

AND INCLUSION BECAME NECESSARY: EDUCATIONAL EXPERIENCES IN
TEACHING-LEARNING ENGLISH AS A FOREIGN LANGUAGE
FOR STUDENTS WITH INTELLECTUAL DISABILITIES
IN COLOMBIA (2015-2020)

Monograph

Presented to the Program

Licenciatura en Inglés como Lengua Extranjera

Escuela Ciencias de la Educación

Universidad Nacional Abierta y a Distancia

In Partial Fulfillment

of the Requirements for the Degree of

Licenciado en Inglés como Lengua Extranjera

by

Jenny Paola Quiroga Ramirez

April, 2021

*To my family, classmates, and students,
who do not stop showing me the magic of teaching.*

SPECIALIZED ANALYTICAL SUMMARY

Title	And inclusion became necessary: Educational experiences in teaching-learning of English as a foreign language for students with intellectual disabilities in Colombia (2015-2020)
Author(s)	Jenny Paola Quiroga Ramirez
Editorial	Universidad Nacional Abierta y a Distancia
Date	Oral Defense Date (05/06/2021)
Keywords	Foreign language, intellectual disability, educative system, inclusion, Colombia
Description	Monograph
Sources	13 Magazine articles 5 Master's Thesis 4 Bachelor's Thesis 13 Books 12 Colombian Laws 10 Official documents by international and national organizations 1 Other
Contents	The study includes in chapter one the significance of the study, taking in mind the intellectual disability like a disability common in the classroom and the necessity of inclusion in the educational system. In this way, the general objective is to know the studies related to intellectual disability and how the teacher can teach a foreign language in the Colombian context.

	<p>Chapter two shows the theoretical framework and laws developed about the disability, intellectual disability, and the history of the teaching-learning process of a foreign language in Colombia according to the social and economics politicizes.</p> <p>From a qualitative perspective, the third chapter shows the selected method regarding the content analysis in some research articles and thesis developed in Colombia from 2015 until 2020.</p> <p>The fourth chapter shows the documental content analysis according to the files and reference types. Later, each category was interpreting with a triangulation method: theory, file, and personal view.</p> <p>Ending the fifth chapter shows the monographic conclusions and recommendations about the learning-teaching process of foreign language in inclusive education with students with intellectual disabilities.</p>
<p>Research Line</p>	<p>In this study, according to ECEDU, the research line was education and human development. It is intended to take as a central point the qualitative paradigm to understand, analyze and interpret the elements that arise from the research and publications of inclusion in the universities for students with intellectual disabilities, focusing on the process of teaching-learning a foreign language (English) in different educative levels.</p>

<p>Conclusions</p>	<p>It is important to note that there is less research on intellectual disability compared to others in broad aspects, especially when it is not associated with a syndrome with physical characteristics that allow its easy diagnosis.</p> <p>With the survey carried out, and the experience in teaching practice, it is strengthened that the perception of intellectual disability has been having important transformations in society, becoming another characteristic of the human being and not as the definition of a life full of deficiencies and failures to those who possess it.</p> <p>In advance on the subject of intellectual disability and the process of teaching English as a foreign language, the importance of its experience and approach is highlighted. This position ranges from international theoretical studies to Colombian research projects of the last 5 years because it has been shown that with an appropriate didactic intervention that is based on the learning styles of students does not affect the development of the area of mother tongue learning, but rather consolidates neural networks that allow learning and using both languages throughout life.</p> <p>Finally, there is a latent interest in the processes of educational inclusion for the population with intellectual disabilities, including the syndromes associated with this condition, on the part of teachers in training and in exercise.</p>
<p>Advisor</p>	<p>Liliana Isabel Moreno Cervera</p>

ABSTRACT

Intellectual disability has many explanations and levels for understanding the brain complex for developing some learning problems in many situations, especially with mathematics reasons and language comprehension. Colombia has a big discussion about inclusion in education from preschool until university programs but the law has many black points already.

In this context, the monography searches significant experiences and publications about the educative process for developing an integral inclusion to students with intellectual disabilities from 2015 until 2020 in Colombia, but the focus point is to understand the process of learning a foreign language because this is an important requirement for most professions in Colombia context. For that reason, is important to identify, describe, and generate strategies in different publications for doing a general analysis because in this way the future teacher will know some important elements in the pedagogical practice and will help in the inclusion process of students. The monography wants to open other research environments for systematization and generation of new proposes to do inclusion a reality in the educational system.

KEYWORDS: Foreign language, intellectual disability, educative system, inclusion, Colombia.

ACKNOWLEDGEMENTS

The author expresses her sincere acknowledgments to:

The Universidad Pedagógica Nacional trained me as a professional in psychology and pedagogy, this helped me to see disability as part of normality in the education and gave me the tools for each activity that I can develop in the classrooms.

The Pontificia Universidad Javeriana, which through its continuing training programs for teachers showed me the reality of disability in Colombian classrooms and opened a way for me to understand the immensity and complexity of disability at various ages.

The Secretaria de Educación del Distrito, especially in each of the schools where I have developed my professional work as a primary school teacher because it allowed me to get closer to the life experience of children with intellectual disabilities who have to face a regular education with a lack of resources and teacher training, but in recent years they have found support that is gradually spreading among teachers to improve the quality of life of each student.

To my advisor Liliana, who was interested in my monograph proposal, to help consolidate a consultation tool for future foreign language graduates who will be face to face with the indescribable field of action that is the individuality of the students.

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CHAPTER I

Introduction

Throughout history, education has been assigned a fundamental role in the development of the Nations, becoming an indicator of economic and social progress to take into account the progress or setback within the range of international standards.

The last twenty years in the history of Colombia has been framed with the launch of several educational proposals that have allowed changing the perception of what is expected to be a Nation, legislative changes, assessments of the participating agents, and sustainable economic development they have made political life perceived differently and talk about other elements as determinants of quality of life.

Colombia has opted for inclusive models that address the political, economic, and social needs that are a priority within government plans. This is how the bilingual Colombia program was born, where it is expected that children and youth in the city will have access to training in a foreign language according to current demands despite studying in public schools. But the situation is complex when the reality inside the classroom includes disabled students with some differences and the regular teachers do not know about the special education and the didactic for foreign language, especially in primary school.

The studio wants to show some tools for developing the foreign language process in classrooms taking in mind some investigations and experiences that worked until now.

Significance of the Study

In regular education, what is defined as exceptionality has become a variable to take into account both in its conceptualization and in its recognition. The homogenization of the students, that is, identifying them as a group that presents similar characteristics, contributes to the fact that the capacities that are outside the character of normality go unnoticed by the school, the teacher, and even by the student himself. It is essential to reflect and appropriate the need for inclusion that transcends the obligation and puts the teacher in tune with a difference in the classroom in the students and pedagogical practices.

Educational institutions, being present in different contexts of the country, are subject to homogeneous evaluation models, which affect the inability of evaluators to consider the educational needs of students who have slower or different learning processes.

In this context, the need to support the participation of people with intellectual disabilities in the formal educational training environments is identified, because they currently have fewer opportunities for professionalization and also to be able to identify or propose strategies that support learning to complete with success every stage of life. Additionally, the main idea is to provide the classroom teacher with a broader view of disability as an opportunity to learn and improve teaching practices.

Finally, learning a foreign language is a fundamental requirement within professional programs in Colombia and can become an obstacle for those students with intellectual disabilities who did not have preparation to address this knowledge from an

early age, therefore the support of processes is necessary for learning to follow the programming and it can be counted on for the development of basic English skills, aiming at real inclusion at all educational levels.

Statement of the Problem

The Colombian population has many characteristics in linguistic expressions, skin color, political and religious beliefs, and other things that made reality something with many possibilities and opportunities to know other points of view.

But unfortunately, with all the differences, disabilities are a subject that people, especially in educational settings, do not understand well, and that is why schools and universities have many myths about the learning process and the help that can be given to them..

Education policies depend on the goodwill of each institution regarding the resources that must be granted. For this reason, institutions require specialized personnel and resources to specifically address disability, it is subject to a subjective aspect of each administration.

If the school process has many goals and needs to serve children with a diagnosis, the situation is more complex in some aspects, for example, most teachers are not adequately trained to deal with intellectual disability so that students need to be referred to institutions dedicated exclusively to disability management to find specialized support. As a result of teachers trained in areas of knowledge, but not necessarily in pedagogy, in addition to the management of specific methods for homogeneous groups of students without considering diversity as a predominant factor in all classrooms, it is when the

situation overwhelms several teachers; Because learning disabilities is not something to be expected or an ideal in classrooms, moreover, they still do not prepare teachers and intellectual disability is a field little studied at a physiological and psychological level.

In this context, teachers of English as a foreign language must be prepared to provide opportunities for students with intellectual disabilities; Furthermore, these new didactics are an important focus of research because there are few studies on learning in higher education on the learning of people with intellectual disabilities and a foreign language. In this context, it is important to ask: What experiences have been implemented in educational institutions in Colombia between 2015 and 2020 for the teaching and learning process related to a foreign language for students of educational inclusion with a diagnosis of intellectual disability?

Objectives

General Objective

Consolidate the experience base of teaching-related processes of learning English as a foreign language in students with intellectual disabilities in Colombia between 2015 and 2020 through a bibliographic survey to provide English teachers with work referents in the inclusive classroom.

Specific Objectives

Search for publications and research from universities in Colombia on inclusion processes developed with students with intellectual disabilities at different levels of schooling that allows bringing closer to the understanding of the topic to teachers and

future teachers in different disciplines that did not have direct training on the subject of educational inclusion

Provide educational communities with a set of up-to-date basic concepts on school inclusion, intellectual disability, and pedagogical tools for conducting classroom learning-teaching processes, basing the study on documentary tracking for English teachers to have an assertive approach to this topic.

To analyze the experiences and strategies used by the educational institutions of Colombia during the last five years to guarantee access to the learning of a foreign language for students with intellectual disabilities using a triangulation of information based on qualitative categories.

CHAPTER II

Literature Review

Talking about inclusion leads people to start analyzing how the lack of access to education leaves those who do not know the minimum codes to be able to articulate themselves in the dynamics of today's society. The changes that have occurred in the production of knowledge and in the conceptions that the State has been acquiring, have brought with them modifications in the ways of life and have generated a new type of demands at the educational level that promote equity and equal opportunities for all habitants of the country.

The current teacher cannot deny the impact of the context and the characteristics of the life of each person who comes to educational institutions, because these are dynamic elements of coexistence and guarantee a comprehensive development of people without any discrimination and guaranteeing quality in the system.

Disability: the encounter with others in the real-life

Walking to the concept of disability: For a long time, disability was considered a social problem and an embarrassing situation inside the families. The main reason was the physical and cognitive characteristics outside of normality. Until century XX, people were started to understand disability as one characteristic but not like a complete definition of the person.

Nowadays, the concept of disability is the result of a lot of changes in history. In the first moment, the definitions were centered on the person. The Ministerio de Educacion Nacional (MEN) (2017) talked about the development of the concept and determinate the first moment or traditional conception was said it as a group of deficiencies, limitations, and difficulties of determinate people, and these situations will be permanent all of life. Later, the definition was centered on the environment and the disability perception changes for a new vision: the environment must be changed and offer to people fewer obstacles because, for these reasons, the disability is a result of people's lives.

Ending, Marulanda (2014) presents a biopsychosocial model and considers the disability as a human characteristic and not as a deficiency. In this case, the disability appears like a person's condition and the environmental opportunities interaction. Now it is an interaction between personal possibilities and social opportunities for searching independence and life quality.

Currently, disability is a conception related to human rights because it is a human characteristic and this is called for the educational system to do inclusion process in all institutions. This is a long-term process and requires the teachers to compromise for guaranteeing the rights inside the classrooms, giving learning opportunities, and recognizing the participation and differences between all students. The inclusion will be a result of reducing discrimination and vulnerability in society.

Developmental milestones and domains: The starting point for understanding the human

Within the processes that are carried out in human development, milestones or guidelines can be identified that will demonstrate the aspects in which the person has a development according to their age in cognitive development and in which some deficiencies may be present according to what is supposed to be expected at all times.

Although these milestones are a manifestation of what is constantly considered typical of human development, not always some delay in them will represent a disability, but it is an interesting starting point to break down how, from the classroom, some warning signs can be identified.

The Pontificia Universidad Javeriana gives some specific information about them in the PFPD developed with Secretary de Educacion de Colombia in 2019. In that case, they were presented next milestones:

Secondary intersubjectivity: It is the basis for the development of the interaction and communication domains. It is essential because it allows building links with others for the construction of a world from a common and individual perspective.

Suspension mechanisms: It is the basis for the development of the communication and imagination domains. It allows the understanding of narrative, art, and other external forms of representation (theater, role play, etc.). It also allows the development of metacognition, understood as the ability to analyze one's thinking and distance itself from it.

Understanding false beliefs: It is considered as the basis of the development of the domains of communication and social interaction. It is what allows consolidation as a

human group. Includes interactions, games, simulations, and understanding second intentions.

Actions and joint attention: They are related to the domains of communication and social interaction. It allows us to understand the expressions of the other, share complex intentions, and discover the meaning of what others want to express.

Empathization: A fundamental part of the domain of social interaction. It allows the development of prosocial behaviors or helping others. It is what generates affective relations.

Complex communicative exchanges: It is related to the domain of communication and in part, that of social interaction. It allows the person to read emotions with few facial signs, to understand, and to use figurative expressions of various kinds.

Also, in the last topic it is common to see the word domains. The domains are the human characteristics that all persons have in the human condition and the domains develop with the milestones will be determined in the disability diagnosis. The domains for Marulanda (2014) are three:

Social interaction: They are the forms of approach to other people and the forms of behavior that will be had in different places. This domain refers to the importance of determining privacy circles as an element of trust and empathy. Individual decisions and the handling of rules are also developed in different spaces to be able to participate in various activities.

Communication: It focuses on the recognition of the other and the meaning that their verbal and non-verbal communication has to express ideas. The types of interaction

to be carried out in the groups, the conversational turns, the understanding of the jargon of the age are understood, as well as being able to include the technical language of fields of knowledge such as science or mathematics. Finally, it includes an understanding of the mental states of those around you.

Imagination: This domain and its handling give great clues about how the child begins to understand the world with his social groups. This domain shows an understanding of symbolic words and the negotiation of game rules. There is also the adjustment of daily routines and changes that can be unexpected or planned without presenting behavioral changes. There is an understanding of discontinuous texts and the use of metaphors to understand concepts and skills simply.

The intellectual disability: the new concept vision

Intellectual disability is considered globally a disorder of infant development and this is the most common disability actually in the world. In some cases, this situation only can be identified when the kid starts school because before it is not possible to identify.

But the concept changes are more complex and review permits the reader to understand the vision about the intellectual disability. Authors like Marulanda (2014) and Peredo (2016) give some clues according to the American Association on Intellectual and Developmental Disabilities (AAIDD) because this concept is dynamic and changes with time.

The first moment about this disability was registered in 1876 when the United States of America created the American Association of Mental Retardation (AAMR) as a principal association for people with intellectual disabilities. Later, at the end of the fifth

decade and started the sixties, this association was developed a manual with principal concepts related to this disability and was described as “Intellectual disability consists of below-average overall intellectual performance, which originates during the developmental period and is associated with adaptive behavioral disabilities.” (AAMR)

This was the first step for recognizing and define it in society. In 1968 de World Health Organization (WHO) gives a new concept and tries to include in the medical language “The intellectual capacity noticeably inferior to the average that is manifested in the course of the development and is associated with a clear alteration in the adaptive behaviors”.

Fifteen years later, the AAMR gives a new concept according to the new studies about this disability and gives another clue in the comprehension “Intellectual disability consists of an overall intellectual performance significantly below average, which is related to or associated with adaptive behavioral disabilities and which manifests during the development period”. The most important element, in this case, recognize the apparition of the disability because it marks new ideas for identifying in a specific age group.

In 2007 the AAMR changed her name to American Association on Intellectual and Developmental Disabilities (AAIDD), according to the new changes about the definition of the disability and finally in 2011 gives the most recent definition for intellectual disability “The presence of significant limitations in intellectual functioning and adaptive behavior, about those conceptual, social and practical skills, indispensable for an autonomous and independent life and started before 18 years old”. (AAIDD, 2011, p 32).

Ending this section is important to say, the intellectual disability requires a complex process for the correct diagnosis because the results of the standard test like IQ, determinate the educational aids, and particular adaptation searching the best life quality for each person.

When a score begins to define parts of life

Traditionally, IQ was determined only for an exam, many authors give an idea, but currently the most important are the Binet test and Wechsler test. These tests give punctuation and determine intelligence using a number. In the next table, the reader can see the classification according to the IQ test results.

Table 1. Classification according to the IQ test results.

<i>CLASSIFICATION</i>	<i>BINET</i>	<i>WECHSLER</i>	<i>CHARACTERISTIC</i>
<i>Average</i>	81 - 110	90 - 109	Standard education
<i>Borderline</i>	69 - 80	70 - 89	Possible to educate
<i>Low</i>	52 - 68	55 - 69	Possible to educate
<i>Very Low</i>	35 - 51	40 - 54	Possible rehabilitation
<i>Extremely Low</i>	Less 34	Less 39	Needs specific support and/or support to live

In some cases, when a teacher had the IQ result does not understand the complexity of the intellectual disability and it is important to know the disability shows the strongest and weakness, like in all humans. The number can change depending on the aids, social environment, and education. The number cannot define a person.

Each classification had a specific definition and that help to understand better this disability in the specific moment of a person's life; currently, in Colombia, the borderline classification is not worked in special education inside the school, so, the teacher needs to develop the specific support without specialized or professional help in their classes.

The low result is the most common diagnosis inside the educative environment and is detectable when the child starts the school process when difficulties for learning and use reading and writing skills, also in mathematics. Although, the kid can learn slowly and with support on almost all topics, develops clear communication with others, can care for himself without problems. But need some curriculum adaptation and more time.

