



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“CHALLENGES WHEN TEACHING ENGLISH TO
YOUNG SEN STUDENTS”
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF
NATIONAL AND FOREIGN LANGUAGES**

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Advisor's Approval

In my role as advisor of the research paper under the title "CHALLENGES WHEN TEACHING ENGLISH TO YOUNG SEN STUDENTS" prepared by Montealegre Aguirre Mia Selene and Suárez Plua Melania Pamela, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

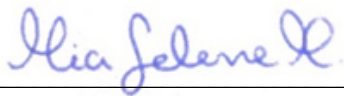
A handwritten signature in blue ink, reading "Diego Nieto H.", written over a horizontal line.

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Statement of Authorship

We, Montealegre Aguirre Mia Selene, with ID number 0921141982 & Suárez Plua Melania Pamela, with ID 2450603085, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "CHALLENGES WHEN TEACHING ENGLISH TO YOUNG SEN STUDENTS", certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



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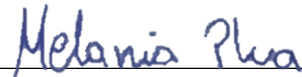
Declaration

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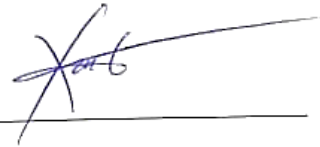
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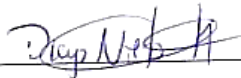
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Acknowledgment I

Through this writing, I would like to thank first my parents, my father Carlos who I consider my source of wisdom and my mother Soraya, because without her unconditional support I am who I am today, my sister Briana, who will always be my incredible older sister and a great role model, and my other older sister Carla whose attitude in any circumstance shows me her strength, giving me encouragement when I least expect it. I also thank, even if she is not present in my life, my dear sister Sofia, may she rest in peace, her perseverance was always overwhelming and inspiring. Last but not least, I would like to thank all the teachers who were great mentors and taught me valuable lessons that will last throughout my life.

-Montealegre Aguirre Mia Selene

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First of all, I am infinitely grateful to God for granting me health and life, secondly to my maternal family that has accompanied me in every moment of my life, especially to my mother, Karina Plua, the bravest and most resilient person I know, to my grandmother Isora Cruz whose wisdom has formed the person I am today. Most importantly, to the one who guides and watches over me from heaven, my eternal angel, my grandfather Manuel Plua. I also thank the friends who filled my university journey with laughter, fun and unforgettable moments. Last but not least, I thank all the professors whose knowledge help shape excellent professionals as I strive to become.

-Suárez Plua Melania Pamela

Dedication I

I would like to dedicate this project to those who are no longer with us in life. I dedicate this to my family, a great treasure and my place of support and safety where I can be just who I am, and to those I don't know, strangers, who may find this research maybe useful for future reference.

-With love, Montealegre Aguirre Mia Selene

Dedication II

I dedicate this research project to God and my family who have encouraged me throughout the process and who never let me give up. I sincerely hope that this research will contribute to our professional lives.

-With love, Suárez Plua Melania Pamela

Abstract

Knowing the challenges teachers face today, this was a recurring and relevant aspect in the field of education. Especially when it considered the teacher's perspective in such situations, teaching young people with special educational needs (SEN), and how this requires not only technical knowledge but also adapted pedagogical skills and institutional support. This study aimed to identify the main challenges faced by English teachers when working with students with SEN at the Unidad Educativa Salinas Innova. Furthermore, aimed to assess the readiness of the teachers for inclusive education as well as the techniques they use in their regular teaching activities. Data were gathered using a qualitative technique and a phenomenological design from five instructors via an open-ended questionnaire. The findings show that there is a dearth of focused training in educational inclusion, restricted resources to modify material, and an emotional burden brought about by working with young people from many needs. Still, teachers agreed that inclusion process relied much on the aid of the Student Counseling Department (DECE). Effective techniques participants noted were interactive activities, differentiated curricular adaptations, and visual aids. Furthermore, they observed that interacting with young people with Special Educational Needs favorably affected their professional growth, therefore enhancing their flexibility and compassion. The study concludes that inclusion requires not only teacher commitment but also ongoing training, institutional coordination, and educational policies that support equitable and effective care for all students.

KEY WORDS: Educational Inclusion, Special Educational Needs, teacher training, pedagogical strategies, curriculum, institutional support.

Resumen

Conociendo los desafíos que enfrentan los docentes hoy en día, este fue un aspecto recurrente y relevante en el ámbito educativo. Especialmente si consideramos la perspectiva del docente en tales situaciones, la enseñanza de jóvenes con necesidades educativas especiales (NEE), y cómo esta requiere no solo conocimientos técnicos, sino también habilidades pedagógicas adaptadas y apoyo institucional. Este estudio tuvo como objetivo identificar los principales desafíos que enfrentan los docentes de inglés al trabajar con estudiantes con NEE en la Unidad Educativa Salinas Innova. Mediante un enfoque cualitativo y un diseño fenomenológico, se recolectaron datos a través de un cuestionario con preguntas abiertas dirigido a cinco docentes. Los resultados evidencian una falta generalizada de formación específica en inclusión educativa, escasos recursos para adaptar contenidos y una sobrecarga emocional derivada de la atención a estudiantes con diversas necesidades. A pesar de ello, los docentes reconocieron que el acompañamiento del Departamento de Consejería Estudiantil (DECE) resultó ser un apoyo fundamental en el proceso de inclusión. Los participantes identificaron como estrategias efectivas el uso de recursos visuales, actividades interactivas y adaptaciones curriculares diferenciadas. Asimismo, señalaron que la experiencia con estudiantes con NEE generó un impacto positivo en su desarrollo profesional, incrementando su empatía y capacidad de adaptación. El estudio concluye que la inclusión requiere no solo voluntad docente, sino también formación continua, coordinación institucional y políticas educativas que respalden una atención equitativa y efectiva para todos los estudiantes.

PALABRAS CLAVE: Inclusión educativa, necesidades educativas especiales, formación docente, estrategias pedagógicas, currículo, apoyo institucional.

