

**Curricular Proposal in Favor of Inclusive Education in a Bachelor's Degree Program in
Foreign Languages**

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Abstract

This research is related to a curricular proposal in favor of the inclusive education in a bachelor's degree program in Foreign Languages at a University located in the city of Cali, which arises from the experience of a pedagogical practice held by the researchers in basic secondary education in an educational institution located in the same city, which is focused on the inclusive education. During this very same time it becomes evident that specific instruction is necessary from the academy which is training those who will serve as teachers for a population with different cognitive, motor and/or social diagnoses. From there, the general objective is to determine a curricular proposal that provides pedagogical tools and strategies for the attention towards diversity in the existing curriculum, thus generating spaces for reflection and social and academic impacts for the parties involved, among which are the directors, teachers and students. The methodology was qualitative, to the extent that it allows the collection and description of information through two instruments used: epistemological table of documentation and a survey, applied to 65 members of the educational community, including 56 students and 9 teachers. Analyzing the results, it was found that the Ministry of Education supports integrated education from the normative, in addition, it is shown through the questionnaire that the educational community has knowledge about the curriculum and inclusive practices. Finally, it is concluded that it is important to implement a curricular proposal, based on the Universal Design for Learning (DUA) and the Individualized Plan for Reasonable Adjustments (PIAR), as a means to enrich the training of future teachers.

Key words

Inclusive education; curriculum proposal; pedagogical strategies; teacher training; curriculum; Universal Design for Learning (UDL); Individualized Plan for Reasonable Adjustments (IPRA).

Resumen

Esta investigación está relacionada con una propuesta curricular a favor de la educación inclusiva en un programa de Licenciatura en Lenguas Extranjeras en una universidad de la ciudad de Cali, que surge a partir de la experiencia de práctica pedagógica de los investigadores en una institución educativa de básica secundaria enfocada en la educación inclusiva y ubicada en la misma ciudad. Durante este tiempo se evidenció que es necesaria la instrucción específica desde la academia que forma a quienes fungirán como docentes para atender a una población con distintos diagnósticos cognitivos, motrices y/o sociales. A partir de allí se plantea como objetivo general de este estudio determinar una propuesta curricular que aporte herramientas y estrategias pedagógicas para atención a la diversidad al currículo ya existente, generando así espacios de reflexión e impactos sociales y académicos para las partes involucradas, entre los cuales se encuentran los directivos, docentes y estudiantes. La metodología que se empleó fue de carácter cualitativa, en la medida que permite la recopilación y descripción de la información a través de dos instrumentos utilizados: cuadro epistemológico de documentación y una encuesta, aplicada a 65 miembros de la comunidad educativa, entre los cuales se ubican 56 estudiantes y 9 docentes. Analizando los resultados se encontró que el Ministerio de Educación apoya la formación integrada desde la normativa; además, se muestra a través del cuestionario que la comunidad educativa tiene conocimiento sobre el plan de estudios y prácticas inclusivas. Finalmente, se

llega a la conclusión que es importante implementar una propuesta curricular, basada en el Diseño Universal de Aprendizaje (DUA) y el Plan Individualizado de Ajustes Razonables (PIAR), como medio para enriquecer la formación de los futuros docentes.

Palabras clave

Educación inclusiva; propuesta curricular; estrategias pedagógicas; Formación docente; currículo; Diseño Universal del Aprendizaje (DUA); Plan Individualizado de Ajustes Razonables (PIAR).

Introduction

Inclusion as a concept within education emerged in Europe in 1960 when the process of integration of students with special educational needs to regular institutions began (Tobón et al., 2015). Later, several experts in the field have given meaning to this term to include what was previously being excluded. Mel Ainscow (2003) defines it as the never-ending processes that are carried out in pedagogical practice, with the aim of providing quality teaching that manages to involve all students and encourages their permanence. Thus, inclusive education focuses on the identification, analysis, and elimination of barriers. However, it should not only be understood within the academic environment, but also be promoted outside it, since it represents a fundamental basis for sustainable development within society, in which the fulfillment of human rights, tolerance, civic commitment and respect for differences are promoted (Sánchez, 2019).

In this perspective, the development of training for all must be supported, not only at the institutional level but also at the governmental level, with the purpose that there is follow-up and quality education is provided. Within the framework of these coordinates, in Colombia, Decree

1421 of August 29, 2017, is established, which regulates the enrollment of all students regardless of their diagnosis, with the assurance that they will not be rejected and that the required adjustments will be made (MEN, 2017). Therefore, it is important that institutions, teachers, and future teachers are aware of it and commit to inclusive practices.

Following this line, in the city of Santiago de Cali, there are several institutions that are in the framework of inclusive education and that promote the construction of integral individuals. Their pedagogical practices have as a starting point the identification of the specific needs of students, with the aim of generating the relevant curricular adjustments (Rodríguez Andrade & Urbano Burbano, 2019, p. 88). Within these characteristics, the Mayor San Antonio de Padua school is located, which, from its mission, appropriates the concept of inclusion and adopts practices based on the pedagogical model "Teaching for Understanding (TU)" which, from a constructivist approach, facilitates the adaptation of the curriculum to provide education for all. It should be noted that constructivism is approached in the light of different theorists and schools of thought, consequently, for the analysis, it is proposed in this study to approach it from the theory of cognitive development of Jean Piaget, who thanks to his conceptualization and based on the teaching experience within this institution, is the author who best fits to develop this pedagogical model.

Students who require essential educational services due to their individual needs, are framed within cognitive, motor and/or social diagnoses, which have had an external clinical monitoring. From the moment of admission, families share them with the Occupational Therapy Department of the institution, who are responsible for transferring all the information with the management and teaching staff, to establish the necessary pedagogical strategies to teach in diversity. In this order of ideas, it is necessary that the teacher has sufficient knowledge to ensure

the right to quality education and that those who come to school develop all their capabilities in a perspective of equity and collaboration (Calvo, 2013). This, in view of the fact that, from the professional teacher training, there is no focus on the attention to diversity and, consequently, difficulties are generated in the teaching and learning processes.

Based on the exposed problematic, we seek to determine a curricular proposal at the Universidad Santiago de Cali with an inclusive approach in the Bachelor's Degree program in Foreign Languages English - French, which transforms and adapts higher education to the different learning barriers by training teachers to serve this type of population. It should be clarified that the curriculum of this educational program (USC, 2021), is divided into three areas, which are: cross-cutting subjects, foundation, and professionalization.

Transversal subjects: political constitution, quantum reasoning.

Foundation subjects: Approaches and Models of Education, Grammatical Foundation, Integrated Competencies English I, II, III, IV, V, VI, VII, VIII, IX, Integrated Competencies French I, II, III, IV, V, VI, VII, VIII, IX, Phonetics and Phonology, Knowledge and Psychology of Learning, General Linguistics, Curricular Field: Concepts, Methods and Practices, History and Epistemology of Languages, Pragmatics and Discourse Analysis, Design of Didactic Strategies in LLEE, Evaluation Processes in Foreign Language Didactics, Academic Writing in English, Writing and Composition in French.

