



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA**

DIRECCIÓN DE POSGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS**

THEME:

**“INCLUSIVE STRATEGIES IN CURRICULAR MODIFICATIONS AND
THEIR IMPACT IN EXPERIENTIAL LEARNING IN ENGLISH FOR A
STUDENT WITH SPECIFIC NEEDS: A CASE STUDY”**

Research project prior to obtaining the Master's degree in Pedagogy of National and Foreign Language, with a major in English Language Teaching

Author

Alencastro Buitrón Cyntia Silvana

Tutor

Martínez Mahly J. (Phd.)

AMBATO – ECUADOR

2026

**AUTORIZACIÓN PARA PARTE DEL AUTOR PARA LA CONSULTA,
REPRODUCCIÓN PARCIAL O TOTAL Y PUBLICACIÓN
ELECTRÓNICA DEL TRABAJO DE TITULACIÓN**

Yo, Cyntia Silvana Alencastro Buitrón, declaro ser autor del Trabajo de Investigación con el nombre "INCLUSIVE STRATEGIES IN CURRICULAR MODIFICATIONS AND THEIR IMPACT IN EXPERIENTIAL LEARNING IN ENGLISH FOR A STUDENT WITH SPECIFIC NEEDS: A CASE STUDY", como requisito para optar al grado de Magister y autorizo al Sistema de Bibliotecas de la Universidad Tecnológica Indoamérica, para que con fines netamente académicos divulgue esta obra a través del Repositorio Digital Institucional (RDI-UTI).

Los usuarios del RDI-UTI podrán consultar el contenido de este trabajo en las redes de información del país y del exterior, con las cuales la Universidad tenga convenios. La Universidad Tecnológica Indoamérica no se hace responsable por el plagio o copia del contenido parcial o total de este trabajo.

Del mismo modo, acepto que los Derechos de Autor, Morales y Patrimoniales, sobre esta obra, serán compartidos entre mi persona y la Universidad Tecnológica Indoamérica, y que no tramitaré la publicación de esta obra en ningún otro medio, sin autorización expresa de la misma. En caso de que exista el potencial de generación de beneficios económicos o patentes, producto de este trabajo, acepto que se deberán firmar convenios específicos adicionales, donde se acuerden los términos de adjudicación de dichos beneficios.

Para constancia de esta autorización, en la ciudad de Ambato, a los 17 días del mes de febrero de 2026, firmo conforme:

Autor: Cyntia Silvana Alencastro Buitrón

Firma:

Número de Cédula: 1002261020

Dirección: Pichincha, Quito, Calderón, San Luis de Calderón

Correo: s_cyntia@hotmail.com

Teléfono: 0993816239

APPROVAL OF THE TUTOR

In my capacity as Tutor of the Degree Thesis entitled “INCLUSIVE STRATEGIES IN CURRICULAR MODIFICATIONS AND THEIR IMPACT IN EXPERIENTIAL LEARNING IN ENGLISH FOR A STUDENT WITH SPECIFIC NEEDS: A CASE STUDY”, presented by Cyntia Silvana Alencastro Buitrón, in order to obtain the Master’s Degree in National and Foreign Language Pedagogy with a Major in English.

I CERTIFY

That the aforementioned research work has been reviewed in all its parts, and I consider that it meets the necessary requirements and merits to be submitted for public presentation and evaluation by the designated Examination Board.

Ambato, February 6th, 2026

.....

Ph.D. Mahly J. Martínez Jiménez

1759432733

DECLARATION OF AUTHENTICITY

I, the undersigned, declare that the contents and results obtained in this research work, submitted as a requirement for the Master's Degree in National and Foreign Language Pedagogy with a Major in English, are entirely original, authentic, and personal, and that all material is the author's exclusive legal and academic responsibility for the content of this work.

Ambato, February 17th, 2026

.....

Cyntia Silvana Alencastro Buitrón

1002261020

APPROVAL BY THE EXAMINATION BOARD

The research work has been reviewed, approved, and authorized for printing and binding on the topic “INCLUSIVE STRATEGIES IN CURRICULAR MODIFICATIONS AND THEIR IMPACT IN EXPERIENTIAL LEARNING IN ENGLISH FOR A STUDENT WITH SPECIFIC NEEDS: A CASE STUDY”. Prior to obtaining the Master’s Degree in National and Foreign Language Pedagogy with a Major in English, it meets the required content and formatting standards for the student to proceed with the thesis defense.

Ambato, February 17th, 2026

.....

Mg. Cárdenas Guanoluisa Olga María de los Ángeles
Tribunal’s President

.....

Mg. Ortega Andrade Dolores del Rocio
Examinator

.....

Ph.D. Martínez Jiménez Mahly
Tutor

DEDICATORY

I dedicate this thesis to myself because no one knows this journey better than I do. It was not luck. It was work, discipline, and the courage to continue even when I felt exhausted and unsure.

To my son, who was the reason this topic chose me as much as I chose it. He became the quiet love that surrounded me, helped me believe I was capable of more than I thought, and taught me to see the world with softer eyes, reminding me why empathy, patience, and understanding matter so much.

And to the ones whose message stayed in my heart, a reminder to love myself, trust my path, and keep moving forward with confidence and resilience.

Cyntia

ACKNOWLEDGEMENTS

I would like to sincerely thank my thesis tutor for her guidance, patience, and thoughtful feedback throughout this process. Her support and academic insight helped me grow not only as a researcher, but also as a professional.

I am deeply grateful to my institution for trusting my work and granting me the autonomy to carry out this project with responsibility and dedication. That confidence strengthened my commitment and reminded me why I love what I do.

Last but not least, I thank my family for their constant encouragement and quiet strength. They often see me as brave; the truth is that the courage they recognize in me was first reflected in them.

Cyntia

TABLE OF CONTENTS

AUTORIZACIÓN PARA PARTE DEL AUTOR PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA DEL TRABAJO DE TITULACIÓN	ii
APPROVAL OF THE TUTOR.....	iii
DECLARATION OF AUTHENTICITY.....	iv
APPROVAL BY THE EXAMINATION BOARD	v
DEDICATORY	vi
ACKNOWLEDGMENTS.....	vii
RESUMEN EJECUTIVO	xii
INTRODUCTION	1
Importance and relevance.....	1
Problem Statement	6
Problem statement.....	7
Research Idea.....	9
Beneficiaries	9
Research question.....	10
Objectives	10
General objective.....	10
Specific objectives.....	10
CHAPTER I: THEORETICAL FRAMEWORK	12
Previous Studies.....	12
Theoretical Framework	16
Vygotsky's Sociocultural Theory	16
Zone of Proximal Development (ZPD).....	18
Linking Vygotsky's Theory to Main Concepts	19
Scaffolding.....	19
Experiential Learning at the EFL Context.....	20
Motivation in English Learning	22
Participation in the English Classroom	23
Curriculum Modifications in the EFL Classroom.....	23
Transitory modifications.....	24
Permanent modifications.....	24
Levels of Curricular Modifications	24

Inclusive Strategies for Implementing Curricular Modifications	25
Universal Design for Learning (UDL).....	25
Differentiated Instruction	26
Universal Design for Learning and Differentiated Instruction as Complementary Approaches.....	26
CHAPTER II: METHODOLOGICAL DESIGN	28
Research approach and design	28
Description of the case	29
Data collection process.....	30
Reliability	32
Analysis of the results	34
CHAPTER III: THE PRODUCT	52
Innovative Proposal to the Problem	52
Proposal Name	52
Type of product.....	52
Objective of the proposal.....	54
Structure of the proposal.....	54
Table 1	56
Table of contents: “One Class, Many Voices: An Inclusive Toolkit”	56
Evaluation of the innovative proposal.....	57
Validation of the proposal	57
CONCLUSIONS	59
RECOMMENDATIONS	62
LIMITATIONS	63
REFERENCES	65
ANNEXES	72

TABLE OF FIGURES

Figure 1: Problem Tree: Inclusive Learning Barriers in EFL Contexts	5
Figure 2: Initial Observation Results	31
Figure 3: Implementation Results	35
Figure 4: Student Interview Results	39

TABLE OF TABLES

Table 1: Table of contents – “One Class, Many Voices: An Inclusive Toolkit” ..	50
---	----

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
DIRECCIÓN DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DE INGLÉS**

**TEMA: INCLUSIVE STRATEGIES IN CURRICULAR
MODIFICATIONS AND THEIR IMPACT IN EXPERIENTIAL
LEARNING IN ENGLISH FOR A STUDENT WITH SPECIFIC
NEEDS: A CASE STUDY**

AUTOR: CYNTHIA SILVANA ALENCASTRO BUITRÓN

TUTOR: PHD. MAHLY MARTÍNEZ

RESUMEN EJECUTIVO

El presente trabajo de titulación analiza el impacto de las estrategias inclusivas derivadas de las modificaciones curriculares permanentes de Grado 3 en el aprendizaje experiencial del inglés en una estudiante de octavo grado con necesidades educativas específicas, en una institución educativa privada de la ciudad de Quito. El problema de investigación surge de la necesidad de fortalecer la planificación y coherencia de las modificaciones curriculares, ya que en algunos casos estas no responden de manera consistente a los ritmos y formas de aprendizaje del estudiante, lo que incide en su participación, motivación y experiencia en el aula de inglés. Ante esta situación, el objetivo del estudio fue explorar cómo la implementación planificada de estrategias inclusivas, organizadas en un recurso pedagógico, mediante ajustes en objetivos, metodología, recursos y evaluación, favorece un aprendizaje más significativo y accesible. La investigación se desarrolló bajo un enfoque cualitativo, con un diseño de estudio de caso, utilizando la observación no estructurada y la entrevista semiestructurada como técnicas de recolección de datos. La observación se registró mediante un diario de campo aplicado antes y durante la implementación de las estrategias inclusivas con el propósito de identificar cambios en el aprendizaje experiencial. Al finalizar la intervención, se aplicó una entrevista semiestructurada con preguntas abiertas para profundizar en la percepción del estudiante sobre las actividades y apoyos recibidos. Los resultados evidencian cambios positivos en la experiencia de aprendizaje, reflejados en una mayor participación y una actitud más favorable hacia el aprendizaje del idioma, especialmente cuando se incorporaron actividades contextualizadas, apoyos visuales y tareas ajustadas a su nivel de competencia. En conclusión, se determina que las modificaciones curriculares diseñadas desde un enfoque pedagógico e inclusivo contribuyen a generar entornos de aprendizaje más equitativos y a fortalecer el aprendizaje experiencial en el aula de inglés.

Palabras clave: Aprendizaje experiencial, Educación inclusiva, Inglés, Modificaciones curriculares

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

AUTHOR: ALENCASTRO BUITRON CYNTHIA SILVANA

TUTOR: PHD. MARTINEZ JIMENEZ MAHLY JAHZEEL

THEME

INCLUSIVE STRATEGIES IN CURRICULUM MODIFICATIONS AND THEIR IMPACT ON
EXPERIENTIAL ENGLISH LEARNING FOR A STUDENT WITH SPECIFIC NEEDS: A CASE
STUDY

ABSTRACT

This research examines the impact of inclusive strategies derived from permanent Grade 3 curricular modifications on the experiential learning of English in an eighth-grade student with specific educational needs at a private educational institution in Quito. The research problem arises from the need to strengthen the planning and coherence of curricular modifications, since in some cases these do not consistently respond to students' learning paces and styles, affecting their participation, motivation, and experience in the English classroom. Given this situation, the objective of the study was to explore how the planned implementation of inclusive strategies, organized into a pedagogical resource, through adjustments in objectives, methodology, resources, and assessment, fosters more meaningful and accessible learning. The research was conducted using a qualitative approach, employing a case study design with unstructured observation and semi-structured interviews as data collection techniques. Observations were recorded using a field journal kept before and during the implementation of inclusive strategies to identify changes in experiential learning. At the end of the intervention, a semi-structured interview with open-ended questions was conducted to explore the students' perception of the activities and support received. The results show positive changes in the learning experience, reflected in increased participation and a more favorable attitude toward language learning, especially when contextualized activities, visual aids, and tasks tailored to their proficiency level were incorporated. In conclusion, it is determined that curricular modifications designed from a pedagogical and inclusive approach contribute to generating more equitable learning environments and strengthening experiential learning in the English classroom.

KEYWORDS: curriculum modifications, English, experiential learning, inclusive education.