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Introduction

Inclusive education has become a fundamental pillar of modern education systems. Globally, there is a consensus on the importance of ensuring quality education for all students, regardless of their individual circumstances. In this context, teaching English to students with Special Educational Needs (SEN) represents a significant challenge for teachers, who must adapt their methods not only to the linguistic objectives but also to the diverse cognitive, emotional, and social needs of their students.

Although policies to promote inclusion have been implemented in many countries, the reality in classrooms shows that barriers still exist that hinder their effective implementation. In Ecuador, despite the legal framework that supports inclusive education, as established by the Organic Law on Intercultural Education (LOEI), many schools lack specialized teacher training, adequate resources, and institutional support. These limitations become more evident when it comes to teaching a foreign language like English, which requires dynamic approaches, continuous interaction, and flexible pedagogical planning.

At the local level, institutions such as the Salinas Innova Educational Unit reflect the above-mentioned challenges. English teachers face difficulties such as limited training in inclusive practices, emotional overload, the need to design individualized curriculum adaptations, and weak coordination with families and support departments such as the Student Counseling Department (DECE). These factors not only affect the learning of students with special educational needs, but also their performance and professional well-being.

This research paper aims to identify and analyze the main challenges faced by English teachers when working with students with special educational needs. It seeks to explore the level of teacher

training, understand the difficulties encountered when adapting the curriculum, and examine the type of support received from DECE professionals. Through this analysis, it is hoped to contribute to the improvement of inclusive practices in the Ecuadorian educational context.

To provide a comprehensive overview of this investigation, the content is organized into five chapters, described below:

Chapter I presents the research problem, the context in which it was conducted, the general and specific objectives, and the justification of the study. Chapter II addresses the background and theoretical, pedagogical, and legal foundations related to the topic. Chapter III describes the methodology used, including the type of study, data collection techniques and instruments, population, and sample. Chapter IV presents the analysis and interpretation of the results obtained. Finally, Chapter V presents the conclusions and recommendations formulated based on the findings, in relation to the proposed objectives.

Chapter I

The Problem

1.1. Research Topic

Inclusive Pedagogical Strategies and Methods for Teaching English to Students with SEN (Special Educational Needs).

1.2. Title of Project

Challenges When Teaching English to Young SEN Students

1.3. Problem Statement

The importance of inclusive education has been recognized worldwide by the United Nations Sustainable Development Goal 4 that endorses inclusive and quality education for all students. Despite having many nations establish laws favoring inclusion, real-world practice in implementing inclusive policies is still one of the primary challenges. (Johnstone et al., 2020)

As this research by (Ratheeswari & Nallathambi, 2023) shows, even if the objectives of inclusive education are more accessible, there will still be many barriers to overcome before the inclusion goals can be achieved. These barriers, of sorted kind, can sometimes block the use of all-inclusive approaches to teaching and learning, thus limiting the scope of their potential for great change.

In Ecuador, inclusive education is understood as a human right, yet most schools lack quality teacher training, resource provision, and institutional support. In Ecuadorian schools, as stated by (Proaño et al., 2023), the infrastructure and strategies to promote the different needs of students with disabilities and include them academically and socially are usually lacking.

The problems on the national level are also found on the local level in schools like Unidad Educativa Salinas Innova and Unidad Educativa Alfa y Omega. These teachers face numerous challenges, such as having limited specialized training, being short on resources, and lacking proper support from the school system. These problems hinder educators from addressing the varied needs of the students while simultaneously keeping the classroom organized. It is crucial to know such particular challenges for finding proper solutions in balancing inclusive education practices.

Special educational needs (SEN), as stipulated by (Kent County Council, 2024) contain different incapacities that call for individualized bolster to encourage rise to get to instruction. As such, teaching understudies with SEN postures gigantic challenges to instructors; hence, the need of bolster unavoidably places improbable requests on instructors, coming about in tall push and burnout.

1.4. Problem Question

1.4.1. General Question

- What are the primary challenges teachers face when teaching SEN students in classrooms?

1.4.2. Specific Questions

- How do teachers perceive their preparedness and training to accommodate SEN students?
- What are the most common challenges teachers face in making curricular adaptations for SEN students?
- How do teachers perceive the support provided by DECE professionals in addressing SEN students' needs?

1.5. Objectives

1.5.1. General Objective

- To identify the challenges teachers, face when teaching young SEN students at Unidad Educativa Salinas Innova.

1.5.2. Specific Objectives

- To explore the extent to which teachers are prepared and trained to deal with SEN students.
- To recognize the main challenges teachers, encounter in adapting the curriculum for SEN students.
- To examine the support that teachers receive in addressing the learning needs of young SEN students.

1.6. Justification

Particularly as classrooms grow more varied in terms of learning needs, inclusive education is becoming increasingly important in contemporary educational systems. Inclusive methods in English language instruction, nevertheless, present unique hurdles for teachers, especially when dealing with SEN (Special Educational Needs) students. This truth emphasizes how critical it is to investigate teachers' preparation level, obstacles, and actual classroom techniques used. By so doing, this research helps to deepen awareness of the inclusive teaching approach in English education by illuminating both the challenges and possibilities instructors face while teaching SEN children.

Comprehensive training is recognized as a fundamental right, so it is really important to move on to the specific tasks that teachers seek. From lack of preparation to lack of support from the school, these

challenges affect not only students with special needs, but also the overall classroom environment.

Evidence from (Allam & Martin, 2021) shows that special education teachers in some schools lack the necessary professional development due to limited insufficient strategies for educators.

The selection of this topic responds to the need to document and deeply understand teachers' experiences in addressing the demands of inclusion. As mentioned in article (Allam & Martin, 2021) from the teacher's perspective, it's argued that in teaching, it's difficult to prepare different activities according to the needs of each student, hindering the diverse learning needs.

