



ESCUELA NORMAL No.1 DE TOLUCA



TESIS DE INVESTIGACIÓN

Generate Inclusive Activities for the School Community in Junior High School Tecnica No.2 “Tierra y Libertad” to Promote Healthier and More Inclusive Environments.

QUE PARA OBTENER EL TÍTULO DE
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION
SECUNDARIA

PRESENTA

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Dedicatory

I dedicate this work to my parents who were the main people who built me, who guided me, who supported me during my personal and professional growth.

To my siblings who are the most important thing in my life, who during these 4 years were my greatest motivation, my strength and help me to have the desire to excel.

My thesis advisor who helped me and taught me the fundamental bases to carry out my work effectively.

Toby, my faithful friend and companion who always played pranks that made me laugh.

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Introduction

Introduction

The following thesis work was done to receive the degree of Bachelor of Arts in Teaching and Learning of English Language Learning in Secondary Education. This research was conducted in order to know, investigate, analyze, present and socialize the importance of Inclusion in the educational field especially in Secondary Schools which is where this work was focused, specifically in the Escuela Secundaria Técnica No 2 Tierra y Libertad located in Juárez Toluca de Lerdo, Mexico.

Creating inclusive environments linked to education was always seen as a challenge, that is why I seek to create a better learning environment where the main point is that teachers know the different strategies that can be implemented with students inside and outside the classroom to create inclusive learning in addition to being able to integrate inclusion where it is not only considered that talking about inclusion refers to any disability, it is important to emphasize that inclusion also focused on being able to integrate all students and give them the same tools, learning opportunities, generating some necessary adaptations in the classroom where strategies and methodologies could be known to integrate all students in an English class, in order to recognize the different factors that allow the development of inclusion. In general and specifically in the learning environment.

Talking about inclusion involves several factors such as: knowledge, strategies, barriers, context, school environment as well as the actors that make it up, now well talk about inclusion is important because it is a current problem that is occurring generically both in schools and in society. However, this work is focused on the actors that make up the school such as: directors, teachers, students, which is why it was intended to focus on the issue of inclusion in the way in which teachers could carry out the integration of inclusion with students. In order to analyze, reflect and seek a change in the students, specifically in the way of defining the word inclusion and how to carry it out in the classroom.

Likewise, to concretize the term Inclusion, the ideas, opinions, reflections, methodologies, which in this case are two, Universal Design for Learning, Inclusive

Design that allowed education to generate a complement that helps each teacher in daily practice.

Currently in the learning of English at the basic level what is sought is to centralize the language for student learning, however, it is forgotten that there are different factors that are ignored, such as inclusion, although currently this issue is being taken up again. However, it is a little behind, so the concern of integrating this topic becomes even greater, since this research shows the obligation to reflect on what is being done.

On the other hand, the topic of Inclusion related to English Learning in Secondary Education is little or even null so unfortunately there are few antecedents that allow the knowledge or the relationship of this process, that is why this thesis work seeks to propose and make known the way in which Inclusion and English Learning can go hand in hand and also generate different recommendations that teachers can carry out in the classroom.

The following research is mixed because it is characterized as a research where its main characteristic was to be able to analyze, investigate, join the two researches which is quantitative and qualitative where it was required a compression of the time of the research problem where it was required to gather different information since it is closed information that allows to know in analysis the different data that integrate the research that are taken from the surveys that in this case were elaborated in the work to be able to know the process, now the qualitative data are open information where it was collected mainly from the interviews, the observation of the texts, the words to be able to have the necessary data.

Likewise, this thesis is structured as follows:

Chapter I: Contains the fundamental part of the work, which is where it explains, writes, mentions where the problem arose, the diagnosis that was taken to initiate the research, as well as the objectives and hypotheses, which is the main part of a thesis work.

Chapter II: Presents the theoretical framework of the research on which the work is based, as well as the two main definitions of the research which are: Inclusive Design and Universal Design for Learning.

Chapter III: It has the methodology with which we were working, placing specifically what each definition talks about, as well as the adaptations, activities to be carried out in the school, with teachers and students.

Chapter IV: Contains the chronogram of the diverse activities that were carried out in this work, as well as the description of the results that were obtained.

Finally, it contains a section where the reflections of what was done are presented, considering the hypothesis of the thesis.

Context

The Federal High School No 2 "Tierra y Libertad" is located in: Juarez Toluca de Lerdo, Mexico with a total of 747512 inhabitants of which 360774 are male and 386738 female. inhabitants where the dominant language is Spanish, being the formal and informal trade a source of income among the inhabitants.

Around the school there are different businesses such as: stationery stores, shopping malls, movie theaters, cafeterias, restaurants, police stations, shoe stores, clothing stores, parking lots and being close to downtown Toluca became an area full of variety of opportunities for students, however the students who attend the institution are not inhabitants of downtown Toluca, most live in the outskirts of the same city.

The first economic resource of the students is standard, it can be determined that of the 100% of the students at least 75% of the parents have a profession and the other 25% belong to the formal and informal commerce.

Toluca is a very touristic place where the well known Alfeñique Fair is held, where there are several activities, tours and sale of traditional sweets, especially chocolate, which has been held since 1989 and is commemorated in the dates of November-October.

On the other hand, another of the most important festivities is that of "San José" in the cathedral in the center of Toluca and is one of the places with the largest number of museums. Some of the tourist activities that are found are:

La Alameda Central Cuauhtémoc Park, Toluca.Plaza de los Mártires, Toluca.

- Corredor de la Plástica Mexiquense Museum, Toluca
- Palace of the Government of the State of Mexico, Toluca
- Cosmovital, Toluca
- Fundadores Park, Toluca

On the other hand the pulque is one of the traditional drinks obtained from the maguey where this became one of the gastronomic tourist attractions of Toluca for the diverse flavors that are found.

Finally the gastronomy is very complete and is characterized by its great variety of typical sweets and a great variety of dishes, chorizo, pickles are another specialty of Toluca.

In Colegio Tierra y Libertad there is an enrollment of 928 students; however, the parents have different jobs and 25% of the parents have a profession and the other 75% are working parents, merchants. The main economic activity of the population is agriculture, which is characterized by corn, wheat, beans, potatoes, barley, pork rinds, beans and oats.

Likewise, the livestock industry began to be characterized by the production of cattle, pigs, sheep and different types of poultry.

In the industry is where there is more development, more support, where this support is favored since there are different companies where this labor increase is developed.

On the other hand, tourism, although it is important to mention that there are few places that develop this economic activity. Commerce is also one of the main economic activities:

Primary 3.88%	Secondary 33.55%	Tertiary 59.43%
Agriculture	Mining	Trade
Cattle raising	Petroleum	Tourism
Hunt	Manufacturing industry	Services
Fishing	Building	
	Electricity	

1Table, Economic activities, It shows a percentage of the economic activities as well as some of the activities that are carried out , Retrieved from:<https://www.clubensayos.com/Biograf%C3%ADas/Actividades-Economicas-De-La-Regi%C3%B3n-De-Toluca/109221.html>.

Consulted the June 27th, 2022

Chapter I

Problematic

Problematic

For this research process, several analyses were conducted, starting with the reflection of what is mentioned in the Plan and Program Normal Schools (2018) on Inclusion in order to verify what support and tools are being provided to teachers in training on the subject of Inclusion in the classroom. Similarly, the Key Learning Plan and Program (2018) will be analyzed to identify the characteristics that are pointed out, what is requested in the schools to know what they had and what was being done in this whole process or what is required.

This research topic was generated from the observation, the analysis that was carried out during the course of professional practices since from the beginning of the practices in the first years of the career it is noticed that sometimes as teachers we leave aside the needs that students have, so the main focus becomes teaching but other factors such as inclusion are left behind.

In the classrooms there are students who have different needs, learning barriers such as: learning styles, needs, difficulties, it is for this reason that I perform the analysis of Inclusion that allows considering these aspects to modify, integrate activities that allow the learning of all so that no one is left out of the process of learning. It is necessary to make an analysis of everything that is required to carry out an inclusive education. To this end, it is important to mention some issues, which are:

Teachers need constant updating, preparation, especially in the knowledge of new methodologies, strategies such as Inclusive Design and Universal Design for Learning so that support can be generated that allows teachers to implement this in the classroom, and also generate change, adaptation in planning, in the different recreational activities, now to be able to talk about inclusion is also to analyze the different characteristics that are present in the school, For this, at the beginning an observation was made and it was noticed that the school does not have ramps, that most of the classrooms are on the second or third floor, so analyzing this, it is considered that the infrastructure has to be prepared to generate inclusive spaces, however it is known that this is a process that requires architects, it is something that does not depend on teachers, that is why this aspect is considered in a general way, mentioning only some general recommendations.

On the subject of Inclusion in the educational field there were different problems of Inclusion that arose even before the pandemic by Covid 2019, however it is relevant to mention that the problems that were previously had are different from those that are currently presented.

For example, when starting the process of hybrid classes it was necessary to look for different activities to work in school, likewise different scenarios were located where technology had to be adapted, the various digital platforms for the learning of each of the students and the socio-affective part between student-teacher began to change.

Currently there are different problems of Inclusion that began to be noticed even before the pandemic, however, some other actions were also integrated such as: Moving away or making fun of the students who had Covid 19 for fear of getting sick, as well as the rejection that was made to students who lacked economic resources is for these reasons that a division was generated between the group of students in the classroom, the way they were distributed in the classroom, the way they wanted to work in teams is why it was important to investigate this issue to explain it with the students so they can generate more interaction, motivation, interest on the part of students where they can participate in the analysis and reflection, as well as generate more teamwork. It is very important to mention that motivation is a topic that they will see in a general way but it is something that is not being considered within this research work as a priority topic.