INTRODUCTION

Importance and relevance

“Education must be child-centered and capable of meeting their needs” (UNESCO, 1994, P.6). Education must be designed to place the students as the protagonist of the learning process, ensuring their needs are clearly understood and appropriately addressed. It means creating an ideal socio-emotional learning environment that focuses on their interests and abilities to promote integral growth with plenty of opportunities to reach their highest potential. In the Ecuadorian context, curricular modifications are essential as they adjust curriculum elements and access conditions based on each student’s specific needs, making learning more accessible (MINEDUC, 2016). These modifications are a key component in fostering integrative education because they respond to diverse skills levels of students by providing an appropriate entry point into the curriculum and promoting educational equity.

In several learning environments, students with specific needs require deep adjustments in the curriculum to fully access learning. Specifically, Grade 3 permanent curricular modifications allow the teacher to change objectives, contents, methods, strategies, and assessments, helping these students engage effectively with the material. In the current educational context, although inclusion

is promoted, many educational systems have not yet achieved true inclusion, and this is an ongoing process in Ecuadorian education. Considering these conditions, this case study is approached from an integrative perspective, where curricular modifications are adapted to the specific needs of the student to allow active participation in the classroom and facilitate access to education in a way that aligns with her specific needs. Exploring how these curricular modifications influence the student's learning experience, strengthen motivation, and enhance participation is fundamental to analyzing their role in promoting quality in the English classroom.

This study is framed within the research line of pedagogical innovation, specifically within the subfield of assessment and curriculum. It reflects on permanent Grade 3 curricular modifications. It explores their impact on the learning experience, motivation, and participation of an eighth-grade student with specific learning needs in English. The research also examines how inclusive strategies could improve permanent Grade 3 curricular modifications, making them more effective and supportive for the student's needs. In this sense, the study highlights how these curricular modifications allow the student to engage with content meaningfully by adjusting objectives, teaching methods, strategies, and assessments to support progress in the established English curriculum. Also, this case study explores how curricular modifications not only provide access to content but also promote the active integration of the student into the classroom and the learning process.

In Ecuador, the *Ley Orgánica de Educación Intercultural* (LOEI) establishes a foundational framework for education. It emphasizes the importance of modifying educational practices to respond to student diversity. It highlights the importance of

curricular modifications so that students with specific needs can engage with the curriculum. Also, it points out the principles, such as adequate access to education and the creation of a learning environment that accommodates the diverse ways in which students learn. The LOEI promotes a more inclusive educational environment, in which all students have the opportunities to thrive, considering their individual challenges (*Ministerio de Educación de Ecuador*, 2011).

On the other hand, Ministerial Agreement 232-16 provides clear guidelines to implement curricular modifications for students with specific educational needs within the Ecuadorian education system. This document details how learning objectives, teaching strategies, resources, and assessments should be modified to ensure students receive the necessary support for their development. Besides, *La Guía de Adaptaciones Curriculares para la Educación Inclusiva* offers clear and concrete suggestions on how teachers can modify their approach to respond to the individual learning profiles of their students. The combination of these legal frameworks guides educators on how to make curriculum adjustments to ensure that students with specific needs are supported and have the opportunity to fully participate in the educational process (*Ministerio de Educación de Ecuador*, 2016).

The English curriculum for the *subnivel superior* in Ecuador is based on the Common European Framework of Reference for Languages (CEFR). It establishes that at the entrance to eighth grade of the school year, students are expected to show an A2.2 level. It includes understanding phrases and simple communications in familiar situations. For example: personal and family information, shopping, local geography, and daily routines (*Ministerio de Educación de Ecuador*, 2016; Council of Europe, 2020). In the context of this study, due to the permanent curricular

modifications implemented to respond to specific needs, this student follows an adjusted curriculum to develop her learning at her own pace. As a result, her English level corresponds to A2.1. At this level, she is able to understand and use basic everyday expressions and simple phrases to meet specific communication needs (Council of Europe, 2020). These curricular modifications guarantee active participation in the learning process and, at the same time, are part of the general curriculum regulations, aligning with the principle of an integrating process. These curricular modifications must be implemented according to the *Ley Orgánica de Educación Intercultural* (LOEI) and the established regulations by the *Ministerio de Educación* to ensure the right to a quality and integral education and to maintain the objectives of the national curriculum.

Curricular modifications are essential to ensuring that students with specific needs can access learning effectively. A study by Fernández (2021) examines a student with learning difficulties who benefited from shape curricular modifications in an English language classroom. In this study, adjustments in teaching strategies, materials, and assessment methods allowed the student to engage with the curriculum. Within this framework, the concept of differentiated instruction is a teaching philosophy that plans proactively to adjust content, process, and product in response to students' readiness, interests, and learning profiles. This approach promotes flexible an intentional instruction that provides equitable opportunities for all learners. Through the implementation of differentiated instruction and alternative evaluation methods, educators provided a more supportive learning environment that helped address the student's challenges in maintaining participation in the general curriculum. This example reinforces the importance of

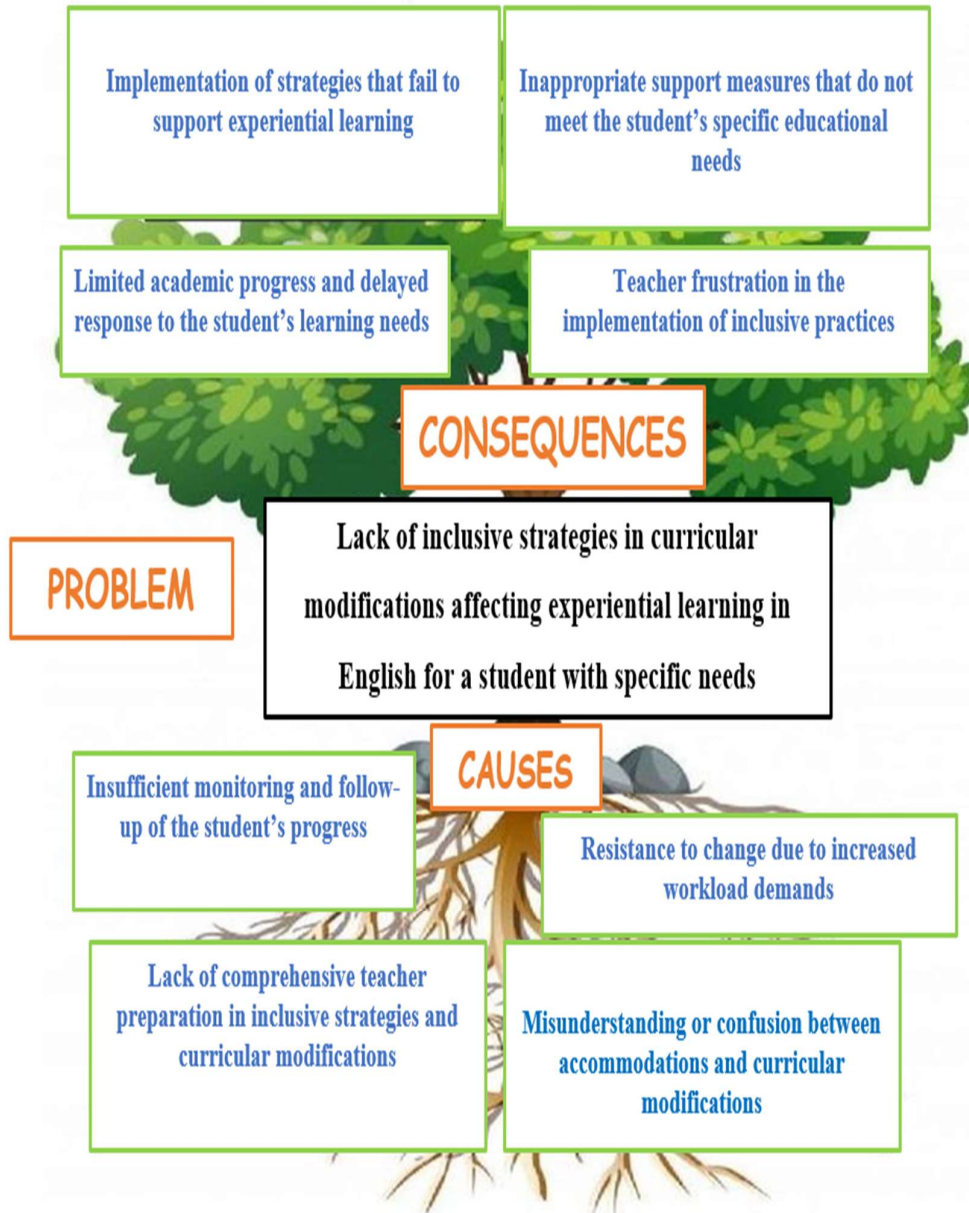
structured modifications that align with the students' individual learning needs. It promotes their progress without separating them from their peers.

Likewise, Perozo (2023) and Ahmed (2023) present their insights about curricular modifications and their application to enhance student engagement and success in language learning. First, Perozo defines curricular modifications as necessary in instructional approaches, content, or assessment to accommodate students' specific requirements, ensuring their full participation in learning activities. Second, Ahmed examines various strategies to adapt the English curriculum. For example, using visual aids to provide simplified instructions, and implementing personalized assessment techniques. Furthermore, both authors emphasize that effective curricular modifications should not lower academic expectations but provide the necessary support for students to succeed. Ultimately, these perspectives align with an integrative approach, where students with specific needs are included within the standard curriculum through thoughtful modifications rather than separate programs.

Problem Statement

Figure 1

Inclusive Learning Barriers: A Tree of Causes, Core Problem, and Consequences in EFL Contexts



Note: Visual representation of the underlying factors contributing to the lack of inclusive strategies in curricular modifications, the central problem identified, and its impact on the student's experiential learning process in English.

Source: Own elaboration.

Problem statement

Based on professional experience and research in the field, the need for adequate curricular modifications creates obstacles for students with specific needs and educators, hindering fair access to education and the implementations of effective teaching strategies (UNESCO, 2017). Several factors contribute to the inadequate application of these modifications, including the need for individualized curricular adjustments, insufficient teacher preparation, and the lack of proper monitoring. As a result, this affects students' learning experience and educators' ability to work effectively.

In the specific case of an eighth-grade student with specific needs, observations from the previous academic years revealed that the curricular modifications implemented lacked coherence and individualization. Although efforts were made to adapt content, these modifications were not always aligned with the student's cognitive and psychomotor profile. For example, activities intended to support the student often relied heavily on simplified worksheets without a clear connection to the learning objectives or to meaningful, experiential practices in the English classroom.

Besides, these curricular modifications did not follow a consistent process of ongoing evaluation and reflective feedback. There was no structured follow-up to explore how the adjustments were influencing the student's learning experience. This lack of monitoring led to the repeated use of strategies without critical examination of their impact, limiting opportunities to adapt the instructional approach in response to the student's evolving needs (Creswell & Poth, 2018).

Another contributing factor was the lack of comprehensive training in inclusive

strategies and curricular design. In practice, this was reflected in uncertainty about how to differentiate between accommodations (e.g., providing extra time) and curricular modifications (e.g., adjusting content complexity). This confusion not only weakened the impact of the adaptations but also led to misconceptions about the student's capabilities and potential for experiential learning.

The absence of a student-centered approach influenced the learning process. Observations indicated that the student showed low engagement and demonstrated limited participation during English lessons, especially when the teacher presented tasks that were irrelevant or did not indicate an emotional connection. Learning through experience is based on authentic, meaningful, and reflective activities; its potential was limited by the overuse of repetitive and mechanical exercises, and even more, it did not connect language learning to the student's interests and everyday life. As Dewey (1938) emphasized, meaningful learning occurs when students engage actively with experiences that are relevant to their lives and promote critical thinking and reflection.

These combined elements reveal deeper systemic challenges in implementing inclusive strategies through curricular modifications. When curricular modifications are worked without individualized planning, adequate teacher preparation, or ongoing reflective practice, they are superficial changes that do not foster inclusion. As a result, this limits the student's learning experience, the teacher's role, family engagement, and the meaningful development of language skills in a way that respects each learner's context (UNESCO, 2017).

Modifications, on the other hand, need adjustments to what the students learn. It means, simplifying tasks, and adapting class learning objectives according to the

students' needs and reality. Clearly understanding this difference is key, so educators can provide adequate support to ensure every single student has an opportunity to learn and progress in the learning process (Vázquez & García, 2020; Rodríguez, 2017).

Research Idea

This study explores how inclusive strategies in permanent Grade 3 curricular modifications contribute to the learning experience, motivation, and participation of an eighth-grade student with specific needs in the English classroom. Through a qualitative case study, the research will describe the specific modifications applied, analyze the student's engagement, and reflect on their use in the learning process. Observations, interviews, and evidence will offer valuable insights into the student's experience with these modifications, highlighting their role in fostering a more integral and supportive learning environment.