Among the most challenging components of inclusive education is curriculum modification. Teachers are frequently asked to change content, techniques, and evaluations without enough time, money, or specialized training. This scenario not only adds to their workload but also restricts the standard of teaching SEN students. Despite policies and training programs in place, teachers continue to have difficulties to meet their students' learning needs by curriculum adaptation (p. 117), as Ngubane-Mokiwa and Khoza (2021) emphasize. This shows how teachers deal with these curricular expectations in actual classrooms and what help is needed to make inclusion truly successful; therefore, investigation of this is warranted.

Additionally, by focusing exclusively on analysis, the objective is to provide relevant data that may prove valuable to educators, researchers and policymakers interested in enhancing inclusive education. The present study is in alignment with the insights of (Lacruz-Pérez et al., 2021) who emphasise "the importance of understanding teachers' attitudes and experiences to improve inclusive practices".

Furthermore, (Proaño et al., 2023) highlights the progressing challenges of comprehensive instruction in Ecuador, reminding us how critical it is to handle these issues in an organized and keen way. This investigate includes to that discussion, pointing to back the more extensive objective of making a more attractive and more comprehensive instructive framework for all.

Therefore, for students with disabilities, the Department of Student Counseling known as DECE is instrumental in advancing inclusive education in Ecuador. Their support extends beyond simply advice; they actively engage the whole school community to raise awareness, strengthen bonds with parents, and identify issues that could impact a student's right to be included.

However, even if their tasks are well outlined in policy, the reality on the ground can differ significantly. Many teachers face the everyday challenges of comprehensive teaching with uncertainty about when, how, or whether they will receive the necessary help from DECE specialists (Ochoa & Paredes Floril, 2023).

Chapter II

Theoretical Framework

2.1. Background

In recent times, the concept of inclusive education has picked up force around the world. Increasingly, schools are anticipated to form beyond any doubt that each student—no matter their capacities or learning differences—has a genuine chance to succeed. This gets to be particularly imperative when educating a modern language like English, where understanding, talking, and interfacing with others are central to the learning encounter. Teaching this language requires mastery of all known teaching techniques, and an understanding of the unique needs of each student and their learning process.

But even more importantly, from a teacher's perspective, managing this type of classroom is very difficult to implement in developing countries. There will always be different needs for each student, which will often require specific planning, regulations, or resources. Even when policies promote inclusion, implementing those thoughts into hone could be a distinctive story. Recognizing these ordinary substances makes a difference them way better get it what teachers face, especially in places like Ecuador, where comprehensive instruction is ensured by law, but remains elusive in the day-to-day work of instructing English to youthful understudies with SEN.

2.1.1 International Background

Internationally, designing inclusive and fair learning environments depends on knowing the points of view and experiences of students with disabilities. The research ensures that physical, attitude limitations and educational boundaries can be inherently limited so that they can inherently limit the full support of these students in a scientific setting. Researchers emphasize the importance of adapting

education and assessment methods to suit the needs of different people, and recognize differences as quality within the educational grip. Additionally, it is fundamental to improving educational value for progressive teachers prepared for inclusion and availability, and for implementing strong regulatory approaches. These theoretical perspectives serve as a solid foundation for analyzing and improving educational practices, ensuring that all students, regardless of ability, have the opportunity to reach their maximum potential. This is consistent with (Kaizu & Tamaki, 2024) findings, which emphasize the importance of inclusive policies and teacher awareness in improving learning outcomes and increasing participation among students with disabilities.

Within the interest of comprehensive instruction, understanding the recognitions of teachers with respect to back components is fundamental. (Zhang et al., 2025) conducted a think about in China including 358 common instruction instructors to investigate their sees on the part of instructing collaborators (TAs) in supporting understudies with mental and formative inabilities (IDD). The discoveries uncovered those instructors recognized noteworthy benefits of TA bolster, counting changes in students' behavioral and enthusiastic alteration, social advancement, scholarly advance, and useful aptitudes. Consequently, concerns have too many potential drawbacks, such as reductions under basin, social intuition, shame, limited behavioral problems, limited, capable scientific amplifiers.

Supplemented this perspective (Knight et al., 2023) and analyzed comprehensive leadership agreements in four countries in the merged kingdom. Their basic research showed near differences in comprehensive education. This shows that political and ideological needs influence the improvement and implementation of overall effectiveness. In spite of set up models of comprehensive instruction, the

consider found irregularities and a need of coherence inside and between national arrangements, recommending that incorporation is regularly molded by broader socio-political plans.

On the contrary, in Scotland, three authors, in this new case study by (Reid et al., 2025), determine that the education system has its origins in an inclusive and egalitarian approach, this was reflected in subsequent laws, policies, and curriculum frameworks that demonstrated this stance, related to accountability for achievement and potential, without maintaining the educational purpose and its current political aspirations, giving rise to tensions among teachers, not all of whom sympathize with the ideals of inclusion and prefer to focus only on preparation for high-stakes assessments.

In Australia, a survey by (Subban et al., 2022) looked at the encounters of auxiliary school understudies with differing learning needs in comprehensive instruction settings. It was carried out between 2011 and 2021 and inspected 27 distributions, recognizing five components that advance consideration. A few of the foremost imperative components are steady connections and positive instructor states of mind. Challenges such as a need of bolster and deficiently consideration were moreover said, as was the significance of continuous proficient advancement to cultivate all-encompassing hones in the scholarly community.

Furthermore, (Nilholm, 2021) analyzed the challenges education systems face when trying to implement holistic education. This indicated that many educators lack the necessary knowledge to create effective strategies for holistic classrooms where all students feel engaged. Also emphasized the importance of improving teacher training and establishing clear objectives, which can help bridge the gap between theory and practice in holistic education. It was shown that current international education systems increasingly prioritize inclusion, flexibility, and personalized learning.