Professionalization subjects: Pedagogical Practice I: Professional Teacher Training, Pedagogical Practice II: Cultural Science, Education and Human Development, Pedagogical Practice III: Structure and Organization of Educational Institutions, Pedagogical Practice IV: Curricular Management and Evaluative Practices, Pedagogical Practice V: Teaching Processes of

Foreign Languages, Pedagogical Practice VI: Pedagogical Research in Foreign Languages, Pedagogical Practice VII: Pedagogical Research in Foreign Languages.

However, it is clear that in none of the areas that make up the current curriculum of the Foreign Language program selected for this study is there a subject that provides the student in training with the appropriate tools to serve this type of population with cognitive, motor and/or social diagnoses, and also guides inclusive education processes, such as the Individual Plans according to Reasonable Adjustments (IPRA) and the Universal Design for Learning (UDL).

As a result of the above, the interest to investigate in this specific field of education arises, therefore the following problem question was formulated:

What is the status of inclusive education in the Bachelor's degree program in Foreign Languages at Santiago de Cali University?

In order to guide the search for answers, the general objective is to determine a curricular proposal in favor of Inclusive Education in the Bachelor's Degree Program in Foreign Languages at Universidad Santiago de Cali. In light of the above, it is necessary to establish some specific objectives, firstly, to identify the Colombian educational regulations in relation to the training of inclusive teachers in Colombia; secondly, to know the implicit and explicit conceptions of inclusive education held by managers, teachers and future teachers of the foreign language degree program at Santiago de Cali University; and finally, to strengthen the curricular proposal in relation to inclusive education of the Foreign Language Degree program at Santiago de Cali University.

In accordance with the proposed objectives, we seek to demonstrate the reasons why it is important to carry out this research. Since ancient times, human progress in society has been determined by the development of capabilities and the satisfaction of people's basic needs, among which are health, food, autonomy and, above all, education. However, there are some who have disadvantages in meeting these needs, which leads to exposure to serious individual and psychological damage within their context (Luque Parra, 2009). Consequently, the lack of attention to this population is interpreted as difficulties that lead to the generation of specific measures to meet their needs, thus, inclusion arises as a generator of solutions to mitigate the impact of exclusion (Echeita Sarrionandía & Sandoval Mena, 2002).

As a result of this, it is relevant to reflect on the existing virtuous circle, in which people with diagnoses who have access to education are not really receiving adequate attention, due to the lack of teacher training and, consequently, they do not achieve the expected progress so that they can have sufficient autonomy (Blanco G, 2006). In contrast, if from the academy (Higher Education) the strategies and tools are provided to future teachers, they will be able to promote them within the classroom, as well as students at the social level (Plancarte Cansino, 2017).

Concerning the previous statement, the responsibility for conducting education with principles of quality and equity falls mainly on teachers, who are responsible for generating teaching spaces that seek to enhance the skills of each student. Thus, it is important to train education professionals in the identification of needs and to know what to teach, how and when (Castillo Briceño, 2015).

In this order of ideas, this future degree project contributes to the materialization of the fundamental right to educational inclusion, in addition, it will generate spaces for reflection on

the pedagogical practices so that these are translated into new approaches of solidarity, tolerance and that bring with them a new way of facing the plurality and multiculturalism of the student body (Schalock, 1999). This means that future teachers will promote and strengthen meaningful learning through the recognition of the value of different learning rhythms and styles, in order to contribute to the formation of whole persons (Llorent García et al., 2012). In this way, specifically for the Universidad Santiago de Cali, the results of this degree work are a contribution to the research line curriculum, culture and society of the Language Sciences group of the Faculty of Education.

Finally, this research project visualizes several beneficiaries, firstly, the Santiago de Cali University and the Bachelor's Degree in Foreign Languages program, since it serves as a self-evaluation of the curricular foundations and the impact that the institution's inclusive pedagogical actions are having; secondly, to the teachers so that they can reflect, improve and implement new pedagogical actions in attention to diversity; thirdly, to the students in formation of the current program, fulfilling the objective of providing tools that allow attending to plurality and multiculturalism in order to achieve academic success, emphasizing the needs of each student; finally, to the institutions that hire the services of the graduates.

In order to guide the development of this research, international, national and local research was used as support, focusing on teacher training, pedagogical tools and strategies for attention to diversity and the implementation of a curricular proposal.

Bravo, C. (2022) proposes a pedagogical model for initial teacher training, with respect to competencies in attention to diversity and inclusive education. This research has as its main theoretical reference Gloria Calvo, who proposes that in order to effectively address teacher

training for diversity and inclusive education, there must be a close relationship between reflection and action, since it is here where the real teaching task becomes visible, and that practice turns these concerns and good behaviors into real training strategies. The information collected proves to be mixed, since it refers to qualitative sources such as documentary analysis and interviews, and quantitative sources such as the survey. This project provides general ideas on the effectiveness of the type of research for data collection because it is closely related to our specific objectives, which seek to investigate conceptions, identify the regulations and from there, make proposals for improvement in terms of inclusion for future teachers. Likewise, regarding teacher training in inclusive education, this project contributes Gloria Calvo as an important theoretical reference, who states that in order to develop effective teacher training, these must integrate three fundamental aspects, which are the cognitive competencies, which refer to the ability to understand the context; the procedural competencies, which refer to the reflection on the teaching methods being developed; and the attitudinal competencies, which refer to the willingness of the teacher to self-evaluate and rethink the teaching task within the practice.

Barona Arana & Ramírez Parra (2019) identify the value of implementing pedagogical strategies that favor a culture. The most relevant pedagogical strategy proposed by this research is the use of information and communication technologies (ICT) promoted by José María Fernández Batanero, who proposes that the use of these tools helps teachers to solve situations in the teaching and learning processes, thanks to the audiovisual advantages they have. . The information collected proves to be of a qualitative nature of action-research type, since the objective is to identify and implement different pedagogical strategies that favor the development of inclusive education within the classroom, when cases of disabilities arise. This project

provides two important tools to enrich the curricular proposal, which are the Individual Plans according to Reasonable Adjustments (PIAR) and the Universal Design for Learning (DUA), because they are the basis for teachers to propose strategies where the student seeks his personal development and is able to perform effectively in different areas that require the construction of his own knowledge.

Uribe Polo (2007) proposes a curriculum for teaching English as a foreign language in a kindergarten, which allows linking an experiential world from nature and art to develop sensitivity, critical capacity and awareness of the environment of children, and in turn includes a series of meaningful, playful and artistic activities. Its theoretical reference is based on meaningful learning through pedagogical projects, the development of children between 8 months and 5 years of age and the pedagogical principles of the preschool level and the teaching of foreign languages to children. The problem of this research is approached through a methodology that follows the introspective spiral phases of Lewin's 1947 action-participatory research, which allows the teacher to identify problems that may arise in the classroom, either collectively or with specific children, and to provide solutions that are simultaneously applied and evaluated. This project contributes general ideas to the present work on the guidelines for developing a curriculum proposal and provides answers to key questions such as: what to teach, what for, when and with what, i.e., the purposes, contents, sequencing, methodology and didactic resources. This process is based on the participation in the pedagogical projects that are developed in their planning, development and evaluation.

The generation of proposals with the objective of enriching the curriculum in favor of inclusive education is supported by the legal framework proposed by the Ministry of National Education (MEN), which includes several laws and decrees that promote teacher training and

access to institutions for all students. In addition, the understanding of concepts such as curriculum, curriculum theory, curricular change and inclusive education are relevant supports for this study.