Likewise, something that allowed me to analyze the problem was the analysis of the Plan and Program 2018 of Normal Schools where I could reflect on the subjects that I was taught during my career, what they contributed to me to be able to reflect on Inclusion, what things I lacked to reinforce to improve my practice. The following table reflects what was done in the subjects:

Course program	Competencies
	The general purpose is to analyze the student from the cognitive, social and cultural development where ICT, interests, cognitive processes are related, The general purpose is to analyze the student from the cognitive,

<p>Desarrollo en la Adolescencia</p>	<p>social and cultural development where ICT, interests, cognitive processes, interests and subsequent motivation are related to the socioemotional development and learning that focuses on socioemotional development where it is sought that teachers in training can understand their students so that they generate empathy and where a positive climate is encouraged in the classroom to regulate emotions in favor of learning, now this part becomes fundamental because in my work I seek that the student can be motivated, and also that this part is used as the main part for the improvement of learning.</p> <p>Generic competencies:</p> <ul style="list-style-type: none"> • Solves problems and makes decisions using critical and creative thinking. • Learns autonomously and shows initiative to self-regulate and strengthen their personal development. <p>Professional competencies:</p> <ul style="list-style-type: none"> • Characterizes the student population with whom he/she will work to make didactic transposition congruent with the texts, plans and programs. • Recognizes the cognitive processes, interests, motivations and formative needs of the students to organize the activities of the course teaching and learning activities.
<p>Educación socioemocional</p>	<p>Learning environments go hand in hand with emotional education as it seeks to identify and encourage personal interests and intrinsic motivation of students and the 2018 plan that we have mentions that emotional education is in the learning process where adolescents integrate values, skills and attitudes that help manage emotions then this aspect goes hand in hand that already allows teachers in training to take up certain aspects.</p>

	<p>Generic competencies:</p> <ul style="list-style-type: none"> • Solves problems and makes decisions using critical and creative thinking. • Learns autonomously and shows initiative to self-regulate and strengthen their personal development. <p>Professional competencies:</p> <ul style="list-style-type: none"> • Characterizes the student population with whom he/she will work to make didactic transposition congruent with the texts, plans and programs. • Recognizes the cognitive processes, interests, motivations and formative needs of students to organize teaching and learning activities.
Educación Inclusiva	<p>Undoubtedly it is a subject that is related in a general way with the main subject of the degree, especially because from inclusive education different analyses of what is taken to the classroom are generated, for example, personally since I took this subject at school I could see the deficiencies and problems of inclusion that were in the high school where I practiced, so this helped me to have a different view.</p> <p>Within the generic competencies as professionals, special aspects are mentioned, one of the most important is that the teacher in training has to develop innovative projects of social and educational impact, as well as recognize the cognitive processes, interests, motivations and formative needs of secondary school students.</p> <p>Generic competencies:</p> <ul style="list-style-type: none"> • Solves problems and makes decisions using critical and creative thinking.

	<ul style="list-style-type: none"> • Learns autonomously and shows initiative to self-regulate and strengthen their personal development. <p>Professional competencies:</p> <ul style="list-style-type: none"> • Characterizes the student population with whom he/she will work to make didactic transposition congruent with the texts, plans and programs. • Recognizes the cognitive processes, interests, motivations and formative needs of students to organize teaching and learning activities.
<p>Práctica Docente en el Aula</p>	<p>I consider that it is one of the subjects mostly related to the topic since in a general way it talks about the teaching practice in this case the Plan 2018 in this part marks some general aspects such as: the teaching and learning activities that are developed in Secondary as well as it becomes a tool for the observation that is where it is allowed to record the various problems, as well as to analyze the different events that happen within the classes as well as the strategies that are carried within the same.</p> <p>Generic competencies:</p> <ul style="list-style-type: none"> • Solves problems and makes decisions using critical and creative thinking. • Learns autonomously and shows initiative to self-regulate and strengthen their personal development. <p>Professional competencies:</p> <ul style="list-style-type: none"> • Characterizes the student population with whom he/she will work to make didactic transposition congruent with the texts, plans and programs.

	<ul style="list-style-type: none"> Recognizes the cognitive processes, interests, motivations and formative needs of students to organize teaching and learning activities.
<p>Diseño del Proyecto para la Enseñanza del Inglés</p>	<p>It focuses on various aspects in this sense that the teacher in training strengthens some activities such as the interest of high school students towards the English language that as mentioned is generated from a problem that the student faces with their knowledge, likewise different problems are diagnosed that in this case with this analysis I could know my subject.</p> <p>Generic competences:</p> <ul style="list-style-type: none"> Solves problems and makes decisions using critical and creative thinking. Learns autonomously and shows initiative to self-regulate and strengthen their personal development. <p>Professional competencies:</p> <ul style="list-style-type: none"> Characterizes the student population with whom he/she will work to make didactic transposition congruent with the texts, plans and programs. Recognizes the cognitive processes, interests, motivations and formative needs of students to organize teaching and learning activities.
<p>Fundamentos de la Educación</p>	<p>One of the objectives of the course is to be able to generate that teachers in training can adopt the role of mediator as well as to be able to generate a work in pairs in this aspect various aspects that could be considered are suggested, however, from this approach it is related to some approaches and fundamentals.</p> <p>Professional competencies:</p>

	<ul style="list-style-type: none"> • Finds its professional practice from legal philosophical bases and current organization. • Solves conflicts and emerging situations in a peaceful manner.
<p>Enfoques Innovadores en la Enseñanza</p>	<p>This course aims to be able to use approaches related to teaching, in this case implementing pedagogical trends incorporating pedagogical techniques that I feel relates to what I will carry out since it becomes a guide in the way of working likewise it was something that I feel should be further reinforced so that I can enrich this aspect in a general way in the necessary areas within this aspect.</p> <p>Professional competencies:</p> <ul style="list-style-type: none"> • Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of the current study plans and programs. • Identifies theoretical and epistemological frameworks of the English language, its advances and didactic approaches for teaching and learning. • Characterizes the student population with which they will work in order to make didactic transpositions congruent with the contexts and the plans and programs.

1Chart,Subjects, During my training I had different subjects in my career, it is for this reason that it can be shown that a chart was made with the analysis of the subjects that increased my interest in Inclusion, as well as aroused my doubts, adapted from Plan y Programa, for SEP (2018) <https://dfa.edomex.gob.mx/ense%C3%B1anza-aprendizaje-ingles>.(Own elaboration,2022)

This chart allowed me to reflect, analyze the opportunities, strengths and weaknesses I had in the subjects during my career.

1.1 Diagnosis

Reviewing the background allowed us to identify the reason why inclusion in the educational environment was affected or benefited.

This work was carried out with an observation at the beginning of the school year, which was conducted virtually from August 30 to September 3, 2021.

In this observation process it could be seen that at the beginning of the school year there was only one class per week where there was little participation of student attendance.

Likewise, it could be noticed that during the hybrid class process there was little participation by the students since during the classes they were asked questions regarding the topic or activities they were learning and the students did not respond and even left the class because they were not paying attention, likewise the students did not disconnect from the class after the class was over, this was an indicator that the students left the computer and they went to do other activities at home.

After that, it was possible to notice a problem in learning since it was seen that only the class work remained, but there was no learning, nor was there feedback to give the students enough tools to achieve the expected learning.

Consequently, an interview was applied to the students, the same tool that had 6 sections where various interviews were conducted, however one of the most surprising answers was where it was mentioned that the perfect class would be where the teacher asks us things but if we do not know that we say it's okay and be patient with us", so this answer allowed us to analyze that many times when we find different ways to learn, teachers put barriers that do not allow the student to achieve the expected and stay in the learning process. (Annex 1 of the biopsychosocial sheet)

Subsequently, the first day of intervention was carried out from November 1 to 26, 2021, where an interesting intervention was carried out since they were presented by weeks and the group was divided into two groups, however, different comments were presented that were related to people who had Covid, by not approaching or not talking to them at that time, this factor became another

factor that awakened the importance of inclusion in the classroom. Also, initially an interview was conducted with 7 questions. (Annex 2)

In the interview it could be observed that there is confusion about the word inclusion since they consider that talking about Inclusion is only when there are students with a disability and teachers do not know how to diversify activities in terms of how to carry out this topic in the classroom and now well with the relationship of their subjects since this same interview was conducted with teachers of different subjects where they mentioned that many times inclusion is something that is forgotten because of the different tasks that the teacher has in front of a group, also because in the process of being in the group is required to attend the class, the tasks, teachers consider that to address this issue in a specific and concrete way courses and workshops are needed that allow them to know the different strategies and activities that can be done in the classroom without having to do twice the work that is already done.

However, after the interview there was a teacher who was so interested in the topic and its importance that he decided to inquire more about it, so in the technical council held on November 26, 2021 the topic of Inclusion was taken up again. In general, it was determined that inclusion is often not reflected by teachers and even some exclusion activities are carried out unconsciously for all that this topic entails, on the other hand the strategies, the importance of this topic is something that remains in suspense because they do not have the resources to work on it properly.

However, when analyzing the responses from the interviews with teachers, we seek to sensitize them so that in a technical council they explain what inclusion is, what activities and strategies can be included, such as the application of Universal Design for Learning. with the students, which allows them to have important aspects in the classroom, so that they can also carry out an activity with teachers where they can live or experience what it is to have a different disability, a learning barrier or a different need in order to raise awareness about the importance of inclusion in the classroom in a certain way.

On the other hand, we seek to suggest different activities and exercises that take into account the different ways of learning, for example, visual and auditory material, among other activities, as well as promote inclusion by example, classroom activities, the form of delivery of work, having that freedom of choice to create diversity in the way they can deliver the work so that they can choose whether the form of delivery is visual as it is in a video, a graphic organizer, a

song, without leaving aside the way in which it is planned and evaluated, since with students it is necessary to use the Universal Design for Learning that talks about the way in which all these changes arise.

One of the main actions for the different needs of students is to be able to adapt, to create spaces so that everyone can work in a way that considers each of the characteristics of the people that can not only include but also recognize the importance of them to develop a certain way a model to leave behind individuality, because something that helps in this area is to generate collective work and also to promote the various modifications that generate inequality.

It is relevant to be able to analyze that in order to retake inclusion it is fundamental to recognize that the school needs to adapt to the needs: economic, technological, motivational, health, personal relationships, affective, since this would generate an objective that encompasses the different aspects.

In Technical School No. 2 "Tierra y Libertad" has medical service, 8 classrooms per grade, an English laboratory, several workshop classrooms, chemistry, physics and biology laboratories, technology classrooms, a multipurpose room, these aspects become fundamental for the analysis.

Likewise, the analysis is complemented with the definition that "Key Learning" says in the process of the research process because it is considered that the topic of Inclusion is somewhat isolated in the teaching process of the teachers in training.

A factor that directly affects this topic is the lack of knowledge of the subject in schools, as well as the lack of empathy that sometimes exists in society, since individualism is part of the whole process.

We seek to adapt inclusion in schools, as well as to use different research methodologies such as: Universal Design for Learning, Inclusive Design to improve the development of the integration of activities in the English class with the necessary adaptations in the different activities.

The research work is based on the fact that the students of Basic Education (secondary) can develop the capacity to improve their knowledge of English with the implementation of inclusive spaces, from the reflection of the same that consists of the analysis of the diverse needs or resources that they have with the students.

Researching and knowing this topic in the educational field will allow us to have a clear concept of the subject, which will help us to understand in a general way since in many occasions the topic of Inclusion is left behind, however this same word goes beyond this aspect, it is to analyze, to review the needs of the students and from there to generate a planning with the necessary considerations.