2.1.2. Regional Background

A study by (Ainscow et al., 2025) looked at the ways in which professional development can help Latin American comprehensive education. Although there is a lot of potential for improving general practices in schools, researchers have also found a number of obstacles. Lack of resources, poor training, and a host of other problems that impede the successful application of numerous strategies are the primary obstacles. This study highlights how important it is to create programs for professional development that are personalized by the specific needs of all schools. The report provides that collaborative research and initiatives are being promoted by the institutions themselves to maintain an inclusive environment. The results show that the provision of context-specific training and support for educators can make great strides in further development of broader education across the region.

In 2023, over 5,000 teachers from 20 Spanish-speaking countries took place from Latin American, in a way that the Covid 19 pandemic relates to educators (SENs) who worked with students with special educational needs (SENs). The instructor declared few training sessions for internet lessons. This has made it impossible to involve pupils and help with their emotional and behavioral needs. Knowledge shows that in challenging times it is important to provide more support to both teachers and families to protect the academic success and emotional health of senior students. (Ma et al., 2024)

In Chile, a study in two regular schools showed that teachers working with culturally and linguistically diverse students, including those with special educational needs, face great challenges. Many teachers feel unprepared due to a lack of professional training and limited support from authorities within their schools. Teachers expressed that they do not know how to implement inclusive strategies in the classroom and that they do not have sufficient institutional guidance to manage the diversity of their

students. The researchers suggest implementing trainings for teachers and mentoring programs in schools, so that they have the necessary tools to teach inclusively (Parada & Tour, 2022).

2.1.3. Local Background

A national ponder conducted in Ecuador by (Alarcón et al., 2024) analyzed educator commitment to comprehensive instruction. Certain states of mind were distinguished, such as a need of preparing and a heavier workload. It moreover uncovered teachers' viewpoints on comprehensive hone, which points to advance commitment and, thus, successful advance through continuous proficient improvement, which addresses community engagement and particular approaches, considering that Ecuador reliably faces basic and social challenges.

From some viewpoints, (Intriago Alcivar et al., 2022) this study examined the challenges faced by English (EFL) foreign language teacher when working with students with special educational needs (SEN) at university institutions in Ecuador. The results of these studies showed that a key part of the Faculty of Education expressed a sense of inadequacy, primarily due to the lack of training in comprehensive teaching methods. Many were also unsure of the necessary changes to the curriculum and the different roles that various stakeholders play in supporting SEN. As a result, the essentials are expected, and suggestions are made for closing gaps through comprehensive training and defined guidelines aimed at improving education in academic settings.

As demonstrated in studies conducted at UPSE, Ecuador, teachers face numerous challenges related to these types of situations on a daily basis. The results showed that instructors are frequently related with individual battles as well - they frequently feel overwhelmed by the blend of diverse barriers within the classroom. Many reported feelings that were not supported by their institutions. They were burdened with serious workloads and were disappointed by the lack of

social awareness due to the considerable influence they had in the design of the lives of these young learners. These factors can lead to burnout. In other words, many educators leave their roles within 10 years. The authors emphasize the necessity to establish support networks, provide accessible resources, and provide focused professional development to improve comprehensive educational practices and maintain teachers (Gabriela et al., 2024).

2.2. Theoretical Basis

Learning students with special educational needs (SEN) is key to effectively support in the classroom. It helps you see different educational theories that provide useful guidance to teachers. Constructivism, for example, focuses on the idea that students build understanding through personal experiences and interactions with others. This encourages teachers to create more meaningful and engaging learning environments. Behaviorism, on the other hand, views learning through the lens of observable actions and how reinforcement can shape behavior—which can be useful when establishing classroom routines and managing conduct. Furthermore, Howard Gardner's theory of some intelligence reminds us that students do not learn the same way. Some people will better understand it through music, movement, language, or practical activities. Combining these perspectives allows teachers to find more flexible and effective opportunities to meet the individual needs of students, create more integrated learning spaces, and support the learning space for all.

2.2.1. Constructivism

Constructivism may be a learning hypothesis that views people as dynamic members in making their understanding of the world around them through their encounters and reflections. Rather than simply getting data passively, learners associated with it, making sense of it by connecting it to what they as of now know, and reshaping their understanding in ways that matter to them. Where real-life

assignments and social instinct are central to the educational process, it gets to be important. For SEN understudies, this approach energizes more prominent autonomy so they can learn at their claim pace.

The constructivist approach to dialect learning emphasizes the dynamic part of the understudy through significant intuitive and real-life encounters. Concurring to (Ullah et al., 2020), constructivism bolsters the advancement of dialect abilities by advancing student-centered, activity-based learning situations. Research indicates that when students engage in communicative tasks, they not only improve their language proficiency and exchange of ideas but also develop their critical thinking.

This educational approach will see instructors as guides and ensure that the second stand of dialects creates and cultivates autonomy and confidence. Ask how constructivist ideas of adjustment can lead to more effective and more important learning encounters. In a constructivist classroom, he changes from key data sources and takes over some of his leaders and moderators. We will promote back to governance under these circumstances by enabling your requests, problem solving and cooperation. This approach is useful for students, including those with special educational needs. Through group discussions, project-based learning, and guided disclosure, students improve their communication skills and gain a deeper understanding of academic content. By encouraging students to engage in dialogue, hypothesize, and reflect, constructivism lays the foundation for deep learning.

Ultimately, this theory could be ideal for holistic education. By focusing on underground research commitment and collaborative learning, it is a diverse environment where all second research can win. In all-inclusive classrooms, the constructivist approach provides an auxiliary bridge between the second study, with or without incompetence. It wasn't about creating their scientific skills, it wasn't

about compassion, social mindfulness, and reinforcing their sense of having a place. These perspectives are important to creating an all-inclusive classroom that will successfully meet clear needs.

2.2.2. Behaviorism

Behaviorism may be a learning speculation that centers on noticeable behaviors and how they are impacted by boosts from the environment. In teaching SEN students, behavioral strategies such as structured plans, whose strength lies in promoting linguistic progress by providing coherence and clear needs, rely primarily on useful procedures to take advantage of students' evident circumstances. As an example, (Cherry Kendra, 2025) notes that behavioral techniques are commonly used in educational settings to develop communicative and academic skills through positive support and carefully planned instruction.