Beneficiaries

The study focuses on an eighth-grade student, aged 11, who shows specific learning needs in the English classroom. The student's English proficiency level is A2.1, according to the S3–NL2 curricular competence defined by the Ecuadorian Ministry of Education. This level reflects her current stage of language development and slightly differs from the expected entry profile for eighth grade (S3–NL3). The student has a physical disability and uses a permanent splint to support her mobility. Her neuropsychological maturity is still developing for her age, and she presents some psychomotor difficulties. These factors make the student's learning process more complex, and it requires continuous support and understanding. The study benefits the student and also offers valuable insights for teachers, the school, and families. It sheds light on how curricular modifications

can be applied to better respond to students with specific needs. Above all, it emphasizes the importance of keeping learners in an emotionally safe environment—one that nurtures both their academic growth and emotional well-being, while respecting their individual pace and cognitive development.

To achieve genuine inclusion, the student must feel respected and supported by the school and teachers, who, in turn, benefit by fulfilling the goal of comprehensive education, which is the right of all students, in a space of respect and solidarity with those who need it. Families also benefit, when parents have comprehended their children's condition, children understand that despite their limitations, their condition is respected and feel the solidarity of their peers. This facilitates parents in continuing to guide and nurture their children so they can reach happiness, which is the ultimate goal of every human being.

Research question

How do inclusive strategies from curricular modifications foster experiential learning in English for a student with specific needs?

Objectives

General objective

To explore how inclusive strategies from appropriate curricular modifications impact experiential learning in English for an eighth grade student with specific needs.

Specific objectives

- To identify the student's learning style, needs, and participation patterns through classroom observation.
- To implement an inclusive English toolkit with strategies that foster

experiential learning for a student with specific needs in Grade 3 curricular modifications.

- To reflect on the student's learning experience, motivation, and participation in response to these modifications.

CHAPTER I

THEORETICAL FRAMEWORK

This chapter presents the theory that helps readers better understand the research topic. Specific concepts guide us to clearly understand what happens in a classroom when a student needs extra support to learn. This chapter also presents previous studies related to curricular modifications and how these can influence the learning experience, motivation, and participation of a student in an English classroom. All of this will be the base to reflect on a specific study case which is the main part of this thesis.

Previous Studies

Martínez and Mendoza (2022) conducted research in the Galapagos Islands. The main objective of this study was: to analyze how the implementation of a contextualized curriculum in an Ecuadorian school impacts students' motivation and English learning. This study followed a qualitative and quantitative approach, focusing on a case study. The participants included English students, aged 12 to 15, and teachers at Alejandro Alvear School in San Cristobal, Galapagos Islands. The research line fell under pedagogical innovations specifically within the subfield of assessment and curriculum. The data collection methods consisted of semi-structured interviews, classroom observations, and document reflections. The interviews allowed us to know the teachers' and students' perceptions related to

curricular modifications while the classroom observations provided information about the influence of these modifications in the classroom. The main applied resources included visual materials and specific curricular modifications to improve the students learning. The study results showed that adjusting the curriculum based on the characteristics and specific needs of the local context increased students' motivation and participation in English classes. Also, this study highlights the importance of contextualized curriculum as an important strategy to improve the learning experience, pointing out the need for ongoing teacher training to implement a real change in the teaching of English as a foreign language.

The findings in this study support the current research, as they show how curricular modifications, adjusted to students' needs and the local context, can improve motivation and participation in English learning. It analyzes how a contextualized curriculum was implemented in an Ecuadorian school. This study offers valuable ideas on how to adapt materials and methodologies to enhance student engagement. In the Galápagos study, visual materials were adapted to the local context to support comprehension. Similarly, in the present case, the use of a contextualized content, such as familiar daily life activities, images of family and friends, adapted diagrams, or illustrated cards will be considered to meet the needs of the student with learning difficulties. Besides, the study also presents structured activities and emphasizes the importance of ongoing teacher training, which is essential for the effective implementation of curriculum modifications.

Landinez (2023) conducted a study to see how English language programs in Bogotá are preparing teachers to work with deaf students. The main objective is to reflect on the curricular aspects that involve pre-service and in-service teachers'

training in teaching EFL to deaf students in Bogotá. The study observes how these programs include training in teaching English to deaf students in their curriculum. It focuses on the integration of deaf students in English as a foreign language class(es). The researcher uses a qualitative approach to collect data by applying documentary revision and analysis of documents, such as educational policies, syllabi, and study plans. Also, interviews and surveys were applied with teachers who are active participants in this study and are teaching or training to teach English. The age of the participants is not specified. The study details that adapting the learning objectives to meet the needs of deaf students is fundamental for their integration into the classroom. Some of the adjustments the author mentions are curricular modifications using specific strategies, the use of visual materials, to simplify instructions, and adjusting activities to help deaf students understand and participate in learning English. These changes help teachers create a more inclusive learning environment that supports the needs of all students. The study results showed that there are no clear guidelines for teaching English as a foreign language in Colombia since this teaching process is based on general assumptions without considering the real context and needs of the Colombian students.

The research benefits from Anyi Carolina Rodríguez Landinez's study on the integration of deaf students into a Bogotá English program because it places a strong emphasis on changing teaching strategies in addition to resources and activities. This encourages considerations of how the current research may develop curricular modifications that will benefit students in similar contexts in the future. The study also emphasizes the value of ongoing introspection and assessment, which highlights the importance of adapting educational programs when necessary,

using resources like field notes and interviews. All in all, it underscores the need to implement long-lasting and innovative changes while considering and deeply observing the student's reality before designing the curricular modifications.

In the last study, Hanifa (2024) conducted research on which the main objective was to investigate how teachers adapt teaching materials and the influence that these modified materials have on students' language learning. The participant was a single female senior high school teacher in Banda Aceh, Indonesia. She was selected because she possesses a wealth of knowledge and expertise in English language teaching in EFL settings. This is a qualitative research that includes a descriptive case study. To collect data, the researcher used methods such as document analysis (teaching materials), classroom observations, and semi-structured interviews. The instruments included an interview guide and an observation checklist based on principles of material modifications. The findings revealed that the teacher made significant efforts to modify and enrich educational resources, but these modifications were not enough to achieve the expected results. She faced challenges like a lack of formal training in material development and the need for more rigorous tracking of student progress. This study highlights the importance of adapting materials to create meaningful learning experiences and suggests integrating culturally relevant themes into classroom activities.

This study provides important insights to be considered when designing curricular modifications in English classes for students with specific needs. Similar to the teacher in the study, educators need to recognize the need to adapt materials to meet their students' specific needs. The research highlights that, despite efforts to modify educational resources, common challenges include a lack of training in

material development and tracking student progress. This relates to the problem mentioned in the introduction of this thesis, where inadequate curricular modifications can change learning. To enhance the learning experience, educators should receive training to differentiate between accommodations and modifications, and consider integrating relevant and familiar themes. These strategies can help create a more inclusive and motivating learning environment for students.

Theoretical Framework

The current case study explores the learning experience, motivation, and participation of an eighth-grade student with specific needs through permanent Grade 3 curricular modifications in English language learning, which is based on Lev Vygotsky's Theory. These curricular modifications are implemented using inclusive strategies. They integrate diverse learning needs within the regular classroom, and they represent the principles of inclusive education. It explains how these modifications can improve the student's learning experience, motivation, and participation. Vygotsky's theory emphasizes that learning occurs through social interaction and receives support from their environment. His ideas help educators adapt teaching methods and make learning English easier and more meaningful for students with different learning needs.

Vygotsky's Sociocultural Theory

To describe how people learn when interact with others and the environment around them, Vygotsky (1978) developed the Sociocultural Theory. He argues that learning occurs through social interactions, particularly in the learning context with peers or teachers, and that learning does not occur in isolation. This indicates that

context, culture, and communication all have a significant influence on how students think and learn. It means, that learning involves more than just acquiring knowledge; it also involves joining a learning community. This idea helps teachers concentrate on how social support can enhance the value and meaning of language learning in the EFL classroom, especially when working with students who have special needs.

According to Kozulin (2003), Vygotsky believed that tools like language and social interaction help shape the way learners think and grow. He explained that students do not only develop knowledge by themselves; instead, learning is guided by others who support them step by step. This idea is important when teaching English to students who need extra help. It shows that, with the right guidance, all students even those who learn differently can make progress. So, teachers become more than instructors; they act like learning partners who help students move forward little by little. For students with specific needs, such as the one in this case study, these mediators become essential for equitable access to the curriculum. Inclusive strategies rooted in Vygotskian theory, such as using adapted materials, visual aids, and structured guidance, make abstract content more accessible, allowing the student to participate actively in their learning.

This theory aligns with the principles of inclusive education. It aims to remove barriers and respond to learner diversity. In this study, the English teacher applies inclusive strategies to create curricular modification that are not merely remedial, but empowering. It recognizes the student's potential and supports them within their learning context; the modifications become a bridge to participation and growth. Also, Vygotsky's theory not only informs how learning occurs but also

justifies the ethical and pedagogical foundation for inclusive practices in curriculum design.

Zone of Proximal Development (ZPD)

Vygotsky introduced the idea of the Zone of Proximal Development (ZPD) to show that students learn better when they get help with tasks that are a little hard to do alone. As Wood, Bruner, and Ross (1976) explained, the ZPD is the space between what a learner can do without help and what they can do with support. In this “in-between” zone, students can grow and move forward. For example, a student with specific needs with permanent modifications might not be able to complete a Grade 7th English task, but if the teacher gives them a modified task adjusting the objective of the activity from Grade 5th, considering their curricular competence, with some support, they can participate and understand better. When using inclusive supports such as sentence starters or visual prompts, the students can participate meaningfully. This idea helps realize that learning is not about age or grade, it’s about finding the right moment and support to move ahead.

Later research has supported this view. Hammond and Gibbons (2005) pointed out that teachers can plan lessons inside the ZPD by giving just the right amount of help at the right time. This means we don’t need to “lower” the level of learning, but we can adjust it so the student feels challenged but not lost. In my experience as an English teacher, this works well when I adapt the curriculum for students with special needs. When I use activities they can almost do, they feel more motivated and confident, and their participation increases. So, the ZPD reminds us that with the right support, all students can move forward, even if they start from a different place.

Linking Vygotsky's Theory to Main Concepts

As Daniels (2001) explained, Vygotsky believed that the social environment helps improve the way how students think and learn. This is very helpful if teaching English to students with specific needs. For example, when students use modified materials in a safe and supportive classroom, their experience becomes more positive. They don't feel afraid to try because they know someone will help. This kind of experience helps them build confidence and enjoy learning, even if they face challenges.

Also, Vygotsky's ideas show that motivation and participation grow when students work within their Zone of Proximal Development. According to Moll (2014), learning becomes meaningful when teachers guide students step by step, respecting their pace. When the teacher adjusts English activities according to the student's learning competence, they are not only helping them complete a task, they are helping them stay motivated and feel part of the class. In my practice, I have seen that a student with specific needs feels included and supported, they participate more, and their motivation improves. This is why, Vygotsky's theory reminds us that teaching is not only about content, it is about relationships and thoughtful support.

Scaffolding

The concept of scaffolding comes from Vygotsky's work and was also developed by other educators. Gibbons (2002) explained that scaffolding is the support teachers give to help students understand something that is new or difficult. This support can be, giving examples, using visuals, or doing a task together before the student does it alone. In the EFL classroom, scaffolding is important when working

with students with specific needs. For instance, using short and simple instructions, providing sentence starters, or breaking tasks into smaller steps helps these students follow along and feel successful. It shows us that learning is possible when we build a little “bridge” between what students can do and what they are trying to learn.

In addition, Walqui (2006) emphasized that scaffolding is not just about simplifying tasks, but also about keeping the learning goal high while adjusting the process. This is very important when we adapt content for a student with special needs. For example, using curricular modifications grade 3 materials in a Grade 8th classroom does not mean we are lowering the quality of learning. It means we are offering a different path to reach the goal. From my experience, when students feel supported and see that they can complete tasks step by step, their motivation and participation grow a lot. Scaffolding helps create a safe space for learning, where students know they are not alone.

Experiential Learning at the EFL Context

Learning experience is the process and context of a learner to engage with content, activities, and interactions, shaping their understanding, skills, and attitudes. It means how students feel and what they go through when they are involved in a new content. As Dewey (1938) suggested, learning is not only about receiving information: it is about having experiences that help students grow and resonate with the task they are learning. In the case of students with specific needs, the experience has to be meaningful and comfortable. When the tasks are too hard or not adapted, the chance that they may feel frustrated is enormous. However, when educators modify the curriculum and give them the right tools, their learning

experience becomes more positive. This is especially true in English classes, where many students already feel nervous or unsure.