In addition, investigating inclusion in secondary schools will allow adolescents to learn together in a way that they are considered when working and by doing this work they can analyze the different needs that each of their classmates have to develop inclusion among them, as this implies a cooperative work in which this type of work will allow them to develop the different skills of the English language in the classes, that is why this document focuses on students in the 1st year of Secondary School, where focusing on a grade or age range generates different variables, needs and considerations due to the stage in which the students are, which will generate a complete research in which the problem of Inclusion in schools is known in a way that is comprehensive so that this becomes a tool to consider as key factors of this issue.

It is considered that carrying out all these topics in school is not an easy task because it requires time, research, however it is possible to carry out different activities suggested by the Universal Design for Learning from experience it can be mentioned that it is possible.

Implementing this topic in this process is also a change in teaching, since it requires constant research because terms and definitions are changing, which means that there are few authors who talk about inclusion in the educational field, but working on this topic would be helping to generate a significant change in education.

1.2 Objectives

General objectives

Verify that it is possible to generate Inclusion activities apart from teaching English classes, produced by the investigation, the interviews, the implementation in the Escuela Secundaria Tecnica No 2 Tierra y Libertad.

General Specific Objectives

- In the school context to determine inclusive activities that allow to generate an inclusive environment.

- To relate in the school the concepts, activities, plans and programmes, which are related to Inclusion orally presenting the knowledge in Technical Councils in order to be able to inform.
- Reflect on how an English teacher can carry out Inclusion activities in the school.
- Carry out interviews with teachers in basic education to understand and know the definition and importance of Inclusion.

1.3 Goals

In education the implementation of inclusive activities is the focus of the goals because it is required to demonstrate that a teacher can implement inclusive activities so that they become one of the main activities in the secondary school.

Given its diverse importance in the educational field in my practice during my social service, elaborating, investigating, analyzing, implementing is part of the tasks that require more effort to be able to create inclusive environments.

In the educational field it was observed that dedication is required to carry out the different activities.

Therefore, this research aims to have a satisfactory or outstanding development where it is sought:

- Identify the actions of Inclusion and improve the strategies in the Escuela Secundaria Tecnica No 2 "Tierra y Libertad" from September 2021 to June 2022.
- To know the activities related to Inclusion and to carry out some of these strategies in the school.
- Share Inclusion activities with students to generate reflection on the topic during English classes.
- Suggest some areas of improvement in the school by elaborating a document that will allow the school to know the needs and implementations that can be done in the school during the next school year.

1.4 Hypothesis

An English teacher apart from teaching can generate, suggest different inclusive activities or actions in the educational environment of the Escuela Tecnica No 2 "Tierra y Libertad" that help to promote more inclusive environments in the educational environment.

Chapter II

Framework

2.1 Plan and program 2018

When carrying out this research, different processes were carried out, the main one being to analyze, read and research, which is why for this first part we looked for different authors that would allow us to get to know the basic concepts of this research.

The first and most important point being the analysis of the Plan and Programme of Normal Schools (2018) where the subject was analyzed, as well as what was seen in these subjects

For example: Developed in Adolescence where it talks about the general purpose in this subject was to analyze the student from the cognitive, social and cultural development where ICT, interests, cognitive processes are related.

The socio-emotional development and learning that focuses on socio-emotional development where it is sought that teachers in training can understand their students in a way that generates empathy and where a positive climate is fostered in the classroom to regulate emotions of learning, now this part becomes fundamental since within my work it is sought that the student can be motivated, and also that this part is used as the main part for the improvement of learning.

On the other hand, Emotional Education also talks about learning environments that go hand in hand with emotional education, as it seeks to identify and promote the personal interests and intrinsic motivation of students, and the 2018 plan mentions that emotional education is a learning process in which adolescents integrate values, skills and attitudes that help them to manage emotions, so this aspect goes hand in hand and allows teachers in training to take on certain aspects, Inclusive education is generally related to the main subject of the degree, especially because inclusive education generates different analyses of what is taken to the classroom, for example, since I took this subject at school, I was able to see the deficiencies and problems of inclusion that existed in the secondary school where I worked, so this helped me to have a different outlook. Within the generic competences as professionals, special aspects are mentioned, one of the most important of which is that the trainee teacher has to develop innovative projects with a social and educational impact, as well as recognising the cognitive processes, interests, motivations and educational needs of secondary school students.

Now according to the Key Learning Plan and Programme (2018) different aspects are considered within this process, when reviewing this programme it is mentioned that:

"Inclusion and non-discrimination are principles that must be translated into attitudes and practices that sustain, inspire and legitimise educational work".

This part helps us to understand that inclusion in the educational field helps to inspire students and even teachers by the way of working that will generate that they follow some of the strategies that are applied in class to promote this part.

Now to start the topic it is important to know what inclusion is, which according to UNESCO (2007) it is mentioned that:

"Inclusive education recognises the right of ALL children to feel welcome in an educational setting in their own community. It refers to the capacity of mainstream premises, schools and ECD centers to respond to the needs of ALL learners, including those who require support because of a physical or learning disability, social disadvantage, cultural difference or other barriers to learning".

In this part, knowing the definition of Inclusion allows to understand where it is focused, what it seeks to do, how it will be carried out and to have a central definition of the research that can create a starting point regarding the different aspects that will be carried out in the educational process as well as, as mentioned by UNESCO, a fundamental aspect is to recognise the rights of all to create an educational environment.

Now in order to complement this concept of inclusive education it is important to consider another definition of this term in order to learn more about it.

Bui, Quirk, Almazan, V Alquraini and Gut (2012) explain what:

"Inclusive education is when all students, regardless of the challenges they may have, are placed in age-appropriate general education classes found in their neighborhood schools to receive high-quality instruction, interventions and supports that enable them to achieve success in the core curriculum".

I consider that this definition is related in a specific way, since it mentions in a general and particular way the objectives of education to achieve the objective in this part I agree with what is mentioned since it is said that the activities are

considered depending on the age of the students and I consider that this is a fundamental aspect since it is also important to consider this aspect in the part of Inclusion since depending on the age the tastes and interests are different.

In conducting this research different processes were carried out being the main one to analyze, read and investigate, that is why for this first part we looked for different authors that would allow us to know the basic concepts of this research, being the first and most important point the analysis of the Plan and Program of Normal Schools 2018 where the subject matter was analyzed, as well as what was seen in these subjects.

Example: Developed in Adolescence where it talks about the general purpose in this subject the student was analyzed from the cognitive, social and cultural development where ICT, interests, cognitive processes are related, socioemotional development and learning that focuses on socioemotional development where it is sought that teachers in training can understand their students in a way that generates empathy and where a positive climate in the classroom to regulate the emotions of learning is encouraged, now this part becomes fundamental because in my work I seek that the student can be motivated, and also that this part is used as the main part for the improvement of learning.

On the other hand, Emotional Education also talks about learning environments that go hand in hand with emotionality. emotional education, as it seeks to identify and promote personal interests and intrinsic motivation of students, and the 2018 plan mentions that emotional education is a learning process in which adolescents integrate values, skills and attitudes that help them manage emotions, so this aspect goes hand in hand and allows teachers in training to assume certain aspects.

Inclusive education is generally related to the main subject of the career, especially because inclusive education generates different analysis of what is brought to the classroom, for example, since I took this subject in school I could see the shortcomings and problems of inclusion that existed in the high school where I worked, then this helped me to have a different perspective.

Within the generic competencies as professionals, special aspects are mentioned, one of the most important is that the teacher in training has to develop innovative projects with social and educational impact, as well as recognize the cognitive processes, interests, motivations and educational needs of high school students.

2.2 Pedagogical Principles

It is also important to mention the 14 pedagogical principles, which are:

1. Put the student and his or her learning at the center of the educational process.
2. Take into account the student's previous knowledge.
3. To offer accompaniment in learning.
4. Knowing the students' interests.
5. Stimulate the student's intrinsic motivation.
6. Recognize the social nature of knowledge.
7. Encourage situated learning.
8. To understand evaluation as a process related to learning planning.
9. Model learning.
10. Value informal learning.
11. Promote interdiscipline.
12. To favor the culture of learning.
13. Appreciate diversity as a source of richness for learning.
14. Use discipline to support learning.

These principles are the elements that have to be addressed inside and outside a group, which are part of a curricular structure that will help to know the activities that have to be performed since they allow the contributions of the science of education to be considered since they are intended to establish intentions to guide students so they can develop knowledge, skills, abilities, attitudes, values so they can join the work since they dictate and help with the pedagogical model that will help develop the different skills.

Likewise also Key Learning Plan and Program (2018)

"Inclusion and non-discrimination are principles that must be translated into attitudes and practices that support, inspire and legitimize". educational work".

This part helps us to understand that inclusion in the educational field helps to inspire students and even teachers by the way of working that will generate that they follow some of the strategies that are applied in class to promote this part

Now, to begin the topic it is important to know what inclusion is, which according to UNESCO(2007)

"Inclusive education recognizes the right of ALL children to feel welcome in an educational setting in their own community. It refers to the ability of cross-curricular premises, schools and ECD centers to respond to the

needs of ALL students, including those who require support due to a physical or learning disability, social disadvantage, cultural difference or other barriers to learning”.

In this part, knowing the definition of Inclusion allows us to understand where we are heading.

In this part, knowing the definition of Inclusion allows us to understand where it is focused, what it seeks to do, how it will be carried out and to have a central definition of the research that can create a starting point regarding the different aspects to be addressed. be carried out in the educational process, as well as, as mentioned by UNESCO, a fundamental aspect is to recognize the rights of all in order to create an educational environment.

Now, to complement this concept of inclusive education, it is important to consider another definition of this term to learn more about it.

Bui, Quirk, Almazan, V Alquraini and Gut (2012) explain what:

“Inclusive education is when all students, regardless of the challenges they may have, are placed in age-appropriate general education classes found in their neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to achieve success in the core curriculum”.

I consider that this definition is related in a specific way, since it mentions in a general and particular way the objectives of education to achieve the goal in this part I agree with what is mentioned since it is said that the activities are considered according to the age of the students and I consider that this is a fundamental aspect since it is also important to consider this aspect in the part of Inclusion since depending on the age the tastes and interests are different.

Inclusive education is also carried out mainly with the strategy of being able to generate acceptance in this educational process in addition to involving different aspects such as understanding, attention, needs, considerations so that diversity in the classroom can include all the aspects referred to in this approach. to cognitive, academic, social, emotional needs since this generates that students can take classes with an equal education with the specific purpose of being able to review the different processes they have.

2.3 Program For Inclusion And Educational Equity (2017-2018)

Integrating the term Inclusion entails research and what is sought is to create a fairer society in Basic Education where there are different factors required such

as: knowledge, infrastructure, actions, activities and equipment to strengthen Inclusion and Equity. This program has six components which are:

- Actions implemented in indigenous education schools.
- Actions implemented in migrant education centers.
- Special Education Services supported for the attention of students with disabilities and students with outstanding abilities.
- Telesecondary Education Schools supported with actions that generate equity conditions and favor educational inclusion (this component was eliminated from the 2018 Operating Rules).
- Attention Centers for Students with Disabilities (CAED) of upper secondary type supported with equipment for the population in context of vulnerability.
- Support to Higher Education Institutions (IPES) to promote inclusion and equity for students in the context of vulnerability and disability.