As mentioned in the previous paragraph, Colombia's Law 115 of 1994, the General Education Law, establishes in Article 76, that defines the concept of curriculum as the group of criteria, study plans, programs, methodologies, and processes that contribute to the integral formation and the construction of identity of people (Constitution, 1994). Law 762 of 2002 proposes the elimination of all barriers of discrimination against persons with disabilities (Constitution, 2002). Likewise, Statutory Law 1618 of 2013 promotes the full exercise of the rights of persons with specific conditions that limit the satisfaction of their basic needs for human development, such as education (Constitution, 2013). Based on these laws, Decree 1421 of August 29, 2017, appears, which regulates that no educational establishment may deny the entry of a student on the grounds of disability, therefore, institutions, teachers and future teachers must know strategies and alternatives to provide quality education (MEN, 2017). Regarding the criteria for the development of a curriculum, Decree 1860 of August 3, 1994, specifically in Article 33, which states that the main characteristic of this is to be flexible allowing innovation and modification with respect to the context where it is applied (MEN, 1994).

Curriculum

The definition of the curriculum concept is based on three perspectives: a general approach, foreign languages and inclusive education.

Regarding the first, it is complex to define it, since over time its conceptualization has always been linked to how the school is understood, so for the traditional school, the curriculum

is the content to be taught in a given context and time span. On the other hand, for the modern school, the curriculum focuses on teaching for life; that is, on demonstrating the usefulness of that knowledge within real contexts, through methodologies, plans and processes, taking into account that along the way variations may arise with respect to the specific needs of the students, which would generate modifications in its contents and established times to achieve the expected results (Malagón Plata, 2008). In other words, conceptualizing it is not a simple task; this requires reflection on the conceptions about education, so that institutions recognize the approach they will give to their curriculum and the social impact they want to generate.

Now, in the field of foreign language, the curriculum focuses on the development of knowledge, values, attitudes and skills that students acquire to enhance communicative competence and that, based on experiences in real contexts, learning outcomes are generated, which can be planned, measured and evaluated from the educational system. In other words, the foreign language curriculum must be related to the linguistic field that allows its design and implementation (Richards, 2005). This definition is similar to that of the modern school of the previous author, since in both, the implementation of knowledge in daily life prevails as the basis of the curriculum.

From the perspective of educational inclusion, the curriculum represents the processes through which the student recognizes differences, respects them and actively participates in changing oppressive messages and attitudes within society, supported with material that allows awareness-raising along with families from home (Stainback & Stainback, 2007). For this reason, designing and implementing a curriculum is the responsibility of the entire community, managers, teachers, students and families, in order to generate classrooms that are less and less

exclusive. In addition, thinking about a proposal that favors this ideal requires a broad overview of the elements that compose it, its structure and organization.

According to Marcano (2001), this is prescriptive and normative for students. In this sense, during their learning process, students must take a variety of subjects which are determined by an assigned class schedule and credit¹ units. Likewise, the DGCyE (2009) published in 2007 the General Framework of Curricular Policy for all educational levels in the province of Buenos Aires, in which it characterizes it as official and common, that is to say, that it guides teaching and establishes from the regulations what and how to educate in the institutions, a perspective that guarantees equality to all academic members in their right to learn, since it incorporates all the knowledge and skills that the entire population must learn. With what is stated by these two authors, it is evident that the curriculum can have several perspectives, whether it is one that orients what its content should be, one that follows already established parameters that regulate it, or one that integrates and responds to cultural diversity, which depends on the institutional objectives that are to be used.

On the other hand, Camilloni (1970) mentions that a curriculum must take into account the following elements: purposes, content, sequencing, method, resources and evaluation. It must also answer questions such as: why teach, when to teach, how to teach, what to teach with, and whether the goal was achieved. According to the above, the curriculum must incorporate learning objectives to be achieved in a given period of time (Stenhouse, 1984), which means that these will indicate the way in which academic results will be obtained, and in which the profile

¹ An Academic Credit is the unit that measures the estimated time of a student's academic activity in terms of the professional and academic competencies, that the program is expected to develop (MEN, 2001).

of the graduate student is defined, the capabilities, knowledge and skills that the student has acquired during the program studied.

Curriculum theory

During the last decades, curriculum has been used as a concept to understand and establish education, as well as a field and phenomenon of educational reality. However, it is a term linked to diverse ideological-cultural opinions since it encompasses the educational reality from different perspectives.

According to Casarini (2010), curricular theories have two functions, firstly, normative, which is composed of the organization of data and the understanding of what is intended to be addressed within teaching; secondly, reflective, which pertains to the action to achieve the objectives; that is, this theory plays between what is proposed and what is actually achieved within the framework of education.

For his part, Camillioni (1970) states that curriculum theory in the 20th century has been enriched, because it is no longer thought that a curriculum is simply a structured sequence of subjects, but a complex construction of a training program, where it is not determined by the name of the subject or by the set of topics of each one, since it depends on the way in which it is taught, the modalities with which learning is evaluated and the institutional environments where it is carried out.

Furthermore, Angulo Rasco (1994) states that curriculum theory is a set of concepts, definitions and propositions that are related to the systematic vision of curriculum phenomena. In

other words, the main function of curriculum theory is to describe and explain these phenomena and to serve as a guide for curriculum activities.

Other authors include Pérez Gomez & Sacristán (2008), who define curriculum theory as the account of the set of experiences, lived by teachers and students under the tutelage of the school. It means, it is developed as an educational project under permanent construction. Likewise, Conelly and Clandinin (1992) state that teachers live and construct curriculum theory as a life course, in which knowledge, emotions and experiences are shared. Consequently, in order to define and implement it, it must undergo changes according to the aforementioned aspects.

Curricular change is explained as a reorganization of educational structures, in which it is necessary to rethink training projects and evaluate the relevance and quality of their implementation. In addition, it must be accompanied by criteria that favor its promotion while complying with the proposed goals, within these, flexibility is located, which allows the realization of modifications as needs arise; and the other, is the articulation, which facilitates the integration of different areas so that the student recognizes knowledge as a whole and not only as a unit of knowledge of a single discipline (Collazo, 2014). This author's proposal supports the capacity that educational agents involved in the curriculum should have, so that their interaction and exchange of ideas is active and translates into good student performance in practice.

From another perspective, Bolívar (1996) assumes that these changes are not possible if they are not linked to the reality of the educational community in which the curriculum is implemented, since the social, economic and cultural level of its members must be taken into account, so that their interests predominate, rather than the possible limitations that these aspects

may represent. Thus, it is important for institutions to be interested in knowing their public, so that the approach to innovation does not become a utopia.

In relation to what was suggested by the previous author, Aznar Minguet et al. (2017) determine sustainable development as the basis of curricular transformations, since these modifications will have an impact from generation to generation and thus, when students finish their studies, they will promote all those values, which from the curriculum were raised to be transmitted with the vision of forming integral people and in turn, that these are generators of new points of view that contribute to social inclusion. However, in order to achieve this, research must be promoted, and teachers must be fully aware of it, so that the social impacts generated by the students have a solid basis and generate real effects.