Regardless the utility of behaviorist approaches, instructors as often as possible experience impressive challenges when actualizing these techniques in comprehensive classrooms. A noteworthy extent of teachers has verbalized a sense of insufficiency in tending to the multifaceted behavioral necessities of understudies with extraordinary instructive needs (SEN), ascribing this estimation to a nonattendance of satisfactory preparing and assets. The require for planning can lead to expanded prerequisites and burnout for instructors who have trouble overseeing their activities viably. The heterogeneity of person needs is uncovered, requiring cautious adjustment of behavioral strategies that require ceaseless appraisal and alter. Without this suitable back, instructors may discover it troublesome to preserve reliable and compelling behavioral mediations.

2.2.3. Multiple Intelligences Theory (Howard Gardner)

Howard Gardner's theory of multiple intelligences began in 1983 and continues to influence modern education today by challenging the popular belief that intelligence is a single, measurable ability. According to (Gardner, 2020), the theory actually seeks to expand our knowledge of human capabilities rather than replace traditional or existing ones. It suggests in such a way that anyone has the capacity for intelligences, such as linguistic, spatial, logical-mathematical, musical, corporal-kinesthetic, interpersonal, intrapersonal, naturalistic and existential, each one being useful in its own way in various learning environments.

Recent studies have underlined the need of matching teaching techniques to the variety of intelligences found in a classroom. By letting students interact with material in ways that match their unique strengths, Gardner's framework helps to spark creativity and critical thinking (Morgan, 2021). Especially when teaching pupils with different learning needs, (Cavas & Cavas, 2020) observe that recognizing these several intelligences promotes more inclusive and fair education.

The practical application of the theory remains difficult notwithstanding its advantages. Research indicates that many teachers either lack proper tools or lack sufficient training to successfully include several intelligences into their classroom procedures (Omoniyi & Omoyajowo, 2020). Based on this model, colleges also need improved infrastructure and support systems to handle multiple approaches of instruction. Still, the theory remains a great instrument for curriculum design since it promotes learner-centered approaches in line with the complicated reality of present-day classrooms.

2.3. Pedagogical Basis

2.3.1. Universal Design for Learning (UDL)

Universal Design for Learning (UDL) presents an active system for planning comprehensive English education. UDL arrangements for various tools of commitment, expression, and expression allow teachers to reinforce all learners and form adaptable learning situations where incompetent learners are counted. (Asiri et al., 2023) emphasized that actualizing UDL in multilingual settings can upgrade English dialect advancement for SEN understudies by coordination innovation and advertising changed directions procedures.

Actualizing UDL can be dubious for teachers. (Melhem & Al-Rashid, 2023) found that whereas instructors perceive the esteem of UDL, they frequently confront obstructions such as constrained assets, deficiently preparing, and need of authoritative bolster, which ruin successful execution. These challenges make it extreme for English instructors to alter their lessons to superior serve SEN understudies.

Besides, how arranged instructors are plays a basic part in effectively applying UDL standards (Melhem & Al-Rashid, 2023). (Flood & Banks, 2021) found that numerous instructors do not have sufficient information or preparing in UDL, which comes about in moo execution rates in their classrooms. This circumstance emphasizes the pressing require for comprehensive proficient advancement programs that can prepare English instructors with the vital aptitudes to form and provide comprehensive instruction for youthful learners with extraordinary instructive needs.

2.3.2. Differentiated Instruction (DI)

DI, or differentiated instruction, is a teaching strategy that adapts assessments, materials, and teaching techniques to the different learning needs of pupils. In teaching English to young pupils with Special Educational Needs (SEN), DI allows teachers to fit content and processes to vary levels of ability and learning preferences. According to (Gibbs & Beamish, 2020), DI allows teachers to be student-centered, meeting the needs and interests of every student while producing good academic and social results for all pupils in mainstream classrooms.

Effective DI, however, depends on sufficient resources and help. According to a study by (Gibbs, 2023), teachers often face obstacles including limited planning time, large class sizes, and insufficient training that could hinder the application of DI strategies. In English language teaching, these difficulties become especially relevant when trying to meet the varied and complex demands of pupils with special educational needs (SEN).

Moreover, teacher attitudes and beliefs play a big role in how well differentiated instruction (DI) gets put into practice. Some educators might shy away from DI because they think it's too complicated or aren't sure it really works. To help create a more positive view of DI and equip teachers with the right strategies to use it effectively in English classrooms for students with Special Educational Needs (SEN), professional development and strong support from school administration are key (Dr. Ranbir, 2024).

At long last, instruction frameworks around the world are advancing toward more all-encompassing approaches, tending to differing understudy needs. A striking case is from Griful (2020) precise audit, distributed within the Universal Diary of Coordinates Instruction. This consider investigated the relationship between All-inclusive Plan for Learning (UDL) and separated instruction (DI), recognizing three viewpoints as we know them: complementary, coordinates, and contradictory.

Whereas emphasizing the potential for productive collaboration between the two plans, it moreover emphasized the require for observational inquire about to back compelling usage.

Curriculum adaption is another important approach closely related to inclusive teaching techniques. Particularly while instructing kids with Special Educational Needs (SEN), curriculum adaptation is a basic instructional approach in inclusive education. Meeting the particular learning profiles of students, these adaptations include changes in teaching content, evaluation methods, materials, and even pacing. Teachers might employ varying degrees of adaptations depending on the needs of the students, from simple adjustments in format to more sophisticated individualized planning. Despite inclusive policies and teacher education initiatives already in action, teachers still have difficulties to satisfy the learning needs of their students via curriculum modification (p. 117) as (Ngubane-Mokiwa and Khoza, 2021) point out.

