smaller groups of students, facilitating teacher's class management.

2-To provide more technological devices to the English area to motivate students in the learning itself, make the class more dynamic and quicker. It is really important to look for a way to increase motivation in students, since all of them and even the principal and other teachers from the institution do not think it is that important. Most of the time, teachers try to motivate their students with the language, but there is not a real support in the institution and MEP in general to achieve it.

3-Linked to the point number 2, I will recommend to facilitate the access of computers to the students, since many of them do not have the resources to buy one. The use of technology outside the class could also increase the motivation in the learners and make English class more attractive. UDL advise to use technology in class, but many times is not possible because the institution does not account with the devices to do it and some students either. This lack of technological resources provokes a deficiency in the use of the methodology and stuck the professor to achieve the goal proposed. Additionally, UDL says that books are not indispensable for the learning, but I totally disagree with it, since

books are a way to make sure all students are following the same path, the teacher does not have to waste time preparing materials, they just focus on additional activities to involve students in the learning process. Nowadays, plenty teachers must spend a lot of money of their pockets in order to be able to create a class close to what UDL asked.

4- Another point that must be improved is the amount of time spent in the classes, since most of the time that I was doing my observations the teacher could not finish a class because of lack of time. When a professional does not have time to develop a class, this class is a waste of time. That is why, I believe that must exist at least 2 hours of English classes per day to make sure students can acquire the language.

5-To challenge the students with English language by applying a type of test to evaluate their skills at the end of the year, as for instance TOEIC or small quizzes every month until perform the trimester test. High scholars are in the ages where they just want to do what they want to, and the institution must look for ways to make sure their learning will be developed correctly. Books are mostly divided in units; professor can create small evaluations about it and then a big test at the end of the trimester to evaluate their performance. Plus, that as a part of the motivation is important to communicate the students about all the opportunities they can get if they all learn a foreign language in order to motivate them and perform TOEIC test before going to college.

“The challenge is to understand the human being regardless of any condition. There are many written projects but in practice just fall by the wayside” CENAREC & MEP. (2014).” This proposal is really looking for an improvement in the Public Educational System, in order to offer to all Costa Rican citizens, the education they all deserve.

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ANNEXES

Annex # 1

14 de enero del 2022

Señor

Lic. César Portugués Sanabria
Director Liceo Tucurrique

Estimado Señor:


Lo saludo muy respetuosamente, deseándole éxitos en su labor, a la vez le solicito la aprobación para realizar mi tesis en su institución y así obtener mi Licenciatura en Enseñanza del Inglés; la cual consiste en hacer observaciones, encuestas y actividades educativas enfocada en a la población estudiantil con apoyos significativos, abarcando las secciones desde séptimo hasta undécimo nivel.

Agradeciendo la atención a la presente y la ayuda que me pueda brindar, se despide,

Atentamente,



Mariana Martínez Solano
Céd. 304720553
Tel. 86827562


Lic. César Portugués Sanabria

Aprobado



Annex # 2

Objective:

The objectives of the instruments applied in Liceo de Tucurrique are to evaluate if there is an increased in English Language in Students with a Curricular Adaptation through an inclusive methodology like Universal Design of Learning (UDL) and to find out how well -prepared educators feel about the training provided the previous years to perform UDL in English classes.

This first interview was applied to teachers from Liceo de Tucurrique in Cartago- Costa Rica. This is a small institution that counts only with 3 English teachers, one focused on English as a Second Language (grammar, writing and reading) and two in conversational classes (speaking). Hence, some of the variables considered to develop this interview are: UDL (Universal Design of Learning), curricular adaptations (significant and non-significant), and English proficiency.

Interview for the English Teacher at Liceo de Tucurrique

- 1. For how long have you working as an English teacher in this institution?**
- 2. What do you think about inclusive education in the teaching of English as a second language?**
- 3. How much training did you get to perform the UDL (Universal Design for Learning in the class?**
- 4. Do you agree with the methodology used in this Universal Design for Learning?**
- 5. How many non- significant adaptations do you have?**
- 6. How many significant adaptations do you have?**
- 7. Do you think these types of students can learn successfully throughout this inclusion?**
- 8. What is the English level in students from grades seventh to eleventh?**

- 9. What motivational strategies do you use for your students, especially those with any kind of curricular adaptation?**
- 10. What do you think about the curriculum performed by MEP?**
- 11. What do you think is missing in the English classes to be successful in English as in private institutions?**
- 12. What different strategies have you used to include students in the English class?**

Annex # 3

Objective:

The second instrument is elaborated for students with a type of curricular adaptation, especially significant and non- significant adaptations from Liceo de Tucurrique. This has the objective of figuring out how well UDL is working in English class, asking how students feel but also how much the students know about this new design. Also, how important learning a new language is for them and the resources they count with to acquire the language.

To perform this survey some variables were considered, such as, Universal Design of Learning, English Proficiency and Curricular Adaptations.

Encuesta para los estudiantes con adecuaciones significativas y no significativas

1. De la escala del 1- 10 ¿Cuánto le gusta el idioma inglés? ¿Se siente motivado a aprenderlo?
 2. ¿Si respondió un Si a sentirse motivado, que lo hace sentirse así y si respondió un No que lo hace dar esa respuesta?
 3. De la escala del 1-10 ¿Cuánto estudia el idioma inglés fuera del aula?
 4. ¿Qué le cambiaría a las clases de inglés?
 5. ¿Está usted consiente de la importancia del inglés para desenvolverse en la vida?
 6. ¿Sabes qué es el DUA? (Diseño Universal de Aprendizaje)
 7. Si () No ()
-

- 8. ¿Siente usted sentido o notado que su profesora hace adaptaciones para usted a la hora de brindarle material? Si la respuesta es Si, ¿cuáles serían esas adaptaciones.**
- 9. Siente usted que logra tener un avance igual al de sus compañeros en la clase de Inglés?**
- 10. ¿En las actividades que realiza la docente, del 1- 10 cuál es su participación?**
- 11. ¿Se siente tratado con los demás estudiantes o siente alguna diferencia?**

Annex # 4

Objective:

The objective with this interview was to figure out how important is for the institution to have an inclusive environment in class and how relevant is English Language acquisitions in students with significant and non- significant adaptations. This is a survey answered just for the principal of the institution by taking into account variables like: Inclusive Education, English as a Second Languages, and curricular adaptation.

Encuesta para el Director del Liceo de Tucurrique

- 1. ¿Del 1- 10 que tanta importancia se le da a la inclusión educativa en esta institución?**
- 2. ¿Cómo director de la institución cree que la capacitación del de Diseño Universal del Aprendizaje (DUA) a los docentes fue suficiente para aplicarlo correctamente?**
- 3. ¿De 1- 10 cree usted que el inglés se le da la misma importancia que el Español, Estudios Sociales u otras materias enseñadas en la institución?**
- 4. ¿Qué soluciones daría usted para mejorar la inclusión y el idioma inglés?**