This program helps significantly in the educational field since it allows to evaluate the orientation of programs related to educational equity and inclusion in order to provide information to create a design, management and results.

Likewise, it is possible to generate an analysis of the different factors that influence Inclusion, equity and problems in Basic Education, as well as this same program is supported by the different diagnoses that it carries out such as: Institutions, resources available such as equipment, technology, materials, capacities and infrastructure conditions, rights and this is done thinking about students who are in a rural area, migrants, students who have a disability or extraordinary aptitudes so that they can have access to quality education where all these characteristics can be considered.

It is considered that this program is very important since it allows to generate the corresponding evaluation to be able to know the characteristics that they have.

2.4 Inclusive Design

Vinannee ,C. (2021) mentions that:

“Inclusive design is “a methodology that enables and draws on the full range of human diversity. Most importantly, this means including and learning from people with a range of perspectives.”

This methodology in a general way helped to give a general context of what inclusion entails in this sense some of the aspects that are considered within the

same were known, on the other hand this methodology is used in companies however by the flexibilidad that it has can achieve the ease of accessibility to be able to adapt in the educational field, in terms of infrastructure.

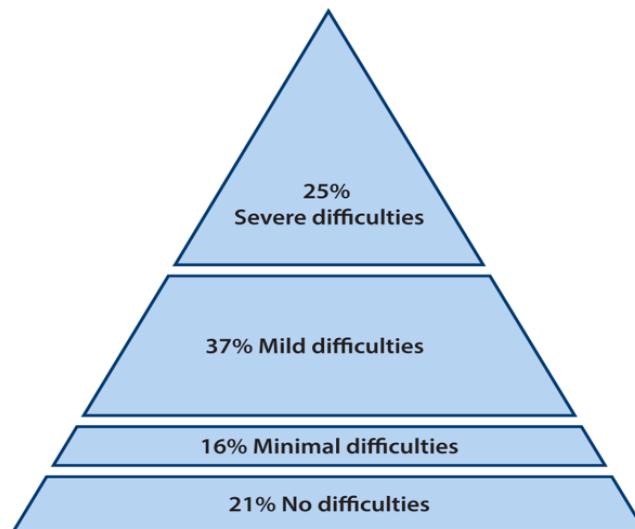
This inclusive design is extremely important because it is characterized by considering the ability, culture, gender, capacity, tastes and interests that generates that spaces, products and moments can be created for everyone.

Creating accessibility is one of the main objectives of this design in which it is intended to be able to design various skills such as: listening, speaking, grammar, use of English, skills, mobility.

Likewise, another characteristic is the search for tranquility, comfort, and the experience of having a high level in the facilities to achieve participation.

For this purpose, there is a pyramid that explains the complex range for the development of skills within the same context.

This pyramid allows us to know the people involved for example: people who have no difficulty, the various difficulties encountered.



2Chart, Pyramid, This pyramid shows the percentage of difficulty in Inclusive Design. Retrieved from:<https://www.mistywest.com/posts/what-is-inclusive-design/>

Consulted the June 27th 2022

2.5 The 7 principles of inclusive design

There are different principles within Inclusive Design and the steps involved will be addressed:

1. Provide comparable experience
2. Give Control
3. Offer Choice
4. Consider situation
5. Be consistent
6. Prioritise content
7. Add Evaluate

2.6 Universal Design For Learning

CAST(2011) mentions that:

“Universal Design for Learning is a framework that addresses the main obstacle to promoting expert learners in learning environments: inflexible, "one-size-fits-all" curricula.”

However, it is important to mention that Universal Design has an advantage in that it is flexible in its development, allowing learning needs and barriers to learning to be resolved efficiently.

The design can be applied to all students, both for students who are able, as well as for those students who have greater learning needs, students who have a disability and students who are in the range of average students, since, as mentioned, flexibility is one of the fundamental elements, and one of the objectives of this design is to create a fair environment, It is very important to mention that a worrying aspect is that in the school there are students with greater vulnerability, which in this case corresponds to students, with disabilities, with different needs, learning barriers, which with this design allows for greater accessibility for each of the students.

This inclusive design is extremely important because it is characterized by considering the ability, culture, gender, capacity, tastes and interests that generates that spaces, products and moments can be created for everyone.

Creating accessibility is one of the main objectives of this design in which it is intended to be able to design various skills such as: listening, speaking, grammar, use of English, skills, mobility.

Likewise, another characteristic is the search for tranquility, comfort, and the experience of having a high level in the facilities to achieve participation.

For this purpose, there is a pyramid that explains the complex range for the development of skills within the same context.

This pyramid allows us to know the people involved for example: people who do not have any difficulty, the various difficulties encountered.

The Universal Design for Learning consists of obtaining the main obstacles to be able to achieve teaching and generate a flexible environment and also helps to analyze the students, their characteristics looking for flexibility of objectives, methods, materials, evaluation that allows to generate a variety for the great diversity that exists in the classroom for this design seeks to meet the diverse needs that are counted in a classroom, generates the stimulation of the different designs to achieve flexibility to allow that knowledge and that generates the learning of each of the students with varied activities, enough.

Universal Design has 3 principles which are:

- Multiple forms of motivation,
- Multiple forms of perception
- Multiple forms of action and expression that are used in a diversified way.

This is to generate a diversified planning where diversity can be addressed, incorporating various activities that this same design has a list of activities that can be considered in classes and this does not have a template for planning in reality the feature it has is the approach which is: teaching-learning.

There are several guidelines in this design where models and supports are required to develop the skills that are found.

2.7 Aprendizajes Clave para la Educación Integral

This document is elaborated by the SEP where different general aspects of Inclusion are approached that allowed the understanding of this work, this topic has: Strategy for equity and inclusion in basic education: for students with disabilities, outstanding abilities and severe learning, behavioral or communication difficulties, which discusses the different changes that occur within an institution and the way in which they can work in the classroom, as well as some of the reasons that in this sense is that the teacher seeks to improve student learning.

This document presents some of the principles of inclusion, as well as the theoretical basis of the subject, key principles of inclusive education, characteristics of inclusive schools, inclusive practices, elimination of the BAP, the DUA, guidelines for the implementation of strategies, the dimensions of inclusive education, working material about what the Index is, how the Index is structured.

It is for this reason that this document is one of the most complete on Inclusion, explaining and showing everything that Inclusion entails, as it is known that this topic is very broad and requires an analysis of the main fundamentals in order to identify how it can be included in schools, making adjustments for the characteristics found in each of the groups.

2.8 Perfiles Profesionales

In order to be able to carry out the analysis of what is mentioned and carry out various interviews with teachers, it can be mentioned that there is a document called: Professional profiles, criteria and indicators for teachers, technical teachers, pedagogical technical assistance, school management and supervision staff, which mentions some of the characteristics and activities that have to be carried out as teachers, and there is even a section called: A teacher, a teacher who knows their students to provide them with inclusive, equitable and excellent educational attention.

SEP (2021) mentions that:

"It is essential that the teacher has willingness, interest and high expectations, for what their students can learn, as this favours their enthusiasm and motivation to participate in their formative process and face school challenges with effort and dedication. A teacher who believes in the possibilities and talents of all his or her students has a positive impact on their lives, by showing them confidence and security in their abilities, and encouraging their development beyond school".

Now this document allows me as a future English teacher to know that various activities are being implemented in the educational field regarding Inclusion, likewise this course I took it for the USICAMM process where it made me reflect that it is something that is being taken up again, considering to include as future English teachers.

The document mentions some of the intentions which are: to get to know the students, as well as being able to mention that the teacher has to be able to offer varied and interesting learning opportunities, according to the needs, learning styles, context, as well as suggesting various criteria and indicators to be able to carry out this process.

Chapter III

Methodology

3.1 Methodology

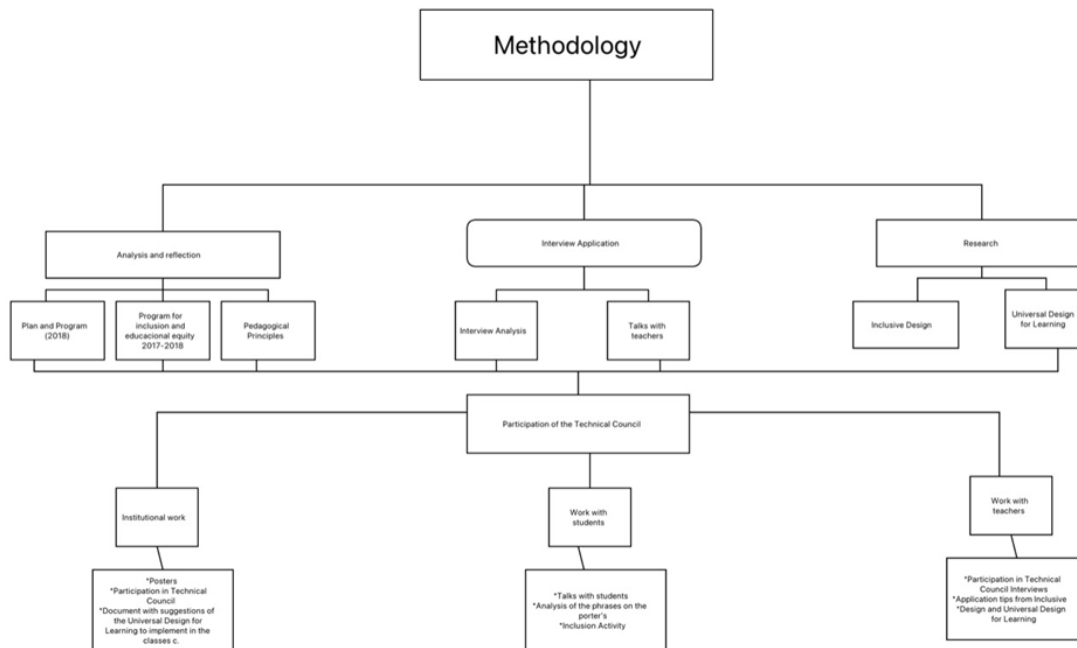
The research work was carried out in a mixed manner because during the research process there are interviews that are qualitative and analysis that are practical where the different results will be analyzed in order to create an analysis that generates changes to provide solutions to the different problems that arise.

Likewise, this research is characterized by being based on the responses of the different people who are related to this environment, which in this case would be teachers, students and managers with concrete information.