In other words, learning is also about how students feel during the process. Their reactions, confidence, and level of comfort influence how they connect with the activity. When tasks are confusing or too demanding, students might disconnect or feel excluded. On the contrary, when materials are adjusted and support is clear and appropriate, students feel more capable and open, or free to try; for English learners, this emotional connection is fundamental. A safe and encouraging experience helps them enjoy the class, stay engaged, and develop a stronger connection with the language.

When students take an active role in their learning, this is when experiential learning takes place. Students not only listen to or repeat mechanical drills. They are also engaged and participate in tasks where they can interact, think, and apply what they are learning. It means they are the protagonist of the entire process. Kolb (1984) explained that this kind of learning follows four steps: having a real experience, thinking about it, understanding the concept, and using it again in a new way. In EFL classes, this approach is helpful. For example, when students do role plays, create simple projects, or talk about real situations using their experiences they use English in a way that feels useful and connected to their lives. These activities make learning more dynamic and interesting.

Besides, Kolb (1984) stated that students learn much better when they are active during the process. He described learning as a cycle where learners do, reflect, think, and try again. This idea helps see that the student's experience in the classroom must include chances to practice, make mistakes, and learn from them.

In EFL classrooms, when teachers adapt materials, provide repeated practice, and give permanent feedback, they create a better learning environment for students with specific needs. Their confidence grows, and little by little, they enjoy the process, considering that time is not an issue.

Building on this idea, experiential learning is especially helpful, and it is proven for students with specific needs. It gives the teacher adequate flexibility and adaptation. Beard and Wilson (2006) point out, this type of learning connects emotions, reflection, and active participation. When students are emotionally engaged and they can relate to what they're doing, they feel more confident and willing to try. That is when students feel safe and capable; that real learning begins.

Motivation in English Learning

Motivation is an essential part of language learning, mainly for students who need extra support. According to Deci and Ryan (2000), students are more motivated when they feel they have control over their learning and when their efforts are recognized. This theory, called Self-Determination Theory, helps us understand why adapted tasks can boost motivation. When a student with specific needs sees that they can do something successfully, even if it's a modified version, they feel proud and want to keep going. That small success creates a big change in attitude.

Also, Dörnyei (2001) argued that motivation in language learning is not something fixed; it changes depending on the classroom environment and the support students receive. He mentioned that feeling part of the group and having clear goals helps learners stay engaged. I have noticed that when I include a student with specific needs in-class activities using materials at their level, they become

more active and enthusiastic. Their motivation is not just about learning English, it is about feeling accepted and capable.

Participation in the English Classroom

Participation means more than just answering questions. It includes how students interact with peers, join group activities, and show real interest in learning. Vygotsky (1978) explained that learning happens through social interaction. When students participate, they are not just practicing the language, they are building relationships and confidence. In the case of students with specific needs, participation might look different, but it is just as important. If we give them clear roles, use visual aids, or simplify the instructions, they can take part in ways that work for them.

In addition, Mercer and Littleton (2007) pointed out that participation helps students create meaning together. They said that when students talk, share, and work with others, they learn more deeply. This is why modifying the curriculum is not just about simplifying, it is about making sure every student can join the learning. In my classroom, I have seen how even a quiet or struggling student can participate actively when the activity is designed with their needs in mind. When they participate, their confidence and language skills improve too.

Curriculum Modifications in the EFL Classroom

They are changes that teachers make to support students with specific learning needs. These modifications could be on objectives, content, methods, strategies, or assessments to help students. In the Ecuadorian context, these adaptations are required by national educational policies that promote inclusion and equity. According to the *Ministerio de Educación del Ecuador* (2013), there are two types

of curriculum modifications: transitory and permanent.

Transitory modifications

They are defined as a set of temporary modifications to improve and facilitate students' learning, allowing the development of the skills of a foreign language. For example, simplified instructions, visual aids, or extra time to complete activities. According to the *Reglamento General a la Ley Orgánica de Educación Intercultural* (2012), schools should ensure strategies are implemented to help students remain engaged and succeed during temporary learning challenges (Art. 182).

Permanent modifications

They are long-term and used when the student consistently needs a different way of learning. In the EFL classroom, these changes can include modifying objectives, learning methods, and strategies, and assessment using adjusted materials, adjusting the speed of lessons, or changing the way we give instructions. The *Ley Orgánica de Educación Intercultural* (LOEI, 2011) supports these actions by protecting the right to inclusive education for all students (Art. 47). Moreover, *Acuerdo Ministerial 020A-2012* provides guidance for the implementation of Individual Educational Plans (PIE), which often include these types of curricular modifications.

These transitory and permanent modifications help students feel more comfortable, stay motivated, and be part of the class, especially when they struggle with grade-level content.

Levels of Curricular Modifications

The *Ministerio de Educación* (2013) explains that curricular modifications are

organized into three levels or “grades”. Grade 1 involves small changes like using extra time or visual aids. Grade 2 makes more noticeable changes to the activities or materials, but the learning goal stays the same. Grade 3 is the most significant level, where the learning objectives are simplified or adapted according to the student’s individual profile. In addition to this, teachers must know the difference between accommodations and modifications. Accommodations help students access the same content as their peers without changing the learning goal. Modifications, on the other hand, adjust what the student is expected to learn. This case study is focused on permanent Grade 3 modifications, which means that the objectives and activities are adapted to match the student’s cognitive and developmental needs while maintaining coherence with the general curriculum. This type of modification promotes true inclusion by respecting the student’s pace, abilities, and potential.

Inclusive Strategies for Implementing Curricular Modifications

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is an educational framework that helps teachers plan and deliver instruction that responds to all learners from the start. It focuses on providing multiple means of representation, expression, and engagement to remove barriers and foster meaningful participation (CAST, 2018). This approach is inclusive because it seeks to create a learning environment that is accessible and effective for the entire group of students in a classroom, by anticipating variability and promoting accessibility for students with specific needs in place of waiting to adapt after challenges appear.

DL is aligned with the inclusive policies promoted by the Ecuadorian

educational system, which are established in the *Ley Orgánica de Educación Intercultural* (2011), which support the right of every student to access quality education. In the case of students who require permanent Grade 3 curricular modifications, UDL becomes an essential strategy. Teachers can apply its principles by offering visual aids, clear routines, simplified language, or alternative methods to demonstrate understanding. These adjustments not only address the student's needs but also foster autonomy and self-confidence in the learning process (CAST, 2018).

Differentiated Instruction

Differentiated instruction is another inclusive teaching approach. It adapts instruction according to students' readiness levels, interests, and learning profiles (Tomlinson, 2001). Teachers adjust to content, process, product, or environment to ensure that each learner can access and engage with the material in a meaningful way during the lesson delivery.

This approach is inclusive because it provides multiple options and flexibility in learning. In the EFL classroom, differentiation may include grouping strategies, tiered activities, sentence frames, or personalized goals. These strategies help learners participate more actively, especially when they receive consistent support and are encouraged to express their ideas in a format that suits their learning style.

Universal Design for Learning and Differentiated Instruction as Complementary Approaches

UDL and differentiated instruction may seem different, but they actually work well when used together in inclusive classrooms. UDL helps with planning lessons that take care of all students from the start. On the other hand, differentiated

instruction gives space to make small changes during the lesson. It depends on how students react. They are flexible and focus on helping each student learn in a way that works best for them. It removes barriers that might stop them from participating.

When making curricular modifications, combining both of these helps a lot. It is not about changing everything; it is about adjusting enough so the student can connect with what is being taught. Instead of forcing every student down the same path, this way the teacher can offer more than one way to get to the goal. That makes a big difference for students with specific needs. Coubergs (2017) and Tobin and Behling (2018) showed that using both approaches helps students stay engaged, feel supported, and grow academically.

To conclude, the theoretical framework of this study is based on the idea that all students can learn when they receive the right kind of support. Vygotsky's Sociocultural Theory gives us the foundation to understand how interaction, motivation, and participation help shape learning, especially in students with specific needs. Curricular modifications, particularly permanent Grade 3 changes, allow teachers to create learning environments that are integrative and adapted to individual needs. As EFL teachers, our job is not only to teach English, but also to make sure every student feels capable, integrated, and supported in their own learning process.

CHAPTER II

METHODOLOGICAL DESIGN

Research approach and design

This chapter outlines the methodological plan that guided the development of the research. It began by defining and describing the research method and the type of research method that was followed to explore the learning experience, motivation, and participation of an eighth-grade student with specific needs in an EFL context. Then, the participant and the context in which the research took place were described in detail. The following sections explain the data collection strategy, including the techniques and instruments that were used. Finally, the data analysis approach is presented. Each section is structured to ensure alignment with the research objectives and support the study's coherence and rigor.

Qualitative research is the method used to study phenomena in their natural context, focusing on the way individuals or groups interpret their social realities. According to Sampieri (2014), "qualitative research is the method that seeks to understand the reality of the social world in its natural context" (p. 42). This approach is not focused on numerical data but rather gathers rich, descriptive information through words, actions, or observations. In this study, the qualitative research method was applied because it sought to explore the personal learning

experiences, motivation, and participation of an eighth-grade student with specific needs in an English as a Foreign Language (EFL) context, aiming to understand their individual perspective rather than relying on numerical measurements.

A case study was the method used in this qualitative research that focused on exploring a specific instance or example in-depth, often in its real-life context. As Yin (2018) explains, “a case study is an empirical method that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context” (p. 15). This means the researcher takes a close look at one subject, event, or group to understand it fully, often using multiple sources of data.

In this research, the case study was centered on a single participant. It was based on an eighth-grade student with specific learning needs, and explored her experience with an adapted English curriculum content. The study looked closely at this one case over time. It considered the student’s context, interactions, and responses to the modifications. The use of a case study design made sense in this context because it gathered rich, contextual data that would not have been possible through more general or large-scale methods.

Description of the case

In research, a participant refers to the specific individual selected to represent a case in a study. As Creswell (2013) explains, a case study explores a real-life, contemporary bounded system—a case—through detailed and in-depth data collection and analysis. In this case study, the participant was an eighth-grade student, aged 11, with specific learning needs in the English classroom. She attends a private school in Quito, Pichincha, and was selected based on the relevance and

uniqueness of her learning profile. Her English proficiency level is A2.1, aligned with the S3 – NL2 curricular competence established by the Ecuadorian Ministry of Education. This level reflects her current stage of language development and slightly differs from the expected entry profile for eighth grade (S3–NL3). The student has a physical disability and uses a permanent splint to support her mobility. Her neuropsychological maturity is below the expected level for her age, and she presents a psychomotor deficit that affects coordination and fine motor skills. The educational context is a supportive environment with a strong English curriculum that includes ten hours of English classes per week—two hours per day. Additionally, the student is supported by the school’s DECE department, and Grade 3 curricular modifications have been planned to support her English learning experience.

Data collection process

In this study, non-structured observation was the main data collection technique. According to Kawulich (2005), “unstructured observation involves observing participants in their natural setting without a predetermined set of categories or a strict structure” (p. 4). This technique was especially useful in qualitative research because it allowed the researcher to remain open and flexible while capturing real-time engagement, reactions, and interactions within the actual learning environment. In the context of this study, non-structured observation was used to closely follow the learning experience of an eighth-grade student with specific learning needs in the English classroom. The observations gathered served as a basis for identifying the student’s learning style, needs, and participation patterns, which later informed the design of appropriate curricular modifications.

The first instrument used in this study was the field diary. According to Cohen, Manion, and Morrison (2018), “a field diary is a contemporaneous, first-hand account of the researcher’s experiences, observations, and reflections in the field, usually written on a daily basis” (p. 300). It allowed the recording of detailed, real-time data and reflecting on the classroom context as events unfold, capturing nuances that might not emerge through structured instruments. In this study, the field diary was applied twice: first during the initial observation to identify the student’s learning style, needs, and participation tendencies, and later during the observations in the implementation stage to document possible changes after the inclusive activities were applied.

In both applications, the field diary recorded detailed and contextualized information about emotional responses, interaction, and engagement, following the established observation categories. In the emotional aspects, the descriptors considered were: signs of frustration, mood changes, anxiety, or expressions of confidence. In the category of interaction, the indicators were participation in group activities, communication with peers and teachers, and the ability to ask for support. The last area of observation was the engagement, which was noted through attention, enthusiasm, organization, problem-solving, and task completion during tasks. Notes on the student’s learning preferences (visual, auditory, or kinesthetic) and responses to various stimuli (stories, images, or games) were also included.