Inclusive education

Arnaiz (2000) defines inclusive education as the response to student diversity from a focus on the value of the individual, who generates new points of view based on his or her own experiences and culture, the latter being the starting point for changing the curriculum towards a perspective of equity, in which all participants have different rhythms and ways of learning. Therefore, teachers must have as a fundamental basis the thoughts, values, cultures and experiences of the students for a successful curriculum design.

Skrtic (1999) shares the same idea. He suggests that school culture should be closely related to teaching and learning processes, if the aim is to create inclusive societies, since it is here that children should know and promote values, to reduce exclusion inside and outside the classroom. In accordance with the above, it is considered that the concept of inclusion should be present in all areas, situations and social contexts, not only in education.

From other side, Lipsky & Gartner (1999), state that inclusive education is the provision that should be provided to students with appropriate classes and complementary tools for students and teachers, in order to include those with difficulties and achieve academic, social and behavioral success in the student, so that he/she is able to participate and contribute to the society where he/she is. Therefore, the teacher must know strategies based on inclusion to transmit knowledge to all students.

Now, taking as a reference the concept of Inclusive Education, exposed by the authors, constructivism appears as the approach to learning that can best be adjusted, with the purpose of providing education for all. From there, this approach is taken by great thinkers such as Jean Piaget, who approximates it from his theory of cognitive development. This argues that it is a process of biological maturation, which leads to the advancement of cognitive structures, increasingly complex, which facilitates a greater relationship with the environment in which the individual develops and, consequently, greater learning that contributes to better adaptation (Ortiz Granja, 2015). This means that human beings use their knowledge to adjust to the environment in which they live; initially there is some previous knowledge in each individual and over time new understandings are incorporated that are increasingly more elaborate, which will allow them to have a broad understanding of the world.

After having defined the concept of the constructivist approach, the four stages of cognitive development proposed by Piaget will now be presented. In his research on human thinking, this great psychologist proposes four epistemological periods: sensory-motor, pre-operational, concrete, and formal operations. For the first stage, the child's learning depends on immediate sensory experiences and bodily motor activities; and the characteristic behaviors in this phase are egocentrism, circularity, experimentation, and imitation (Valdes Velasquez, 2014).

This means that, during the first years of life, people develop the five senses through experiences: observation, listening, smell, taste, and touch, for everything that has and occurs around them.

The second period is characterized by the transition from sensory-motor intelligence structures to operative thinking. The child's interests at this stage are in the immediate environment, coordination of movements and perceptions to achieve short-term goals. Also, the child begins to be able to represent one thing through another. Language helps in the development of these symbolizations, but since it evolves slowly, thought is still largely linked to action (Alvarez & Eugenia, 1979). All this indicates that at this point the infant learns to express himself and give meaning to words, images and gestures. Therefore, it externalizes all thoughts and ideas that occur in the intellect.

In the phase of concrete operations, the child organizes his actions into systems, that is, he brings together different operations producing an internal equilibrium that allows him to compensate, harmonize or combine different possibilities. According to Piaget, he has achieved several advances in this stage. First, his thinking shows less rigidity and greater flexibility; he understands that operations can be mentally reversed or negated; that is, he can return a stimulus to its original state, such as water emptied into a spouted pitcher, simply by reversing the action. Thus, thinking appears less centralized and egocentric (Meece, 2000). Consequently, a little more cognitive maturation is achieved, and one begins to solve those difficulties that arise throughout the development of this phase of life in a more logical way.

Finally, the ability to think abstractly and reflectively is achieved during the stage of formal operations, and a coherent system of logic begins to be elaborated. At the end of this

period, he already has the cognitive tools that allow him to solve many types of rational problems, to understand the conceptual relationships between mathematical operations, to order and classify sets of knowledge. During adolescence the mental operations that emerged in the previous stages are organized into a more complex system of logic and abstract ideas (Meece, J. 2000). Therefore, the individual is able to understand and reason about those situations that are hypothetical or deductive, as well as begin to generate philosophical thoughts, and seek to understand the behavior of human beings.

Methodology

The research approach is qualitative in nature, since, starting from the objectives, the type of information to be extracted will be described considering the object of study, in this case the curriculum, and the conception of the population, among which are the directors, teachers and students of the degree program in foreign languages at the Universidad Santiago de Cali. As McMillan (2005) mentions: "Qualitative research consists of describing the object of study and illustrating it from the different perspectives of the participants" (p. 25).

The research method is action-research, because when proposing a curricular proposal in favor of inclusive education for the degree program in foreign languages at Universidad Santiago de Cali, all participants must self-evaluate and self-reflect on their conceptions and educational practices, in order to identify and propose actions for improvement, understand these practices and finally generate a social and educational change within the institution. This is how Kemmis (1894) put it:

‘‘It is a form of self-reflective inquiry conducted by those who participate (teachers, students, or management) in social situations (including educational ones) to improve the

rationality and fairness of: a) their own social or educational practices; b) their understanding of them; and c) the situations and institutions in which these practices take place (classrooms or schools) ``.

For the development of this research, two techniques will be used, each with its respective instrument.

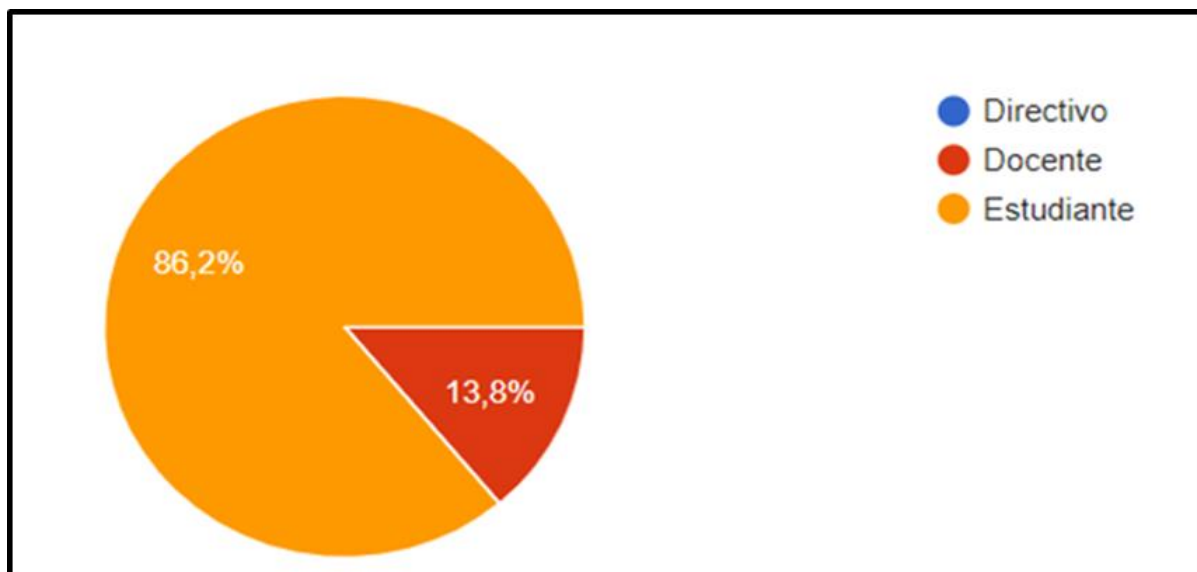
The first research technique to be used will be documentary analysis, with the objective of extracting information on Colombian educational regulations in relation to the training of inclusive teachers in Colombia. For the extraction of this information, a documentary analysis matrix will be used as an instrument, which will facilitate the organization and analysis of the information to subsequently identify what is useful in these regulations and what information can be implemented within the curricular proposal.