The very low result shows a more important disability. The professional can identify with slow development in language and motor characteristics according to age. Also, the kid can learn personal care habits with constant support and develop some specific ability or work. The students with this level can assist in the regular classes but they needed high support from the education special teacher and curriculum flexibility. It is important to review the domains to determine specific supports.

Evaluate an intellectual disability: a complex process, not only IQ test results.

The process for determining intellectual disability had many steps, grandly, for the new visions about the multidisciplinary diagnosis. Nowadays the IQ test result is only a step in the process because human complexity requires more than a number.

The diagnosis evaluates some areas, this is the principal reason why the evaluation is adequate later seven years, although, the kid can give alert signs before.

Remember, most cases are identified in scholarly scenarios when compared to all members of the group with similar social context, age, and educative level.

The first two elements are given by Pedrero (2016) who remembers the importance to evaluate two aspects: cognitive performance and adaptative behavior. The first aspect is evaluated with an IQ test, but the author points out the importance that the test used will be are standardized and normalized according to the society and cultural environment, because the most important difficulties are related to the vocabulary used, only evaluate one intelligence type, or sometimes the kid feelings in this situation.

The second aspect is adaptative behavior defined as: "The effectiveness that an individual achieves in the level of personal independence and responsibility social expected of him according to their chronological age and social group " (Grossman, 1983, p. 157). In this case is completely important to identify the familiar structure, parenting patterns, stimulation, harmful situations for the child, and forms of social interaction.

In both elements for evaluating the intellectual disability, the process requires more time and information about the kid, for this reason, the IQ result using only a test is not adequate today.

Also, the multidimensional model requires evaluating other aspects. Marulanda (2020) considered three additional elements. In the first place, participation, interaction, and social roles: require a process of constant observation of the social spaces to which the child is exposed and allows the identification of interactions with others. The second aspect is physical and mental health with pediatric, psychologists, and other health specialist diagnoses during all kid live. Ending the context aids and culture because an

effective familiar and scholarly support can improve individual development and create some opportunities for learning academic resources and adaptative tasks like autonomy and responsibility.

In conclusion, the adequate diagnosis for a person with intellectual disability will have medical reports, psychologic interview with family and person, the observation and description giving for the teachers and the IQ test, in educational environments are fundamental to erase only the IQ results and the most important is understanding the individual complexity. In the end, the educative system must try to provide the student with tools for his life, ensuring that it has quality.

Foreign language: the goal in global societies

In Colombia, the issue of training students with intellectual disabilities in foreign languages has not been adequately addressed, furthermore, educational legislation was strengthened during the second decade of the 21st century, the current sample is an element of the graduates to consolidate the construction from the scientific knowledge that supports the pedagogical practices.

Differences between the foreign language and second language

It is common to find in a great diversity of academic and governmental documents where the terms second language and foreign-language are used indiscriminately as if they were synonyms and this has generated confusion without being able to understand what their implication is.

First of all, it is important to be clear that the mother tongue is the first language to which the individual is exposed in their close context (family) and it is the native language.

When speaking of a foreign language and a second language, direct reference is already made to the context of contact to which the person will have the approach to the non-native language. Penedes and Cestero (2017) show in a concrete way how the difference can be understood.

Following this line, a second language is spoken when the person finds constant environmental stimulation with a language that is not the native one but is in constant communicative exchange with it. Therefore, he acquires and uses it in parallel with his mother tongue.

On the other hand, when speaking a foreign language, it occurs when the person is not in the environment of the language, they wish to learn but is in the native country and accesses this learning in an academic space, therefore it is an exclusive place practice because in the context there is no natural handling of this language, therefore it depends a lot on the motivation of the learner.

Taking into account the above, it can be concluded that the concept of a second language should be used when there is a context that is part of the acquisition of the target language. In the case of Colombia, the term foreign language should be used because the mother tongue and the official language of the country is Spanish and although there are diverse dialects throughout the country, English is one of the main foreign languages taught in school environments

Learning a foreign language

The acquisition of the mother tongue is a process that is not carried out consciously by the individual in their early years; in the case of learning a foreign language, it is usually because it occurs in a formal educational context; But for this process to be carried out properly, the need to learn and use a language other than the one used in everyday life must be made manifest.

That is why the teaching of the foreign language should be focused on communicative competencies, overcoming the linguistic aspects clearly, therefore Sierra enunciates the following elements to be jointly promoted to achieve it: grammatical, sociolinguistic competencies in speech, and the domain of both verbal and non-verbal strategies; encouraging the desire to use the language to make their ideas known and that others understand them.

This learning process takes place in different stages that Arregui presents in five moments:

- Simplification: an approach to structures of the foreign language and complete what is not known with words from the mother tongue.
- Systematic: Application of grammar rules even if they are not explicitly recognized
- Dynamism: Faster incorporation of language rules and new vocabulary
- Fossilization: Handling communicative situations with ease and mechanization of the language
- Variability: It is achieved when attention can be changed to the form of content according to the subject with whom it communicates.

The previous steps show that there are similarities in the acquisition of the foreign language with the mother tongue and this situation encourages other reflections that a language teacher should consider regardless of the level of teaching that he guides. According to Arnau (1993), learning a language generates a transfer of competencies between languages, which makes metacognition possible.

On the other hand, language learning should not be successful because the vision in which the brain is divided into compartments by language has already collapsed and it was shown that it is a neural network that transmits constant information, therefore learning will generate multiple cognitive benefits because there is no critical period to carry it out.

Finally, the importance of contact time and opportunities to use the foreign language that generates the consolidation of long-term communication structures and strategies should not be overlooked, in this case, the perfect complement is to review the main theories and the explanation about the learning process.

Foreign language acquisition theories

From linguistics, it is considered important to explain the processes in which the human brain is transformed to acquire and learn a foreign language. Each of these theories gives a series of elements with which this complex process can be understood and how it could be strengthened from the classrooms.

In the first place, there is the behaviorist theory which "contemplates the acquisition or verbal learning as a process of formation of linguistic habits through repetition or reinforcement in both L1 and LE" (Penedes, 2017), As can be seen, it is

closely linked to Skinner's proposals where the stimuli to certain responses generate the creation of habits through external or internal conditioning.

Innate theories are based on the proposals made by Chomsky in the middle of the last century, which refer that the brain has a biological mechanism that will allow it to learn what is necessary to live in the environment where it is found using universal grammar (1986) given that it has common elements between the mother tongue and the foreign language that allows the learning of simple or complex forms but that the environment alone cannot generate them.

Linked to the previous theory, environmentalist theories arise, which put in the foreground the importance of context and interaction with others for learning a foreign language since the stimulation of the environment will allow the subject to learn another language. For this, Schumann (1987) rescues the 3 functions that language has that could sustain this perspective: the communicative, the integrative, and the expressive, and learning will depend on the acculturation that exists.

Of these theories, it is important to highlight elements that have been developed in different practices that have been used throughout the ages, whether or not with the knowledge of the principles of the stated theories, but from these perspectives it can be established that there are elements that are fundamental to acquire the foreign language: repetition, practice, knowledge of grammar (mother tongue) and interaction with the environment.

Although they belong to different perspectives, a holistic approach that manages to integrate these aspects will generate a broad vision of how the cognitive development of learners occurs.

Bilingual programs in Colombia

In the case of Colombia, a first approach to establishing the importance of a foreign language appears in the general education law, when the teaching of the foreign language is established as part of the mandatory and fundamental areas of the curriculum for basic and secondary education (art. 23). This process of educational transformation that took place in the country since the end of the 20th century, shows the role that English will have at the turn of the century.

With the arrival of the new millennium, proposals to implement strategies for learning foreign languages in the country began to be consolidated. In the first place, the 2006-2016 ten-year education plan is presented in the first chapter, number 7 establishes: "To train teachers in a second language that is not necessarily English, that is given strength at the local and municipal level" (MEN, 2006, p. 25) and additionally in this document it is proposed to review the state of higher education regarding the learning of the foreign language. It should be noted that there is no great explicit development of how to achieve proposed indicators if the development of generic indicators is proposed.

Simultaneously, the 2004-2008 education sector plan was presented where the project sought to strengthen the second language of parents and students and focuses more on reflecting on a didactic proposal. The plan continued in the city for the year 2008-2012 where there is the intensification of the teaching of a foreign language and the emphasis of some schools in English or French with financial support from the district for public education.

In the case of Bogotá, agreement 253 of 2006 was consolidated: Bilingual Bogotá Project for the inhabitants of the city to approach universal culture and the development of communication skills. To fulfill this, some criteria were planned to take into account:

- Equity: generation of opportunities to approach the English language for all.
- Articulation: The command of the English language allows access to information and gives competitive advantages.
- Prospecting and strategic vision: Plans with medium and long-term impact
- Contextualization: With an existing relationship between national, regional, and local policies.
- Territorialization: A program for urban and rural areas
- Permanent monitoring and evaluation: Constantly monitor the strategy to improve impact.

The National Bilingualism Programs (2004-2019 and 2018-2022) are also highlighted, in which it is determined that their initial objective, in the first publication, is to have citizens competent in the use of the English language as part of the necessary communicative competence in globalization (MEN, 2005, p. 12). For this, the Common European Framework of Reference for Languages (CEFR) and the guidelines of the British Council were taken as a reference. The second plan is based on the modifications that were made in Law 1651 of 2013 to articulate the use of the foreign language with the educational, labor, and social sectors. This is how the subject became a priority where the

teaching-learning processes in the foreign language in formal education help them to their comprehensive training through the development of skills of the XXI century.

Finally, there is the National English Program 2015-2025 "Colombia: Very well" where it seeks to generate strategies to guarantee the approach to English by the Colombian population by increasing investment in teacher training in English that multiply knowledge from education initial to higher education to link the inhabitants in the modern dynamics of the economy and globalization. This program is directed in three lines of action: first teacher training and pedagogical material for basic and secondary education, second quality, support, and financing of higher education. Finally, it seeks that these strategies can be articulated with the productive sector. The goal that is expected to be achieved is for 11th-grade graduates to achieve a B1 level to guarantee progressive learning that leads to reaching a B2 - C1 level at the end of professional training.

Intellectual disability and foreign language: All people can learn.

The disability is a human condition but is not a limit to learning. The person's brain could modify the structures and apply different experiences for developing new knowledge and helps to understand and interact with others and the environment according to the new possibilities. The disability is only an element but not determinates the future.

In this context, the next element is the relation between the Colombian education system and the curriculum for helping people with intellectual disabilities. In the first place, is important to define the Colombian education structure for understanding the

internal logic and that vision helps to understand how flexibilization is a reality related to the human interaction and learning process.

Educative Colombian system

Throughout history, education has been assigned a fundamental role in the development of nations, becoming an indicator of economic and social progress to take into account the advance or setback within the margin of international standards.

The last fifteen years in the history of Latin America have been framed with the implementation of several educational proposals that have allowed to change the perception of what is expected to be a Nation, legislative changes, appreciations of the participating agents and economic development Sustainability have made political life to be perceived differently and to speak of other elements as determinants of quality of life.

Latin American countries have been betting on inclusive models that meet the political, economic, and social needs that are a priority within government plans, for example, Bolivia is consolidating the 0 illiteracy program that has given optimal results in the last 10 years, allowing to overcome the concept of functional literacy and becoming an alternative for the development of all habitats; Ecuador is strongly entering a model of high recognition for professionals trained in teaching to improve the educational system from the roots, legitimizing the pedagogue; Colombia is including the use of ICTs throughout the national territory with the program *computadores para educar*, the educational inclusion for people with exceptional talents and disabilities within the standardized education system and bilingualism programs that have had a broad impact at the national level.

According to General law education, Colombia has different levels related to formal education: preschool, basic education (primary school 5 years and secondary school 4 years), vocational school (2 years), and university. Each level has different purposes according to the age group they serve, for example in preschool education, focuses on the development of motor skills and preparation for classroom education divided into subjects and focused on academic development; Basic education (from grade 1 to 9) seeks to “Promote general training through critical and creative access to scientific, technological, artistic and humanistic knowledge and its relationships with social life and with nature, in a way that such that it prepares the student for the higher levels of the educational process and their connection with society and work ”(Art 20. General Education Law). Secondary education focuses on technical training that allows students to access higher education or, failing that, the world of work with a solid foundation of what Colombian society considers relevant.

Finally, higher education (technical, technological, and professional) seeks to prepare future workers in different branches of performance in today's society in aspects of science, technology, and academia.

Also, each level seeks to meet objectives that are articulated with the next and that allow comprehensive human, academic, and work training. Besides, each level is regulated by specific legislation (law 230, decree 1860, decree 1421, etc.) including the processes of inclusion in the classroom of students with some type of exceptionality.

Teaching in intellectual disabilities: Universal Learning Design and Individual Reasonable Modification Plan (In Colombian context: DUA and PIAR)

With the law 1618 (2013) that talks about access to society for disabled people and the by-laws 1075 (2015) and 1421 (2017) which talk about the educative guarantees for disabled people, Colombia started the process to an inclusive educational model. According to the last referent was created by the Ministerio de Educacion the Document of technical, administrative and pedagogical guidelines for the educational care of students with disabilities in the framework of inclusive education (*Documento de orientaciones técnicas, administrativas y pedagógicas para la atención educativa a estudiantes con discapacidad en el marco de la educación inclusiva*), the educative institutions started to created curricular flexibilization based in two strategies: Universal Learning Design and Individual Reasonable Modification Plan.

Graphic 1: Process for developing an inclusive society



Both strategies have the support idea of understanding how all resources in the pedagogical and social environment help the student to develop all capacities and learn specific tools for developing autonomy, independence and help to search the quality life in the community context. According to MEN (2017), the main supports classifications:

The sources:

- Inside the person: own abilities
- Other people (people in the context: family, teachers, partners)

- Augmentative learning systems: all resources for improving the communication
- The health service: psychology, pediatric, occupational therapist, etc.

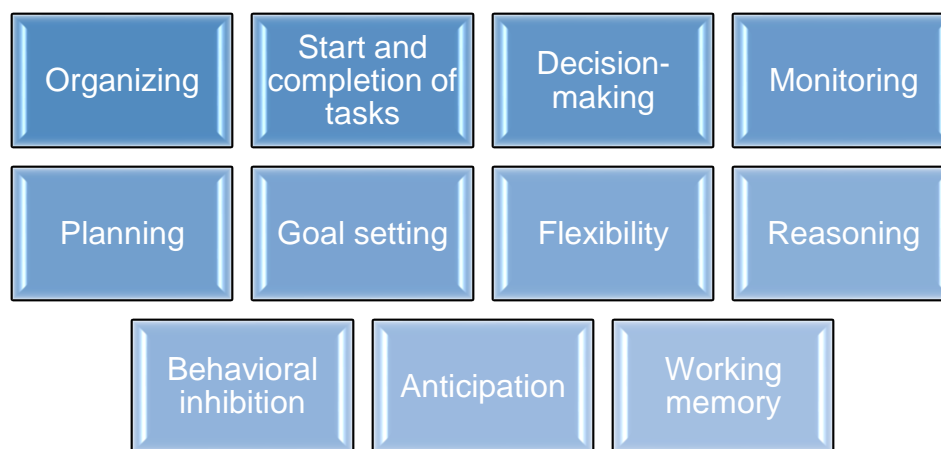
The duration:

- Widespread support: All aids that person needs permanent like prothesis, glasses, or audion.
- Extensive: They are the supports that the person needs regularly for the learning process like augmentative learning systems.
- Limited: All resources that a person uses in specific cases for a regular period.
- Intermittent: The tools that a person uses in punctual moments and a shorts period.

Functions

- Regulation of the conduct: The supports for increasing the executive functions for controlling the conduct of inappropriate reactions with the own person and other people in an educative and familial context.

Graphic 2: The executive functions. Based on Marulanda (2019)



- Access to information: They are all resources (physical and technological) that students need to use for having the same information in the educative process.
- Acquisition of specific knowledge: The support material that helps the learning process in specific topics. For example, the emotions dictionary.
- Learning daily routines and basic skills: The tools for automatization of abilities for daily life. They search the independence and healthy interaction with society.
- Specialist support: The medical and external therapist and professional that works with the educative system to improve the life quality.

The latest elements can offer a context for understanding the two principal strategies that support Colombian education:

Individual Reasonable Modification Plan (PIAR): This is a plan destined to guarantee reasonable modifications to the students that need it. Is a guide to understanding the modifications and the circumstances that help, in each case, to give more learning opportunities.

The ONU define reasonable modifications as “necessary, appropriate and relevant modifications or adaptations, which do not impose a burden disproportionate or undue, when required in a particular case, the purpose of which is to guarantee people with disabilities the enjoyment or exercise, on equal terms with others, of all human rights and fundamental liberties”. (2006, p. 51) It is important to take in mind, these modifications can be used also for other students according to the necessities, and always the teacher will be focused on learner opportunities to understanding the specific knowledge.

Building the PIAR is a process and requires the active participation of family, students, class teachers, and educative special teacher. The plan will be had next sections:

General information: Date, school, participants.

Student information: Name, ID, age, birth date, grade.

Student characterization: General description with an emphasis on hobbies, things that dislike, own expectative. In the second moment the abilities, knowledge, competencies, and learnings that the student had. Ending, the domains that require support.

When the professional built this general profile, the next step includes class teachers, because, between the special necessities teacher has, they can work according to the topics for each grade and the student abilities. The reasonable modification in each subject includes:

- Goals for each subject.
- Limitations to work.
- Reasonable modification per domain (social interaction, communication, imagination).
- Support levels and partners' roles.
- Support periodical assessment.

The class teacher will have more time with the disabled student, the participation in this process is important because this situation generates a compromise with the own role in inclusive education.