Support for varied students in actual classrooms depends on adapted curriculums. Especially for students with impairments, (Dr. A. RajeswariA, 2024) contends that adaptive curricula are totally necessary in ensuring great access and participation for every student. Emphasizing the need for implementation frameworks considering teacher support, resources, and policy alignment, the study contends that adaptive strategies help to close the theoretical inclusion and actual instructional practice gaps. In many educational settings, inclusion is still seen as a goal rather than a reality lacking this order.

2.3.3. Individualized Education Programs (IEPs)

By meeting the specific needs of students with disabilities, it contributes to shaping the education system, enabling teachers to support SEN students in setting goals and adapting various approaches according to their needs. (Mary Retta, 2023) argues that adapting lessons to suit learning needs is extremely important to ensure academic success. For example, individualized education programs

(IEPs) are highly dependent on participation as they were observed in subsequent changes in Massachusetts. This sought to expand participation by organizing objectives with components in mind. These collaborations are important for an inclusive IEP.

Be that as it may, challenges stay in executing IEPs, particularly in circumstances of adjustment to farther learning situations. For case, the post-pandemic period has highlighted the troubles in giving specialized administrations, but teachers have detailed troubles due to a need of assets and the failure to associated in individual, a pivotal perspective for SEN understudies (Rashaan Ayesh, 2020). These challenges highlight the need for flexible and resilient approaches to ensure continuity and effectiveness.

2.4. Legal Basis

2.4.1. Constitución de la República del Ecuador

In the “Constitución de la República del Ecuador, (2008)” the following articles are mentioned:

Article 26: "Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a fundamental element to achieve the good way of living. Individuals, families, and society have the right and responsibility to participate in the educational process."

Article 27: "Education will focus on the human being and will ensure their holistic development, within the framework of respect for human rights, the sustainable environment, and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive, diverse, and of quality; it will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art, physical culture, individual and community initiative, and the development of skills and abilities to create and work."

2.4.2. Organic Law of Intercultural Education (LOEI)

Article 6: "The main obligation of the State is the full, permanent, and progressive fulfillment of the constitutional rights and guarantees in educational matters, and of the principles and purposes established in this Law. The State has the following additional obligations: a) Guarantee, under the principles of equity, equality, non-discrimination, and freedom, that all people have access to quality public education and proximity; b) Guarantee that educational institutions are democratic spaces for the exercise of rights and peaceful coexistence; c) Ensure that the National Education System is intercultural; d) Guarantee the universalization of education at its initial, basic, and high school levels, as well as provide the necessary physical infrastructure and equipment to public educational institutions; e) Ensure the continuous improvement of the quality of education; f) Ensure that all educational entities develop comprehensive, coeducational education with a transversal vision and a rights-based approach; g) Guarantee the mandatory application of a national curriculum, both in public, municipal, private, and religious institutions, at their various levels: initial, basic, and high school; and modalities: face-to-face, semi-face-to-face, and distance. Regarding cultural and linguistic diversity, it will be applied in the official languages of the various nationalities of Ecuador. The curricular design will always consider the vision of a plurinational and intercultural State. The curriculum is complemented according to the cultural specificities and peculiarities of the various educational institutions that are part of the National Education System."

Article 47: "The State will guarantee the right to education of persons with disabilities, ensuring their inclusion in the regular education system, providing the necessary support and reasonable accommodations to facilitate their learning and participation in the educational process."

Note: All legal excerpts from Ecuadorian legislation have been translated from Spanish into English by the authors for academic purposes.

Chapter III

Methodological Framework

3.1. Method

3.1.1. *Qualitative Methodology*

Using a qualitative approach, this study is best fit for investigating the difficulties teachers encounter teaching English to pupils with special educational needs (SEN). Offering a thorough grasp of real-world problems beyond numerical data, the qualitative method enables a deep investigation of personal experiences, viewpoints, and insights.

Qualitative methods are often used to understand rewarding events by looking at the experiences of people who lived there. For descriptive data and subjective interpretation, (Steven Tenny et al., 2022) to see whether qualitative research contributes to the investigation of social reality. This study examines how senior teacher students see, understand, and respond to them in English lessons.

This method allows researchers to collect data from real-world settings and uncover the teacher's own problems, needs and ideas. By means of open-ended inquiries, scientists may catch the complexity of inclusive behaviors in Ecuadorian educational contexts, particularly in schools such Unidad Educativa Salinas Innova.

3.2. Type of Research

3.2.1. *Phenomenological Study*

A qualitative research approach, phenomenology centers on grasping the significance of life experiences from the viewpoint of people. (McLeod Saul, 2024) claims that this method aims to highlight particular events and dispute normal ideas by exposing personal views and emotional

reactions. Especially helpful in revealing motives, emotional dynamics, and subtle obstacles encountered by people in academic and professional settings.

Phenomenology is suitable for examining how teachers experience inclusive education, especially the process of modifying English language teaching for SEN children, within the framework of this research. This approach helps the researcher to find the core of teachers' teaching methods, difficulties, and relationships with SEN pupils by highlighting their emotions, attitudes, and perceptions. Discover intangible factors like emotional reactions, classroom dynamics, and professional readiness using it.

3.3. Data Collection Technique

3.3.1. Interview (face-to-face session)

The main method of data gathering in this study was a face-to-face session; nevertheless, the process was done in a guided interview style. The researcher was there as the instrument was administered so as to provide quick clarification, explanation of the aims of the study, and help for the subjects as they finished their responses.

Although responses were written rather than spoken, this method fits the methodological elements of a semi-structured interview. Semi-structured interviews provide the freedom to investigate participants' lived experiences via directed interaction, whether verbal or written, as Jamshed (2022) notes. The researcher's presence helped to create a more open and reflective environment in this situation, thereby enhancing the data gathering process. Investigating English teachers' experiences, difficulties, and attitudes toward inclusive methods for students with Special Educational Needs (SEN) benefited especially from this approach.

3.4. Instrument

3.4.1. Open-Ended Questionnaire (Google Forms)

Based on the opinions and experiences of participants, the questionnaire is a basic research tool that helps to gather data in a systematic and orderly manner. (Bhandari Pritha, 2021) defines a questionnaire as a set of questions or items meant to gather information about people's thoughts, experiences, or ideas from them. Getting qualitative data that lends depth and detail to the study is especially easy using this tool.