The second research technique to be used will be the survey with open-ended questions. This technique will be useful to extract information on the first specific objective, which seeks to investigate the implicit and explicit conceptions that the parties involved (managers, teachers and students) have regarding inclusive education in the Bachelor's degree program in Foreign Languages at the Universidad Santiago de Cali. To carry out the survey, an online Google form will be used as an instrument, since it will allow reaching a larger number of people and having a contact via internet with the respondents, thus ensuring the biosafety protocols established by the Colombian Ministry of Health. Once the information is extracted, it will be analyzed together with the curriculum that currently governs the Bachelor's Degree in Foreign Languages program (USC, 2021), with the objective of seeking coherence between those conceptions and what is

actually within the curriculum. In turn, this will be useful to know that curriculum and identify how it can be enriched with the curricular proposal of this research.

The present research focuses on the educational scenario of the Universidad Santiago de Cali, exactly in the Faculty of Education. The population under study is the undergraduate program in foreign languages with emphasis in English-French, which currently has 1257 students, 22 professors and 4 directors. By considering the program as the population under study, we refer to all the parties involved, program director, faculty director, teachers, and students, since a curriculum is built not only from an idea, but from a set of ideas, which everyone must contribute and put into practice.

Additionally, for the application of the survey as a research instrument for objective two, it had been planned to carry it out to a total of 124 students, data that was obtained through a simple random sample calculation, 22 teachers and 4 directors. However, this number changed from a probabilistic sample to a non-probabilistic one, because the methodological development coincided with the vacation of the sample, and consequently, resulted a total of 65 responses among 56 students representing 86.2%, 9 teachers 13.8% and 0 managers, as shown in graph 1.

Graph 1. Total number of survey respondents

The organization of the analysis of the results is presented through three categories: Policies, Curriculum and Inclusive Education, in which the application of each of the research instruments in relation to each of the specific objectives is evidenced.

Table. 1. Survey analysis map:

Categories	Objectives	Instruments	Indicator (Questions)	Complete	Some what complete	Not Completed	Does not apply
Policies	One and Two	Epistemological framework and survey	1	x			
			5			x	
			6		x		
			7	x			
			8	x			
			12	x			
			13	x			
			17		x		

			18	x			
Curriculum	One and Two	Epistemological framework and survey	1	x			
			5			x	
			6		x		
			16	x			
			20		x		
Inclusive Education	One and Two	Epistemological framework and survey	2	x			
			3	x			
			4	x			
			7	x			
			8	x			
			9	x			
			10	x			
			12	x			
			13	x			
			14	x			
			15	x			
			16	x			
			17		x		
			18	x			
			19	x			
20		x					

Analysis of epistemological framework

First, the analysis of the methodological instrument one is presented, as a response to the first specific objective, which consists of an epistemological table of documentation, in which national Laws and Decrees from 1994 to 2017 are presented, which support the training of inclusive teachers in Colombia. For the collection of information, 16 documents were consulted,

in a period of time of seven days, which had as keywords: teacher training, inclusive education, education, disability and regulations. Regarding the organization of the data, the table is divided into three categories, where the laws and decrees are arranged in chronological order.

Table. 2. Epistemological framework of documentation:

Colombian Law on Inclusive Teacher Training						
Approach	Year	Type of legislation	Number	Name	Education article	Web page
Curriculum	1994	Law	115	se expide la ley general de	Title IV. Organización	https://www.min
	1994	Decree	1860	“Por el cual se	Article 15. ADOPCION	https://www.min
	1997	Law	361	“Por la cual se establecen	Second Title. De la	https://www.jav
	2001	Law	715	“Por la cual se dictan	Title II. SECTOR	https://www.min
Inclusive Education	1994	Law	115	“Por la cual se expide la	Title III. Modalidades	https://www.min
	1996	Decree	2082	“Por el cual se	All articles.	https://www.min
	1997	Law	361	“Por la cual se establecen	Chapter I. Aspectos	https://www.jav
	2002	Law	762	“Por medio de la cual se	All articles.	https://www.def
	2007	Decree	470	“Por el cual se adopta la	Chapter I. DIMENSIÓN	https://www.alca
	2009	Law	1346	“Por medio de la cual se	Article 24. Educación.	https://www.def
	2009	Decree	366	“Por medio del cual se	All articles.	https://www.min
Teacher Training	2013	Law	1618	“Por medio de la cual se	Title IV. MEDIDAS PARA	https://discapaci
	1996	Law	324	“Por la cual se crean	Article 6°	https://puntodis.
	1996	Decree	2082	“Por el cual se	Chapter III.	https://www.min
	1997	Law	361	“Por la cual se establecen	Chapter II. De la	https://www.jav
	2013	Law	1618	“Por medio de la cual se	Title III. OBLIGACIONES	https://discapaci
	2017	Decree	1421	“Por el cual se	Section II. Atención	http://es.preside

Source: Quintanilla Rubio, L. V. (2014). UN CAMINO HACIA LA EDUCACIÓN INCLUSIVA: ANÁLISIS DE NORMATIVIDAD,

The organization of the data in these three categories facilitates the understanding of the information, shows the evolution and how the Colombian government supports this vulnerable population to guarantee their comprehensive education. The first category defines the curricular concept and how it relates to the curriculum, so that educational institutions establish objectives by levels, grades, areas, methodologies, time distribution and evaluation criteria. In addition, Decree 1860 of 1994 regulates the regular channel to make modifications to the curriculum, if the student requires it. These adjustments are more detailed in Laws 361 of 1997 and 715 of 2001, which describe not only the academic but also the social effects they should have on people's lives.

Regarding the second category, Law 115 of 1994, Decree 2082 of 1996, Law 361 of 1997 and Law 762 of 2002 provide all the requirements that educational institutions must comply with, if they want to promote inclusive education within their mission and vision, in terms of access, quality, equity, participation and permanence. For its part, Decree 470 of 2007, Law 1346 of 2009, Decree 366 of 2009 and Law 1618 of 2013, regulate that no institution may deny its services to students, regardless of their condition, since education is a fundamental right. Otherwise, they may be subject to a penalty of 50 to 100 legal monthly minimum wages up to the closing of the establishment, as imposed by the Ministry of National Education or the Secretary of Education.

In reference to the last category, the obligation of the institutions to train and update their teaching and management staff regarding everything related to inclusive education and how this population should benefit from these supports for their development is formalized. It should be noted that, through Decree 2082 of 1996, the government makes institutions of higher education responsible for integrating into their curricula and study plans, experiences, contents, and pedagogical practices related to the educational care of persons with limitations or with exceptional abilities or talents. In addition, Law 361 of 1997, shows the support of the National Government, providing the design, production, and dissemination of specialized educational materials, with the objective of promoting quality education in the teaching profession. As a last resource, Law 1618 of 2013 and Decree 1421 of 2017 appear, which standardize the monitoring by the Ministry of National Education, to ensure that all these provisions are complied with and qualify the educational offer.