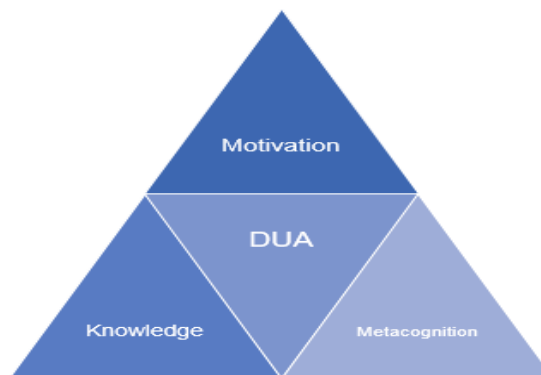
MEN only gives elements for taking account in PIAR construction, but each institution can be built the formats for their students according to the educative requirements, philosophy, and necessities.

Universal Learning Design (DUA): This is a model related to neurosciences, and the main goal is to do easy knowledge for all students (Marulanda, 2019). The model considers three main elements:

- Thinking the pedagogic modifications according to the student's necessities and affective relations
- Difference and diversity: To recognize all people in all conditions inside the educational system
- Neuroconstructivism: The development is a product of the interaction of biology and the environment. The brain changes with the experience.

With these ideas, the DUA will be built thinking in the different trajectories of development and all visions that give the society a comprehension about the world, including education opportunities.

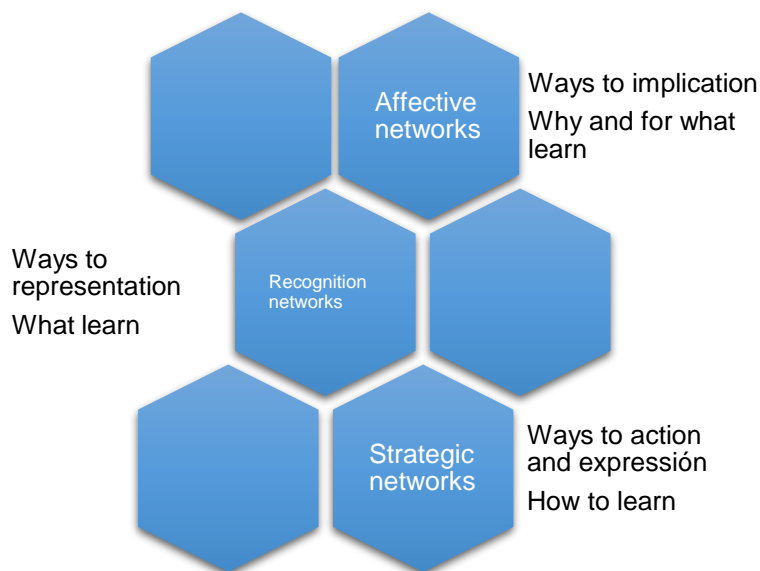
Graphic 3: DUA. elements in education.



The last graphic presents the principal components in support networks for the construction of the model in education and they have connected with the principles of the model: the personal motivation for learning, the knowledge elements in the educational system, and the metacognition-like the main element for understanding how the person learns.

Graphic 4 will present the three networks that the person needs in educative environments for developing the learning process and the elements that include. When all elements work together, the model will be successful because include the compartment and cognitive elements.

Graphic 4: Networks using the DUA model



Each network will be related to the main principles of the DUA model because they give the mains elements that are important to consider in an academic space. The DUA is thinking for all students and for that reason, all institutions can use it.

The model has three principles: ways to implication, ways to representation, and ways to action and expression. Table 2 describes the specific actions for each one:

Table 2: Principles of the DUA model according to Marulanda (2020)

PRINCIPLES	STRATEGIES
Ways to implication	Optimize individual choice, autonomy, relevance, value, and authenticity Minimize feelings of insecurity and distractions Highlight the relevance of goals and objectives. Vary demand levels and resources to optimize challenges. Use feedback oriented towards mastery on a task. Encourage collaboration and community. Promote expectations and beliefs that optimize motivation. Facilitate strategies and personal skills to deal with problems in daily life. Develop self-assessment, reflection, and self-regulation.
Ways to representation	Offer options for modification and customization in the presentation of information. Clarify vocabulary and symbols, syntax and structure Facilitate the decoding of texts and different types of notation. Illustrate the main ideas through various means. Activate prior knowledge. Guide information processing, display, and manipulation. Maximize memory, transference, and generalization. Agree on multiple content representation formats.
Ways to action and expression	Vary response methods Optimize access to tools and products (ICT) Define competencies with graduated levels of support for practice and performance Guide goal setting Support planning and strategy development Increase the ability to track progress

Ending these elements related to education and disabilities in the Colombian educative system is necessary to recognize the DUA legacy search for the value, stimulation, and belief of the difference and the diversity in the society. All humans have rights and deserve the opportunities to learn and interact with others in environments with accessibility and adaptations according to the owns characteristics.

Learning process of foreign language in students with intellectual disabilities

Continuing with the theoretical development that has been addressed, it is necessary to highlight the importance of bilingualism in today's society due to the large amount of information that is accessed in foreign languages and modern migratory movements. Speaking different languages must allow people to enhance their participation in various dynamics of the context and that is why students with intellectual disabilities who are active members of the educational system cannot be excluded.

The learning of a foreign language represents a significant level of complexity for all individuals who approach its learning, especially since it is not a common stimulus in the context; on the other hand, it requires greater use of domains of attention and memory (Ehrman, 1996). Therefore, these difficulties may become a little more evident in students with intellectual disabilities, but it is not for this reason that they are not going to learn.

In Europe and the United States, some proposals have been developed to promote the learning of English in the population with intellectual disabilities, where the subject of affectivity, motivation, and multisensory stimulation is highlighted. Among the most relevant are:

- Teaching is based on the communicative approach which, through step-by-step tasks, seeks contextualized learning in various communicative situations that adapt to the rhythms of the students and respond to various purposes. This has been referenced by Hurst, Downey, and Snyder

- Explicit (or direct) and structured teaching with an emphasis on the structure of the language - phonetics, syntax, grammar, and semantics - Its more organized structure

helps students with intellectual disabilities to follow the content step by step, reducing the difficulty because it starts with the knowledge that has been developed before. It starts from situations close to the context and they become more complex as there is a command of the language. (Demuth and Smith, 1987)

- Total Physical Response (TPR) and Multi-sensory teaching have been implemented since the end of the 90s and seek to integrate visual, auditory, and kinesthetic channels for the didactic development of foreign language teaching. It should be taken into account that they require the elaboration of the contents and their presentation to favor memory and attention.

- Affective aspects and class climate: It appears in the 21st century and rescues how the positive climate in the classroom where the emotions of the participants are valued will generate a reduction in frustration and anxiety to failure in front of peers. This is complemented with the cooperative learning referenced by Sapon- Shevin because there is real inclusion, motivation, and evaluation among peers.

With this context, it has been shown that for students without or with intellectual disabilities, learning a foreign language strengthens cognitive processes, skills such as memory and attention. Bearing in mind the above, this population should not be excluded from this learning because they will not affect or delay the knowledge of the mother tongue.

CHAPTER III

Methodology

Methodological perspective

In this study is intended to take as a central point the qualitative paradigm to understand, analyze and interpret the elements that arise from the research and publications of inclusion in the universities for students with intellectual disabilities, focusing on the process of teaching-learning a foreign language (English) in different educative levels, allowing the conceptualization to be understood as a reality constructed with a series of cultural norms from the objective and the subjective (Bonilla E, 1997).

Taking into account the above, the investigative perspective will be framed from the content analysis. Seeking to highlight the case, determined by a global social reality such as that experienced in Colombia but at the same time differentiating perceptions and discourses that are generated around the documented experiences in the country related with the process of curricular flexibility for students with intellectual disabilities.

Content analysis is considered the pertinent option for this study, taking into account the definition of Pick and Lopez (1990) when talking about the study of the different parts of the document that is being reviewed according to established categories to determine the most important aspects of the documentary mass studied. With this central idea is that it is proposed to analyze the documents in an exploratory and descriptive way, without any signs of interpretation that come to mark a bias of

subjectivity, but, on the contrary, to allow the teachers who consult this research, to know the options that have been built around the theme from classroom research practices at different educational levels.

Additionally, it is essential for the strengthening of the teaching work to have a study of this type that allows knowing objectively and systematically what are the experiences developed in the teaching of the foreign language for the population with intellectual disabilities from a descriptive and systematic analysis of the experiences that were developed in Colombia during 5 years and that were endorsed by the academic community in universities or magazine articles that showed research results.

Stages of the investigation

For the development of the proposed research, a series of fundamental moments are proposed. The purpose is that by establishing the process in an organized and coherent way, common lines can be identified in the proposed study.

- Documentary search and determination of the analysis categories: It consists of the reading, organization, and selection of texts referring to the topic of university educational inclusion for students with intellectual disabilities.

In this case, the study started with main categories: intellectual disability, educational level, the definition of disability, strategies, and general lines of conclusions about the study. These categories were selected in an initial reading about the topic and it was possible to change there with time.

The categories gave the monography general elements to understand the phenom of foreign language learning in intellectual disabilities educative environments.

- Information gathering: Analysis of the existing legislative documentation on the subject of educational inclusion, inclusion for cases of intellectual disability, and access to higher education.

This step was considered important because the education minister of Colombia has provided a lot of laws related to disabilities in educational environments and also, has given some instructive documents for schools and universities searching the guaranties for the educational rights for all people.

Also, the reading gave some elements for understanding the ideas related to second language learning in an educative context keeping in mind the teacher's and future teachers' visions.

- Documentary work of publications of universities and education articles in Colombia (2015 to 2020): After the construction and elaboration of theoretical elements that support the research proposal, specific research on the subject of educational inclusion for students with a disability diagnosis must be carried out intellectually.

In this moment of research, the categories had the most important role because they provided the general elements to understand the complete document and the main ideas in each case. The first selected categories were affirmed and shown the importance of the study.

- Analysis of documentary information: In this step of the investigation, conceptual networks will be consolidated that allow the analysis of the collected data. In this step, the use of comparatives helped the comparatives helped to proceed with the analysis corresponding to the selected research model.

The analysis did not give only the results, it also gave the main conclusions and the reality interpretation about the Colombian proposes for learning a foreign language for the intellectual disability population.

- Elaboration of the final document: The last step in the construction of this monographic study referred precisely to the elaboration of the theoretical body that would account for the governmental perspective on the right to education, including the learning of a foreign language, for the population with intellectual disabilities at different levels.

After understanding the theoretical aspect of this reality and proceeding to the construction of analysis matrices of the documents that were taken as a reference for the monograph, it was possible to ratify the categories, understand the contexts that gave validity to these proposals, and additionally compare what is proposed from the laws with the educational realities at various levels.

Scope of the study:

Taking into account the intention of the monograph, which was to identify the elements that have constituted the process of teaching foreign language learning for students with intellectual disabilities, it can be defined that the scope is of two types.

In the first place, it is exploratory according to Kerlinger and Lee (2002) because it seeks to identify the existing elements with this theme in a specific place and time and it will not focus on looking for predictions because it focuses on documentary analysis and there is no direct contact with reality.

It can be complemented with being a descriptive study insofar as it is intended to describe, from the categories, the elements that have been used for the process of

teaching and learning the foreign language, the levels where there is more information, and the advances that have been made facing the subject.

Instruments for collecting and analyzing information.

When considering the content analysis, it was taken into account that methodologically the stages of the research coincide with the qualitative paradigm, in addition to being articulated with the instruments proposed for the collection and analysis of information.

In general lines, the technical stages proposed by Balbin will be adopted for the development of the content analysis from a qualitative perspective to achieve the results: Previous analysis or reading of documents, preparation of material, selection of the unit of analysis, and exploration of results. (Balbin, 1996)

Subsequently, to carry out the work with the data, the process proposed by Taylor and Bogdan (1990) was followed, to consolidate the discovery of elements that were not taken into account in the collection but that for the coding of the information would be important and therefore instruments such as:

Bibliographic records: This was the first instrument that allowed identifying each of the elements that made up the documentary mass of the study, there the level where they were applied, the relevance of the document for the monograph, the place and year, was taken into account. was directly related to the selected analysis categories: intellectual disability and teaching foreign language learning. That document had a expert concept before use it. (See Appendix 2)

Data matrix: taking into account the categories, a data matrix was developed where the most important elements of the material selected for the monographic study

were synthesized (See Appendix 1), there also the central elements of the content and the relevance to expand the references of experiences were discriminated in more detail around the process of teaching foreign language learning for people with intellectual disabilities in education in Colombia (See Appendix 3).

Triangulation: which consisted in the use of multiple study methods of the same object, taking into account the data collection instruments, the researcher's conceptions, and the various governmental perspectives related to the problem, to address integrally the topic that was studied.

Within this tool, there are several derivations such as data triangulation, investigator triangulation, method triangulation, theory triangulation, and multiple triangulations. In this case, the first was used, because different information-gathering instruments were used.

CHAPTER IV

Results and Discussion

The developed process presents the following results, which respond to an interpretive analysis of research cost publications developed in different universities related to the topic of educational inclusion and teaching-learning English as a foreign language.

It is important to clarify that this monographic survey seeks general information on the subject, to understand how the dynamics developed in the framework of inclusive education have generated contributions to improve the Colombian education system.

The organization of this chapter has been divided into two interrelated sections. The technical data of the bibliographic tracking obtained with the instrument and its analysis are presented at first. Subsequently, we present results that point to the interpretation of categories through triangulation, in order to show the relationships, advances, and conceptions existing between intellectual disability, educational inclusion, and teaching processes - learning a foreign language.

Technical data

This session presents a mixed analysis of the technical data obtained during the information analysis process. Although it is not a quantitative study if it is considered

relevant to have the following information organized to speed up the reading of the data and then proceed to the qualitative analysis that is the basis of the study.

Table 3: Technical data of bibliographic tracking for each file

File	Year	Document type	Ed. Level	University
1	2018	Magazine article	Secondary school	UPTC
2	2018	Magazine article	Special necessities schools	U. Atlantico
3	2015	Magazine article	University	U. Distrital
4	2015	Magazine article	University	U. Militar
5	2019	Magazine article	Primary school	UNAD
6	2015	Bachelor's Thesis	Primary school	U. Javeriana
7	2019	Master's Thesis	University	U. Javeriana
8	2020	Master's Thesis	Secondary school	U. Cooperativa
9	2019	Master's Thesis	Preschool	U. Los Libertadores
10	2017	Master's Thesis	Primary school	U. Externado
11	2016	Bachelor's Thesis	Primary school	U. Javeriana
12	2017	Bachelor's Thesis	Primary school	U. Javeriana
13	2019	Bachelor's Thesis	N.A Documentary	UPTC
14	2019	Master's Thesis	Secondary school	U. Santo Tomás
15	2016	Magazine article	N.A Documentary	U. Nacional
16	2015	Magazine article	University	U. Valle
17	2016	Magazine article	University	UPTC

For the present case study, documents published in journals or undergraduate theses ranging from 2015 to 2020 were classified. This range was selected to know the progress of the quinquennium with inclusive education in Colombia. Free access documents were tracked on platforms of specialized journals and in the repositories of universities that allowed to know the complete documents to make the respective analysis.

In this way, a documentary mass of 17 references was consolidated, consisting of 47% journal articles, 29% master's thesis, and 24% bachelor thesis. It is important to clarify that several of the articles present results of research done in a way attached to some university, but taking into account the publication of the information presented by the contemporary.

It is also important to note that, of the sources used, 47% belong to private universities and 53% to public universities. This shows that the issue of educational inclusion and intellectual disability is an issue of interest to the general education system and does not focus on a particular socioeconomic sector. This is important because private universities contribute a significant number of teachers to Colombian education. Moreover, it is found that the largest number of sources corresponds to 23% to the Pontificia Universidad Javeriana, which is private, and 17% to the Universidad Pedagógica y Tecnológica de Colombia UPTC. At this point, it can be considered that the production of this topic starts from the fact that both institutions are focusing on programs (academic or support) in which inclusion in the classrooms becomes visible.

Compared to the level of education reported in the documents, it is found that to a lesser extent it was addressed from pre-school education with 6%, followed by secondary education with 18%. In contrast to the first, the difficulty of an early diagnosis of an intellectual disability can be highlighted, especially if there are no physical characteristics associated with a syndrome that would lead parents or teachers to the existence of it. If one takes into account that the diagnostic tests of the EPS are carried out with referral of the school counselors from grade one (7 years approx.), it would explain why the research is reduced before primary education.

In the case of secondary education, one might think that if the student has advanced through the educational system without a diagnosis and with the rotation of teachers who have been trained in specific sciences it makes it more difficult to follow and care for these students.

On the other hand, it is found that studies focused on primary education are 29% as well as for university education. In the first case, as mentioned above, entering a more academic education where it is possible to see learning rates and progress of students, makes it easier to detect any suspicion of disability and give an early diagnosis. Additionally, in several cases, students are accompanied by a large part of the time by the same teacher who can account for the overall development of each student in various fields of knowledge.

Seeing that university education and educational inclusion is a topic that is being addressed in the quinquennium, it shows that as a society are moving from integration to inclusion of people with intellectual disabilities at all levels of education. Associated with this are also the public policies that have been consolidated regarding the issue of

inclusion at the national level and that have generated questions to promote the reorganization within the university faculty to offer quality education for all, consolidating interdisciplinary support teams that allow a process of adaptation for students in this new environment.

Finally, the most significant article production was in 2019. The issue has been gaining relevance since the publication of Law 1421 of 2017, from which the document of technical guidelines for the care of the population with disabilities is derived, which speaks of the DUA and the PIAR as forms of guaranteeing inclusion in the classroom; that one can visualize a way for the topic to be addressed more naturally and frequently in different educational environments, allowing its research.

Triangulation of information

To conclude this study, the information was synthesized and triangulation was introduced from theoretical aspects and the results of the data analysis. Once this item is complete, the perceptions acquired by the researcher as part of the final result are included in the triangulation.