Another characteristic of this document is that the collection of information that is being carried out was by means of interviews where the results become very reliable and allow to obtain a greater scope in the process of analysis of the research data.

For the methodology of this research, different graphic organizers were created that allowed to organize, synthesize and place the information in such a way that the different aspects that are needed in this process are considered.

The methodology of this research consists of the following:



3Chart, Methodology, This scheme shows the order and process that was carried out during the investigation, in general it was the methodology that was carried out (Own elaboration,2022)

In order to carry out this research, the methodology that was generated is being tested and for this reason there are several differences in this process and different activities were carried out at the same time, which were to analyze and reflect on the different plans and programs.

Part of the methodology consists of:

1. The analysis and reflection of the Plans and Programs (2018), the Program for Inclusion and educational equity (2017-2018), Pedagogical Principles as a basis to be able to know what the plans said, how they were carried out, what activities it suggested and what support the plans gave us.
2. Interviews with teachers were carried out in order to know the following perspectives that teachers had about Inclusion in the classroom, as well as different talks with teachers about the topic.
3. Inclusion talks with teachers and the interest of a teacher who carried out a participation of Inclusion in the Technical Council where it was mentioned that the interest arose from that interview.
4. Information search where the following methodologies were considered: Inclusive Design, Universal Design for Learning
5. Participation in the Technical Council.
6. Work in the school
7. Work with students
8. Work with teachers.

What is mentioned in the plans and programs, the terms used, the characteristics that are being developed in the topic, the diversity of the topic that is being generated so that the understanding is carried out and this first analysis of programs is one of the most important steps to review to check what elements are provided to teachers in training for the development of the same topic in schools, as well as to review what is suggested for the topic and what other recommendations are found to work on.

The search for information was made to be able to carry out an autonomous work in this process where the objective of the search was to know more about the topic, to understand it in the different factors that intervene when wanting to use the topic in the school environment especially with the search for application in

the classroom with the different recommendations that are made to generate this process.

On the other hand the search is generated a theoretical framework, which is elaborated from all the information that will be obtained, improving, working and analyzing, since something important is this support with the research that others do and that from this, some aspects are considered and adapted to the type of approach that is going to be given.

Now we know about the inclusion of a general overview where what is done is the analysis or comparison of what the plan and program says has to be achieved, what we have, the definitions or activities that are suggested and what is investigated to see how to work it.

A new definition emerged from all the information search that was carried out, where it was about Inclusive Design, this aspect was sought to be able to adapt some of the steps that will be developed during the process, where it is sought to generate areas of improvement in the different aspects, spaces for the work of the same.

This topic breaks down the different problems that can be found in this aspect whether internal or external in the educational field, since being a researcher it is known that what is sought is also to analyze the problems to be able to solve them in the most effective way according to all the development it has.

Now well the problems that are found in this investigation were diverse of where it was from the:

- Motivation
- Technology
- Accessibility
- English level
- Reflection

This step is closely related to the observation that is made in the practices since it is at that moment where some of these problems are observed, since the others will be in the course of the work, or the days of practice where some other

problems will be presented. developed or visualized, now well the graphic organizer was presented in that way and with that intention.

3.1.1 Inclusive Design

By analyzing, investigating and learning, it is possible to determine the strategies that are going to be considered, which in this aspect, by learning about the part of inclusion, the concept of Inclusive Design was derived, which will allow the development of this educational process. Another important aspect in this process is that Inclusive Design is something that was only reflected in Offices, however, by analyzing this process or adapting it in Secondary Schools, it would allow to learn about a different aspect within this whole area, as well as a significant change in what is being sought.

In this research of Inclusive Design, a graphic organizer was made in which it was sought that different activities and strategies could be adapted with this design. It is important to emphasize that in this section of this topic was where they began to section, divide, compile and recommend some of the characteristics and qualities that are present in this process, since there are 7 important steps that were developed in different ways in which the research was part of these changes that were being generated.

The process for Inclusive Design is to identify the different factors that we have, that are needed, that are used so that from this we can generate an advance in the information that we have and identify what is required, after that is to review the biography that in this case are the plans and programs, the concepts that we already had of Inclusion, of the same topic Inclusive Design so that the analysis of the problem is carried out, of what we have, of what we are looking for to solve, attend or improve, now something that we are also looking for is to be able to generate some questions that allow us to obtain the data of some information to support what is being mentioned so that from that the objectives, the goals become clear for the development that we have, the methodology is a support that will allow the research to be developed with the different adjustments.

One of the most important steps in this method is to be able to focus on the way in which information is collected, which in this case is through interviews with teachers, talks with students where the importance of inclusion in the classroom can be known, generating different adaptations in the chosen method, which would be Inclusive Design for the infrastructure to be adapted in that aspect, since both teachers and students would work with Universal Design for Learning.

Now with the different steps of Inclusive Design it can be mentioned that what is sought is to be able to adapt each of these steps in the Inclusion but especially in the Infrastructure.

3.1.2 What is it?

Since the Inclusive Design has the ability to exclude or include as well as to analyze the great diversity of students that can be extremely effective within this educational process since it seeks to consider the accessibility of the resources where the methodology that is used is related to the way of the design, as well as that this process can be used by a great diversity of people who have different needs, capacities, opportunities since as it is known this subject has as objective the diversity between people.

On the other hand, Inclusive design aims to understand in an adequate way each person with different needs, the variations of abilities that are present in the school.

Now during this whole research process it is necessary to mention that several aspects need to be considered as a first point to take into account and in a clear way the needs of education and to include the inclusive classroom as this issue of inclusion becomes a necessity for education but specifically for teachers who need support, workshops, courses that allow them to generate an inclusive classroom.

(Boer, Pijl and Minnaert, 2011) mentions that;

“A rigorous literature review of studies found that most teachers had neutral or negative attitudes towards inclusive education.”

For this part by dividing this knowledge into three categories of school, classroom and teachers this aspect will be addressed mainly considering the inclusive classroom where not only are considered only in the processes, since an inclusive classroom goes beyond this whole process where the classroom adapts the various characteristics of students to address, enter the needs of all students who are in the classroom, with the necessary resources for this process, as well as allowing independently can use the characteristics, needs where they can adopt the various factors involved in the inclusion.

It is for this reason that from this it can be determined, mentioning that many times exclusion is reflected by teachers indirectly, since not knowing in detail the issue of exclusion becomes confusing and we do not know at the time when this action is carried out, but this issue is so important that it can be reflected in the exclusion

from some comment by teachers is why knowing about this will generate eradicate all types of exclusion in the classroom.

Now this topic is so relevant that it is taken up again to generate a change in the different aspects, for example by implementing it with parents, teachers, students to be able to manage the different aspects, the teachers having experience in the educational field generates that it becomes significant in the whole aspect.

Savage and Erten, (2015) mentions that

“Evidence supports that to be effective, teachers need to understand best practices in teaching and instruction adapted for students with intellectual disabilities; but positive attitudes towards inclusion are also among the most important in creating an inclusive classroom that works.”

However, if practices consider all of these aspects in this development it will help to generate greater implementation of Inclusion in schools.

Provide comparable experience:

Now we will explain what each of these principles consists of and how they can be adapted to the school since, as mentioned, this design is designed for companies, but it is adaptable.

Barclays (2019) it is mentioned

“This first process, the aim is to generate an experience in which it is sought to ensure that the person can perform the different tasks in order to be able to adapt to the different needs that they have, using different tools and approaches.”

In the school environment this can be reflected in the way in which the content is presented in this case that can be through visual, auditory, oral or written way where all students can have a good accessibility to the resources.

Give control

In this part, the aim is that people can access and interact with the different materials and spaces in such a way that control can be generated, for which some types of control are mentioned, however, when referring to business, technology, these 3 types of control would not apply in education, only the general term.

However, in the classroom, control can be the way in which materials are presented, where with some adjustment a material can be adapted to different needs.

Offer choice

The following principle aims to provide different ways in which people can perform an activity, especially those who have greater difficulty, and seeks to create accessibility.

In this part of the educational field it would be generated in the way of carrying out, delivering products in English since the students would have the opportunity to choose the way in which they can work or deliver a work so that the students deliver their work in this case in this way accessibility and diversity would be given.

Consider situation

This principle is interesting because it is intended to ensure a different experience where people can use it autonomously, for example to be able to move, to work to find an impact where the interaction is good for people with disabilities, an example of this method is subtitles in the materials to develop the activities, the context is also an important part of this principle.

In the school this principle will be used to provide subtitles to students in the presentation of a video in order to help students who need visual, written or auditory resources.

Be consistent

This aspect refers more to the external help that can be provided for improvement, such as the suggestion or guidance of an association that allows the growth of this to reinforce and provide feedback on what has been applied, and simple language is also requested.

This aspect could be considered that in schools it is aimed at teachers, directors so that they can orientate themselves with different associations to be able to know what inclusion is, what it entails, what materials or resources are essential to consider.

Prioritize content

This penultimate principle seeks to prioritize the content that is presented, as well as the design, as there is often too much information that can confuse the main information, message or activity that is intended to be given.

In English this is an important aspect as the plan and programme mentions the expected learning, however it is important to adapt and synthesize this in order to give the students simple, synthesized instructions so that they are not saturated and can develop in the English language.

Add value

This last principle is one of the most important ones, where the characteristics are considered, how the activities are handled, where it is analyzed whether to add or remove activities when evaluating the effectiveness of their application in order to be able to interact between the content and the staff.

In the educational aspect this is again very important because it evaluates what is being developed, how it is working and even with the students, information can be obtained by making some questionnaires where they mention how they felt this process, how it benefited or affected them.

Knowing the different steps that have this theme: Inclusive Design seeks to be used in one of the three steps that were made in this part that corresponds to : Infrastructure since these steps can be adapted in the school since it would be carried out from different aspects Iso which are to be able to generate some recommendations that we have to have an inclusive school, the suggestion and the realization of different posters in the school.

The posters that are in process have the intention of being able to remember that we are all different but we all deserve the same opportunities, the same respect, in the institution, at home and by society.

In this case the posters that are in process have different phrases which are:

- Love has no gender!
- Change the story, it is also to seek that everyone is free and respected.
- Tastes, interests and needs are not a reason for rejection.
- Disability is not an obstacle to shine.
- My tastes need to be respected, accepted and not judged.
- As a student, as a classmate, child, friend, I recognize that we all learn in different ways.

These posters apart from motivating, raising awareness also seek to inform is for this reason that for this reason in the school will be distributed some posters that mention the definition that this topic has, some of the inclusive activities that can be performed as a partner, student.

This step is something that could be evaluated by asking the students different questions, since it is very important to mention that a great part of this whole process is to be able to evaluate how well the posters worked, what could be changed, what adjustments are needed, what designs need to be changed or even what colors help the students' attention.