Finally, it is evident that, at the regulatory level, there is indeed support from the National Government. However, the real panorama reflects differences since the purposes stated in

relation to several of these laws and decrees are not being fulfilled. If an example is used, in Decree 2082 of 1996, graduates of higher education institutions, who belonged to the faculty of education, must graduate with knowledge of inclusive pedagogical content, experiences and practices. On the contrary, González (2017), makes a criticism to the National Government, for the non-attendance and non-compliance of policies, in addition to the inattention to the nonconformities of teachers, who day by day must make their greatest effort to provide quality education to students with clinical diagnoses. The author suggests that there should be an increase in efforts, resources, and programs to mitigate the impact of these inconsistencies.

If reference is made to another simile, in Article 11 of Law 365 of 1997, the Congress of the Republic decrees that the National Government will promote the integration of the population with limitations at the social level, through strategies and pedagogical activities, in direct relation or by agreement with governmental and non-governmental entities. However, this Article leaves aside that, in order to achieve this, this depends on economic, political and cultural factors that influence its development (Camargo Rojas et al., 2015). According to Araoz-Fraser (2010), for a government, investment in social inclusion is indispensable, since it is the main and most abundant basic productive source, which is the labor factor. However, by the year 2021 in Colombia, the levels of monetary poverty and extreme monetary poverty reach 39.3%, that is, about 19.6 million Colombians do not have sufficient income to meet their basic needs, among which are health, food, autonomy, and education (Alvarado, 2022). Consequently, another anomaly is evident, where the regulations establish support and in contrast, a totally different reality.

A final example is the denial of access to people with diagnoses in the city of Cartagena, capital of the Department of Bolivar. This is the case of an 8-year-old girl, who is visually

impaired and has been denied her right to education in several public schools in this locality. The main argument of the institutions is that they do not have the trained teaching staff to meet this type of need (Agamez & CÁRDENAS, 2015). Consequently, not only the non-compliance with Article 11 of Decree 470 of 2007 is evident, but also Article 13 of Law 361 of 1997, through which the attention of all students without any exclusion is regulated and also, the National Government through the Ministry of Education, establishes the design, production and dissemination of materials to train and update educators.

Results of the semi-structured survey

The analysis of methodological instrument two is presented below, as a response to the second specific objective, which consists of a semi-structured survey of twenty questions, in which there are five open questions, five closed questions, three true or false questions and seven multiple choice questions. For its creation, the legal framework was taken as a reference, in which the concept of curriculum, the study plan, guidelines for making modifications, teacher training and the National Government's obligation to help institutions in terms of inclusion are supported. The collection of information to develop the questionnaire was carried out in a period of two days. Finally, it was applied to 65 people through a Google form and was disseminated through a link to the institutional emails of students, teachers and directors of the Bachelor's Degree in Foreign Languages program.

Policies

The variable Policies will become operative in objectives one and two, through the documentary table and survey instruments since most of the indicators recorded in Table 1 were created from the first collection tool (Table 2). For items one, seven, eight, twelve, thirteen and

eighteen, it can be seen that most of them are inclined to give answers similar to what is stated in the regulations. Particularly, in question one, the respondents are correct about the concept of curriculum that appears in Law 115 of 1994. On the other hand, 90.8% of the respondents stated that no educational establishment could deny access to education to this type of population, while 9.2% indicated the opposite. Likewise, in question eight, 89.2% agree that the academic evaluation process of students with diagnoses should be carried out with respect to their own abilities, while 10.8% indicate that it should be carried out in the same way as their peers.

In reference to question twelve, 93.8% agree that it is the responsibility of educational establishments to train their teachers in relation to inclusive education, through conferences, courses, workshops, although 6.2% do not agree. Also, in question thirteen, the large number of responses, are close to the definition of inclusive education according to Law 1421 of 2017, which mentions that diversity should be accepted without discriminating or excluding any individual, however, a minority continues to use exclusionary language, since they make the comparison between students with different abilities than an ordinary student. Regarding question eighteen, psychology, social work, occupational therapy, physiotherapy, speech therapy and phono audiology were included as sciences that support the therapeutic and educational processes for this population. Additionally, indicative six is only moderately met, because the answers had an assertive approach, but did not include all the entities that are part of the educational community, such as, for example, parents, who obtained a low percentage of 29.2% compared to 66.2% for directors and 63.1% for students and teachers.

Additionally, question seventeen does not satisfactorily comply with the indicator, since only 64.6% consider that the Ministry of National Education is in charge of providing the normative, administrative, pedagogical and technical guidelines for inclusive education at the

different educational levels. Finally, it was found that question five does not meet the purpose of the response, since 83.1% affirms that this term is synonymous with curriculum, contrary to what appears in Law 115 of 1994, since they are used as two different definitions.

Curriculum

The curriculum category will become operative in objectives one and two, through the instruments documentary table and survey, due to the fact that it is intended to know its function and application in the Bachelor's degree program in Foreign Languages from the normative and the conceptions of the sample. For items one and sixteen, it can be confirmed that it is satisfactorily fulfilled, since, specifically in question sixteen, 86.2% affirms that they have no knowledge of any course for the teaching of Foreign Languages that provide support to the population with cognitive, motor and/or social diagnoses. Hence the importance and opportunity to implement or develop programs, strategies, tools, etc., focused on inclusive education. Regarding the indicators that are moderately met, there are items six and twenty, since for question twenty, 58.5% of the respondents do not believe that the program meets the requirements to offer inclusive education, while 41.5% have a different opinion.

Inclusive education

The inclusive education variable will become functional in objectives one and two, through the instruments documentary table and survey, since the notions about this term are important at the moment of applying strategies and tools that favor its use. Points two, three, four, seven, eight, nine, ten, twelve, thirteen, fourteen, fifteen and sixteen are satisfactorily fulfilled, since the main purpose of this research is to strengthen the curricular proposal regarding inclusive education, and in question two, it is shown that 98.5% of the respondents

were satisfied with the results, shows that 98.5% of respondents agree to accept access to students with cognitive, motor and/or social diagnoses in educational entities, which is a positive aspect as it shows the inclusive behavior of society, on the other hand, it is noteworthy that 1.5% disagree with the access to students with cognitive, motor and/or social diagnoses in educational entities, which is a positive aspect as it shows the inclusive behavior of society. On the other hand, it is noteworthy that 1.5% disagree with the access to these students and it remains unknown why. Likewise, in indicator three, 72.3% are not aware of the UDL and IPRA strategies and 20% are aware of both, which means that a large part of the educational community is not aware of these learning facilitating tools.

Regarding question four, it is obtained that 90.8% are in favor of the implementation of training strategies in inclusive education within the Bachelor's degree program in Foreign Languages, while 9.2% disagree. Regarding questions seven, eight, twelve, thirteen, sixteen, seventeen, eighteen and twenty already mentioned, it can be evidenced that it is satisfactorily fulfilled. Regarding question nine, 70.8% assure that social and educational integration, human development, opportunity, and balance are related to the attention to diversity, as stated in Law 1346 of 2009. On the other hand, in question ten, 98.5% consider integration to be important, not only at the academic level but also at the social level of individuals with diagnoses, while only one person thinks otherwise. Additionally, in question fourteen, 84.6% consider the term disability as a physical, mental or sensory impairment, either of a permanent or temporary nature, which limits the ability to perform one or more essential activities of daily life, which may be caused or aggravated by the economic and social environment, while 15.4% define it as lack of conditions, qualities or aptitudes, especially intellectual, that allow the development of something, the fulfillment of a function, the performance of a position, etc.