The categories that guided the tracking and that were addressed in each document are summarized below by file:

Table 4: Tracking categories addressed in each document

FILE	INCLUSIVE EDUCATION	DISABILITY	INTELLECTUAL DISABILITY	FOREIGN LANGUAGE	TEACHING LEARNING STRATEGIES
1				X	X
2			X	X	X
3	X	X			X
4	X	X	X		X
5	X				X
6	X		X	X	X
7	X		X		X
8	X		X	X	X
9		X	X		X
10	X		X		X
11	X	X	X	X	X
12	X	X	X	X	X
13	X	X			X
14	X	X	X		X
15	X	X		X	X
16	X	X			X
17	X	X			X

Inclusive education, a right that is becoming visible

Although the political constitution of Colombia recognizes the rights of persons with disabilities as inhabitants of the country for the past 30 years, equal access to services such as health or education has been a matter of constant infringement by society.

But it is also evident that since the last two decades there has been an increase in the regulations that have regulated and provided guidelines to the institutions that offer educational services to guarantee access to the entire population of the country, including people with physical, cognitive, and social disabilities.

From the perspective of the documents that made part of the study, it is found that 82% of them speak directly about this topic in the development of the study carried out, to provide a series of perspectives by the authors of this topic. It is interesting to see how although all the documents focus on one educational field, three of them do not make a special emphasis on this topic.

Within the scope of this documentation, it is interesting to see how many of the perspectives regarding inclusion acquire strength from the theoretical point of view, where this term puts on the table the need to normalize educational inclusion at all levels, because it is from the classrooms that people are called to know, understand and respect human diversity, showing that all people have beliefs and values that make them part of a group and this is what consolidates the general society.

Based on the above, the archives generally show a strong idea that is how education in contemporary society is a natural process for human relationships because regardless of the characteristics that a person possesses, it is recognized that access to the

education system creates an opening of possibilities for an autonomous and independent life. Also, in a globalized society, where individuality is constantly lost, we must rethink this process of learning based on the interests of people, because regardless of whether or not there is a disability in each subject, this knowledge from and for life are those that trace individual development trajectories.

That is why it is necessary to refer that an inclusive education requires a transformation of the traditional educational system that allows making visible all the diversity not only physical, cognitive, social, sexual, and ethnic that the nation has, Rather, by establishing a principle of action that is what is required, investment to address these gaps will increase considerably because it is now evident that it is poor for the current challenges.

When this general legislative and institutional framework is exceeded, educational inclusion also directly affects classroom teachers, where greater knowledge of the attention to diversity and the formation of interdisciplinary teams working together for the well-being of students is required because in some cases of the archives studied, a lack of knowledge of the processes is evident or there is no active role on the part of the special educator when weaving support networks with teachers.

But this topic has also put the teaching work in a process of reflection on the didactic models that are carried out in the classroom, in addition to the transformation of which it should be taught, to move on to the one student need to learn according to their abilities and needs to function in society. Faced with this, within the framework of the documents, the need to train all teachers in a transversal way in the subject and not only with isolated subjects or knowledge focused on one area of knowledge becomes visible.

Another evident element is the process of teaching and learning the foreign language in contexts of educational inclusion, rescuing that students with disabilities should not be excluded from them because they are part of a globalized society, where this learning can help them develop new neural networks and, although later than in typical students, inclusion can not only be focused on special educational needs but on the cultural learning that allows being a citizen of the world. The importance of inclusion at various levels is highlighted in the documents because humans learn from others of the same species through daily interaction

Disability, the myth to break

Given that this is a fundamental category for understanding the thematic development of the monograph in general, it is noteworthy that 59% of the sources speak directly of the concept and give some approximations for its understanding. In other cases, although they enunciate this element, it is not developed in any way to understand from the authors' perspective how they understand disability and how they will address it in research.

If there is one thing in common in some research studies, it is that the term disability refers to a generic concept for physical impairment or impairment, of which the human being is a possessor in comparison with the other members of his group who do not have it. But beyond that, it highlights the vision of some archives where they set it within a multidimensional framework, which shows that, although it's a broad set of characteristics, each disability has a medical team, psychological and educational specific to be able to serve you with quality. The concept of multidimensionality is what makes disability understood clearly and also provides various options for addressing it.

Some of the definitions of disability also continue to include visions that need to be transformed today, for example, by identifying disability as an impediment to participation in society and complementing the above, are identified as many shortcomings that limit their participation. Although these were visions accepted for some time several decades ago. At present it is considered important, as the documents used to highlight, to take them as one of the many characteristics that a person has, not what defines it. Additionally, it takes into account that society has a great influence on this disability because there are many physical barriers in the places that affect the person but when they are conditioned the limitation will be reduced and the interaction of the subject with the environment can improve significantly.

Focusing on the issue of disability in the educational context, research showed that there is greater inclusion of people with physical disabilities in social life than of people with cognitive disabilities, this also relates to the failures of the Colombian health system to make the diagnosis of disabilities that do not have physical manifestations and the lack of teacher training to address these students in an empathetic way.

Unfortunately, the studies analyzed show that persons with disabilities have inequity in the face of experiences in educational environments of all levels, due to physical or teaching barriers, that do not allow them to develop their full potential from a different perspective; therefore, several authors concluded that this is a group with a high risk of exclusion in life from early ages to adulthood. From this frame of reference, it is necessary to question as a society in general and as teachers whether there are guarantees for the exercise of rights and autonomy for people with some kind of disability in Colombia today.

Intellectual disability, a different way of looking at life

When entering into the analysis of this category, it is found that 59% of the documents analyzed present some kind of conceptual approach to the issue of intellectual disability, this allows us to understand from what personal and theoretical perspective the concept for each research is approached.

The files that were used, highlights the importance of the latest definition of intellectual disability provided by the AAIDD, which begins by stressing that to arrive at this diagnosis there must be an evaluation of observable clinical aspects in a context of functionality for people and their diagnosis occurs in persons under 18 years of age, which determines a margin in which this type of disability can be identified whether associated with a syndrome or not. Additionally, it is determined that there are some significant limitations in cognitive and adaptive functioning, which as established in chapter two, is additionally related to development domains.

From this frame of reference, it is determined that in the fields where there are manifestations of limitation for persons with intellectual disabilities, memory, and difficulties in the acquisition and broad use of language are encountered, this is why diagnoses are started through EPS when primary education begins because it begins an approach to reading, writing, mathematical logic and study habits.

Continuing with the research conceptions, it is enriching for the educational system and the general society to understand that together with the limitations that the person can present, also coexist capacities that, when identified in different environments, can help to improve the autonomy and quality of life of the subjects, which is what the social inclusion approach currently seeks.

Based on the foregoing, schools must have a social and equitable purpose for persons with intellectual disabilities who are part of educational inclusion by highlighting their skills and abilities, looking for forms of curricular flexibilization that allow the development of learning and that do not make them feel or be delayed in front of peers of the same age. This should be approached from a diverse approach in the classroom, including teachers and classmates, because if there is knowledge of the situation, it will be easier for others to understand it, support it and avoid judging it.

In this field, research outlines the need and importance of the design of strategies or teaching aids that benefit students to support the process of cognitive development. Faced with the above, one can come to think about how the flexibility to teach a topic to students with intellectual disabilities can be a way to bring the whole class to learn or appropriate the topics.

To conclude this section, it is necessary to reflect on the importance of creating and strengthening social networks around students with intellectual disabilities; even more so because of the difficulties that arise when they manifest such diagnosis. Emotional and professional support will make it possible to increase the chances of access to higher education, a figure that by 2019 was only close to 1%, giving greater opportunities for training and participation with equal opportunities.

English as a foreign language in the context of equal learning

This central category was one of the least related files had 47%, although it is true that in many research studies the teaching and learning of a foreign language are addressed, these are significantly reduced by trying to relate them specifically to didactics

for people with intellectual disabilities. However, some significant contributions were found that can be a point of analysis and reflection on this issue.

To start, it is important to speak about the didactic processes of the foreign language, in this case, English because in Colombia there is no complete immersion context for the use of this language. This contrasts with the postulates of educational legislation that continue to speak of bilingualism in national and territorial plans but is not articulated with the social and demographic context of the Nation. Therefore, for researchers specializing in the topic, it remains essential to define it as a foreign language.

Bearing in mind that the learning of the foreign language takes place in regulated contexts such as classrooms, we present research contributions from a model of five skills to be developed to be able to sequentially appropriate English, this taking into account an evolution of the language learning process from a communicative approach: Identify phonetics, relate phonetics to the writing of the corresponding grapheme, synthesize, relate words to phonetic variations (which in the case of English may vary according to the consonants that accompany the vowel) and finally since there is a progressive appropriation of these elements to venture the student to the writing of more complex words of the foreign language. To this end, the importance of the context and regularity of use is applied, starting from the vocabulary as a central axis for a significant didactic process according to the population with intellectual disabilities.

Continuing with the research and theoretical analysis, the importance of knowledge of a foreign language as an important tool for people in all contexts of life is confirmed. Regardless of whether or not a person has any kind of disability, English in

the globalized era is an important aspect for access to educational opportunities and work around the world; additionally, to access information circulating on the internet. This reinforces the postulate that not using other languages becomes functional illiteracy because part of the population is segregated in real-time access to topics that may be important or updated in languages other than the mother tongue.

This strengthens some elements that have been presented from the legislation and the research is based from the theoretical point of view by insisting that students with intellectual disabilities should have access from an early age to the learning of a language foreigner, breaking down ancient myths that if they learned another language at the same time as their mother tongue there might be a delay in learning the latter. Providing learning opportunities in context can bring the person closer to vocabulary and knowledge that will help get closer to English. In addition to strengthening the Colombian public policy that aims to ensure that the general population reaches a basic level upon leaving school that allows the development of the four skills identified in CEFR.

To close this category, the analysis of proposals related to the teaching-learning process of the foreign language in people with intellectual disabilities re-emphasizes the importance, and the need, existing in Colombian higher education, to train teachers in all branches of knowledge to provide appropriate care for the population with disabilities, taking into account cognitive processes, physical and social that determine the variety of students in the classroom and that require processes of curricular flexibilization; for this case from the didactic knowledge specific to the languages.

Some elements of teaching strategies learning in intellectual disability: contributions to foreign language teachers.

This category was considered as the central axis of the monographic work because it responds to the need to know the didactic strategies to be used for the teaching of a foreign language and in turn to help teachers to carry out an inclusion work education for people with intellectual disabilities; therefore 100% of archives address this issue.

Among other aspects it is interesting that the strategies that were managed to address, collect research carried out from preschool education to university, which will allow a professor of English as a foreign language, consult various resources proposed according to the age group to which it is directing its practice, stressing further that a type of inclusion is appropriately programmed, can be used with the entire classroom population and provide better learning for all students.

Continuing with relevant aspects of the theme of strategies for an adequate process of teaching foreign language learning for students with disabilities, it should start by adjusting the general curriculum level that allows students to establish learning of the English topics in a logical, gradual and connected way; This means that what was seen in previous meetings was taken up as a starting point for the inclusion of new topics. Also, the importance of teamwork between teachers from different fields of knowledge is highlighted to create environments of constant use of the foreign language to support these learnings.

Another factor highlighted in the research focuses on the practices of English teachers, where professional ethics and the perception of the needs of their students play a fundamental role. It is therefore important that teachers be trained in the diversity and development of teaching materials for different learning styles, in several institutions this is provided as part of the improvement of human resources; In other cases, teachers motivate and approach each other independently.

On the other hand, teachers need to be reassured about the possibility of curriculum flexibilization as a strategy for dealing with disability, besides, it should receive institutional support to achieve it from a global pedagogical and human vision for the learning of all in inclusive contexts so as not to fall into a simple integration of students. To strengthen this process, were found as a result of research on video teaching materials and texts that should be rescued as education professionals because they provide elements that guarantee the participation of people with intellectual disabilities in various educational environments.

It is important to consider that the foreign language teacher has an important responsibility to students with intellectual disabilities by providing constant feedback, even more so if they include the family in the evaluation process because the progress of each subject and the strategies to overcome the difficulties are rescued. It is not a matter of time intensity of the subject, but the recognition of learning in these subjects.

With these clear contributions, there is also a series of classroom intervention strategies that, throughout the research consulted, showed advances and strengthening in the learning of people with intellectual disabilities in educational contexts. In the case of Colombia, it is important to implement the DUA and PIAR (concepts that were addressed

in chapter 2) from a vision of recognition of the person and the needs that these manifests to have with time because sometimes it is the one who has clearer that supports the need and to attend to that social challenges. For this reason, the development of support programs in academic skills needed for school life at each level can be a starting point for the inclusion processes.

After these first steps, it is important that within the strategies used in class for the development of the topics and evaluative processes, portfolios are used that allow visualizing a progressive advance of processes, cooperative learning that enables all students to be held accountable for the success of the teams, recognizing peer-to-peer strengths and interactions and assessment rubrics that provide clarity on what needs to be achieved undoubtedly to meet the goals of each proposed achievement.

Complementing the above, the strengths of the direct teaching method with concrete material should be reconsidered, especially for students with intellectual disabilities, because it allows clarifying the information and the topics to be learned exactly, besides that gives a clear step by step of the issues. In this line, especially for younger students, it is necessary to insist on the repetition of habits, routines, and everyday vocabulary in English so that the fossilization processes are strengthened.

A key aspect that was determined in the archives is that learning English as a foreign language is going to be made easier for all students if they know and handle the phonetics and spelling of the mother tongue because, although there are differences in the languages, has a clear reference that will allow you to develop neural relationships to make sense of a new vocabulary, in addition to having a starting point to recognize the elements you are seeing. This shows the teacher's need to create learning situations with

multidimensional methods that allow people to approach knowledge from life, touch, listening, and phonetic production because some can compensate for the lack of development in others. Many theoretical elements are also developed that are important to implement in the classroom, Therefore, the methods proposed by the Cervantes Institute are recommended to language teachers because they are easily adjustable to the development of communication skills of people with intellectual disabilities.

Additionally, some studies show the strength of the creation of digital content, or pedagogical use of existing ones, to improve the appropriation of contents of a foreign language because the combination of graphics, Phonemes, and texts generate an important sensory stimulation in people with intellectual disabilities, therefore gamification is an element that is being strengthened in modern societies. This is why knowing each subject and recognizing the interests of the person with disabilities can open a range of didactic options that strengthen learning from and for life.

Discussion

In the 21st century, educational reforms have emerged that aim to regulate and organize the provision of educational services at all levels, also providing a broad field of action to prepare the members of the educational system how to respond to social and educational challenges, the economy which has been developing ever since.

In this way, the participation of people with intellectual disabilities is one of the objectives proposed by UNESCO to break one of the many gaps that frame Colombia, but it is not only due to a coverage index but to generating strategies to carry out not only

the access but the permanence of each of these people; Seeking that your life project is not limited by a numerical score on an IQ test.

The consolidation of a documentary base that evidences the progress that schools and universities are making to generate inclusion processes in the face of intellectual disability and also, how they are approaching the teaching of the foreign language and the future teachers of English (for this case) and the students with this characteristic, realize that formal education is not forbidden for them and that there are also starting points that will allow, from the experience of other classmates, to generate more harmonious transition processes from school to university in these cases. Therefore, society must change the idea that having a disability is a personal and family tragedy.

For teachers, it is important to highlight the strengths of the subjects, beyond the limitations they may have within society, to support the processes of integral personal development and even more when it refers to the learning and use of a foreign language because one cannot lose sight of the fact that communication skills in the global era are fundamental for anyone to obtain autonomy in different contexts.

On the other hand, the teacher can find support through gamification that will combine the use of digital tools with controlled pedagogical spaces to provide multi-sensory learning strategies to students and in times of pandemic has positioned as an important skill for teachers in teaching processes at various levels and areas of knowledge. Therefore, ICT in teaching English as a foreign language is being transformed and providing teachers with a wealth of context that posits the importance of being able to communicate in another language.

As part of the social processes of recognition of persons with intellectual disabilities as beings capable of functioning in various contexts, the importance of involving families and friends in the processes of creating and maintaining the supports required for daily life must also be kept in mind, because by establishing fluid communication between the academic and social contexts, other ways of living disability functionally can be evidenced.

The promotion of the rights of persons with disabilities is essential for access to educational inclusion, especially at the university, which is currently the least covered, highlighting the fact that inclusion is not just a matter for politic-makers, organizations, or curricula, but must be part of a general philosophy that provides a comprehensive understanding of life in society.

CHAPTER V

Conclusions and Recommendations

Trying to close a topic as complex as the one started to visualize is probably a risk, because of the implications of talking about the relationship between intellectual disability - teaching/learning English as a foreign language in a way that seeks to confront the intentionality of school inclusion by conducting training processes and analyzing what he responds to.

It is, therefore, more appropriate to leave some final reflections to the study carried out to be a point of analysis, questions, or starting points to visualize the importance of strategies for teaching a second language to students with intellectual disabilities, highlighting that the way to make this possible is through inclusion from preschool to career completion.

It is important to note that there is less research on intellectual disability compared to others in broad aspects, especially when it is not associated with a syndrome with physical characteristics that allow its easy diagnosis, therefore, in many classrooms, children who may have this condition will be seen, but because they do not have the relevant diagnosis, they are exposed to school failure and the abandonment of their education in the formal education system. In many cases, intellectual disability is diagnosed at the primary age when parents, teachers, or counselors identify some aspects of alarm; but in other cases, it is not contemplated and therefore children are not treated on time.

With the survey carried out, and the experience in teaching practice, it is strengthened that the perception of intellectual disability has been having important transformations in society, becoming another characteristic of the human being and not as the definition of a life full of deficiencies and failures to those who possess it. This can be seen in the importance that during the last five years has had to reflect and open learning spaces on the subject to all members of the educational community, especially with teachers.