To obtain the student’s reflection on how the curricular modifications have influenced her engagement, the deep interview technique was applied as a method of data collection. According to Kvale (1996), “an interview is a two-person conversation initiated by the interviewer for the explicit purpose of obtaining

research-relevant information” (p. 14). It means the second instrument was a semi-structured interview guide, applied after the implementation of the inclusive activities to collect the student’s perceptions and reflections on her learning experience, motivation, and participation. According to Cohen, Manion, and Morrison (2018), “a semi-structured interview uses a blend of predetermined questions and the opportunity for the interviewer to explore themes or responses further, depending on the participant’s answers” (p. 512). The guide included open-ended, age-appropriate questions focused on the activities developed during the intervention, exploring how the student felt, which activities were easier or harder, and what helped her participate or feel more confident.

This instrument provides enough structure to stay focused on key areas allowing flexibility for deeper exploration. In this case, the guide the open-ended questions were appropriate for her age to help the student express how the curricular modifications have influenced her learning experience, motivation, and participation. The flexible format allows for follow-up questions, encouraging the student to share opinions, emotions, and preferences in a safe environment. This offered valuable insights to inform inclusive curricular adjustments that reflect the student’s real needs.

Together with the two field diary applications, the process of categorization and coding strengthened the credibility of the findings. This combination made it possible to explore the student’s experience from different perspectives and to analyze the results of the inclusive strategies in greater depth.

Reliability

In qualitative research, reliability is about keeping the way information is

collected and interpreted as consistent as possible (Cohen, Manion, & Morrison, 2018). In this study, the same steps and focus areas were followed each time the instruments were applied. This helped ensure that the information reflected the student's real experiences rather than changes in how the data were gathered.

The semi-structured interview guide maintained a balance between consistency and flexibility, which ensured the collection of rich, detailed responses while still addressing the core aspects of the student's experiences. The same set of key questions was applied in the post-implementation stage to maintain focus on comparable themes, while allowing the interviewer to follow the student's lead and explore relevant topics in greater depth.

To strengthen the reliability of the findings, the process of categorization and coding was carried out by analyzing and comparing the information collected in the two applications of the field diary and the post-implementation interview. This analysis made it possible to identify recurring ideas, contrasting views, and complementary details, offering a fuller and more accurate picture of the student's learning process.

In addition, although the observation categories were not exactly the same in both field diaries, they followed a similar structure that allowed a meaningful comparison between stages. The first diary focused on learning style, motivation, and participation, while the second explored interaction, engagement, and emotional response. This continuity helped trace how the student's learning experience evolved over time and provided solid evidence to support the interpretation of results.

Analysis of the results

The data collected through the field diaries and the semi-structured interview were analyzed using a thematic approach. In this study, the categories were defined in advance according to the research objectives and the focus of each instrument. After collecting the data, each observation and response was carefully reviewed, and codes were assigned to specific ideas within those categories. This process helped identify patterns and connections that reflected the student's reactions, behaviors, and reflections during the learning process.

The first field diary included the categories Learning Style, Participation, and Support Needs to describe the student's initial learning profile. The second field diary focused on Emotional Response, Interaction, and Engagement to analyze the behavior during the inclusive activities. The semi-structured interview used Learning Experience, Motivation, and Participation to understand the personal views after the intervention. Although the categories were different, they shared a similar structure that helped make sense of the information collected in each stage.

The analysis was directly connected to the research objectives, especially those related to the student's learning experience, motivation, and participation. The results were presented clearly and without repetition, avoiding overlap between the narrative description and any visual resources when used. The goal was to provide a coherent interpretation of the data and reflect on its meaning for both the student and the educational context.

To protect the student's privacy, the participant in this case study is called V1. She is an eighth-grade learner with specific learning needs who took part in the English lessons observed during the study. Using this code helps describe her

learning process. It keeps her identity confidential (Creswell & Poth, 2018).

Figure 2

Initial Observation Results

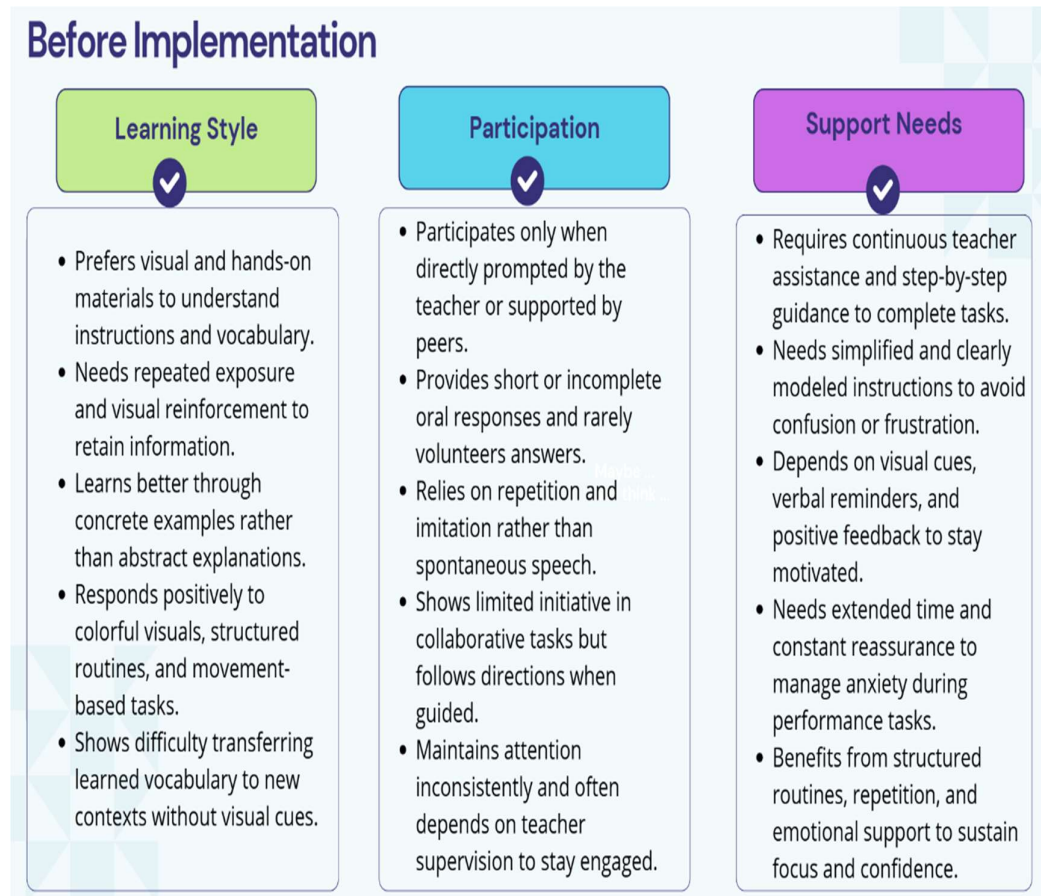


Figure 2 shows the categories that came out of the first classroom observation. These categories helped identify how V1 learned and participated in class before any inclusive strategies were used. The field diary revealed clear patterns in the student's learning style, level of participation, and the kind of support that worked best to keep her engaged.

In the category of Learning Style, the observations showed that V1 learned especially through visual and hands-on materials. V1 understood better when she

could look at pictures, touch real objects, or use colors to identify information. These strategies helped her follow instructions and learn new vocabulary. V1 also needed repetition and visual reinforcement to remember what she had learned. When the teacher used images, color codes, or visual organizers, she stayed focused and could complete her work. However, when the activity did not include these supports, she often lost attention and forgot the content more quickly.

V1 learned better when the lessons used clear examples instead of long or abstract explanations. The student followed the activities more easily when she could see pictures, colors, or simple connections to her daily life. Still, these kinds of activities did not happen very often. Most of the time, V1 needed extra help to understand what to do. When there were no visuals or routines, V1 lost attention quickly and waited for the teacher to explain again. Only in a few moments, when movement or visuals were included, the student looked more active and comfortable, but that kind of support was not a regular part of the class yet.

Finally, V1 had difficulty transferring learned basic vocabulary to new contexts without visual cues. The student remembered words when they appeared with pictures or familiar routines, but she struggled to use them independently in new activities. These patterns show that V1's learning was strongly visual and concrete. This connects with Tomlinson's (2000) idea that teachers should adapt their teaching to students' learning profiles, and with Vygotsky's (1978) theory that learning grows through guided support within the Zone of Proximal Development.

In the category of Participation, the observations showed that V1 took part in class only when the teacher gave her direct prompts or when peers gave support. V1 rarely volunteered to speak or answer on her own. Most of the oral responses

were short or incomplete, and the student repeated what others said instead of expressing her own ideas. This behavior indicated low confidence and a high level of dependence on external help. V1 also showed limited initiative during group activities. Although she followed directions carefully, V1 seldom had an active role in discussions or collaborative tasks. Her participation depended on the structure provided by the teacher. Also, V1's attention varied during lessons; she was focused for short periods and needed constant reminders to stay engaged.

These patterns reveal that V1's participation was guided rather than independent. Her learning behavior matches what Hammond and Gibbons (2005) describe as scaffolding. It means the teacher's guidance helps students achieve goals they could not reach alone. It also reflects Vygotsky's (1978) idea that learners need social interaction and timely support to participate successfully within their Zone of Proximal Development.

In the category of Support Needs, the observations showed that V1 often needed constant teacher's help to complete most tasks. V1 worked better when the teacher explained each step slowly and clearly. When V1 did not understand what to do, the student stopped and waited for help instead of guessing to continue. V1 also needed simple and clearly modeled instructions. This helped her feel calm and sure about what to do next. Long or complex instructions made the student confused or nervous.

During the before implementation stage, V1 needed reminders and visual clues to stay focused. When the teacher pointed to something, gave a short reminder, or supported with encouraging words, V1 paid more attention and felt more motivated to continue. Sometimes, V1 required extra time and reassurance during

performance tasks, especially in activities that required writing or speaking. Gentle reminders and emotional support helped her manage anxiety and continue working calmly. Finally, V1 benefited from structured routines, repetition, and emotional support. Clear routines helped the student know what to expect, and repetition allowed her to remember steps more easily. When she felt emotionally supported, she stayed focused and worked with greater confidence.

These observations show that V1 needed academic and emotional support to feel successful in class. This agrees with the ideas of the Ecuadorian Ministry of Education (2016), which highlights the need for flexible curricular modifications to ensure meaningful participation. It also connects with Dewey (1938), who believed that learning grows best when they feel safe, supported, and connected to what they are doing.

The observations before implementation helped to understand how V1 learned and participated in English classes before inclusive strategies were used. The results showed that V1 needed visual support, clear instructions, and teacher guidance to stay focused and complete the task. Similarly, Martínez and Mendoza (2022) found in their study. They mentioned students are more engaged when activities are adapted to their level and include visual elements. This situation also reflects Tomlinson's (2000) idea that teachers must adjust lessons and materials according to students' learning profiles. For V1, this meant using more visuals, short steps, and concrete examples to help her understand. These kinds of adjustments were later part of the inclusive activities used in class to make learning easier and more meaningful for her.

For V1, these adjustments were not optional; they are necessary because they

assured participation and understanding. The way of learning depended on visual and concrete examples, short steps, and repetition. At the same time, Vygotsky (1978) explained that students learn better when they receive the right kind of help. V1's participation demonstrated this; she needed modeling, reminders, and emotional reassurance to complete the tasks. The teacher's support helped her do things she could not do alone.