In regard to question fifteen, 83.1% do not believe that the academic process of regular students is affected by those with clinical diagnoses in the same classroom, which is correct if the necessary pedagogical tools are used, while 16.9% affirm that it does. Finally, in indicative number nineteen, it is possible to identify that the elimination of barriers with 73.8% and reasonable accommodations with 72.3% are the factors that promote educational permanence for people with diagnoses. On the other hand, the factor that least promotes such permanence, according to the respondents, is zero curricular flexibility with 6.2%. However, affirmative actions are important within the educational permanence but only 47.7% took it into account.

Semi-structured survey discussion

After analyzing the responses in each of the categories, it can be inferred that most of the respondents give an approximate definition of the concept of curriculum, which appears in Article 76 of Law 115 of 1994. However, they do not cover it in its entirety; some refer to lesson planning, others to methodologies, area plans, teacher's guides, competencies, and contents. In addition, it is important to highlight that all of them omit evaluation as a tool to measure performance and the fulfillment of objectives. According to Guzmán & Moreno Olivos (2013), the assessment of knowledge is a fundamental aspect that should compose a curriculum, with the purpose of achieving quality levels in the educational offer (Silva Carmona et al., 2017).

Following this same line, it is evident that a large part of the educational community lacks knowledge about the main tools in the framework of inclusive education, here are located the Universal Design for Learning (UDL) and the Individualized Plan for Reasonable Adjustments (IPRA). The management of this information is relevant for the elimination of barriers and, from the curriculum, to avoid exclusion, to make learning processes more flexible

(Cancino de la Hoz & Villegas Villegas, 2021). In the first place, the UDL allows teachers to perceive students as a diversity, and not as a single unit of work (Segura Castillo & Quiros Acuña, 2019), which affirms what is said by the authors Cancino de la Hoz & Villegas Villegas (2021), where the different learning rhythms and styles must be considered. For its part, the IPRA collaborates for the creation of specific supports regarding the need of each student, which is why the two must always be related, with the purpose that each gap in the transmission of information, does not give room for exclusion (Figueroa Zapata et al., 2019).

As a last inference of the results, it is interesting that only 29.2%, which is, 19 of the 65 respondents, include parents as part of the educational community, since they represent a support base in the processes and evolution of students learning and even more so for those who present some type of diagnosis. This is confirmed by a study conducted by Roselló et al. (2003), in which they describe the effectiveness of affirmative actions of parents towards their children, the control of discipline at home and good communication, as methods to counteract the negative behaviors of their children with Attention Deficit Hyperactivity Disorder (ADHD), within educational institutions. Consequently, it is important to consider their active participation, since they are the ones who spend most of the time with their children.

The following is the approach of inclusive proposals that strengthen the curriculum, as a response to specific objective #3. After reviewing the conceptual and legal framework and each of the research instruments, it is determined that the basis of these proposals will be the Universal Design for Learning (UDL) and the Individualized Plan for Reasonable Adjustments (IPRA), from here we will explain the concept, function, advantages of their use, relationship with the regulations and through which pedagogical approach their application is facilitated.

To begin with, the UDL is a teaching method, in which students are perceived as heterogeneous, that is to say that each one functions differently in a classroom, which is why the different rhythms and learning styles must be taken into account. Here there are no students with disabilities or without disabilities, there are simply a variety of ways to acquire learning, and it is the student, with the guidance of the teacher, who is in charge of using the one that best fits, the one that helps him/her to a greater extent with respect to his/her abilities (Segura Castillo & Quiros Acuña, 2019). According to these authors, the UDL integrates three principles that are fundamental for planning, whether of a class or of the curriculum itself. The first is called the principle of representation, it is all the ways that the teacher will use to show the "what" of learning, for example, it can be done through forums, workshops, auditory and visual materials, which allow the stimulation of learning from various media; the second is the principle of expression, through which the teacher will demonstrate the student's understanding, in relation to their own abilities. This represents the "how", in other words, how the student will demonstrate understanding, either through exhibitions, flashcards, debates, models, performances or artistic representations; the third is defined as the principle of motivation, here the teacher will demonstrate the "why" of learning, seeking to maintain the student's interest through emotions. In the latter, it is effective to show the importance of knowledge in real-life contexts.

In reference to the Individualized Plan of Reasonable Accommodations (IPRA), it can be defined as all the "extra" aids that the faculty, in collaboration with the directors, consider could work if any student requires a curricular modification. In addition, according to (Figueroa Zapata et al., 2019) it is important that, for its application, three moments in the teaching and learning processes are met. First, the moment of recognition of the difficulties, either by the teacher or the parents. It can be said that this does not happen immediately, there must be at least a diagnostic

phase, which has a time of one to two weeks and where new developments in performance can be evidenced; then comes the moment of assessment, in which the family diagnoses clinically that the student has characteristics that are affecting their performance; Finally, the stage of institutional support, in which these diagnoses are shared with the educational community, and go through moments of discussion among them, to determine how to address the specific needs of the student, i.e., what support could be useful to not affect their process.

In this regard, Decree 1421 of 2017 explains how the UDL and IPRA complement each other. In the first place, when a curriculum or class planning based on the UDL is implemented, it is expected that these will facilitate the teaching and learning processes, meeting the objectives, without any student being harmed. However, it is possible that certain difficulties continue to persist, and it is there, where the IPRA appears as an input for the elimination of these barriers and that participation, permanence and promotion are guaranteed (MEN 2017).

At this point, taking into account all the aspects mentioned above, it is important to analyze the type of evaluation to be used, since it is through this evaluation that the teacher will learn about the student's performance. Therefore, when working with this type of population, the greatest possible flexibility should be used, and it is at this point where continuous evaluation emerges as the best assessment strategy, as it allows the teacher to analyze the students' progress, almost immediately, and thus be able to seek quick and efficient solutions (Coll Salvador et al., 2007). This tool, as its name implies, is constantly applied during the class, in each answer, activity or doubt on the part of the student, hence it is in line with the principles of the UDL and IPRA, facilitating the implementation of modifications.

Following these coordinates, it is relevant to evidence the relationship between the constructivist approach of Jean Piaget and the pedagogical model Teaching for Understanding (TU) of Howard Gardner, David Perkins and Vito Perrone, which favor inclusive education processes, having as main objective the importance of knowledge in real life. In the first place, Piaget states that this goes through different stages, in which cognitive progress and maturity are acquired, allowing the understanding of the environment (Ortiz Granja, 2015). This means that learning is dynamic, just as it can benefit, it can also be affected by the environment in which the individual develops; Secondly, the development of TU fits the constructivist approach, to the extent that it allows the interaction of the student with the real world, and it is there where the understanding of the contents is evidenced (Salgado-García, 2012). Here, the conceptions that are held play a very important role, that is, both the pre-knowledge and the new knowledge, and the way in which these are perceived.