Along these lines, it was possible to identify that inclusion is still a process under construction and in many institutions of different educational level, it has been complex to recognize when moving from the integration of people with intellectual disabilities to an academic inclusion, social and participatory from various aspects of public and institutional policy, ensuring quality education for all.

It can be said that the processes of access to education by persons with intellectual disabilities in schools, public and private, at levels ranging from pre-school to secondary vocational education, have made considerable progress in boosting teacher training and the recruitment of special education professionals. This has shown that this right is beginning to be fully guaranteed for persons with disabilities in Colombia and there are significant advances in this regard.

On the other hand, the regulations regarding inclusion in higher education are very ambiguous and depend a lot on university autonomy. While disability includes physics, social and cognitive; it is quite complex to address all of these variables in institutional policy processes because there is still no national-level guidance on how to do so. This has made it a challenge for students with intellectual disabilities to access and

graduate from professional programs, especially considering that according to DANE figures, this is the disability with the lowest percentage of access to higher education.

In advance on the subject of intellectual disability and the process of teaching English as a foreign language, the importance of its experience and approach is highlighted. This position ranges from international theoretical studies to Colombian research projects of the last 5 years because it has been shown that an appropriate didactic intervention that is based on the learning styles of students, does not affect the development of the area of mother tongue learning, but rather consolidates neural networks that allow learning and using both languages throughout life. If the social variable of globalization is also taken into account, it will allow subjects to access knowledge and achieve an additional level of autonomy.

Although the inclusive model schools propose an approach of students with intellectual disabilities to the foreign language, there was not enough research material to know how it is carried out in university environments of various kinds, therefore, it is not possible to see how the learning of the foreign language can take place there.

Finally, it is stressed that there is a latent interest in the processes of educational inclusion for the population with intellectual disabilities, including the syndromes associated with this condition, on the part of teachers in training and in exercise; this shows that although in disciplinary training there is no seminar that addresses these topics or there are academic spaces dedicated to this topic, the teaching profession is aware of ethical responsibility, professional and social inclusion currently exists to ensure a decent quality of life and to develop the potential of the individual for his or her future.

Within the recommendations that can be made after this approach to research production, it is important to note that research on various types of disability and how inclusion in educational environments of various kinds is developed is being consolidated in universities, Therefore, it is a field that will allow us to continue deepening on cognitive and social development, in addition to the demand that exists worldwide to guarantee education from a comprehensive approach based on human rights.

It is very important to include in university programs, especially those that train future teachers, classes or seminars that allow experience and learning in the approach and care of disability in the classroom; not only the intellectual but also the basis of interaction for inclusion with students with visual, hearing, autistic spectrum disorder and psycho-social disabilities; because this compendium of documents showed it is that teachers do not know this reality adequately and when they arrive in the classroom it is a challenge that can generate frustration and rejection.

It is also suggested that systematization of successful teaching-learning experiences be carried out in classrooms of different educational levels of English as a foreign language for people with intellectual disabilities, especially in university environments because research production on the subject is extremely limited in Colombia. This is a field of research worth considering for future studies because they can contribute to the consolidation of these branches of pedagogy.

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APPENDIX

APPENDIX 1: DOCUMENT ANALYSIS MATRIX.

FILE	Detail the number of documents for the analysis data	DOCUMENT TYPE	The monography considers three types: Magazine article, Bachelor's Thesis, and Master's Thesis	
TITLE	Name of article or thesis related to disability-focused in intellectual disability	YEAR	From 2015 until 2020	
INSTITUTION	Higher education institution (university) where the study was done.			
KEY CONCEPTS	The main concepts that give the identity of each study			
INCLUSIVE EDUCATION	Concept or main ideas related			
DISABILITY	Concept or main ideas related			
INTELLECTUAL DISABILITY	Concept or main ideas related			
FOREIGN LANGUAGE	Concept or main ideas related			
TEACHING LEARNING STRATEGIES	The instruments, concepts, or material used for each case			
METHODOLOGY	The method used in the study according to the authors perspective for understand the results.			
CONCLUSIONS	The main learnings about the research according to the authors or personal interpretation.			

APPENDIX 2: EXPERT JUDGMENT

After carrying out a meticulous review of the proposed instrument, it is important to conduct the present evaluation of it taking into account the following criteria:

SUFFICIENCY	The instrument complies with sufficient elements for the type of monographic research that is being carried out.
CLARITY	It is easily understood and both, its syntactic and semantics, are adequate.
COHERENCE	The instrument bears a logical relationship with the topic to be studied.
RELEVANCE	All the necessary aspects for monographic research are taken into account.

As an expert and from my concept as a professional, I consider it pertinent to positively validate this instrument and its relevance within the monographic research model.

HENRY O. MERLANO GÓMEZ

Psychologist

Candidate for a Master's degree in Education and Cognitive Processes

Educational counselor

APPENDIX 3: DOCUMENTARY REVIEW

FILE	001	DOCUMENT TYPE	Magazine article
TITLE	Improving the English language writing skills of children with Down syndrome supported by new technologies (Salcedo, Fernández Morales, & Duarte, 2018)	YEAR	2018
INSTITUTION	Universidad Pedagógica y Tecnológica de Tunja		
KEY CONCEPTS	Special educational needs, inclusion, IT, English writing, Down syndrome.		
INCLUSIVE EDUCATION	The article doesn't have a concept about this topic		
DISABILITY	<p>The article doesn't have a concept about this topic but refers to the main idea related to like: The disability people have the same rights like without disability people.</p> <p>Disabled people need quality education in a regular system. In this case, is necessary the inclusive education guaranties</p>		
INTELLECTUAL DISABILITY	The article doesn't have a concept about this topic. The main concept is down syndrome and the characteristics of this condition is the intellectual disability, especially with the language and memory process		
FOREIGN LANGUAGE	<p>The term is not worked but talks about English language learning. The 5 skills according to Lapkin are: i) learn the sounds of letters, phonemes, are 42 main divided into seven groups; ii) learn how to write letters: the child needs to hold the pencil correctly and write the letters in the appropriate direction, handle the line appropriately; iii) synthesis: that is, to recognize sounds individually within a word and to create another; iv) to break</p>		

	<p>down words into sounds: the easiest way to know how to write a word is to hear the sounds that form it; v) the writing of trick words, which are strategies to evoke memory, such as enunciating the first phoneme or the first word, and image support, among others.</p>
TEACHING LEARNING STRATEGIES	<p>Web 2.0 tools provide lots of themes and content, organized in repositories and virtual learning objects that promote student autonomy.</p> <p>ICTs can also generate other situations teaching aids that facilitate the learning of a second language, such as the creation of blogs, web pages, watching movies, recording both audio and video, listening to music in English, as well as participation in virtual games (Morales-Rios, & Ferreira- Cabrera, 2008; Quintanilla-Espinoza, & Ferreira-Cabrera, 2010; Rico-Yate, Ramírez-Montoya, & Montiel-Bautista, 2016).</p>
METHODOLOGY	<p>An exploratory qualitative approach, which, because of its particularity, is based on a case study. The use of Web 2.0 tool named Duolingo in Down syndrome students in secondary school for learns concepts and English uses taking in mind the 5 skills.</p>
CONCLUSIONS	<p>The findings indicate that the teaching strategy was adequate, as both students improved their writing skills in English. This was accompanied by greater motivation in regular English classes.</p> <p>The good results are also based on the previous knowledge of the students since in both cases they knew how to read and write correctly in Spanish.</p> <p>The process showed that it is important for the cognitive development of the child to support the family, the environment in which it operates, and, in a certain way, the technological and economic resources available. Also, ICT tools cannot be the only</p>

	didactic mediation, because the pedagogical strategy must contemplate the manipulation of visual and tactile material.
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FILE	002	DOCUMENT TYPE	Magazine article	
TITLE	Design of pedagogical strategies for teaching a foreign language to children with Down Syndrome (Carrillo Vélez & Herrera Nieves, 2018)		YEAR	2018
INSTITUTION	Universidad del Atlantico			
KEY CONCEPTS	Academic Accommodations, Pedagogy, Foreign Language, Down Syndrome.			
INCLUSIVE EDUCATION	The article doesn't have a concept about this topic.			
DISABILITY	The article doesn't have a concept about this topic.			
INTELLECTUAL DISABILITY	It is stated that children with Down syndrome have cognitive and linguistic difficulties, due to the disorder characteristic of the trisomy of chromosome 21. This is the most common chromosome disorder that causes intellectual disability. It is proven that these children have particular language learning problems.			
FOREIGN LANGUAGE	<p>Much more research is needed in this area to understand the consequences of FOREIGN LANGUAGE in children with language learning difficulties, including those with intellectual disabilities such as children with Down syndrome.</p> <p>There is little evidence of progress in research on bilingual or multilingual children with learning and language problems, and in particular on children with cognitive disabilities, such as Down syndrome. In this regard, it has been considered that children with cognitive disabilities should not be enrolled in a bilingual model in order not to increase learning problems, like these, in most cases, present significant difficulties in their first language or mother tongue. However,</p>			

	<p>the potential benefits of early bilingual education on the cognitive and linguistic development of this population should be considered, as well as the attitude of teachers towards the development of activities with practical, novel, and appropriate materials.</p>
TEACHING LEARNING STRATEGIES	<p>The proposal of the "Design of pedagogical strategies for the teaching of a foreign language to children with Down syndrome" was structured taking into account the game, activities with songs, flashcards, role games, activities that require the development of fine motor skills, among others, which encouraged the student to be a determined protagonist in the construction of his knowledge as well as his training.</p> <p>It was proposed to raise awareness among parents and attendees, in the search for their preparation so that they can fulfill the leading role they should play in the formation of their children; it is about being the support that the student needs in his daily life. promoting and experiencing values, such as responsibility, to reinforce the work carried out in the school</p>
METHODOLOGY	<p>A qualitative approach taking into account that it assesses the natural development of events, the paradigm is socially critical, taking into account the qualitative approach, the practice environment, and the clarity in the topic. In the epistemological, this work is based on the Vigostkian theory that identifies learning as a socialized process that originates as a consequence of the active role of nuclei such as the family, school, and other social groups.</p> <p>Need Analysis (wants, likes, and lacks)</p> <p>It was developed in special education schools in Barranquilla.</p>
CONCLUSIONS	<p>It is recognized that students with Down syndrome have specific educational support needs, which are very significant</p>

and also permanent taking into account the characteristics that are specific to people with this condition, and which are derived from intellectual disability, and it is precisely these that guide us as to what these needs are and at the same time lead us to take measures, and allows them to respond to these needs by including and guiding them in the pedagogical process with a high probability of success.

Education is a school for all, and that all teachers at the general level must be prepared to cater to diversity in their classrooms, etc., through these experiences and through the games and activities a harmonious, pleasant and accepting atmosphere was created.

The methodologies used to complement each other and conform to the basic principles of the communicative approach by strengthening vocabulary and basic commands, teaching them in a new and playful way being widely accepted and very useful for teaching a foreign language.

Teachers need to update their knowledge of the different methodologies used in the teaching of English to have more support and enrich their work. That this is not routine and promotes meaningful learning that contributes to a bilingual Colombia.

FILE	003	DOCUMENT TYPE	Magazine article	
TITLE	Inclusive Higher Education: An Approach to Design Assistive Classrooms (Guerrero Dávila & Páramo Herrera, 2015)		YEAR	2015
INSTITUTION	Universidad Distrital Francisco José de Caldas			
KEY CONCEPTS	Assistive classrooms, design, assistive technology, inclusion, high education, disability.			
INCLUSIVE EDUCATION	<p>There is still a need to strengthen educational policies that promote the right to education of persons with disabilities in higher education.</p> <p>Every pupil should be accepted and recognized in their uniqueness, seeking inclusion in the educational process, in environments built and adapted to their abilities, where education systems provide services, information, and documentation so that all people have equal opportunities to participate.</p> <p>Inclusion should not be seen as a purely organizational, curricular, or methodological issue, rather as a philosophy, a different way of seeing and understanding education, society, and life.</p>			
DISABILITY	disability as a generic term that includes impairments, activity limitations, and participation restrictions. Denoting the negative aspects of the interaction between an individual (with a health condition) and that of individual contextual factors (environmental and personal factors)			
INTELLECTUAL DISABILITY	The article doesn't have a concept about this topic.			
FOREIGN LANGUAGE	The article doesn't consider this topic.			

<p>TEACHING LEARNING STRATEGIES</p>	<p>Inclusive education requires teachers to have the necessary skills for the effective use of teaching methodologies and practices based on appropriate tools for each.</p> <p>Inclusive education in its primary objective establishes respect for the diversity, characteristics, and expectations of learning, needs, and skills of students and educational communities, providing quality education for all, eliminating all forms of discrimination.</p> <p>The university must define the methodologies for the dissemination and access to information such as advertising of services and educational offer, entrance exams and official documents of entrance in different media (sound, touch, visual) sign language interpreters, dissemination of social, cultural, sports and administrative information via the Internet, information boards, among others, that guarantee the permanence and graduation of students with disabilities.</p> <p>Assistive technologies and assistive classrooms are a relevant alternative in the development of inclusive higher education.</p>
<p>METHODOLOGY</p>	<p>review of policy and regulations related to the subject of study, with emphasis on the national legal framework and specifically in the area of inclusive university education.</p>
<p>CONCLUSIONS</p>	<p>Because of the situation of disability and the low level of education in higher education for persons with disabilities, the university should include in its management system development joint actions involving governmental, private, and social institutions that guarantee entry, permanence, exit, and articulation to the labor market.</p>

FILE	004	DOCUMENT TYPE	Magazine article
TITLE	Disability in Higher Education: An Opportunity to Improve the Quality of Life (Bojacá Bonilla, 2016)		YEAR 2015
INSTITUTION	Universidad Militar Nueva Granada		
KEY CONCEPTS	Disability, incorporation, exclusion, education.		
INCLUSIVE EDUCATION	It refers to the normalization and inclusion of persons with disabilities in school and society, it is proposed as a value that incorporates the human reality of diversity. Inclusive education is an attitude, a system of values and beliefs.		
DISABILITY	<p>The linear model of causality is abandoned and another model is adopted in which contextual factors take on greater importance, abandoning the excessively medical model of disability, and approaching one with a more social focus; renouncing even the term disability, whose acceptance has not been widespread or adequate. Therefore, the concept of disability is very complex and requires the professional to handle it from its multidimensionality, which means that it can only be understood from articulated definitions originating in various fields of knowledge, in such a way that it is possible to understand the dimensions of the reality of persons with disabilities, such as standards, accessibility, systematization of information, rehabilitation, social representations on disability.</p> <p>Disability is not limited to medical knowledge; less is it understood as a "failure" of the so-called natural order; disability is a central theme for the analysis of the relationships that subjects establish between themselves and with their institutions.</p>		

	<p>Disability is any restriction or absence (due to a deficiency) of the ability to perform an activity in the form or within the range considered normal for any human being. It is characterized by inadequacies or excesses in performance and behavior in a routine activity, which can be temporary or permanent, reversible or irreversible, and progressive or regressive.</p>
INTELLECTUAL DISABILITY	<p>Studies show that post-secondary education is increasingly a more feasible option for students with intellectual disabilities, so it offers the promise of achieving a valued social role (more than that of a university student), improves social networks, and significantly</p>
FOREIGN LANGUAGE	<p>The article doesn't consider this topic.</p>
TEACHING LEARNING STRATEGIES	<p>The professional must also have the training in an area that handles the disability and understands it, the expertise in the management of these people in different aspects of their life, the research and creation incentive to generate new knowledge and projects that enable people with disabilities to have a better quality of life.</p> <p>Raising awareness in university educational institutions, understanding the needs and ways of thinking of persons with disabilities, and replicating the successful experiences that have been generated in various institutions.</p> <p>teachers through their attitudes, teaching projects, curricular adaptations, development of the tutorial action and training, may or may not contribute to the inclusion of students in the University.</p> <p>in terms of the strategies used, the teacher merely gives a master class; instead of making use of a variety of learning and learning resources through experience or other stimuli or</p>

	<p>examples that encourage participation and try to reach students in various ways. On the other hand, they state that the curricular adaptations, in most cases if they are applied, is more because of the goodwill of the teachers, with whom they usually reach an agreement, that by an application of the academic regulations and the right that assists them in this sense; for their part, the methodologies of the evaluations do not present adaptations to their special needs.</p>
<p>METHODOLOGY</p>	<p>a search at the Latin American and Colombian level, of research, carried out on programs created for the educational and labor inclusion of people with disabilities focused on the university.</p>
<p>CONCLUSIONS</p>	<p>To the level of the top education, though programs and limits have appeared, very few institutions decide to do processes of incorporation due to the structural changes, curriculum, and educational requirements that are needed for this type of population.</p> <p>Despite the existence of these elements, there are no educational policies on the right to education of persons with disabilities in higher education. This shows us a perspective on what happens in families of people with disabilities because the disabled population entering higher education is less than 1%</p> <p>Very few alternatives have been created to enable persons with disabilities to access higher education activities, creating many barriers despite the existence of norms that indicate the obligation of entities and society to give them a better quality of life and inclusion.</p>