Figure 3

Implementation Results

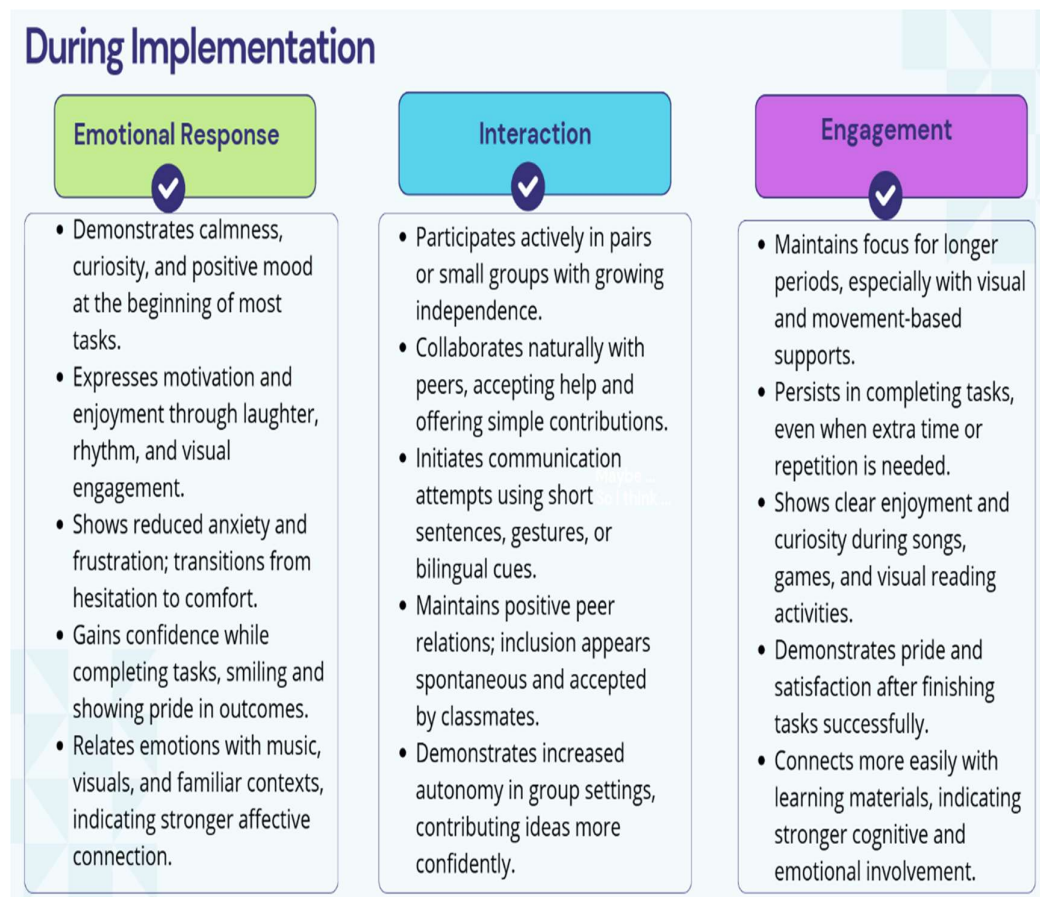


Figure 3 shows the categories that emerged from the classroom observation during the implementation of the inclusive strategies. These categories reflect how

V1's emotions and attitude changed once the activities started to include more visual, rhythmic, and familiar elements.

In the category Emotional Response, V1 seemed calmer and more curious at the beginning of most tasks. Unlike before, V1 did not show much tension; instead, she seemed more willing to try and enjoy what she was doing. Her motivation was expressed with small things, laughing softly, following the rhythm of songs, and paying attention to colors or pictures. These moments showed that V1 was learning and feeling safe in class. As Tomlinson (1999) explains, students learn better when the environment respects their differences and gives them space to enjoy learning in their own way.

Little by little, V1 moved from hesitation to confidence. V1 smiled when she completed the tasks and often looked proud of her work. When an activity included music or something V1 already knew, her expression was brighter, and she could relate it to her world. This supports what Vygotsky (1978) mentions about the link between emotion and learning: students grow when they feel supported and can connect knowledge with their own experiences. Similarly, Hammond and Gibbons (2005) say that scaffolding knowledge helps learners feel secure to take risks, which was visible in how V1 started to participate with less fear.

Her emotional response showed real progress. The inclusive adjustments helped her stay relaxed, enjoy the process, and see her learning as something positive. That emotional security became a base for her confidence in English class.

In the first observation, V1 often waited for others to move before starting. The student's face looked tense, and seemed afraid of making mistakes. During the implementation of inclusive activities, that expression almost disappeared. V1 was

expecting something new. V1 looked calm, followed the rhythm of the songs, and even laughed when something was not perfect. Sometimes, V1 looked around to share a smile, not to ask for help. It was new. The familiar images and colors helped to give her confidence, and she seemed to enjoy the moment. It matched what Martínez and Mendoza (2022) observed in their study: students relax and learn better when the environment feels safe and predictable. Landinez (2023) also found that visual and routine support helps lower anxiety and allows learners to participate more naturally and without fear of being wrong.

In the category Interaction, V1 showed a change in how she connected with others during class. V1 participated more actively in pairs and small groups, and little by little started to do it on her own, without waiting for a direct invitation. Her communication was simple, but meaningful. She used short sentences, gestures. Sometimes, V1 used a mix of English and Spanish to make herself understood. It demonstrated her willingness to be part of the group. V1 accepted help from her peers, but she offered small contributions of her own. For example, suggesting an idea or repeating part of an instruction to help others.

The atmosphere in the classroom played an important role in this progress. V1's classmates included her naturally, and their reactions showed acceptance and respect. The interaction did not feel forced; it was part of the group's dynamic. This reflects what Tomlinson (1999) explains about differentiated environments, that when tasks are accessible and students feel valued, collaboration grows. In the same line, Vygotsky (1978) emphasized that social interaction helps learner's move forward. They share meaning with others. This could be seen when V1 started to feel confident in expressing her ideas during group work. V1 showed more

independence and comfort in social exchanges.

Compared with the first stage, V1 rarely interacted unless someone spoke to her first. V1 stayed quiet in group work and preferred to watch what others were doing. During the implementation, that changed. V1 joined conversations more often, sometimes V1 added short ideas or gestures to explain what she meant. The reactions were quicker, and she no longer waited for constant teacher support. The difference was clear; now she trusted her classmates and herself. The interaction became part of her routine, not something she had to think twice about.

In the category Engagement, V1 showed a real change in how she stayed focused and took part in the class. V1 could keep attention longer, especially when songs were played and pictures, or short movement tasks were applied. Those moments seemed to catch her curiosity and helped her stay connected. As Tomlinson (1999) mentions, when activities fit what students enjoy and can handle, they stay involved more easily, and that was true for her. V1 also showed more persistence. Even when V1 needed extra time or had to repeat a step, V1 did not give up. Her effort was there with small signs of joy, a smile, a quiet hum, or asking to do the activity again. It highlights Dewey's (1938) idea, learning happens through experience, when students are both thinking and feeling. Each time V1 tried, she grew a little more confident and curious.

When V1 completed the work, the student often looked proud and shared it with classmates. Those moments showed that the engagement was not only about paying attention; it was also about emotion. Beard and Wilson (2006) say that feelings give meaning to learning, and that was easy to see here. That mix of action and emotion made V1's learning process feel more alive and personal.

At the start, V1 got distracted very fast. V1 looked around, played with her pencil, or just stopped working when V1 did not understand. Later, that was different. The songs, the colors, and the small moves in the activities kept her going. V1 stayed longer in the task, humming a bit, smiling when she recognized something. Even when V1 took more time, the student wanted to finish. Those small reactions showed V1 was enjoying what she did. It was not about rushing anymore. It felt calmer, lighter. Dewey (1938) said learning happens through experience, and this time she was really living it.

V1 showed real progress in how she stayed interested and active in class. The songs, the colors, and the short routines caught her attention and helped her understand better. These little details made V1 feel safe to try and not worry so much about being wrong. Over time, V1 started enjoying the process and wanted to keep going. It highlights what Vygotsky (1978) mentioned: learning grows when students feel supported and can take small steps on their own.

The participation also changed. V1 was not just following the teacher anymore; the student was part of the activity. When V1 sang, moved, or smiled after finishing, it showed that she was really into it. The class felt lighter, more natural. It was not about finishing a task; it was about being there and liking it, making V1's engagement feel real.

Figure 4

Student Interview Results

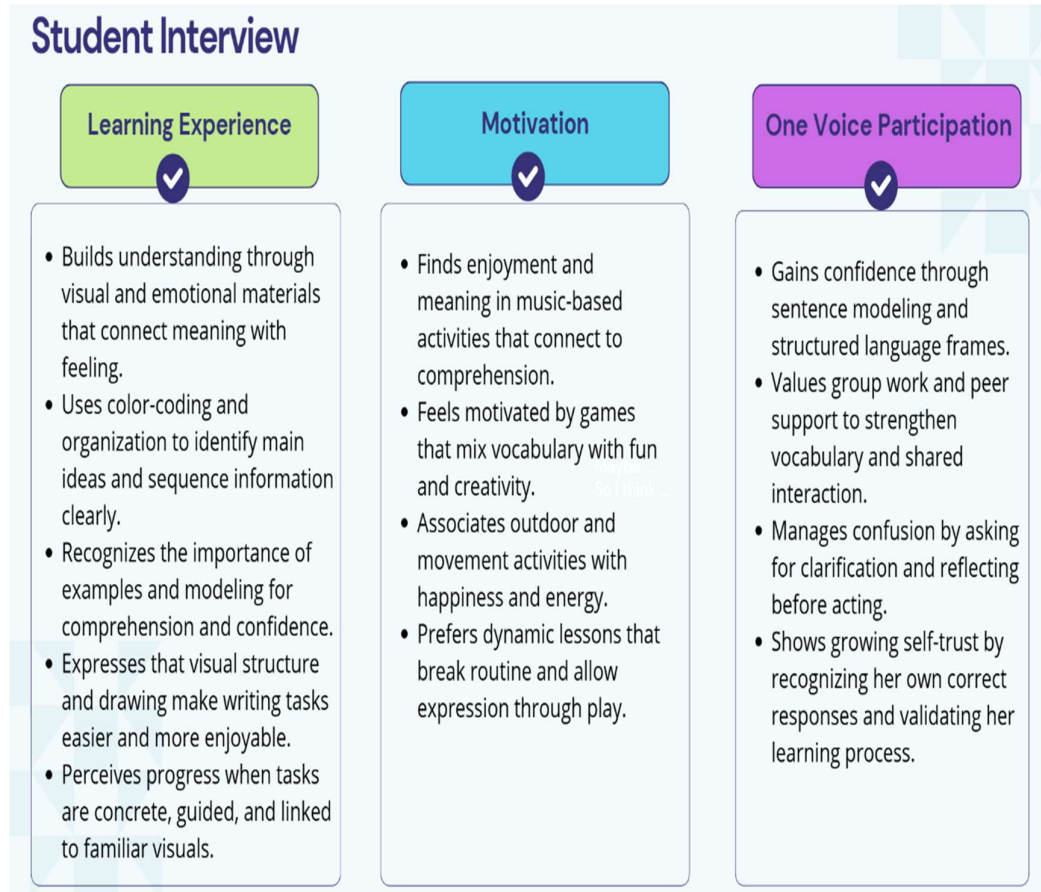


Figure 4 shows the categories that were identified through the student interview after the implementation of the inclusive strategies. These categories reflect how V1 experienced learning once the activities became more visual, organized, and emotionally connected.

In the category Learning Experience, V1 described how colors, drawings, and clear examples helped her understand and remember new content. V1 said that when lessons included visuals or models, it was easier to follow the instructions and

see what was expected. The use of color and organization gave her a sense of calm and control over her work. As she said:

“Me gusta cuando usamos colores porque entiendo mejor lo que tengo que hacer.”

(I like when we use colors because I understand better what I have to do.)

Her words reflected how much V1 relied on visual and emotional cues to make meaning from the lessons. She also mentioned that seeing a model first helped her feel ready to start. It gave her confidence because she knew what to do and how to begin.

“Cuando la profe muestra cómo hacerlo primero, ya sé qué tengo que hacer y no me da miedo.”

(When the teacher shows how to do it first, I already know what to do and I’m not scared.)

This connects with Tomlinson’s (1999) idea that students engage more deeply when materials match their learning profiles and needs. In the same way, Dewey (1938) emphasized that learning happens through experience—when students can do, see, and feel what they learn—which was evident in V1’s words and attitude.

V1 also said that she liked drawing before writing because it helped her plan and organize ideas.

“Me gusta dibujar lo que entiendo porque así me sale mejor escribir.”

(I like to draw what I understand because that way it’s easier to write.)

These reflections showed that V1’s learning experience became more personal and positive. The combination of visual, emotional, and guided elements gave her a sense of success and joy in learning, something that inclusive strategies made possible.

Before the implementation, V1 usually followed the steps because the teacher asked her to, not because V1 truly understood what they meant. V1 often waited for someone to tell her if it was right and stopped when V1 got confused. Reading and writing alone made her lose focus fast. Her notebook had some unfinished parts and words copied from the board, but not much meaning behind them. It seemed the student was working just to finish, not to learn.

After the implementation, V1's responses during the interview showed how her learning experience had evolved. V1 talked about colors, drawings, and examples as tools that helped her understand better. V1 mentioned they made the class easier and gave her confidence to try on her own. V1 smiled when she said she liked using colors to organize her ideas and that drawing helped her write better. Now, the activities felt familiar, even fun. Instead of worrying about mistakes, V1 focused on showing what she knew. V1 also expressed that watching the teacher's model was enough to know how to begin, and that she did not need so much help anymore. That small change said a lot about the student's progress. V1 was learning to trust herself. The way the student spoke about her work sounded proud, as if she knew she could do it. Tomlinson (1999) points out that when lessons match the way students learn, they feel capable and more willing to take part.