3.2 Universal Design for Learning

The Universal Design for Learning is an approach that seeks to use the different strategies and principles that this design points out, as well as the accessibility that can be made for students, both for students with disabilities and for students with different needs, with the different learning barriers that they have, this also helps to generate communication and spaces of accessibility for students, as it is necessary to be able to remove the obstacles and problems that exist in order to ensure that students participate in the different learning activities that are carried out in the classroom, as well as to ensure that they have the same treatment, respect and accessibility.

3.2.1 What is it?

The Universal Design for Learning is highly didactic, where the aim is to use the different characteristics of this design in this case the implementation of the different activities in the school.

It is important to mention that this design was developed by CAST in 1984 with the intention of developing technologies that support the learning process of students with some kind of disability, so that they could access the same curriculum as their peers.

This is a current design, which has a minimum difficulty in its accessibility, since the way it is developed and applied with the different contents is very accessible for the students, where the traditional aspect of the basic schools is changing due to the new updates that are made on this subject.

The DUA has its origins in research carried out by this centre in the 1990s. Its founders, David H. Rose (a developmental neuropsychologist) and Anne Meyer (an expert in education, clinical psychology and graphic design), together with the other members of the research team, have designed a framework for the application of DUA in the classroom based on a theoretical framework that includes the latest advances in neuroscience applied to learning, educational research, and digital media and technologies.

This is the way in which the Universal Design for Learning approach is emerging as it is fed back with the research that is being carried out during the process, where knowledge of the objectives, methodologies, strategies, approaches, materials, activities, skills, accessibility and needs are needed in order to be able to integrate this into learning and generate a change.

CAST(2018)mentioned that:

"The three principles of SAD lay the foundations of the approach and the practical framework for bringing it into the classroom is built around them. These principles have become an obligatory reference that appears in most of the scientific literature on the subject. As explained above, they correspond to the three brain networks involved in learning described above."

This part refers in a general way to the three general segments that are carried out in Universal Design for Learning and this allowed me that during my research process I could note the characteristics and examples that are mentioned.

CAST (2018) mention that:

- Provide multiple forms of engagement (the why of learning), so that all learners can feel engaged and motivated in the learning process.
- Provide multiple ways of representing information and content (the what of learning), as learners are different in the way they perceive and understand information.
- Provide multiple ways of expressing learning (the how of learning), as each person has his or her own strategic and organizational abilities to express what he or she knows.

The first step in the English class would generate: Motivation, interest, creation of relevant work, games, different opportunities, interaction.

In the second step for the English class you need to provide information where visual, audio, written material is developed in a classroom for learning.

In the third point you need different interactions and for English it is related to the way of presenting the work, the activities as you need to create different delivery options where the students can choose what product they can present and this is from the first step: Creating videos, making writings, making audios, making exhibitions, reports, infographics all this with the sole motive of the benefit of the students.

Knowing the Universal Design for Learning as it is mentioned 3 aspects are the following ones

1. To provide multiple means of Engagement (Affective Networks, the WHY of learning).
2. Providing multiple means of Representation (Recognition Networks, the WHAT of learning).

3. Provide multiple means of Action and Expression. (Strategic Networks, The HOW of learning).

In which we will mention the characteristics, definitions and even what these terms entail, to begin with, we will use the first one, which is: Providing multiple means of Engagement (Strategic Networks, The How of learning):

To provide multiple means of Commitment (Affective Networks, The WHY of learning) where this same one counts on 4 divisions which are the access where it is mentioned that it is looked for to be able to achieve, to obtain the interest of the students where it is possible to optimize or to develop the autonomous learning in the students, aspi same as to value and to minimize the risks that are had in the learning or the different threats that can be visualized.

The next step is to build: where effort, persistence become one of the strongest and most important factors since it seeks to generate more goals and objectives in student learning, diversify the activities for the knowledge of students, interest, as well as feedback in the English language feedback is extremely important because it allows the student to improve in the language as well as the guidance that undoubtedly the teacher becomes the guide that allows the student to develop, exploit their skills and achieve greater learning.

The third point of this first aspect is the self-regulation where it is necessary to optimize the motivation with some games, prizes, surprises that allow the student to awake the interest for the work, as well as the facility of the abilities, personal strategies for the student where the same one can visualize this part with the self-evaluation and reflection.

And finally the objective is motivation.

The second aspect is: To propitiate multiple means of Representation (Recognition Networks, The what of learning).

The access that is divided in the perception where it is necessary to be able to offer the visualization of information, where different auditory and visual materials are used that allow the development of the students with the different abilities that the students have to be able to develop.

The next one is to be able to build where language and symbols become a fundamental aspect of this aspect where it is about involving vocabulary, syntax, structure, decoding of the text since in the English language this part is very important as it is closely related to grammar where it is presented or it is sought that this is presented in different ways so that it can work with the use of visual and auditory materials, where understanding can be promoted with the use of texts.

Another aspect is to internalize, where comprehension is again the fundamental factor with which we seek to activate knowledge in a deep way, where some knowledge is highlighted, where the transfer of information is guided, where the objective is to create something ingenious and knowledgeable.

Provide multiple means of Action and Expression. (Strategic Networks, The How of Learning)

In this last one the access is again one of the relevant factors where the physical action is an important motor since it is needed the answers, the optimization of the tool, the other aspect is to build the expression and communication where it is necessary to use different ways to communicate especially in the language where this part of communication is one of the aspects since the use of different tools that allow to build the work and develop fluency is sought, which in this sense is related to the ability of speaking in the students where it will be seen in a gradual way as well as the support will be provided.

Another aspect is also to internalize where are the executive functions as it is oriented in the establishment of objectives, it is facilitated and seeks to manage the information of the resources of the improvement in this aspect something that is related in a general way where in the class it will be possible to have different activities as products so that the students have that diversity of activities.

3.2.2 How to apply in the classroom

Johana Montaña (2012) mentioned that

“Inclusion goes beyond having a kid in a classroom occupying a seat. It means to offer them more than the integration to the current education system; it is to think of him as an individual with particularities, with different needs, abilities, and goals. Therefore, it is the duty of society and especially of the educational system to provide every student with the opportunity to be herself/himself and to grow up both in academic and personal aspects.”

It is for this reason that when talking about adaptations in the English language all aspects need to be considered, something that can be noticed is that most of the authors give similar characteristics of Inclusion however the collaborative work is what will allow us to go into this topic in the English subjects.

In the classroom: Generating the part of inclusion by example, considering the different needs of students in the activities, integrating different activities, strategies and activities, as well as color posters that emphasize inclusion.

Now to be able to take up this topic in the classroom, in the school it is important to guide this process in a guided way as well.

Susan Bray Stainback (2001) mentioned that:

“It is the process by which all children, regardless of ability, race or any other difference, are offered the opportunity to continue to be members of the ordinary classroom and to learn from, and with, their peers, within the classroom.”

The use of the Universal Design for Learning in the classroom is the main factor in the inclusion process, since during the research it was possible to determine that this design allows the specific approach to be taken in the group, as well as the different activities for the development of the same.

One of the main steps of this work is the analysis that is made of the diary in the group for different activities that are arising, as well as the recognition of strengths, weaknesses of students that allows to recognize the characteristics that are in the students and in this aspect the observation is one of the main elements since from it the same analysis is had, this design is used from methodologies, games, motivation, interests, tastes, use of technological resources. tastes, use of technological resources, visual support, generate support in vocabulary, generate manipulative materials, use different key concepts, use images, use different guides or structures, graphic organizers, diagrams, use skills, notes, drawings, templates, in the grouping of information, using a list of terms, using their context as social networks, tastes and interests.

On learning about the Universal Design for Learning, it was determined that some of the strategies that would be implemented in the English class would be to awaken the interest of the students with the following activities:

- Produce information in different resources.
- Generate responsibility in the students.
- Create roles in the classroom
- Guiding students in their learning
- Use different activities where different difficulties are shown and where they are working in a gradual way.
- Generate long and short term goals
- Have some surprises in the classroom

- Create a timetable of activities or handing in work.
- Remind them of the activities that have to be done or handed in.
- Generate self-reflection with pupils
- Get students interested in doing homework
- Create classroom routines
- Edit activities with respect to age, beliefs, culture, tastes and interests.
- Contextualize the learner
- Involve students in their learning
- Integrate participation among all
- Working together or collaboratively
- Create rubrics for their work
- Allow for diversity in the delivery of work where different ways of delivering work can be observed.
- Generate prizes or rewards for achieving the expected learning.

3.3 Adaptation for school

School: We are looking to integrate inclusion activities that allow the students to be aware of, as well as suggesting the use of different spaces for students who require that space, as well as to contribute with ideas of what could be implemented such as: ramps in different spaces, posters distributed in the school.

In the classroom: Generating the part of inclusion by example, considering the different needs of students in the activities, integrating different activities, strategies and activities, as well as color posters that emphasize inclusion.

Ainscow (2005) mentions that:

“There are characteristics of school inclusion that are considered as a process of school improvement that aims to eliminate exclusion processes. In this sense, they consider that the process of inclusion aims to identify

and respond to the diversity of needs of all students through increased participation in learning".

It is because of these data that I can determine, know and analyze that the implementation of Inclusion does not end in practice as it is intended to be able to search, learn, analyze the attention of the great diversity that is in the classroom, as well as being able to identify and eliminate the various barriers that have the subject with the main objective of being able to solve the problems of exclusion that are in the classroom as the fundamental thing is to generate learning in students, where it becomes a quality education.

Rose and Meyer (2002) mentions that:

"The proliferation of legislation and social awareness of equality and disability made it possible to tackle this problem by adapting existing buildings this problem by making adaptations to existing buildings however, this solution is far from being the most appropriate solution for three main reasons."|

1. These ex-post adaptations are financially costly. For example, installing a lift in an existing building is more expensive than constructing the lift from scratch, Putting a lift in an existing building is more expensive than constructing the building with a lift from scratch. Building with a lift from the outset.
2. Sometimes they are not entirely appropriate from a functional point of view, as there are many places that lack the space to accommodate a lift. Many places that do not have the physical space to build a ramp. Thus, anyone can remember ramps for wheelchairs that are so steep that it would be impossible for the wheelchair user to get up them independently. It would be impossible for the user to get on or off the ramp without the risk of falling.
3. They are lackluster from an aesthetic point of view. There are adaptations that do not fit in with the style of the building.

One of the main characteristics sought in this process is to find some of the qualities that an inclusive school has, and in this sense something that has been observed with different information is that an inclusive school has:

- Accessibility so that all students can be integrated.
- Seeks to improve the quality of student learning.
- It seeks to establish respect, empathy and equity in the school.

- Teachers seek support resources for the classrooms
- Teachers become a guide for student learning.
- Prioritize guiding students to have critical, democratic and cooperative thinking.
- Generate a process of teaching/respect
- Evaluate the students' process
- Consider the needs of the classroom.