The questionnaire in this study comprised nine open-ended questions designed to probe teachers' ideas, experiences, and problems while instructing English to pupils with special educational needs (SEN) at the Salinas Innova Educational Unit. To guarantee the importance and relevance of the data gathered, the questions were developed based on the theoretical framework and tuned to match the goals of the study.

Though the survey was given via a digital platform, it was used face-to-face so that attendees may socialize the procedure and remove uncertainty. This approach guaranteed that teachers were at ease giving thorough and truthful responses and knew every question.

3.5. Data Collection Processing and Resources

In the in-person session scheduled for May 2025, the Google Forms platform was used to collect data. Unidad Educativa Salinas Innova provided some teacher participants. This interview was conducted in the morning during each teacher's free time in which the objectives of the survey were first socialized before opening the areas so that people could respond individually.

The objective of this procedure was to gather qualitative information on support networks pertaining to significant problems, attitudes toward training, curriculum modifications, and inclusion of SEN in English lessons. By enabling real-time interaction and clarification, the socialization component assisted to guarantee the quality of the data. To help one better grasp the procedure of data gathering, the following table has been provided:

Table 1

Data Collection Processing and Resources

Questions	Explanations
What?	Open-ended questionnaire
Where?	At Unidad Educativa Salinas Innova (face-to-face session)
When?	PAO 2025-1
How?	Through Google Forms during a guided session
What for?	To explore the challenges teachers, face when teaching English to SEN students and how they perceive training, curriculum adaptation, and DECE support.

Note. Details about the technique, place, time, way, and purpose of the data collection.

3.6. Population and Sample

The population consisted of approximately 20 English teachers from the Salinas Innova Educational Unit. Non-probabilistic and intentional, the sample focused on five teachers with direct experience in teaching English to students with SEN in basic higher education, that is, with adolescents.

Given the responsive and descriptive characteristics of the questionnaire, this sample was considered a qualitative study. The participants' comments show a deep context about institutional and contextual difficulties, including English classes in Ecuadorian faces.

In addition, the selection of teachers from the same institution ensures uniformity of management support systems, access to resources, and educational standards. This homogeneous sample allows for intensive analysis of task-specific versus institutional contexts, providing implementation-capable results that enable you to design specific training programs, and strategies to support the English lesson.

Chapter IV

Analysis of Findings

4.1. Brief Explanation of the Findings

This chapter presents a breakdown of the qualitative data collected through open-ended questionnaires applied to five English teachers from Unidad Educativa Salinas Innova. The analysis contrasts lived experiences with inclusive education theories and pedagogical models such as Universal Design for Learning and Differentiated Instruction. Data collection was done face-to-face with led sessions during which participants finished the questionnaire using Google Forms with previous definition of each item.

The feedback obtained from the participants shows their ideas, feelings, and thoughts about teaching English to pupils with Special Educational Needs (SEN). Instructors talked about the difficulties they encounter in lesson preparation, material modification, classroom diversity management, and support for the emotional and academic demands of SEN students. The phenomenological approach used in this study provides different answers according to the teachers' background, level of preparation, and classroom experience. Some highlighted professional growth and personal transformation through inclusive practices, while others focused more on the lack of training and institutional support. The use of open-ended questions allowed participants to share their views freely and without restrictions. This chapter, therefore, offers a detailed interpretation of the nine questions in the instrument, organized thematically to reflect patterns, challenges, and suggestions expressed by the teachers, while also drawing connections with the theoretical foundation established in earlier chapters.

4.2 Analysis and Interpretation of Each Question

1. Can you describe your overall experience teaching English to students with special educational needs (SEN)?

Figure 1

Experience teaching SEN students



Note. This figure shows that the words most used by the interviewees were students, needs special, teach, etc.

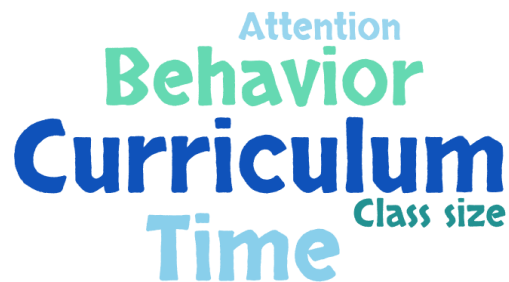
Teachers reported that though extremely difficult, their general experience was enlightening. They said teaching SEN pupils calls for a more thorough awareness of personal needs and emotional intelligence. Educators stressed the importance of patience, empathy, and adaptability in handling various SEN profiles. One instructor remarked on the joy of observing a student who had initially declined to take part to improve.

This emotional connection to student growth emphasizes the need of persistence in inclusive education. The results support (Reid et al., 2025), who claimed that inclusive education calls ongoing emotional commitment from teachers. Teachers emphasized in this study the duality of difficulty and compensation, pointing out that teaching SEN pupils changed their opinions about their careers and aided their personal development.

2. What specific challenges have you faced when trying to include SEN students in your English lessons?

Figure 2

Specific challenges faced



Note. This figure shows that the words most used by the interviewees were students, challenges, classroom, integration, etc.

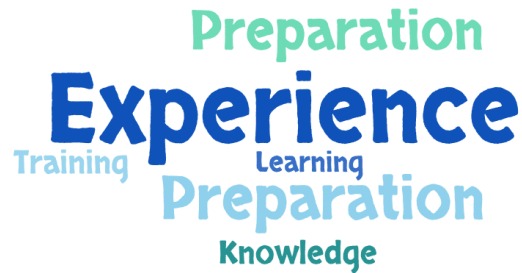
Teachers struggled with a number of particular problems, including time restrictions, trouble handling big classes, and the necessity to modify materials for different cognitive levels. One instance involved a student who had restricted mobility and speech; peer help and oral assessments were needed. These circumstances expose the scale of the work.