FILE	005	DOCUMENT TYPE	Magazine article
TITLE	School inclusion: a monster few talk about. (Quiroga Ramirez, 2019)	YEAR	2019
INSTITUTION	Universidad Nacional Abierta y a Distancia UNAD		
KEY CONCEPTS	School inclusion; disability; education; experience, basic primary education.		
INCLUSIVE EDUCATION	Inclusive education like as a natural part of human relations and their proper management gives rise to broad possibilities		
DISABILITY	This concept is not explicit in this article.		
INTELLECTUAL DISABILITY	This concept is not explicit in this article.		
FOREIGN LANGUAGE	This topic is not referenced here. But the author talks about the importance of communication and communicative abilities like a way of interaction in some context.		
TEACHING LEARNING STRATEGIES	<p>The Colombian educative system teaches the main concept of thinking in normal students, but it is necessary to analyze the learning transitory necessities.</p> <p>The education needs to develop teaching strategies for disabled students for all life.</p> <p>Inclusive education like an amazing way for progress and learning in daily life.</p>		
METHODOLOGY	Reflection practice related with the experience in primary school classrooms. It uses the descriptive method.		
CONCLUSIONS	<ul style="list-style-type: none"> - The higher education (bachelors' degrees) had the necessity and obligation to do a formation related to heterogeny students' situations. All bachelors' degrees need to teach about disabilities in all educative systems. - The teachers have some scare related to disability in the classroom because in the Colombian system the students 		

	<p>were present like a problem and more work, not like a human condition in the society.</p> <ul style="list-style-type: none">- Social exclusion is a bigger problem and a school is only a place that people can see it. The health system had a lot of problems with disability person diagnoses, the rights aren't recognized, the polity life is reduced, so, the society need more learning process about what is a disability and the opportunities that person have.- The inclusive classroom is not only to stayed in a class with disability students, is to teach a competence for the entire life: communicative abilities, emotional intelligence, healthy lifestyles, creative answer to the problems, and citizen competencies because the society needs to develop the maximum potential for all people.
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FILE	006	DOCUMENT TYPE	Bachelor's Thesis	
TITLE	Elements of inclusive education present in the English class of the first grade where a student with intellectual disabilities participates. (Castro & Others, 2015)		YEAR	2015
INSTITUTION	Pontificia Universidad Javeriana			
KEY CONCEPTS	Inclusive education, intellectual disabilities, pedagogical and methodological strategies in English, educational and participation barriers.			
INCLUSIVE EDUCATION	<p>Achieving inclusive quality education for all in the English subject requires a more inclusive approach in which practice is complemented by theory, thereby ensuring that students can appropriate and apply the contents of the class, to be able to communicate, think logically and use English to explore and understand the world around them.</p> <p>To talk about inclusive education is to talk about the barriers that prevent students from not learning in their classrooms. However, if talking about boys and girls who can't learn is the speech of integration.</p> <p>Inclusive education involves not only conceiving it as a process that addresses and responds to the diversity of students' needs through greater participation in learning, cultural and community activities, and reduce exclusion within and outside the education system.</p> <p>From the perspective of inclusive education, the purpose of the evaluation is to identify the type of aids and resources they need to facilitate their teaching-learning process and personal and social development.</p>			

	<p>Inclusive education is based on the premise that all students can grow and learn together, as long as their educational environment offers accessibility conditions for everyone and provides meaningful learning experiences for all actors there. Inclusive education has been one of the biggest challenges for the education system in general because it seeks to realize the rights to education, equal opportunities, and the participation of those students at risk of exclusion. Like it has had as background two educational models: the segregated and the integrated.</p>
DISABILITY	This concept is not explicit in this article.
INTELLECTUAL DISABILITY	<p>A disability characterized by significant limitations in both intellectual functioning and adaptive behavior, expressed in conceptual adaptive abilities, expected at their age and in the social environment in which they live, which originates before the age of 18 (2010).</p> <p>The concept of intellectual disability, as a functional concept, can be understood more from the performance than from the observable clinical aspects.</p>
FOREIGN LANGUAGE	<p>There is no explicit definition of the subject. However, the idea of how the Basic Standards of competencies in foreign languages: English is added to this idea of unification is highlighted, this has as a fundamental commitment to create conditions for Colombians to develop communicative competencies in another language, which is essential in the globalized world, this facilitates access to employment and educational opportunities, improving the quality of life of Colombians.</p>
TEACHING LEARNING STRATEGIES	The communicative approach understands that the learning of a second language is given employing communicative

	<p>intentions and the ownership of these, so it uses the language of form contextualized, the sense of communication, and the interests of the learner group. The teaching is centered on the student, in this way, Hernandez, says that for the communicative methodology the language is more than a system of habits that can be formed through mechanical exercise, this emphasizes the use of language appropriately in different types of situations and to solve different types of tasks.</p> <p>The focus on tasks as an evolution of the communicative approach is that the learning of the units of the target language is given utilizing activities of users of the language and not in syntactic structures raised in the audiolingual method, nor notions or functions. Therefore, its main objective is to encourage the student to learn through the real use of the language in the classroom.</p> <p>The process of teaching students with intellectual disabilities requires conditions such as entertaining activities that stimulate attention and memory, and the optimization of body development so that students individually coordinate the movements of their bodies.</p> <p>The implementation of teaching and learning strategies that promote the participation of all, is a key point when talking about inclusive school. These strategies must be understood as a social act in which one learns with the other, that is, with the mediated and organized accompaniment of the teacher and/or colleagues.</p> <p>In multi-level activities the goal is for each student to find activities according to their level of competence, the idea is that all students are working on the same achievement or content but at different levels of difficulty.</p>
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	<p>Concerning multimodal or multisensory activities, Rosero and Jaramillo (2012) propose that these activities refer to activities that simultaneously work the sensation, the perception, and integration of information collected by the student through the senses (visual, auditory, and tactile/kinesthetic) which will determine the learning style of each student.</p> <p>The strategy is called card economy; this technique consists of after the student gives the expected answer to given a motivating incentive.</p> <p>The purpose of programmed teaching is to introduce the contents to the student gradually and logically so that the student has control of his or her school performance and performs individualized work.</p> <p>Individualized instruction is characterized by analyzing the student's situation, overall learning level, and competencies in each area or subject and their needs, to formulate detailed short-term educational objectives for each student.</p>
<p>METHODOLOGY</p>	<p>It is framed within the qualitative paradigm using techniques such as unstructured observation, open interviews, group discussion, evaluation of personal experiences, semantic analysis, and everyday discourses, among others.</p> <p>Is an exploratory study in primary school. Various tools and techniques are available for data collection, including interviews, focus groups, and observations.</p>
<p>CONCLUSIONS</p>	<p>It is evident that the concept of inclusion of the different actors is more oriented towards integration since, although the institution does not have an inclusive education project, a student with an intellectual disability has his or her right to education respected and is not excluded from the education system, but his or her participation is passive.</p>

	<p>There is no curricular modification that takes into account the learning needs that the student may have.</p> <p>Similarly, it is evident that, in the absence of an inclusive education project, the material used in the classroom is insufficient and is the same for all.</p> <p>The English teacher, who is directly responsible for the teaching and learning process of students with intellectual disabilities, does not have the necessary training to deal with diversity.</p>
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FILE	007	DOCUMENT TYPE	Master's Thesis	
TITLE	Good Practice Guidelines for Students with Intellectual Disabilities in Inclusive Higher Education (Angel & Others, 2019)		YEAR	2019
INSTITUTION	Pontificia Universidad Javeriana			
KEY CONCEPTS	Intellectual disability, inclusive higher education, intellectual profile, skills, and competencies.			
INCLUSIVE EDUCATION	<p>Inclusive education, which response to the educational interests of all people.</p> <p>Inclusive education seeks to provide equal opportunities for all population groups, including indigenous people, vulnerable people, persons with disabilities, and talents.</p> <p>Inclusive, equitable, and quality education, reflected in opportunities that benefit people with all types of development trajectories.</p> <p>A process of strengthening the capacity of the education system to serve all learners. It is, therefore, a general principle that should guide all educational policies and practices, based on the conviction that "education is a fundamental human right and the foundation of a more just society"</p>			
DISABILITY	It is not explicit, but it handles ideas such as the concept of special educational needs, referred to all children and young people whose needs stem from their disability or learning difficulties and may arise at any stage of school life.			
INTELLECTUAL DISABILITY	<p>Intellectual disability is characterized by significant limitations in both intellectual functioning and adaptive behavior, as manifested in adaptive, conceptual, social, and practical skills.</p> <p>This disability occurs before the age of 18.</p> <p>Intellectual disability is an intellectual developmental disorder, within neurodevelopmental disorders that constitute a group of</p>			

	conditions whose onset is in the period of development and which include limitations of intellectual functioning and adaptive behavior in the conceptual, social, and practical domains.
FOREIGN LANGUAGE	The topic is not developed in the document
TEACHING LEARNING STRATEGIES	<p>Good practice guidelines are a tool for reflection, understand, make visible and enable people with intellectual disabilities the opportunity to participate in academic higher education programs that enable them to enter working life to gain independence in adult life.</p> <p>Within the Social Inclusion dimension that includes the indicators of integration and participation in the community, community roles and social supports, persons with intellectual disabilities have the INCLUIR Group, this is an interdisciplinary group that is in charge of making curricular flexibilization, accompaniment to the teachers for the adjustment of the methodologies, the systems of evaluation and supports. Its purpose is to promote the inclusion of persons with disabilities in the Javeriana educational community. Also, the inclusion and diversity program contributes to the consolidation of an educational community respectful of differences.</p> <p>Teaching and learning strategies for people with intellectual disabilities are essential for students to develop skills, abilities, planning skills, and control of their cognitive activity.</p> <p>Some teaching and learning strategies are mentioned about note-taking, reading and writing academic documents, difficulties encountered by persons with intellectual disabilities.</p>
METHODOLOGY	It uses a qualitative and phenomenological approach explained in five phases, conceptualization, construction of chapters, evaluation by expert judges, interviews, and correction. It is a proposal focused on university education .

CONCLUSIONS	<p>This research invites higher education institutions to adjust their programs, practices, policies, and cultures to allow access, permanence, and graduation of persons with intellectual disabilities.</p> <p>The Faculty of Education makes a valuable contribution since it has carried out different research on educational inclusion.</p> <p>In the university environment for people with intellectual disabilities need to develop learning strategies to strengthen thinking and social skills, since they are three pillars in higher education.</p> <p>It is important to raise awareness and raise awareness among the entire university community about the respect, equal opportunities, and recognition of people from their abilities and not from their shortcomings and thus build an inclusive society.</p> <p>Teachers should be trained about students with intellectual disabilities, how they develop their cognitive processes, what supports and reasonable accommodations they need to learn and function in a university setting. Besides, should take into account to plan your classes, the goals of the students and the curricular contents, cognitive strategies, affections, and expectations, both of the students with intellectual disability and their own.</p> <p>The university teacher can not only use concepts and theories but orient his classes to solve problems, face new situations, through experiences or practical exercises taking into account graphic representations that promote the understanding of information and learning in people with intellectual disabilities.</p>
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FILE	008	DOCUMENT TYPE	Master's Thesis	
TITLE	Learning styles in inclusive English: A proposal for the development of vocabulary in English in the framework of inclusive education (Garibotto & Others, 2020)		YEAR	2020
INSTITUTION	Universidad Cooperativa de Colombia			
KEY CONCEPTS	Learning styles, intellectual disability, English vocabulary acquisition, Inclusive Education.			
INCLUSIVE EDUCATION	<p>Inclusive education should be a space that ensures compliance with the right of all students to comprehensive education within the framework of respect for diversity, learning styles of each in the classroom.</p> <p>The inclusion of persons with disabilities goes far beyond incorporating them into classrooms in educational institutions so that they can study alongside their peers, it is about bridging the segregating gap so that they have the same opportunities to learn and educate themselves, to enable them to develop assertively in all social, cultural and economic spheres, among others.</p> <p>It could be deduced that when it is stated that DBA's aim is educational equity, one may be talking about an inclusive education that reaches all children and young people equally, and that is why they express themselves as the minimum that the student must achieve within the competencies.</p>			
DISABILITY	Although there is a title with this term, no global definition of it is handled.			
INTELLECTUAL DISABILITY	When people talk about intellectual disability, can think of a failure in the learning process of students.			

	<p>A significant limitation in both intellectual functioning and adaptive behavior, as manifested in conceptual, social, and practical adaptive skills that appear before the age of 18.</p> <p>There are opportunities to improve the living conditions of children and young people who suffer from it since limitations coexist with capacities, which means that in the educational environment it is necessary to identify the actions in which students stand out to work with them and from there, design the most support relevant to benefit them, without ignoring their cognitive processes, thus avoiding failure.</p>
FOREIGN LANGUAGE	<p>For the teaching of English in Colombia, the term English as a foreign language has been taken, recognizing that this is not immersed in the daily use in the country, but that it is learned in controlled contexts such as the classroom. However, the goal is for students to achieve high degrees of competence to be efficient communicators.</p> <p>When reviewing the structure of the EBC and DBA for foreign languages, it could be stated that the basic approach is the communicative approach, as it is intended to develop and enhance the four basic skills of the languages.</p> <p>The learning of vocabulary is fundamental for the learning of a language since from this begins the construction of concepts with meaning and meaning by allowing the student to name and associate things around him or her</p>
TEACHING LEARNING STRATEGIES	<p>the traditional method of grammar and translation achieves advances in the learning of the students because of its contrastive character with the mother tongue, but also those who point to the communicative approach which has been very much named during the last years.</p> <p>Social and contextual interaction is important in the classroom, meaning that the teaching of English can be approached from the</p>

	<p>communicative working the four skills: reading, writing, listening, and speaking; and, therefore, work is needed in pairs or teams, that is, constant interaction between students.</p> <p>Each student has a particular way of approaching, organizing, and processing information, which may be linked to your environment. Because in the particular context of the area of English, it could be stated that the learning style of the students is linked to the experience that each one has had in the same area.</p> <p>The teaching style of the teacher influences the student's preference to approach information, since a large part of it depends on the student's motivation with the activities, that his attention is constant, and that he maintains the working disposition.</p> <p>The divergent (active) style is correlated with the assimilator (reflexive), the assimilator (reflexive) with the convergent (theoretical), assimilator (reflexive) with usher (pragmatic), and divergent with the usher. According to the characteristics of each style, it is difficult to think of a correlation between divergent (active) and convergent (theoretical) as these are so opposite.</p>
<p>METHODOLOGY</p>	<p>Interpretive research and use of Research Participating Action developed in secondary school. It presents a pedagogical proposal that improves the reality of sixth-grade students in the framework of inclusive education against the processes of acquiring vocabulary in English.</p>
<p>CONCLUSIONS</p>	<p>According to the results of the instruments, it can be said that the styles of greatest preference in the area of English are the assimilator and the divergent, and that enhance the work in the classroom, from these can be improving the learning of the foreign language.</p>

	<p>On the other hand, it was found that the strategies most used by teachers are playful and dynamic, with visual, auditory, ICT, and concrete material supports.</p> <p>The tools that teachers use to teach can improve the quality of life of their students by being able to make them, participants and active subjects within the educational community, since they are interested in implementing innovative tools that improve student performance in the English area.</p> <p>Teacher training is essential to provide quality education and more if it is embedded in inclusive education because lack of knowledge is affecting education by hindering the proper process of teaching-learning and guaranteeing the right to education for all.</p> <p>It is important to train the entire teaching staff from primary, basic, and secondary school, to guarantee a certain beginning and continuity of the process of inclusion and training in the area of foreign language English.</p>
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FILE	009	DOCUMENT TYPE	Master's Thesis	
TITLE	Teaching Strategies in an Inclusive Classroom for the Learning of Students with Intellectual Disabilities of the Kindergarten "Los Pingüinos" (García Pérez & Martínez Castillo, 2019)		YEAR	2019
INSTITUTION	Fundación Universitaria Los Libertadores			
KEY CONCEPTS	Strategies, Inclusion, Learning, Intellectual Disability Teaching.			
INCLUSIVE EDUCATION	This concept is not explicit in this article.			
DISABILITY	<p>It covers gaps, activity limitations, and participation restrictions. Deficiencies are problems that affect a body structure or function; activity limitations are difficulties in performing actions or tasks, and participation restrictions are problems in participating in life situations.</p> <p>Disability is therefore a complex phenomenon that reflects an interaction between the characteristics of the human organism and the characteristics of the society in which it lives.</p>			
INTELLECTUAL DISABILITY	<p>Intellectual disability is characterized by significant limitations in intellectual functioning and adaptive behavior, expressed in conceptual, social, and practical /s adaptive skills.</p> <p>Children with intellectual disabilities need support and strategies to enable them to have an optimal quality of life; to achieve this, work methods must be created in the classroom and thereby strengthen teaching and learning processes.</p> <p>Attention to the special educational needs of pupils is confined to the framework of attention to diversity, but it must be borne in mind that not all "diversity" presents special educational needs.</p>			

FOREIGN LANGUAGE	The topic is not developed in the document
TEACHING LEARNING STRATEGIES	<p>it is considered that every child with a disability learns through memory, repetition, and routine, therefore the activities must be remembered daily and exposed step by step without changing any of them; also, it is evident that all children in their early stages of life learn through imitation, this is more evident in children with intellectual disabilities.</p> <p>The learning of children with cognitive disabilities in the pre-school stage that includes up to the transition grade, this process is closely related to the development of different dimensions, competencies, and skills in an inclusive way, as this will be useful throughout your life.</p> <p>The approaches and responses have been essentially compensatory and/or corrective, mainly through the establishment of differentiated curricular structures, curricula, and special schools</p>
METHODOLOGY	a descriptive qualitative approach in preschool . Implementing instruments such as field journals and interviews.
CONCLUSIONS	<p>They were able to design didactic strategies that will be useful not only for the female teachers but for the educational community in general of the Institution.</p> <p>Within the planning established for each group, there is no space or there is no mention of the inclusion and management of activities for children with disabilities.</p> <p>Women teachers lack relevant training to enhance skills to meet the needs of children with disabilities.</p>