In this aspect we seek to be able to talk to the director and comment on some of the characteristics of an inclusive school so that later this can be implemented in the school, since it is known that making changes requires different elements, the first of which is an economic resource and the support of parents, However, from the formative point of view, it would be something that could be worked gradually in the integration of the institution little by little, but it could be considered and it is also mentioned that the intention of this work is not to demand any change, it is only to inform and explain what was found.

3.3.1 Teachers

Suggestion of some strategies used in classes, conduct interviews to analyze the suggested strategies or activities, exchange ideas of strategies.

With teachers in this aspect, we seek to see the way in which they can use the Inclusive Design for learning where teachers can be made aware of the importance of this topic to be able to apply it with students in the classroom, It is important to mention that during this process we do not seek to generate any change in the experience we have, the only thing we seek is to be able to explain this topic to the teachers in a technical council so that some changes can be made according to their considerations, since it is known that each teacher has a different way of teaching, respecting each of the strategies and methodologies that they wish to apply during this process.

Also something that could be analyzed is the way in which teachers apply inclusion among teachers and how they work together to improve student learning.

An interview was also conducted with the teachers to learn about their knowledge of the subject, and the questions asked were the following:

1. For you, what are inclusive environments?
2. Do you have any strategies for inclusive environments in the classroom?
3. How is inclusion in secondary schools affected by COVID 19?

4. What kind of discrimination existed in the classroom before COVID 19?
5. What do you think about inclusion?
6. How is exclusion reflected in English classes?
7. Do you think that students also generate self-exclusion?

In the first question, most of the teachers mentioned that inclusive environments are defined as integrating all students in the activities, such as considering them in all activities.

In the second part, in general, what they do is that if they have a student with a disability, they get closer to them; however, they do not adapt the material or resources for the students.

In the third question they mentioned that what they visualized was that because of COVID they began to group together in different groups where they moved away from classmates who had COVID out of fear, however some other teachers mentioned that they had not noticed this.

In the fourth question, they said that there is discrimination based on the way of speaking, speaking, economic resources, tastes and interests.

In the fifth question, most of the teachers mentioned that it is something very important, however, there is little information on the subject, few courses that allow them to integrate.

In the penultimate question it was very different since it is mentioned that in some groups it is seen and in some others it is not, since it is due to the level of English that the students have.

In the last question, they mentioned that it is because they have a low level of English and they stop participating in the class.

Now, carrying out all these interviews and activities, such as participation in the Technical School Council (Appendix), allows my trainee teacher to improve as a teacher in the school environment.

It allows my trainee teacher to improve as a teacher in the school environment, as mentioned by the SEP (2021):

"Knows their students in order to develop their educational practice and pedagogical intervention in a relevant and contextualised way.

2.1.1 Recognises the main processes of child and adolescent development and learning (physical, cognitive, social and affective), as a

basis for a pedagogical intervention focused on the learning possibilities of their students.

2.1.2 Identifies that pupils have characteristics, conditions, needs, ways of acting and relating to others, as a result of the influence of their family, social and school context, as a reference for the design of relevant teaching strategies.

2.1.3 Understands the life situation of pupils and the relationship this has with their school performance, in order to support them in achieving their learning in a specific way, especially for those who need it most.

2.1.4 Values the diversity present in the group or groups of pupils they teach, associated with individual, family, linguistic, cultural and social differences, as a pedagogical opportunity to broaden and enrich the learning possibilities of all pupils".

These different points allow me as a trainee teacher to analyze that according to my professional practices and as an English teacher it is possible to carry out activities related to Inclusion since according to the: Framework for Excellence in Teaching and School Management in Basic Education, there are several points that teachers need to know and carry out.

3.3.2 Students

UNESCO (2001) mention a list of recommendations:

- Include all students
- Communicate
- Control the classroom
- Plan lessons
- Plan with each person in mind
- Give individualized help
- Use material aids or resources
- Controlling behavior
- Working as a team

Now when knowing the aspects that are considered in the UNESCO list it is determined that it is the most simplified and complete list that can be seen since in a controlled way it mentions the way in which the process of Inclusion will be carried out and it is true to mention that the steps that are considered are good since it allows the students to be integrated in a specific way in the activities, The work of Inclusion is one of the best strategies that can be applied as it allows the development of all the skills that are required, as well as the learning that is expected, which is why it is thought that knowledge of this aspect allows the process to be good, safe, developed and analyzed for improvement.

On the other hand, it is important to mention and consider Inclusion, but now taking up this part in English classes, which is what we focus on and seek to improve through collaborative work within this process.

Johana Montaña (2012) mention that:

“Inclusion goes beyond having a kid in a classroom occupying a seat. It means to offer them more than the integration to the current education system; it is to think of him as an individual with particularities, with different needs, abilities, and goals therefore, it is the duty of society and especially of the educational system to provide every student with the opportunity to be herself/himself and to grow up both in academic and personal aspects.”

It is for this reason that when talking about adaptations in the English language all aspects need to be considered, something that can be noticed is that most of the authors give similar characteristics of Inclusion however the collaborative work is what will allow us to go into this topic in the English subjects.

This research is quantitative because the characteristics of this research will allow us to analyze the different results in order to create an analysis that generates changes to solve the different problems that arise.

Likewise, this research is characterized by being quantitative as it is based on the responses of the different people who are related to this environment, which in this case would be teachers, students and managers with concrete information.

Another characteristic of this document is that the collection of information that is being carried out was by means of interviews where the results become very reliable and allow to obtain a better scope in the process of analyzing the data of the investigation .

For the methodology of this research, different graphic organizers were created that allowed the information to be organized, synthesized and placed in such a way as to consider the different aspects that are needed in this process.

This map had a main objective, which was to integrate the different concepts that were known or considered in the topic of Inclusion. It is also very important to mention that in this process, knowing or integrating everything that makes up the school will allow the work to be done with the same objective, where inclusion is sought in the classroom.

In this first organizer, apart from integrating concepts, the intention was to generate a chronogram of the different activities that were going to be presented for the development of the following work, where beyond making them known, it was to recognize that these factors will allow the achievement of Inclusion in the teachers, in the infrastructure and in the school, since all this is considered very related because it conforms what the institution is and without a doubt, working towards the same objective or with external resources will allow improvement.

Chapter IV

Results

4.1 Results

The work carried out began in a chronological manner, obtaining different results successively.

The first result was generated during the first months of the school year because at the beginning of it, one of the first interviews was conducted, where the intention was to know what the teachers knew about the topic, what they thought, how inclusion was carried out in the classrooms by the different teachers, when this interview was conducted, it was done with 8 open questions where from this it was possible to capture the interest of other teachers about the topic.

Days after the interview, a teacher of English approached to ask more about the topic and to be able to talk about it in the School Technical Council where the interaction was more about the points of view they had about how to carry out the activities, after that interview the teacher considered that it was important and necessary to talk about this topic of Inclusion in the Technical Council where he carried out a participation of about 15 minutes where he asked the teachers what was inclusion? , How do they carry out inclusion in the classroom? and the importance of carrying out this topic, so teachers began to reflect on how they were carrying out inclusion in the classroom, considering personally how they could change some strategies, activities in the classroom to achieve this process in all students.

Later, another significant activity was carried out with the English teacher, seeing that March 8th was approaching, she asked me to apply an activity where she could get the students to reflect on the way in which this topic is being handled in their homes, the way in which society needs to respect men and women in order to provide the students with a better environment of peace, respect among them, and in their context.

For this activity the English teacher organized to show a video of March 8th in English where they could analyze the vocabulary in English, after which the students were asked several questions such as: What happens on March 8th, what do they think about what happens on that day, what

do they think about what happens on that day, and what do they think about what happens on that day,

After the questions were asked, listening to the different points of view, some words were placed in English that made reference to key words that allow an inclusive environment, at the end of the activity the history of March 8th was told, the importance of the word Inclusion, the way in which they see it, it was explained to the students the importance of this topic of Inclusion, ending this activity they drew the way in which they saw the Inclusion and at the end of the activity they drew the way in which they saw the Inclusion and at the end of the activity at the end, they were asked to put a bandana over their eyes and with their right hand to write the text in English that was being dictated to them, then with their left hand to write in Spanish the text that had been dictated to them so that they could later reflect on what they had experienced when learning a new language, which became a meaningful activity for the students.

As a result of this activity, we participated in a technical council where we had the opportunity to share the analysis of the video that was added to the guide.

This activity was organized with the team that was responsible for this participation, starting by generating different meetings during the week where the presentation of the Technical Council was organized.

When the day of the Technical Council arrived, the video that was mentioned in the guide was shown together with the teachers, then a general mention was made of what Universal Design for Learning is, where the definition was explained in a general way, some activities that could be implemented were suggested, after this participation, several teachers approached to ask some personal doubts they had about the topic.

Another activity that was carried out thanks to the various participations was the permission to place in the different spaces of the school some of the posters that contained several of the phrases that correspond to Inclusion, where it was tried to mention that in the school all students were respected, accepted, valued and loved.

Posters: For this activity, when the posters were put up, different teachers, especially the teacher who teaches Mathematics, mentioned that he

thought it was an excellent idea because sometimes reading the posters is something that motivates students when they are not motivated.

Subsequently, the students were asked to analyze the different posters that were in the school spaces, to identify them and to remember for the next class the one they liked the most. At the end of the class, the posters were pasted in a space trying to create a gallery of posters where the group was divided into teams to analyze what each of the posters said, At the end, they were asked to comment on what they had observed, what they thought of the phrases and the students generated various comments in which they mentioned that they felt comfortable with those phrases because they felt understood.

Finally, a document was made where some activities that can be implemented in the school were added, it is important to note that this document was not made to change the school or to hire architects to generate change, in fact the document was made to suggest some of the activities that can be done as teachers and later in the school to create inclusive environments in the school.

4.1.1 Schedule Of Activities

	Aug ust	Sept embe r	Oct obe r	Nov embe r	Dece mber	Januar y	Febru ary	Mar ch	Apri l	Ma y	June
	We eks 1,2 ,3	Wee ks 1,2,3	We eks 1,2, 3	Week s1,2,3	Wee ks 1,2,3	Week s1,2,3	Week s1,2,3	We eks 1,2 ,3	We eks 1,2 ,3	We eks 1,2 ,3	Weeks 1,2,3
Bibliog raphic review											
Select topic											
Planni ng											
Intervi ew											
First forum											
E.Doc ument											
F											

2table, Schedule Of Activities, the table shows the organization that was had for the preparation of the thesis (Own elaboration, 2022).