Finally, as a curricular proposal, it is considered pertinent that the UDL and IPRA be approached from the professionalization courses offered by the Bachelor's Degree Program in Foreign Languages in semester IV. It is considered that there is an alignment with the course "Pedagogical Practice IV: Curricular Management and Evaluative Practices", since it is from there that the student will begin to approach the real context of what an educational institution is and requires. In addition, the density of the contents requires cognitive maturity, so that there is a more advanced understanding and that in the future they can be applied in the right way. This information will be useful for the processes of class planning, area plans, projects by periods and the realization of modifications to the curriculum if required. Ideally, the teacher should propose hypothetical situations in which the student will need to apply the principles of these two pedagogical tools. To illustrate the above, a possible scenario would be the following: A

classroom with 30 4th grade students, among them, there is one who presents low levels of Autism, another who has vision problems and one more with Attention Deficit Hyperactivity Disorder (ADHD). Taking into account the characteristics of the classroom, a 1-hour class should be developed for the teaching of English as a foreign language. In this case, the UDL and IPRA should be protagonists for the planning of the class.

Conclusions

In response to the first objective of this research, it can be concluded that there is support from the Ministry of Education in attention to diversity according to the policies established in the Laws and Decrees. However, only some of them are complied with due to the lack of knowledge on the part of the educational community, and indeed, their implementation to improve inclusive teaching processes. In addition, the omission on the part of the National Government, which for a long time has not demanded and ensured compliance with the right to quality education, which are translated into parameters that go against social and economic inequality in the most marginalized places (González, 2017).

After analyzing the conceptions of the members of the Bachelor's Degree Program in Foreign Languages regarding inclusion through the survey, it can be demonstrated that they have notions about what a curriculum is and what it entails to implement an inclusive proposal. However, some are not clear about the use of the UDL and IPRA tools as facilitators for making modifications to the needs present in the classroom and the materialization of the fundamental right to education for all, as well as the recognition of the different learning styles and rhythms (Cancino de la Hoz & Villegas Villegas, 2021).

In response to the problem question about the current state of inclusive education in the Bachelor's degree program in Foreign Languages at Santiago de Cali University, it was shown through the survey conducted that, indeed, there is currently no course within the university curriculum oriented to inclusive teaching, which guides in the face of this reality present in all educational scenarios. However, the teachers surveyed expressed knowledge of the UDL and IPRA strategies and recognized the importance of implementing them to favor the development of the population with diagnoses. Also, there was interest and motivation on the part of the active students in the program to learn about and implement the use of tools in the area of attention to diversity in their future professional life.

Finally, it can be affirmed that inclusive education is present in a transversal manner - not explicitly - in the pedagogical and didactic discourses of the curricula and course plans in higher education institutions, and there is an attempt to incorporate and address it assertively in the teaching processes for the population with diagnoses, but it is not yet a reality (Agamez & CÁRDENAS, 2015).

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Annexes

Instrument #2 – Survey:

Questions:

1. ¿Cuál es el significado de la palabra Currículo dentro de un programa académico?

2. ¿Está usted de acuerdo en aceptar el acceso a estudiantes con diagnósticos cognitivos, motrices y/o sociales en centros educativos?

- SI.

- NO.
3. ¿Conoce de qué se trata el Diseño Universal del Aprendizaje (DUA) y el Plan Individualizado de Ajustes Razonables (PIAR)?
- Si, conozco ambos.
 - Conozco solo uno. ¿Cuál?_____.
 - No conozco ninguno.
4. ¿Qué opina acerca de la implementación de estrategias de capacitación y actualización, en materia de educación inclusiva, dentro del programa de Licenciatura en Lenguas Extranjeras?
-
-
-
-
5. ¿El concepto de currículo es sinónimo de plan de estudios? Responda verdadero o falso.
- VERDADERO.
 - FALSO.
6. De acuerdo al decreto 1860 de 1994, para realizar modificaciones al Proyecto Educativo Institucional (PEI) se deben solicitar al Rector y ponerse en discusión con los estamentos de la comunidad educativa. Según lo anterior, para usted ¿quiénes son los miembros de la comunidad educativa que participan en estos cambios?

Elija todas las opciones que considere pertinentes:

- Estudiantes.
- Docentes.
- Padres de familia.
- Egresados.
- Directivos.
- Administrativos.
- Personal de servicio.
- Todas las anteriores.

7. Los establecimientos educativos estatales y privados, NO podrán cerrar las puertas a estudiantes con limitaciones o capacidades o talentos excepcionales. Responda verdadero o falso.

- VERDADERO.
- FALSO.

8. Al momento de evaluar el rendimiento académico de estudiantes con diagnósticos cognitivos, motrices y/o sociales:

- Esta se debe realizar respecto a sus propias capacidades.
- Esta se debe realizar de la misma manera que sus compañeros.

9. Según usted, la atención educativa a personas con diagnósticos motrices y/o sociales tiene relación con:

- Integración social y educativa.
- Desarrollo humano.
- Oportunidad y equilibrio.
- Todas las anteriores.

10. ¿Considera importante la integración de personas con diagnósticos cognitivos, motrices y/o sociales, no solamente a nivel académico, sino también a nivel social?

- SI.
- NO.

11. ¿Considera importante el uso de las Tecnologías de la Información y las Comunicaciones (TIC), para el desarrollo integral de los estudiantes?

- SI.
- NO.

• ¿Por qué?

12. Es responsabilidad de los establecimientos educativos formar a sus docentes en relación a la educación inclusiva, por medio de conferencias, cursos, talleres, etc...

- VERDADERO.
- FALSO.

13. ¿Qué entiende usted por educación inclusiva?

14. El término discapacidad se refiere a:

- Carencia de condiciones, cualidades o aptitudes, especialmente intelectuales, que permiten el desarrollo de algo, el cumplimiento de una función, el desempeño de un cargo, etc.
- Una deficiencia física, mental o sensorial, ya sea de naturaleza permanente o temporal, que limita la capacidad de ejercer una o más actividades esenciales de la vida diaria, que puede ser causada o agravada por el entorno económico y social.

15. ¿Cree usted que el proceso de formación académica de estudiantes regulares, se ve afectado por aquellos que poseen diagnósticos clínicos?

- SI.
- NO.

• ¿Por qué?

16. ¿Tiene conocimiento de algún curso para la enseñanza de las lenguas extranjeras inglés y francés, que apoye a la población con diagnósticos cognitivos, motrices y/o sociales, y que se aplique actualmente en el programa académico?

- SI. ¿Cuál? _____.
- NO.

17. ¿Quién o quiénes son los encargados de brindar los lineamientos normativos, administrativos, pedagógicos y técnicos, para la educación inclusiva en los diferentes niveles educativos?

- Rector, directivos, docentes y personal administrativo.
- Ministerio de Educación Nacional.
- El presidente de la república.
- Ministerio de hacienda y crédito público.
- Secretaria de educación.

18. Escoja cuales de las siguientes categorías apoya los procesos terapéuticos y educativos, de la población con diagnósticos cognitivos, motrices y/o sociales:

- Psicología.
- Trabajo social.
- Terapia ocupacional.
- Fisioterapia.
- Terapia del lenguaje.
- Fonoaudiología.
- Otro: _____.

19. ¿Qué factores promueven la permanencia educativa para las personas con diagnósticos?

- Acciones afirmativas.
- Ajustes razonables.
- Eliminación de barreras.
- Discriminación.
- Cero flexibilidades curriculares.

20. ¿Cree usted que el programa de Licenciatura en Lenguas Extranjeras se ajusta a los requerimientos para ofrecer educación inclusiva?

- SI.
- NO.