V1's way of learning changed in a simple but deep way. The colors, drawings, and clear examples made learning feel close to her; it is not something distant. Little by little, V1 started to understand through what she could see and feel. That confidence grew because the support was adequate for her; it was not too much, not too little. It highlights Vygotsky (1978), who said that learning grows when students get the help they need to take the next step. The same happened here. What used to

be a routine turned into real learning, the kind Dewey (1938) described, when experience, curiosity, and emotion go together.

In the category Motivation, V1 shared that she enjoyed English class much more when activities included music, games, or movement. V1 mentioned that songs helped her understand words and remember them easily. The rhythm and repetition made her feel confident, and V1 often sang parts of the lyrics after class.

“Me gusta cantar en inglés porque aprendo las palabras y me pongo contenta.”

(I like singing in English because I learn the words and it makes me happy.)

V1 also explained that games were her favorite part of the lessons. The student described them as fun and said that they helped her learn new vocabulary without feeling pressure.

“Cuando jugamos, aprendo sin darme cuenta y quiero ganar.”

(When we play, I learn without even noticing, and I want to win.)

These words showed how motivation came from enjoyment and participation. The mix of creativity and learning turned each task into something exciting and meaningful. Dörnyei (2001) mentions that motivation in language learning grows when students feel part of the activity and see progress in what they do. This idea connects strongly with V1's experience, as V1 linked learning experience with happiness and self-confidence.

Also, V1 expressed her preference for classes outside the classroom because they felt free and full of energy. Moving, playing, and working with classmates made her feel part of something bigger.

“Cuando salimos afuera o hacemos juegos, me da alegría y quiero seguir aprendiendo.”

(When we go outside or play games, I feel happy and want to keep learning.)

These experiences reflect how inclusive and dynamic lessons supported her interest in English. They turned effort into something joyful. This aligns with Deci and Ryan's (2000) view that motivation grows when students feel autonomy, connection, and enjoyment in what they learn.

Before the implementation, V1 rarely showed excitement during English lessons. She often followed the routine quietly and needed constant reminders to stay focused. When the tasks felt repetitive, she lost interest quickly and looked tired or distracted. Her motivation depended mostly on the teacher's encouragement rather than her own curiosity.

After the implementation, her answers in the interview revealed a completely different attitude. V1 talked about the joy she felt when learning through songs and games. They made her feel confident and happy. These activities changed her idea of learning—it was no longer something hard or distant but something she wanted to be part of. The mix of music, color, and movement gave her a reason to participate, and her enthusiasm became visible in small but meaningful ways: smiling, asking questions, and volunteering to take part.

This shift reflects what Dörnyei (2001) explains about motivation in language learning: when students feel emotionally connected to an activity, their engagement grows naturally. In V1's case, the inclusive and dynamic activities made her feel free to express herself and enjoy what she was learning. Deci and Ryan (2000) also explain that true motivation appears when students experience joy, choice, and a sense of belonging.

V1's motivation felt different after the new activities. What used to be routine turned into something she wanted to do. The songs and games brought out her smile and made her stay focused without anyone telling her to. V1 began to ask more, laugh more, and take part with energy. The class felt lighter, full of movement and color, and she learned while having fun. Her motivation came from those small moments when she felt capable and part of the group. It reminded me of what Martínez and Mendoza (2022) described: how students react with more interest and confidence when lessons bring emotion and play into learning.

In the category Participation, labeled as “One Voice Participation,” the goal was to show that every student can have a place to speak, listen, and be part of the group. The name came from the idea that inclusion is not about one louder voice, but many voices learning together. For V1, participation was not just answering questions, but finding her own way to join and be heard. This connects with the Universal Design for Learning principles (CAST, 2018), which promote giving each learner different ways to take part and express understanding. V1 explained that short sentence models helped her know how to start speaking.

“Cuando la profe dice la frase primero, yo ya sé cómo responder.”

(When the teacher says the sentence first, I already know how to answer.)

Those small supports made her feel safe and sure of what to say. It reminded me of Vygotsky (1978), who wrote that learners grow when they get the right help to move from guided to independent action. V1 also said that working with her classmates made things easier and more fun.

“Mis compañeros me ayudan con las palabras y yo también los ayudo.”

(My classmates help me with the words, and I help them too.)

That teamwork made her feel part of the group, and she smiled when she talked about it. The space felt fair; she could speak and listen, and everyone respected her turn. Tomlinson (1999) says that when students feel accepted and valued, learning together happens naturally and that's what could be seen in her words. When she felt unsure, she didn't stay quiet anymore.

“Si no entiendo, levanto la mano y pregunto.”

(If I don't understand, I raise my hand and ask.)

That small action showed confidence that wasn't there before. V1 learned to trust her thoughts and to see her mistakes as part of learning. “One Voice Participation” was more than a name. It is a symbol of how inclusion works, every voice matters, and V1 found hers through structure, support, and trust.

V1's participation grew from silence to confidence. The set of varied inclusive activities related to the four main communicative skills gave her space to speak and be heard without fear of making mistakes. V1 had clear models, visual guides, structures, and routines that helped her know when and how to join in. V1 began to trust her own answers and take part as one more voice in the group. The class became a safe space where she could ask, share, and feel sure about what she was learning.

This change came from a place where V1 felt seen and supported. The routines, visuals, and teamwork gave her reasons to speak and listen. The inclusive environment made the difference, combining integration and empathy. This process reflects Vygotsky's (1978) idea that learning and interaction build each other and connect with CAST's (2018) view that real inclusion occurs when every student finds a way to communicate and take part in the learning process. “One Voice

Participation” became more than a label; it was proof that inclusion means listening, supporting, and giving every learner the chance to grow and be heard.

Although the intervention was meant to support one student in particular, its effect reached many others. Each small change for inclusion also helped the rest of the class. These adjustments made learning easier to follow and encouraged teamwork, clearer communication, and respect. What first started as help for one learner slowly turned into support for everyone.

Since both eighth-grade groups worked with the same plan, the changes were naturally shared. Students began to mention that classes felt different, more organized, visual, and enjoyable. They joined the activities with more interest and showed a stronger sense of helping each other. What was first an individual modification became a way of teaching that included all students.

The use of UDL also made it easier to notice things that might have taken much longer to see in other students. The lessons showed new strengths, preferences, and needs within the group, giving different ways to participate and express understanding. This opened space for more accurate support and also built empathy among classmates. As Tomlinson (1999) said, when teachers respond to the needs of each learner, the entire class benefits, because everyone finds a way to connect, share, and grow.

CHAPTER III

THE PRODUCT

Innovative Proposal to the Problem

This chapter introduces the product of the study, which is an inclusive English toolkit created to support experiential learning for an eighth-grade student with specific needs. The toolkit is made up of practical activities that can be adapted, and each one brings together curricular modifications, inclusive strategies, and some digital resources that teachers can actually use in their classes. The design comes from the initial diagnosis of the student, and it tries to respond to her motivation, participation, and learning experience. At the same time, it is connected to inclusive approaches such as differentiated instruction and Universal Design for Learning. In this case study, the proposal is applied as a complete intervention, showing its value in a real classroom context. Finally, the chapter also presents the validation of the proposal, pointing out its validity, its relevance, and the aspects that can be improved, as well as the way it contributes to inclusion and to experiential English learning.

Proposal Name

“One Class, Many Voices: An Inclusive Toolkit”

Type of product

A toolkit is the product developed in this research. It can be understood as a

group of resources that help teachers plan and support their classroom work. Instead of being only one lesson plan or a manual, this toolkit combines different strategies, examples, and activities that can be adapted to particular learning needs. As UNESCO (2017) explains, a toolkit in education, is a set of activities based on methods, instruments, and examples that support teachers to apply inclusive and innovative practices in the classroom. For this reason, a toolkit is considered a flexible and practical product, especially when the goal is to promote inclusion and active participation.

An educational toolkit is also recognized for being practical, adaptable, and easy to implement. O’Leary (2014) explains that “a toolkit is structured as a set of tools and activities organized around a pedagogical purpose, allowing teachers to adapt, combine, and implement them according to learners’ profiles” (p. 62). This toolkit is different because it is based on theory, and it is also action-oriented. It includes clear, challenging but achievable objectives, step-by-step guidance, practical resources, and real assessment ideas. It has a flexible design that adapts well to inclusive frameworks and approaches such as differentiated instruction (Tomlinson, 2000) and Universal Design for Learning (CAST, 2018), to support diverse ways for students to learn and demonstrate consolidation of content.

In this study, the product is a Toolkit of Inclusive Activities for Experiential English Learning, designed for an eighth-grade student with specific needs. All the activities were created by the researcher to respond to the main consequences identified in the problem tree: learning experience, motivation, and participation. This toolkit integrates activities distributed across the four communicative skills established by the Common European Framework of Reference (CEFR): listening,

reading, speaking, and writing. Each activity offers clear instructions for the teacher and adapted tasks for the case-study student. It ensures that curricular modifications are practical and meaningful. The overall purpose of this toolkit is to provide inclusive strategies that make English learning accessible, motivating, and connected to real experiences.

Objective of the proposal

To foster experiential English learning through inclusive activities for promoting motivation and autonomy in the EFL classroom.

Structure of the proposal

The proposal is organized as a toolkit of inclusive activities that teachers can adapt and apply in their educational contexts. To make it practical and user-friendly, the resource begins with a cover page and instructions for use section, which introduces the purpose of the toolkit and provides general guidelines for its implementation.

The main body of the proposal consists of ten inclusive activities that integrate the four communicative skills defined by the Common European Framework of Reference (CEFR): listening, reading, speaking, and writing. Every single activity follows a standardized template to ensure clarity. The template specifies the activity title, skill and objective, followed by the inclusive strategy and adjustments that show how the activity is modified for learners with specific needs and sections for material and notes. Besides, it includes the steps to follow, divided into two parts: teacher role and student role, the inclusive assessment, and a complementary resource pack.

To offer additional support, the toolkit incorporates digital resources and

explanatory links that expand the activities with further details, examples, and interactive materials. All of these components are compiled in a Canva presentation, and the ten activities are visually displayed and numbered. This format ensures that teachers can easily access, navigate, and apply the toolkit in their classrooms, having a meaningful experience.

The complete version of the product, titled One Class, Many Voices: An Inclusive Toolkit, can be accessed through the following link:

https://www.canva.com/design/DAGybDrwnL4/rYFI8TGwKhFIE8_bBAQQ4A/edit?utm_content=DAGybDrwnL4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

The digital version includes all ten inclusive activities, templates, and interactive resources designed to foster learning and inclusion in the EFL classroom.

Table 1

Table of contents: “One Class, Many Voices: An Inclusive Toolkit”

The following table shows the scope of the proposal:

Component	Description
Cover page	Presents the title and general purpose of the toolkit.
Instructions for use	Provides clear guidance on how to implement the activities, adapt them, and evaluate student learning.
Inclusive Activities	Ten activities designed for the four communicative skills (listening, reading, speaking, and writing).
Activity Template	Each activity includes: activity title, skill, objective, inclusive strategy, inclusive adjustments, steps for teacher and student, inclusive assessment, materials, and notes.
Complementary Resources Pack	Additional digital materials and links with extended explanations, examples, and interactive tools.

Besides, the template uses a color-coded design to make it clearer and easier to use. Each part is separated, and one specific color was chosen for all the sections that deal with inclusion, such as inclusive approaches and curricular adjustments.

This makes it easier for teachers to notice which parts show the strategies and modifications for diverse learning needs.

In this way, the structure of the proposal gives confidence to any teacher or user who wants to apply the activities in their own context. The mix of standardized templates, step-by-step guidelines, and extra resources turns the proposal into a tool that is flexible and practical, and that helps promote inclusive and experiential English learning.

Evaluation of the innovative proposal

According to the *Manual de estilo of Universidad Tecnológica Indoamérica* (2020), the evaluation of the proposal is seen as a process that defines the moment and the way the activities will be assessed. In this study, the evaluation is planned for the stage after implementation, and it looks mainly at three indicators: learning experience, motivation, and participation.

The instrument to apply this evaluation is a semi-structured interview. Its objective is to gather the student's opinions, emotions, and preferences in a safe and trusting setting. This instrument makes it possible to understand how the student perceives participation, motivation, confidence, and learning after taking part in the inclusive activities. This reflection follows the institutional guidelines and also gives valuable evidence to analyze the impact of the toolkit in future applications.

Validation of the proposal

In this study, the proposal is conceived as a complete application within a single-case design, which makes it possible to verify its practical value in the classroom. The implementation is expected to generate evidence in relation to the initial diagnosis, demonstrating transformations in motivation, participation, and

experiential learning through the inclusive strategies of the toolkit. This approach provides validity and relevance because it shows how the proposal can effectively respond to the student's needs in real learning conditions. At the same time, the process will allow the identification of areas that could require refinement, such as diversifying resources and adjusting time allocation to ensure better learning opportunities. Overall, the validation highlights the pertinence of the proposal, its meaningful contribution to inclusion, and its capacity to enhance experiential English learning.