Chapter V
Conclusions

Conclusions

During this period of research, analysis, reflection, different activities were carried out such as conducting interviews, exposing the topic of Universal Design for Learning in the Technical Council, conducting activities to reflect on inclusion in the classroom, placing posters in the school, making a document to generate suggestions to create an inclusive environment emphasizing activities that can be carried out with teachers and students.

This work was arduous for all that it entails to be able to generate an investigation, however it can be mentioned that in the beginning we were looking to generate the application of the Universal Design for Learning in the classroom, however it was not possible due to the time, the change of director, because within this same process of teaching intervention there was also a change of the head teacher, which caused the work to be delayed, as well as the constant change of work, However, the process that was carried out allowed us to generate a very broad panorama of understanding where it was possible to determine that the topic of Inclusion is very broad due to the different variants that arise during the process.

Now well in the work done as the first moment that are the interviews it can be mentioned that it was an activity that allowed to know the different perspectives that exist in the school environment since it is not the same perspective of a teacher in training to a teacher who has several years of experience, many times it can be determined or assume a situation however things have a constant change, likewise it can be mentioned that in the education it is needed of constant update in topics, in activities, in courses since they are constantly being integrated in courses, In addition, it can be mentioned that in education there is a need for constant updating in topics, activities, and courses, since topics for learning are constantly being integrated. However, by conducting this interview, there was greater interest on the part of the teachers in learning about the topic in order to integrate the topic, which is why it can be said that sharing information among teachers, working together, allows everyone to make significant progress to generate the change that is sought.

Conducting interviews also allowed me to understand that many times there can be rejection because they are teachers in training who have little experience, however the important thing in this process is to learn to

address another teacher to create the same inclusive environment, since it is necessary to correct various attitudes so that not only the inclusion is integrated between teacher-student but also between teacher-teacher to generate that support network.

On the other hand, knowing that an interview has awakened the interest of a teacher means that a change has been made, as well as an advance in the work, since it generates the interest of other teachers, generating a chain.

On the other hand, the fact that the English teacher decided to implement an activity related to Inclusion allows this change to be generated, since the information does not only stay with the teachers, on the contrary, it is information that will change the perspective of the students.

For this activity, the activity was changed because at the beginning it was planned that at the end of the activity the students would go out to the playground, At the beginning it was planned that at the end of the activity the students would go out to the playground, cover their eyes with a bandana and with the help of one of their classmates they would reach the other end of the field, Later, in the next group, the court that was designed for this activity was occupied and that made the space was reduced, so that in this group the meaningful learning of the students was not fulfilled, that is why the activity was changed so that the students could have and relate this with something that they live day by day, Something that would have an impact on their way of learning, their qualities, their abilities to seek improvement in their learning and definitively when making the necessary adjustment in the activity it was possible to observe the change of perspective of the students, the seriousness they gave to the subject as well as the importance of the process itself.

It is considered that by carrying out this type of activities the students' sensitivity is generated, generating or developing empathy among them and it is an activity that should be constantly reinforced.

In the presentation and exposition of Universal Design for Learning, it was observed that presenting it to so many teachers requires a lot of confidence, knowledge of the subject, but the most important thing is to be able to have the disposition to begin to generate a collaborative work that

has the objective of seeking or creating inclusive environments for the students.

This exposure activity allowed teachers to know in a general way what could be implemented in the classroom, as well as how to achieve that support between teacher-teacher and to generate the change of inclusive environments not only among students but also between teacher- teacher.

Subsequently, the distribution of posters in the institution with phrases allowed not only the student to like the phrase, but also made the student feel considered, to know how the students saw the phrases and it was surprising the amount of positive comments that were given when mentioning that we are all equal, because the students emphasized that it is something that sometimes separated them because they began to create differences by tastes, interests then they could not work with their classmates because of the rejection that was generated among themselves, this comment allowed them to pay more attention to it and it was observed that the acceptance was changing little by little, although it still requires support, it was something that improved in the students.

Inclusion is not an easy process and task in the educational field, without a doubt, when analysing, investigating and reflecting, it requires constant work as well as organisation to be able to carry out the execution of the different activities of Inclusive Design and Universal Design for Learning, and this was done in order to achieve the maximum result, where it was necessary to carry out an intervention of the activities in order to achieve the different results in the research.

The factors that intervened in the investigation were the time, the resources, the materials, the activities, the teachers, my practice during the years of the career, so that the investigation had success it was needed of planning, organization, now well as it was mentioned in the title, in the objectives and in the hypothesis the main thing in the investigation was to be able to carry out diverse activities as teacher in front of group that allowed to carry out diverse activities of Inclusion to part of giving the class since during my professional practices I can mention that it was a part that used to forget for diverse situations as they are it: time, activities, evaluations, now well at the beginning of the investigation there were several problems the initial one was that the director of the Escuela Secundaria Tecnica No 2 Tierra y Libertad changed his work area, this

generated that some of the activities that I had contemplated as it was: However, when the problem arose, what was done was to change activities, despite these difficulties during the process, it was possible to carry out Inclusion actions in the school in different ways.

What I conclude is that the Universal Design for Learning is undoubtedly an excellent tool that helps to generate Inclusive activities as it suggests various activities that allow this to improve, on the other hand personally allowed me to realize the different needs that students have, the various activities that help students in their learning.

For the Universal Design for Learning to be carried out, it is important that several functions are carried out, especially in the educational field, where it is necessary to work together to meet the various pedagogical principles that are available, especially in the field of power:

1. put the learner and their learning at the centre of the educational process.
2. To offer accompaniment in learning.
3. Knowing the interests of the pupils.
4. Stimulate the intrinsic motivation of the learner.
5. To value diversity as a source of richness for learning.

I can mention this because when the participation in the School Technical Council was carried out, I could notice that receiving interest from the teachers allowed some of them to integrate diverse activities that allowed to see the improvement in the students through their interest in the school in this step where it could be seen that there was a significant change during the process, likewise within the Secondary School it was noticed the acceptance to know and implement tools, strategies, new methodologies with the purpose of the improvement of the students.

I can conclude by mentioning that carrying out Inclusion activities is not easy, however it worked because despite the adversities, different activities could be carried out that caused an impact on teachers, students and school.

Integrating different strategies, methodologies will always allow students to achieve maximum learning and in the same way can create and enhance consideration for diversity.





Finally, of the objectives previously stated in the document, it can be mentioned that the first objective, where it is mentioned that: to determine inclusive activities that allow generating an inclusive environment in the school context was an objective that was achieved, since during the development of the research it was possible, various activities were achieved, as well as the integration of activities with both teachers and students, as well as the support of directors and teachers to carry out each of the activities.

On the other hand, the objective of relating in the school the concepts, activities, plans and programs related to Inclusion, presenting orally the knowledge in Technical Councils to be able to inform was one of the most complicated objectives in a personal way, since I needed to improve my skills, also an interaction with teachers in a personal way allowed me to know the point of view of other teachers, learn from the experience and improve my practice as a teacher in training,

Now, the objective that talks about reflecting on how an English teacher can carry out Inclusion activities at school allows me to identify several points, mainly that as previously mentioned, it is not an easy task as a teacher since it requires a lot of time invested to achieve the objectives, however, as a teacher it allows you to know that being a teacher requires a lot of effort, to place the student as the center to provide the best tools, but to achieve this requires a lot of commitment.

Finally, I conducted interviews with basic education teachers to understand and know the definition and importance of inclusion so that as a future teacher it allows me to give me different tools to carry out, as well as to reflect from two different perspectives which are: How is education after several years of teaching? How is education after several years of service and how is education when it is starting in the school environment.

Annexes

QR Code	Link	Description
	https://docs.google.com/spreadsheets/d/1b3TsgOat4QA0yGNcl3_2SilssN1wY6p1Zf8sIAUZ5EU/edit?usp=sharing	<p>In the following link and QR code you will find the format of the interview that was carried out with the teachers of the Escuela Secundaria Tecnica No 2 Tierra y Libertad in order to have a guide in the realization that was had of the same.</p>
	https://drive.google.com/file/d/10a4L0mu4aJSxHdM9dnCOFvO7RLapuYTA/view?usp=sharing	<p>In the following link and QR code you will find the format of the link that allows you to take a part of the answers that the students had in one of the diagnoses that were made.</p>
	https://www.youtube.com/watch?v=4V-o7_sSkfE	<p>During the school year, different School Technical Councils were held where participation was carried out on a constant basis and one of the participations that took place is shown.</p>
	https://www.canva.com/design/DAE7kFCJ_q8/fiVW573Z-AG4HVCmQTYhwx/edit?utm_content=DAE7kFCJ_q8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton	<p>Some posters were presented that are stuck in the school where different phrases of Inclusion were made</p>

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Asunto: Se asume responsabilidad.

Toluca, Méx., 30 de junio de 2022

**H. CUERPO DE SINODALES
P R E S E N T E**

Quien suscribe C. ARENIS VIRIDIAN ENCISO GONZALEZ estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: *Generate Inclusive Activities for the School Community in Junior High School Tecnica No 2 "Tierra y Libertad" to Promote Healthier and More Inclusive Environments*, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Tesis de Investigación; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

A T E N T A M E N T E



C. ARENIS VIRIDIAN ENCISO GONZALEZ



GOBIERNO DEL
ESTADO DE MÉXICO

EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES.

"2022. Año del Quincentenario de Toluca, Capital del Estado de México"

Toluca, Méx., 15 de julio de 2022.

**DR. SERGIO DOTOR FERNÁNDEZ
PRESIDENTE DE LA COMISIÓN DE TITULACIÓN
PRESENTE**

El que suscribe M.C.I. Victor Olenin Ramírez Beltrán Asesor de la estudiante Enciso Gonzalez Arenis Viridian matrícula 181517790000 de 8° semestre de la Licenciatura en Licenciatura en Enseñanza y Aprendizaje del inglés en Educación Secundaria quien desarrolló el **Trabajo de Titulación** denominado "Generate Inclusive Activities for the School Community in Junior High School Tecnica No.2 "Tierra y Libertad" to Promote Healthier and More Inclusive Environments" en la modalidad de Tesis; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

ATENTAMENTE


M.C.I. Victor Olenin Ramírez Beltrán

SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL NÚM. 1 DE TOLUCA

2021. "Año de la Consumación de la Independencia y la Grandeza de México".

Toluca, Méx., 1 de julio de 2022

**C. ENCISO GONZALEZ ARENIS VIRIDIAN
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2021–2022, comunica a usted que una vez revisado el trabajo de titulación intitulado: *Generate Inclusive Activities for the School Community in Junior High School Tecnica No.2 "Tierra y Libertad" to Promote Healthier and More Inclusive Environments*, presentado en la modalidad de Tesis de investigación fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes en el Área de Exámenes Profesionales para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE


DR. SERGIO DOTZ FERNÁNDEZ
PRESIDENTE DE LA COMISIÓN DE TITULACIÓN



SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
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