FILE	010	DOCUMENT TYPE	Master's Thesis	
TITLE	Evaluation of the management in the academic area of the School inclusion in the Inem Santiago Pérez college, section Primary. (Peraza Álvarez, 2017)		YEAR	2017
INSTITUTION	Universidad Externado de Colombia			
KEY CONCEPTS	inclusion, educational management, evaluation, evaluation of programs, evaluative research, Illuminative model, focus qualitative, disability, curriculum, PEI			
INCLUSIVE EDUCATION	Inclusion is the process through which to respond to the demands that arise from the diversity of the population and its needs, to diminish the exclusion that occurs in education, mainly by developing the capacities of each student.			
DISABILITY	Does not develop explicitly			
INTELLECTUAL DISABILITY	The INEM Santiago Pérez, in its Handbook on coexistence, establishes the inclusion of persons with disabilities as a contribution to the proposal of social, civic, and educational quality construction, which caters to the diverse needs and possibilities of students, valuing thus, their skills and abilities			
FOREIGN LANGUAGE	Does not develop explicitly			
TEACHING LEARNING STRATEGIES	In the first instance, faced with the concepts of learning, it was established that the school's PEI is framed in the DUA (Universal Design of Learning) approach articulated with the constructivist model, in which the design of individual teaching strategies with context prevalence is proposed. Cross-cutting projects are a tool to strengthen inclusive processes, as they are developed with the entire student			

	<p>community, energizing the participation of the population in disability condition.</p> <p>On the other hand, to facilitate and strengthen the acquisition of knowledge and social interaction, it was found that the methodological strategies most frequently implemented in the classroom are the master class, videos, guides, group work, and games, that some teachers modify or adapt, according to the particularities of each student with SEN, of which stand out: personalized education, individual guides, work cooperative, playful work and peer support, because to generate better academic results and coexistence, although it should be clarified that its effectiveness is relative because the results in most cases are appreciated in the medium and long term.</p> <p>The recording of the monitoring of academic and behavioral processes carried out by teachers is thorough and accurate, constituting a tool to support the reports, becoming a tool for dialogue with those involved in the educational process because it has the characteristic of being free consultation. There is no tool for monitoring and reviewing the tasks that must be performed by members of the educational community who are part of the inclusion program. Children with educational needs do not have a feedback channel to publicize concerns, feelings, and disagreements with their academic process to discover and take responsibility for their results</p>
<p>METHODOLOGY</p>	<p>Research paradigm. Interpretive-qualitative. Evaluative type with some quantitative features due to the measurable nature of some of the data in a primary school. The approach that focuses on the process and not only on the result, giving relevance to the analysis of thought, but the description and interpretation of phenomena and situations also lived from categories and subcategories</p>

CONCLUSIONS	<p>Teachers have not been actively involved in the planning and review of the institution's inclusion program.</p> <p>Teachers lack training in the subject of educational inclusion, which leads to the lack of ownership of the inclusive approach adopted by the institution.</p> <p>The PEI of the institution does not reflect a clear philosophy that underpins the inclusive emphasis being put on the institution.</p> <p>In short, it is necessary to train the entire educational community in the topic of inclusion, to unify the concept of inclusive education that underpins the emphasis assumed by the school, in the same way, establish a coherent relationship between the components of the PEI, to strengthen the program of institutional inclusion, while optimizing the management of the area of special education in the process, integrating it is the reconstruction of it.</p> <p>The result of the survey: dissatisfaction when receiving students with SEN in the classroom, lack of support tools, lack of knowledge of adaptations to the curriculum, little significant progress in the learning process, and insufficient staff to support the program.</p> <p>The management in the area of special education is deficient, based on the limited progress shown by students with SEN in academic performance and even coexistence due to circumstances such as the lack of support for this population group, the lack of clarity in the roles of support professionals and the expected results. The situation has affected the proper functioning of the program by creating procedural gaps between the working group.</p>
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FILE	011	DOCUMENT TYPE	Bachelor's Thesis	
TITLE	Didactics of teaching English as a foreign language for boys and girls with Down Syndrome (Wilches Novoa, 2016)		YEAR	2016
INSTITUTION	Pontificia Universidad Javeriana			
KEY CONCEPTS	Down Syndrome, Foreign Language, English, Inclusive Education, Diverse Abilities, Intellectual Disability, Cycle 1.			
INCLUSIVE EDUCATION	<p>The process of identifying and responding to the diversity of needs of all students through increased participation in learning, cultures, and communities. Thus, reducing exclusion in education. Inclusive education, involves changes and modifications in contents, approaches, structures, and strategies, with a common vision that includes all children of the appropriate age range and the conviction that it is the responsibility of the regular system, educating all children, based on the principle that each child has different characteristics, interests, abilities and learning needs and should be the responsibility of the education systems already designed and the educational programs implemented, taking into account the wide diversity of those characteristics and needs.</p> <p>Curricular adaptation is not enough to achieve an inclusive education process because a didactic model must be evident so that the education of students belonging to the inclusive classroom can be adapted not only to the needs the aim is for students to develop their learning strategies with the help of didactic models and teaching strategies applied by the teacher.</p>			
DISABILITY	the International Classification of Functioning, Disability, and Health (ICF) states that SD is a type of disability as it includes certain deficiencies, including activity limitations, as well as			

	barriers to participation, where society's factors are noticeably influenced.
INTELLECTUAL DISABILITY	<p>intellectual disability is associated with DS and is one of the most common and easily recognized conditions in DS because it is characterized by a series of limitations that influence the intellectual functioning and that usually appears before the 18 years of age; there are 5 different degrees of intellectual disability: mild, moderate, serious, deep and unspecified severity.</p> <p>each degree of intellectual disability has its priority needs, which must be addressed in the educational contexts and for the case of the population at the center of interest of this research, it is important to consider that children with DS may present one of these levels of Intellectual Disability as one of their characteristics, encompassing a series of elements related to cognitive, communicative and language components, to be considered on a case-by-case basis, especially in English teaching processes such as L2.</p>
FOREIGN LANGUAGE	If the child with DS is exposed to a second language at an early age, the child will have certain benefits that will contribute to his or her cognitive development. Therefore, a child with DS should not be restrained from a bilingual environment.
TEACHING LEARNING STRATEGIES	<p>the learning process is extremely important as it is a continuous process that inhabits people and transmits knowledge from internal and external sources. About the population of children with DS, it is necessary to arrive through a previously established link between teacher and student.</p> <p>Students tend to show greater performance when processing content visually rather than hearing. The main cause of this is that the nerve fibers that are associated with hearing develop in</p>

	<p>a late manner at the time of neuronal maturation in people with DS.</p> <p>The method of sugestopedia was developed by the psychiatria Gerogi Lozanov. In this method, relaxation and suggestion techniques have been developed that help to capture and maintain the attention of students. Artistic skills such as acting and singing and psychotherapeutic techniques must be developed. The material used in the class should capture the attention of the student, so in this method theater games or activities are developed that involve and allow the student to explore.</p> <p>The direct method is one of the practical methods in teaching a foreign language. aims to create a direct connection between the mother tongue and the foreign language. the teacher must use the foreign language at all times, which is why it is ideal to develop the 4 skills of the language starting with oral skills since this method suggests to the teacher to repeat a word aimed at the object to which it refers repetitively and as many times as they are necessary for the students to understand what the teacher is referring to. This method encourages students to use the foreign language at all times and to make an association with their mother tongue without using it.</p> <p>Silent Gattegneo method: In this method, the language teacher offers limited input to his students, then indicates what will be learned by the students through signals, gestures, slides, visual and eye-catching media for their students.</p> <p>Total physical response method or TRP is characterized by the absence of oral production, since oral comprehension is worked hard, in that method, the foreign language teacher indicates the instructions or activity to be performed to his students, but the students should not produce anything at the oral level, but</p>
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	should do what the teacher said, that is to say, they develop their oral comprehension ability.
METHODOLOGY	A type of case study, of a qualitative ethnographic nature, applied to education, which consisted of identifying, characterizing, and analyzing a problem that arose in a primary school.
CONCLUSIONS	<p>For professionals working in this area, knowing what is an inclusive classroom and the needs of the students that make up the classroom to be able to adapt and develop the class is essential; so that, future graduates should receive education-oriented training in inclusive classrooms, in a process that provides tools to develop their work following the requirements of current training scenarios.</p> <p>The existence of difficulty in teachers to assume inclusive classrooms as described in the problem was verified, since it was established that, Due to the lack of experience and low approach to people with DS by teachers in certain disciplines, it is not possible to show the inclusion in formal education contexts.</p> <p>There was a perceived difficulty on the part of female teachers in taking on the challenges of the classrooms shaped by different individual, social and cultural conditions of children. Since it is identified that, although the teachers have been teaching for a long time, this is not enough to guide an inclusive classroom because they do not have the appropriate training to be able to meet and resolve the needs and/or difficulties that may arise in it.</p> <p>Based on the theoretical review carried out in this research, it is highlighted that the inclusive classroom constitutes a positive scenario for the training of children with DS, as for other</p>

	<p>children, the development and learning of a foreign language are still of vital importance today.</p> <p>the importance of implementing alternative support systems such as augmentative and alternative communication systems (SAACS) which are tools that enable forms of communicative expression other than language are generally used to increase and compensate for expression, understanding, and production skills when a person has communication and language difficulties.</p>
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FILE	012	DOCUMENT TYPE	Bachelor's Thesis	
TITLE	Inclusive education in a context of teaching and learning Foreign language English at the Colegio Nuevo Gimnasio: A Situated experience of success. (Avendaño Martinez, 2017)		YEAR	2017
INSTITUTION	Pontificia Universidad Javeriana			
KEY CONCEPTS	inclusive education, intellectual-cognitive disability, EFL learning and teaching, teaching conceptions.			
INCLUSIVE EDUCATION	<p>Inclusive education is summed up in transformations of regular education, highlighting the concept of it around its pro-activity in its intention to reduce barriers</p> <p>The above mentioned, making respect clear, its political value in civil society and factors external to the student: principles and values, justice, self-evaluation, and cooperation.</p> <p>Inclusive education as a democratic, fair and equitable horizon along with the changes that have taken place in recent years.</p> <p>There is in our reality a lack of professional construction in terms of inclusion, and the initial and important pillars are set aside when working in an inclusive classroom.</p>			
DISABILITY	Disability becomes an element of the whole context surrounding this specific person, meaning that disability should be regarded as an expression of the interaction between the person and the environment.			
INTELLECTUAL DISABILITY	<p>The definition of intellectual disability has been immersed in a series of conceptual changes, and its name has ranged from intellectual disability to mental retardation.</p> <p>The most appropriate term is intellectual disability, mental retardation being a cognitive level of disability as a whole.</p>			

	<p>The differences in the learning process of each child understanding the rhythm and development of it. However, they make it clear that their definition encompasses three elements that complement the above: firstly, the child's abilities, that is to say, the social skills that enable it to function properly, secondly, the environment or context since it is the space where the child develops constantly generating possibilities for him or her social and intellectual, and finally the functioning, that is to say, the abilities that the environment allows the child to explore and therefore develop without generating a barrier but a possibility of functioning in society.</p>
FOREIGN LANGUAGE	<p>Some factors favor children in the process of learning an L2 especially about the proper development of the class, appropriate educational curriculum, among others. However, there are characteristic aspects in the learning of the child's language that differentiate it from another at the cognitive level. In this way, the learning of the language is given in two dimensions, first at the social level through interaction with others and second at the internalization at the personal and individual level, interpsychological and intrapsychologically correspondingly.</p> <p>Specifically, for the functionality of teachers in languages, must take into account the diversity of culture, the context in which English is taught in this case, the population to which the teaching is directed, the diversity of knowledge and level of the language.</p> <p>While children must be immersed in a second language from an early age, regardless of their learning difficulties, the lack of teachers to cater to the needs of children with disabilities, in this intellectual case, delays the cognitive process and development.</p>

TEACHING LEARNING STRATEGIES	<p>It proposes a solution through spaces of theoretical discussion with a critical look at teacher training courses and not only in theoretical question but also in contrast to the successful experiences of teachers.</p> <p>Cognitive functions are key to teaching and learning, in this case, languages due to the different functions that must be mentally developed in the child for the successful process.</p> <p>Mental functions of language influence the recognition and use of signs, symbols, and other language components. Functions for receiving and decoding oral, written, or sign language</p> <p>For the development of the intellectual level of the child or person with disabilities, Antequera et al. explain that an interactive and continuous work approach is needed, thus pose three elements that are in close relationship for this purpose: First of all, the possibilities or abilities of the child, with the different environments in which he or she usually participates, secondly, the possibilities for functional participation in these environments, as well as for the education of the set of supports and responses that the people with whom they interact can provide them.</p> <p>The nomadic character of teachers in English. In other words, the teacher moves from classroom to classroom with the necessary materials for the students, but in reality, there are no specific or well-developed classrooms for the use of audiovisual material that is relevant when working with children with intellectual-cognitive disabilities.</p> <p>It is recognized that there is no specific method that is suitable for teaching languages, but on the contrary, a multidimensional approach and method is needed in which, the cause for that</p>
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	<p>advocates inclusive and universally designed theories are fulfilled.</p> <p>Language teachers must respond to diversity by addressing the needs of pupils and developing activities around a didactic proposal for participation and integration.</p>
<p>METHODOLOGY</p>	<p>This qualitative case study seeks to identify how the practices and conceptions of the English teacher as well as the girl's interaction with other peers, account for the state of educational inclusion in the classroom. Likewise, it is intended to describe the possible pedagogical aspects that mediate between the processes of inclusion and EFL learning as L2 in the context mentioned before. Developed in primary school focused on intellectual disability related to DS</p>
<p>CONCLUSIONS</p>	<p>The concern about teacher training, specifically about L2 taking into account inclusion, includes different factors such as the change in university curricula, spaces for discussion and reflection on the subject, and the recognition of inclusion policies by the entire educational community identifying diversity in all its senses, both contextual, cultural, cognitive, etc.</p> <p>The teaching experiences provide conceptual richness to the titular teacher due to the lack of training in inclusion, being even more important its role within inclusive classrooms, taking into account the success reflected in the learning of all its students.</p> <p>The inclusive role developed by the teacher is not only limited to her practices and conceptions but also expands to create different alternatives in their local context to nurture global and/or local theories about inclusion concerning intellectual disability related to a context of teaching and learning English as L2; this being one of the most fruitful factors of research.</p>

	<p>That is, it stresses that not only is theory important for working on inclusion and language teaching, without saying that it is unnecessary, but also the experience and practices in the real context made in this case, rather than a concept of educational inclusion, proposals around it.</p> <p>It is necessary to deepen the problem of teacher training in inclusion for both in-service teachers and in-training teachers.</p>
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FILE	013	DOCUMENT TYPE	Bachelor's Thesis	
TITLE	The language of inclusion in the classroom (Reyes Alba, 2019)		YEAR	2019
INSTITUTION	Universidad Pedagógica y Tecnológica de Colombia			
KEY CONCEPTS	language, inclusive education, pedagogical practices			
INCLUSIVE EDUCATION	<p>The lack of conceptual appropriation of inclusive education by the teacher and therefore the absence of inclusive pedagogical practices that favor the participation and learning of all students in a classroom.</p> <p>Inclusive pedagogical practices make it possible to think about the processes of teaching, learning, and evaluation from the perspective of diversity and, consequently, the search for materials, activities, approaches, and strategies with different functions that can contribute not only to teacher and research training but to the guarantee of the right to learn and participate without discrimination of any kind of any student.</p> <p>Inclusive education policy begins to be adopted and modified as a result of documents, agreements, and policy guidelines of international organizations as new theoretical approaches to education for people with disabilities and their participation in social and cultural life emerge.</p>			
DISABILITY	School enrolment rates differ according to the type of disability, as the participation of children with physical disabilities in inclusive education is much higher than that of children with intellectual and sensory disabilities.			
INTELLECTUAL DISABILITY	Not addressed in the document			
FOREIGN LANGUAGE	Not addressed in the document			

<p>TEACHING LEARNING STRATEGIES</p>	<p>Both institutions and teachers fall short of serving everyone as they should, as some need more specialized education, which in many cases cannot be offered because teachers do not feel sufficiently prepared, or because they do not have the means to do so.</p> <p>Work by environments: It is necessary to design learning activities that occur in social and cultural environments that are immersed in students with diverse objectives: communication, coexistence, and behavior, of spatial orientation or correct use of words to ensure participation, teamwork, and meaningful learning through multiple opportunities.</p> <p>Signage: According to the communicative skills of students, it is necessary to facilitate access to information for all students. That is why, in an inclusive educational institution, it is essential to mark the spaces and corners of the center through sign language and Braille, for example, to guarantee autonomy and real participation in their social environment.</p> <p>From adolescence to adult life: The feasibility of a life project to participate and live in a community is contemplated autonomously. The content design will aim to enhance the independence, normalization, and quality of life of the learner and his family, preparing them for access to adult life as members of a community</p> <p>To this end, it must be ensured that the design of learning activities is meaningful in the student's life, for example through testimonials from important people who have overcome similar difficulties, to strengthen self-confidence.</p> <p>The environments or places where learning activities take place must be real for them to learn skills and abilities to assist them in developing in the medium urban, in leisure, and the use of social, cultural, health services, etc.</p>
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	<p>Use of new technologies: The creation of blogs, videos, podcasts, audios, and texts on the internet, created by students, allows a meeting of socialization, interaction, and assessment between professionals, students, and family members of the evidence of learning for the development of linguistic and digital competence.</p> <p>Individual transit plan: It consists of establishing goals in your personal life, work, health, personal relationships, and leisure of the student with the support and consensus of a team of professionals from the educational, labor, community, and family system: "In this way, the planning of their future does not depend exclusively on the school or family environment but the confluence of many agents.</p> <p>Some inclusive pedagogical practices show that tools such as the portfolio, rubrics, projects, and participation in real and everyday life spaces ensure meaningful learning experiences and processes for the development of communication skills and the expression of ideas, opinions, and feelings according to different communicative situations.</p> <p>Cooperative learning techniques, that is, those that require teamwork, have a positive influence on the learning of all students.</p> <p>The pedagogical strategies of self-regulation of learning allow the student to develop linguistic strategies that favor an adequate and assertive expression and communication of emotions and sensations, the implicit reflection of cultural concepts that a person has acquired and that can be positive or negative for coexistence.</p>
METHODOLOGY	<p>Methodology documentary research, in response to the objective, is carried out tracking and analysis of the concepts, characteristics, or elements around the pedagogical practices</p>

	<p>and inclusion to establish contrasts, comparisons, and semantic relations through literal, inferential, and critical analysis that allows presenting a current state of the research.</p>
CONCLUSIONS	<p>The Universal Design of Learning (DUA) is a learning and evaluation methodology that encourages the participation of all students according to their abilities and sensory possibilities in the construction of knowledge and attitudes that allow them to live in a community. It is flexible and adaptable in that it allows understanding, production, and communication to be expressed in different formats of verbal or non-verbal language.</p> <p>According to the communicative and competency-based approach, it is essential that within the classroom the necessary tools and methods are acquired for the interpretation, communication, expression, and production of meanings, ideas, and feelings through the various digital and print media available to us.</p>

FILE	014	DOCUMENT TYPE	Master's Thesis	
TITLE	Social Representations of Teachers and Parents on Educational Inclusion of Children with Cognitive Disabilities in the Technical Industrial Educational Institution of Turmeque (Martínez Aramendiz & Rubio Ferro, 2019)		YEAR	2019
INSTITUTION	Universidad Santo Tomás			
KEY CONCEPTS	Social representations, educative inclusion, and cognitive disabilities.			
INCLUSIVE EDUCATION	Educational inclusion has become a topic of interest in educational settings over time, as the recognition of students as diverse people.			
DISABILITY	Disability is a generic term that includes: deficiency or alteration in body functions or structures (Body level), limitation or difficulties in the ability to perform activities (Individual level), and restriction in the participation of activities that are vital for the development of the person (Social level), thus conditions are given in the different disabilities according to the WHO.			
INTELLECTUAL DISABILITY	Intellectual or cognitive disability is characterized by significant limitations in both intellectual functioning (reasoning, planning, problem-solving, abstract thinking, understanding complex ideas, learning quickly, and learning from experience) as in adaptive behavior (conceptual, social, and practical), which has been learned and practiced by people in their daily lives, restricting community participation and in close relation to the conditions of the different contexts in which the person lives, this disability appears before the age of 18.			