CONCLUSIONS

This research explored how inclusive strategies in curricular modifications contributed to enhance the English learning for a student with specific needs. The experience demonstrated that small changes but all of them consistent adjustments in lessons, can make a significant difference. Working with inclusion was more than adapting materials; it was about creating a space where routines, guidance, and care allowed everyone feel part of the class.

The focus on the first objective revealed that it was possible to understand better how the student learns and what she requires to take part in and make progress in class. The findings highlighted that recognizing individual learning patterns facilitated the design of strategies that were more inclusive and meaningful within her learning process. Overall, this process showed how careful observation can guide teaching decisions and support real inclusion in the English classroom.

The second objective was to apply the Inclusive English Toolkit. During this process, it was evident that inclusion does not have to be something extra or apart from the usual lessons. The classroom evolved into a more open and supportive space, and students exhibited greater interest in taking part. This experience confirmed that when teachers plan with understanding and flexibility, learning becomes more purposeful, and every student can take an active role.

The third objective focused on reflecting on the student's learning experience, motivation, and participation after the curricular modifications. Through this reflection, findings indicated that when lessons are planned with care and adapted to learners' specific requirements, students become calmer and more willing to participate in everyday sessions. Learning shifts from being perceived as

unreachable to becoming attainable and enjoyable.

Finally, in response to the general objective, the study established that, inclusive strategies and curricular modifications might transform not only the student's learning path, but also the classroom as a whole. When lessons are designed with UDL and differentiated structures, all students benefit from this framework. Inclusion was integrated as a daily practice that combines reflection, flexibility, and care. This experience reaffirmed that teaching is not only about methods, it is about recognizing each learner's potential and giving everyone a fair chance to grow.

RECOMMENDATIONS

If UDL removes barriers to ensure that all students are able to learn and reach their potential, schools should also remove the barriers that make it difficult for teachers to apply inclusive practices. Institutions, public or private, must support this goal. It is necessary to create spaces where teachers plan together, share strategies, and reflect on classroom experiences. Professional development should focus on realities and practical methods that can be used with real students, not only on a theoretical way. Leadership teams play a key role in offering time, resources, and recognition for inclusive work. When teachers receive adequate institutional support, inclusion becomes part of daily teaching, not an extra task. Creating this culture makes inclusion realistic and sustainable for both students and educators.

Inclusion should also be promoted at the university level. Higher education institutions play a central role in modeling inclusive practices with their own students and preparing future professionals to value diversity. Teacher education programs, in particular, ought to incorporate a dedicated subject focused on inclusive education and the design of strategies that respond to diverse learners. Learning how to teach inclusively from the beginning of professional training would help future teachers enter classrooms with empathy, awareness, and practical tools to support every student.

Teachers play a powerful role in materializing inclusion as an action learning method inside the classroom. It is important to see the curriculum through global eyes, always thinking about the diversity of students and the distinct ways they learn a language and the other subjects. Observing with empathy helps teachers notice what students can do instead of what they cannot. What is more, this mindset builds

confidence in every learner and triggers their self-esteem when learning. Daily lessons should incorporate small, regular practices that encourage participation for everyone, including clear instructions, consistent routines, and visual support that guide learning without pressure. When these routines are used with care and dedication, practices become part of the teaching style and they are not taken as extra responsibility. Working this way fosters a classroom where all students grow together, and learning becomes an enjoyable shared experience. This perspective reinforces the idea that inclusive education is not an additional task, it is a shared commitment within the school community.

Future researchers could explore how inclusive strategies and curricular modifications may be implemented with students who present diverse learning profiles, since diversity in the classroom is wide and unique in every context. It would be valuable to identify which strategies work best for different learners and how teachers might modify them for real situations. Further studies may also focus on ways to train educators to design and implement responsive instructional plans that respond to the students' strengths, interests, and learning rhythms. A deeper understanding of these processes would help create classrooms where diversity is not a barrier, but an opportunity to learn together.

LIMITATIONS

As a qualitative case study, this research was limited to one participant with specific learning needs, so the findings cannot be generalized to all students or educational contexts. The results also reflect the conditions of a private institution with its own support systems and English instruction hours that may differ from other schools.

Another limitation was not serving as the student's tutor, a role responsible for overseeing the student's overall academic and personal progress across all subjects and maintaining ongoing communication with families and teachers. Holding that position would have provided a broader and more continuous perspective on the student's academic trajectory across subjects and facilitated closer coordination with other teachers to enhance the support offered. Also, it would have enabled the identification of additional resources or forms of support that could have reinforced the inclusive process even more.

DECLARATION OF ARTIFICIAL INTELLIGENCE USE

During the development of this thesis, the author used Grammarly for grammar, spelling, and coherence review of the English text. After using this tool, the author carefully reviewed and edited the content. Ensuring that all ideas, analyses, interpretations, and conclusions are original and entirely the author's own. The author takes full responsibility for the integrity, accuracy, and authenticity of the information presented in this research work.

REFERENCES

- Agapova, T. V. (2021). *Direct method of teaching foreign languages: Pros and cons. Pedagogy Journal*. <http://publishing-vak.ru/file/archive-pedagogy-2021-4/b6-agapova-tamara.pdf>
- Beard, C. M., & Wilson, J. P. (2006). *Experiential learning: A best practice handbook for educators and trainers* (2nd ed.). Kogan Page.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
<https://doi.org/10.1191/1478088706qp063oa>
- CAST. (2018). *Universal Design for Learning guidelines version 2.2*. CAST.
<http://udlguidelines.cast.org>
- Chen, Z. (2016, June). *Language learning strategies based on the educational concept of innovation and entrepreneurship. Open Access Library Journal*. <https://www.scirp.org/journal/paperinformation?paperid=69410>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315456539>
- Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing. <https://www.coe.int/en/web/common-european-framework-reference-languages>
- Coubergs, C., Struyven, K., Vanthournout, G., & Engels, N. (2017). Measuring teachers' perceptions about differentiated instruction: The DI-Quest instrument and model. *Studies in Educational Evaluation*, 53, 41–54.
<https://doi.org/10.1016/j.stueduc.2017.02.004>

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Daniels, H. (2001). *Vygotsky and pedagogy*. RoutledgeFalmer.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
- Educación, M. de. (2021). *English as a Foreign Language for Subnivel Bachillerato*. Ministerio de Educación del Ecuador. <https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-BGU-final-ok.pdf>
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications. <https://uk.sagepub.com/en-gb/eur/an-introduction-to-qualitative-research/book245950>
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Heinemann.
- Haliwanda, U. (2019, October). *The effect of using direct method in teaching speaking skill at the second year of SMK Negeri 1 Bener Meriah-Aceh*. *Journal of English Language Teaching*. <https://ejournal.upbatam.ac.id/index.php/basis/article/view/1411/859>

- Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. *Prospect*, 20(1), 6–30.
- Hanifa, R., Yusuf, F. N., Yusra, S. R., & Suherdi, D. (2024). Adapting EFL materials and its influences on Indonesia secondary school students' language learning. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1), 69. <https://doi.org/10.1186/s40862-024-00297-7>
- Kawulich, B. B. (2005). Participant observation as a data collection method. *Forum: Qualitative Social Research*, 6(2), Article 43. <https://doi.org/10.17169/fqs-6.2.466>
- Khameis, M. (2006, June). *Using creative strategies to promote students' speaking skills*. *The Internet TESL Journal*. <https://d1wqtxts1xzle7.cloudfront.net/37196858/Using-Creative-Strategies-to-Promote-Students-Speaking-Skills-libre.pdf>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Kozulin, A. (2003). Psychological tools and mediated learning. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), *Vygotsky's educational theory in cultural context* (pp. 15–38). Cambridge University Press. <https://doi.org/10.1017/CBO9780511840975.003>
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. SAGE Publications.

- Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.
<https://us.sagepub.com/en-us/nam/interviews/book243860>
- Landinez, A. C. R. (2023). *Integrating deaf students in English programs: Curricular reflections from Bogotá*. Universidad Distrital Francisco José de Caldas.
- Martínez Véliz, M. E., & Mendoza Bravo, K. L. (2022). The effectiveness of a contextualized curriculum to teach English in the Galapagos Islands. *Ciencia Latina Revista Científica Multidisciplinar*, 6(5).
<https://ciencialatina.org/index.php/cienciala/article/view/3153>
- Mercer, N., & Littleton, K. (2007). *Dialogue and the development of children's thinking: A sociocultural approach*. Routledge.
<https://doi.org/10.4324/9780203946657>
- Ministerio de Educación del Ecuador. (2011). *Ley Orgánica de Educación Intercultural (LOEI)*. Registro Oficial Suplemento 417.
<https://educacion.gob.ec>
- Ministerio de Educación del Ecuador. (2012a). *Reglamento General a la Ley Orgánica de Educación Intercultural*. Registro Oficial Suplemento 754.
<https://educacion.gob.ec>
- Ministerio de Educación del Ecuador. (2012b). *Acuerdo Ministerial 020A-2012: Norma técnica para la elaboración del Plan Individual de Adaptaciones Curriculares (PIE)*. <https://educacion.gob.ec/wp-content/uploads/downloads/2012/07/ACUERDO-MINISTERIAL-020-A-NORMA-TECNICA-PIE.pdf>

- Ministerio de Educación del Ecuador. (2013). *Guía para la elaboración de adaptaciones curriculares para estudiantes con necesidades educativas especiales asociadas o no a una discapacidad*. <https://educacion.gob.ec>
- Ministerio de Educación del Ecuador. (2016). *Modelo de Educación Inclusiva*. <https://educacion.gob.ec>
- Moll, L. C. (2014). *L. S. Vygotsky and education*. Routledge.
<https://doi.org/10.4324/9780203156773>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
<https://us.sagepub.com/en-us/nam/qualitative-research-evaluation-methods/book242733>
- RAO, P. S. (2019, March). *The importance of speaking skills in English classrooms* (Vol. 2). VS Publications Alford Council of International English & Literature Journal (ACIELJ).
https://www.researchgate.net/profile/Parupalli-Rao/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS
- Rodríguez, A. (2023). *Teaching and learning EFL competences to deaf students in bachelor's programs*. Universidad Santo Tomás.
<https://repository.usta.edu.co/bitstream/11634/51060/1/2023anyirodriguez.pdf>
- Sampieri, H. (2014). *Metodología de la investigación* (6ª ed.). McGraw-Hill.
- Stake, R. E. (1995). *The art of case study research*. SAGE Publications.

- Tobin, R., & Behling, K. (2018). *Teach everyone: How to use Universal Design for Learning to teach all in today's diverse classrooms*. CAST Professional Publishing.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Association for Supervision and Curriculum Development (ASCD).
- Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*. *ERIC Digest*. <https://files.eric.ed.gov/fulltext/ED443572.pdf>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. ASCD.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. *World Conference on Special Needs Education: Access and Quality*. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>
- UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000248254>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159–180. <https://doi.org/10.1080/13670050608668639>

Weinstein, C., & Mayer, R. (1983, November 4). *The teaching of learning strategies*. <https://es.scribd.com/document/79036011/Weinstein-and-Mayer-1983>

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89–100.

ANNEXES

Annexe 1: Data Collection - Instrument 1 – Initial Observation - Base Format

https://drive.google.com/file/d/1m8EZC9NLLoa6PunMMYrK_4ZpZowOxHDd/view?usp=drive_link

Annexe 2: Data Collection - Instrument 2 – During Implementation - Base Format

https://drive.google.com/file/d/1wGcoT4y_wucHla6km0dFf4lSgE5trD8l/view?usp=drive_link

Annexe 3: Data Collection - Instrument 3 – Student Interview - Base Format

https://drive.google.com/file/d/1_OS1FdcA4jTxMHVsMmevdgvQualYMacO/view?usp=sharing

Annexe 4: Analysis Results: Inicial Observation / Before Implementation

<https://docs.google.com/document/d/1HNR0hAx7tc4DQ3MStaTQW8f2j0Wvut2d/edit?usp=sharing&ouid=118213489073326023891&rtpof=true&sd=true>

Annexe 5: Analysis Results: Observation during implementation

https://docs.google.com/document/d/1NDCscu9ieYqOIw0qe3cnEj_LiaUznyFNloR2iriF_aM/edit?usp=sharing

Annexe 6: Analysis Results: Student Interview

https://docs.google.com/document/d/1H_zOhwGDi6LhEAuFBvQG19TD5BddY9njZKrP9H-sCm0/edit?usp=sharing