	<p>Cognitive disability is a relatively new distinction and relates to mental or intellectual disabilities. It is understood as a set of conditions that affect the intellectual development and/or social adaptation of some people. Among the associated difficulties, There are psycholinguistics and logical thinking, including conditions such as autism, dysphasia, Down syndrome, Asperger syndrome, and fragile X syndrome among others.</p> <p>Children with disabilities are those with long-term impairments in their roles or body structures and limitations to develop some activities or participate in social life actions.</p>
FOREIGN LANGUAGE	This topic is not developed.
TEACHING LEARNING STRATEGIES	<p>However, teachers sometimes lack the training and/or expertise to take up the challenge of taking care of children with special educational needs and finds that there is a lack of awareness of the laws regulating the implementation of inclusive education programs by support institutions and professionals, Therefore, it is necessary to inquire about the strategies that teachers use to implement educational inclusion in the classroom.</p> <p>The lack of training in the teacher on attention to diversity can cause feelings of disorientation, vulnerability, disability, disinterest, and even rejection.</p> <p>Social adaptation is the fundamental basis for a child with educational limitations to increase his or her self-confidence and therefore the teaching-learning process becomes better.</p> <p>The attitude of the teacher in teaching directly influences the development of the classroom and the performance of the student; also, it reflects the existence of factors that prevent in one way or another the good treatment and its relationship with the educational community, discrimination on the part of some</p>

	<p>teachers, students, and parents, which is a barrier that predominates among the educational community.</p> <p>To articulate strategies and methodologies to favor curricular adaptation and in this way to achieve that the child evolves in his cognitive and personal development.</p>
<p>METHODOLOGY</p>	<p>This research was carried out under a qualitative hermeneutical approach, which is based on exploring the phenomena in-depth, understanding them from the actor's perspective, thus allowing us to know and understand the meanings build around a social phenomenon. For the above, an exploratory narrative research design was taken into account, through the realization of individual semi-structured interviews, direct observations to teachers, and field journals. It was developed in primary school</p>
<p>CONCLUSIONS</p>	<p>Through the analysis carried out, it was possible to identify that the social representations are immersed in the classroom as a type of social adaptation, considering this as the fundamental basis in the improvement of teaching-learning processes and the increased confidence in boys and girls with cognitive disabilities; Likewise, the importance of articulating strategies and methodologies for curricular adaptation and therefore educational inclusion is emphasized, guaranteeing the fulfillment of fundamental rights, the evolution and the cognitive-personal development of the students.</p> <p>The apathy showed by some teachers, teachers, and the educational community towards the children with cognitive disabilities who are immersed in the classroom, in addition to the discrimination to which they are exposed because of their disability; although it is true that in Colombia there are laws, Decrees and regulations governing the implementation of educational inclusion in educational institutions.</p>

	<p>The intention to improve the teaching and learning processes of some professionals is evident, based on the needs identified in the students; likewise, it should be emphasized that the importance of bidirectional work among teachers, teachers, and the same family is essential because with a job Children can be made to break down educational barriers, have self-confidence and strengthen their teaching and learning process.</p> <p>The research showed that boys and girls improve academically and socially in integrated environments if the educational institution assumes the strategies and methodologies according to the limitation of the child responding adequately to their needs and their comprehensive training.</p>
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FILE	015	DOCUMENT TYPE	Magazine article	
TITLE	Inclusive Education and ELT Policies in Colombia: Views from Some PROFILE Journal Authors (Cárdenas & Robayo Acuña, 2016)		YEAR	2016
INSTITUTION	Universidad Nacional de Colombia			
KEY CONCEPTS	Foreign language, foreign language teaching, inclusion, inclusive education, language policies.			
INCLUSIVE EDUCATION	<p>They argued in favor of a move from integrated to inclusive education, the model of education that encompasses such diversity.</p> <p>In Colombia, inclusive education (ie) faces challenges such as the poor financial resources of schools and the ideology socialization, that is, the in-favor-of and against postures.</p> <p>To define inclusion, the teacher should look at four key elements (Ainscow, 2003). First, inclusion is a process; a never-ending search for adequate forms to respond to diversity, to learn to live with differences, to take advantage of them, and to comprehend them to achieve sustainable changes. Second, it is centered on the identification and elimination of barriers, which embrace the personal, social, and cultural conditions of determined students or groups of students, policies, and educative resources that produce exclusion. Third, inclusion means assistance and good school performances. In this regard, inclusion looks for the presence (appropriate places), the participation (necessity of listening to the learners to achieve a better quality of their scholarly experiences), and the success of all students (in respect not only to the results of the exam but also to the curriculum itself)</p> <p>In some countries, IE is seen as a way to integrate children with disabilities in the general education system while in others it is</p>			

	<p>perceived as a transformation of the education systems to respond to the students' diversity. In either case, the concept of "inclusion" seems utopian and idealistic in comparison to what happens in the classrooms.</p> <p>Consequently, IE encloses the transformations of education in general and the educative institutions, so that they can provide equitable and high-quality responses to diversity.</p> <p>The IE is determined by the context and calls for processes that guarantee the learning and participation of those who may be facing any type of segregation. An education of this type allows the participation and learning of people with disabilities or "additional abilities", indigenous communities, afro-descendants, the terminally ill...</p>
DISABILITY	<p>To provide quality basic education for everybody and urge a changeover from exclusion in which a person's disability was a synonym of personal tragedy. They argued in favor of a move from integrated to inclusive education, the model of education that encompasses such diversity.</p>
INTELLECTUAL DISABILITY	<p>This topic is not developed in the article</p>
FOREIGN LANGUAGE	<p>A foreign language becomes a tool that serves economic, practical, industrial, and military purposes. . . . Learning a foreign language . . . loses most of its cultural and cognitive development motivations, and becomes another strategy to build a better resume, get better employment...</p> <p>In this case, the carrier is a foreign language and the attribute a tool that serves economic, practical, industrial, and military purposes. The nominal group: "functioning as attribute construes a class of thing".</p> <p>For MEN, foreign language teaching must be oriented towards languages that represent a sort of capital. Therefore, English</p>

	<p>represents capital, globalization, and internalization and becomes the main reasoning to exclude other languages from the mold of Standards.</p>
<p>TEACHING LEARNING STRATEGIES</p>	<p>These products include the TKT [Teaching Knowledge Test] and ICELTS [In-service Certificate in English Language Teaching] for current and future teachers, the ICFES for school students, or the IELTS [International English Language Testing System], TOEFL [Test of English as a Foreign Language] or MELICET/MET [Michigan English Language Institute College English Test] for the general public. This [having several “products”] is how language teaching and learning in Colombia become a matter of meeting a standard, paying for and taking a language and teaching knowledge test, being certified, and advertising yourself as another available product in the “free” market.</p> <p>The inclusion in ELT requires coping with teaching realities, students’ empowerment to overcome barriers, and acting based on guiding principles. Practices that promote collaborative work, individual guidance, blended learning, a multicultural approach to education, and the creation of the ELT classroom as a meeting place are key and enriching elements. Inclusive classrooms should be places where diversity converges, interacts, and constructs to promote students’ successful learning.</p> <p>Furthermore, it demonstrates teachers’ attempts to create opportunities for students, to help each other, and to construct meaning and knowledge.</p>
<p>METHODOLOGY</p>	<p>The use of the documentary research method and critical discourse analysis showed that some policies—mainly The National Program of Bilingualism and the Basic Standards for Competences in English as a Foreign Language—contain issues</p>

	<p>closely related to the logic of discriminatory and segregation attitudes in the English language teaching.</p>
<p>CONCLUSIONS</p>	<p>the results of our analysis will generate more interest in scholars to examine language policies and work further to eradicate inequalities in education.</p> <p>The objective of this research was to examine the topic of inclusion in ELT in Colombia regarding the policies that guide some authors' articles published in the profile journal. It became evident that the implementation of the NPB and Standards are the linguistic and educative policies that the authors are concerned with the most. The authors reveal that these policies are characterized by the instrumentalization of language teaching, its standardization, and the exclusion of local knowledge, expertise, and minority groups.</p> <p>Inclusion in ELT means to recognize (1) the local contexts and necessities, (2) the local expertise and knowledge, (3) the right to be different and to have access to education of quality and equal opportunities, (4) the duty to learn about others, and (5) the students' learning paces, desires, and needs.</p>

FILE	016	DOCUMENT TYPE	Magazine article	
TITLE	Política de discapacidad e inclusión at Universidad del Valle: A Participatory Process (Carvajal, 2015)		YEAR	2015
INSTITUTION	Universidad del Valle			
KEY CONCEPTS	Inclusion; equity; participation; persons with disability			
INCLUSIVE EDUCATION	<p>Inclusion is understood as a phenomenon as opposed to exclusion which translated as a principle of action. disability and inclusion need to be understood and addressed from within the substantive functions of the University; this means the training of human talent in and from diversity, research, and extension, as a means to enable the University to fulfill its mission of forging social responses to the situations of inequity experienced by this population.</p> <p>It was presented as an opportunity to shape new ways of understanding the institution, university life, and the "other as different as me".</p>			
DISABILITY	<p>The changes experienced by persons with disabilities in the daily life of the university, as a space for the development of their capacities and their human fulfillment.</p> <p>The population with disabilities is one of the groups that are at social risk by exposing themselves to situations of exclusion in various areas of civic life, including the university context.</p> <p>Approaches focused on the phenomenon of disability as a social issue, as well as a question of rights and personal autonomy.</p> <p>Evidence of the inequality experienced by persons with disabilities internationally and nationally. This is particularly evident in the fields of education and work, taking as a basis that the population that inhabits the university campus plays.</p>			

	<p>Persons with disabilities, in general, experience inequality in health care and have more unmet needs; similarly, they do not have full access to support services, they are not provided with accessible information and communication mechanisms, nor do their environments have favorable physical-architectural environments.</p>
INTELLECTUAL DISABILITY	<p>This topic is not developed in the article</p>
FOREIGN LANGUAGE	<p>This topic is not developed in the article</p>
TEACHING LEARNING STRATEGIES	<p>To think particularly of such diverse workings that the human being has to do everything that any subject does, but differently: move with the help of a device, write with the help of a punch or a pointer, read with hearing support or in Braille; communicate through another language, submit evaluations in oral formats, among others people are part of the university community as a matter of rights and recognition of learning abilities, diverse performance and contribution to building society.</p> <p>Implies, therefore, the individual and institutional responsibility to create and maintain conditions to ensure the opportunity to participate and decide with full autonomy, to relate and enjoy a good, service or environment, together with other citizens, without any limitation or restriction on the grounds of disability.</p> <p>Thinking about the theme of universal design is a principle of support, without denying the importance of encouraging the use of assistive technology to make specific adaptations that are required by some persons with disabilities.</p> <p>Program to accompany students with disabilities.</p>

	<p>Pedagogical innovation and virtualization for democratic access to knowledge.</p> <p>Provision of technological resources for greater autonomy of persons with disabilities in university life</p>
<p>METHODOLOGY</p>	<p>Through the analysis of documentary sources, this systematization describes three main characteristics of the process: participative character and joint responsibility of actors, formative approach, and networking. It was developed in University education</p>
<p>CONCLUSIONS</p>	<p>Results of this study will contribute to guiding the design of other disability policies and constitutes a valuable experience focusing on the construction of community identity for institutional development: “recognition” of disability and persons with disability.</p> <p>The disability understood from a relational and interactive perspective of the subject with his environment will continue to demand actions, in this case, towards the university environment, so that the social barriers and obstacles that are manifested continue to be removed, particularly in the symbolic representations of society.</p> <p>Three issues need to be sustained in this ongoing process of resignation.</p> <p>Transcending the biological, individual, and medicalized conception of disability to understand it as a complex social process that surpasses the individual; give the place that corresponds to the university environment as a factor that contributes to the configuration of disabling situations (from its social, physical, academic, communicative, technological, labor or architectural characteristics, among others) and, to maintain spaces of participation where the voice of the person with</p>

	disabilities does not lose its value from its active, reflective and deliberative presence, assuming co-responsibility as a subject
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FILE	017	DOCUMENT TYPE	Magazine article	
TITLE	Challenges to Academic Inclusion of Disabled People at a Public Colombian University (Duarte & Fernández, 2016)		YEAR	2016
INSTITUTION	Universidad Pedagógica y Tecnológica de Colombia			
KEY CONCEPTS	academic inclusion; disability; inclusive university; accessibility; support for integration.			
INCLUSIVE EDUCATION	<p>Recently, the involvement of persons with disabilities in the education system has increased, from the concept of integration to that of inclusion. While integration is about adapting students to what is there, inclusion directly takes care of everyone. Inclusion involves transforming the culture, organization, and practices of schools to meet the diversity of educational needs of all students. It is teaching adapted to the student, whose actions are aimed at eliminating or minimizing the physical, personal, or institutional barriers that limit learning opportunities, access to and participation in learning activities;</p>			
DISABILITY	<p>In other words, disability is the condition under which certain people have some sensory, motor, intellectual or emotional impairment that in the long run affects how they interact and participate fully in society.</p>			
INTELLECTUAL DISABILITY	This topic is not developed in the article			
FOREIGN LANGUAGE	This topic is not developed in the article			
TEACHING LEARNING STRATEGIES	<p>It is emphasized that students consider the accessibility of facilities as a benchmark of institutional inclusion, and their perception varies depending on the Faculty in which they are located.</p>			

	<p>Students have been beneficiaries of the university scholarship program.</p> <p>Students report not having used curricular adaptations and even detect ignorance and nervousness on the part of their teachers, not knowing how to act with them.</p> <p>most school principals and teachers of Psychopedagogy have participated in academic events related to inclusion and disability; in the case of the former, this is due to the responsibility of their position that obliges them to know the regulations related to the subject; whereas, for the latter, the subject of inclusion is part of their professional practice.</p> <p>In general, teachers have a good attitude towards students with disabilities, highlighting their right to higher education; some mention the discomfort that the situation of having a disabled person in the classroom could cause them, especially because of the lack of knowledge to achieve their inclusion.</p> <p>It is interesting to note that UPTC has in its regulations guidelines that recognize persons with disabilities as an integral part of the university community, indicating the need to establish an institutional policy that helps the inclusion of persons with disabilities.</p> <p>According to the experts, to talk about inclusion is not only about curricula but also about cultural and sports spaces where the entire university community is integrated, regardless of any differences or conditions.</p> <p>the Psychopedagogy program, which highlights subjects that highlight the importance of putting forward proposals to include diversity as an educational reality; its professional profile indicates the ability to carry out diagnoses, identify and analyze situations in different contexts to propose curricular adaptations</p>
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	aimed at the population with SEN, promoting the processes of educational and social inclusion
METHODOLOGY	The research was exploratory and a nonexperimental descriptive methodology was followed; the semi-structured interview and the questionnaire were used as tools for the collection of information in university educational environments.
CONCLUSIONS	<p>Academic inclusion is a mechanism to ensure that students with disabilities have access to all the resources of an educational institution, without any discrimination. The results obtained in the institution under review demonstrate the institutional commitment to compliance with external standards relating to the inclusion of persons with disabilities; However, it is notorious the lack of training of teachers in the management of students with Educational Needs. Among the strengths, there is an institutional recognition of the right of students with disabilities to receive a quality education, in conditions of equity; this is coupled with the willingness of the university community to form an inclusive institution. However, it is essential to establish a clear policy that helps inclusion, which includes plans and programs such as the establishment of pedagogical strategies geared to the care of SEN.</p> <p>It would be expected that, especially in undergraduate programs, where future teachers are trained, SEN, curricular adaptations, and the treatment of diversity, aspects fundamentals of teaching practice</p>