Moreover, instructors said they faced emotional hurdles like student anxiety and isolation, which made inclusion more difficult. Teachers had to balance many jobs: teacher, counselor, and mediator. Often this produced a sensation of being overburdened or unsupported inside the system. Structural barriers in inclusive education can raise teacher stress and restrict classroom efficacy, Johnstone et al. (2020) claim. The problems noted in this work match those issues and demonstrate how much hinges on institutional preparedness and appropriate training.

3. How prepared do you feel, in terms of training, to address the diverse needs of SEN students in your classroom?

Figure 3

Teacher preparation / Training



Note. This figure shows that the words most used by the interviewees were training, experience, students, preparation, etc.

Most teachers admitted that they often felt unprepared during their formal studies, mainly because their bachelor's programs rarely offered coursework on comprehensive education. They stress how much of their present knowledge comes from self-initiated learning, teamwork with coworkers, and the accumulation of practical experience.

Notwithstanding these hurdles, many teachers show a very active attitude with some reporting that they have taken online courses, participated in DECE seminars, and pursued certifications to expand their knowledge. This lack in basic teacher education matches with Nilholms (2021) claim that "many teachers start their careers without the necessary tools to appropriately assist varied students." This study's findings support that view and emphasize the urgent need to improve both pre-service and in-service training programs to better prepare educators.

4. What types of strategies or methods have you found effective when teaching English to SEN students?

Figure 4

Strategies or methods used

Differentiated
Total Physical Response
Empathy Visual Aids
Engagement

Note. This figure shows that the words most used by the interviewees were *method, visual, activities, strategies, etc.*

Among the most widely recognized effective teaching strategies are visual instructions, interactive hands-on activities, the segmentation of complex tasks into manageable steps, and the provision of emotional support coupled with encouragement. Particularly for younger children or those with high energy, approaches like Total Physical Response (TPR) and Communicative Language Teaching have shown great success, fostering a learning environment that is both interesting and all-encompassing for all pupils.

Gardner's (2020) Multiple Intelligences idea, which calls for a range of teaching techniques, clearly connects with this approach. In this context, teachers adapted their strategies to align with each student's unique strengths and preferences, particularly those with special educational needs, thereby enhancing educational outcomes.

5. What kind of support, if any, have you received from the DECE department or other specialists in your efforts to teach students with special needs? How has that support influenced your work?

Figure 5

Support from DECE or others



Note. This figure shows that the words most used by the interviewers were DECE, support, students, information, etc.

Interviewed teachers always noted the enormous backing the DECE department provides. They portrayed DECE experts as amiable and proactive, always willing to provide useful counsel, analyze case studies, and maintain continuous dialogue on student needs. According to the instructors, this sort of institutional support lowers their concerns and builds their faith in handling daily obstacles.

By offering individualized counsel and assisting with strategic alignment between households and schools, DECE experts are instrumental in advancing inclusion as (Ordóñez Ochoa & Paredes Floril, 2024) point out. Working with DECE specialists, many teachers claimed, helped them to make more educated decisions when changing classroom resources or designing behavioral strategies.

6. What obstacles have you encountered when adapting the English curriculum for students with SEN?

Figure 6

Obstacles in adapting curriculum



Note. This figure shows that the words most used by the interviewers were curriculum, activities, strategies, materials, etc.

Often seen as among the most difficult aspects of comprehensive education is the adaptation of curriculum appropriately. To meet the needs of SEN pupils, especially those requiring Type 3 accommodations, many teachers said they had to entirely change their standard lesson plans. Usually this called for producing numerous versions of material, creating several assessments, and deliberately picking resources appropriate for the intellectual and emotional needs of the pupils.

Gibbs (2023) says that good curriculum modification calls for not only teacher expertise but also enough time, proper materials, and administrative support. The absence of parental support was a frequent difficulty highlighted. Teachers said that some families didn't frequently check online sources, miss crucial information, or neglect to pursue homework activities. This disparity made it more difficult to sustain learning outside of school.

7. How do your students with SEN respond to the activities and strategies you implement in the English classroom?

Figure 7

Student reactions



Note. This figure shows that the words most used by the interviewers were students, activities, participation, mood, etc.

Instructors have observed that students with Special Educational Needs (SEN) usually respond differently depending on the day, their emotional state, and the instructional techniques employed. Some days these kids are very passionate; on other days, they fully participate in classroom events, especially when lessons include visual aids, interactive games, or kinesthetic exercises. On other days, though, their emotional condition makes them seem faraway, rapidly diverted, or unable to fully connect. Given these variations in engagement, it is evident that teachers have to be flexible and emotionally sensitive, adjusting their teaching approaches to meet both the academic and emotional demands of their students.

As Zhang et al. (2025) point out, “Students with developmental disabilities gain the most from teaching methods that are emotionally consistent and adaptable.” In several classrooms, SEN students responded well when provided with one-on-one support and encouragement. Teachers agreed that

celebrating small wins is essential and that pressure tactics should be avoided. Success isn't solely about completing tasks but about meaningful engagement at any level. These observations reinforce that progress in SEN contexts should be assessed with flexibility, empathy, and a focus on each student's individual achievements.

8. In your opinion, what improvements could be made in teacher preparation programs to better support inclusive education?

Figure 8

Improvements in teacher preparation



Note. This figure shows that the words most used by the interviewers were preparation, formation, teachers, inclusion, etc.

Many instructors have said that they would like to attend courses going over more than just the fundamentals. They emphasized modules that truly meet thorough education by concentrating on real-life experiences rather than only abstract ideas. Several also remarked that having support teachers or classroom assistants, especially in big, varied classrooms, can greatly improve the successful use of thorough methods. This view reflects Dr. Ranbir's (2024) observation that truly impactful training should blend theory, practical application, and ongoing support to prepare teachers for the realities of today's classrooms.

In addition, educators emphasized needing specialized workshops focused on curriculum adaptation, emotional regulation, and behavior management—particularly when working with students who have special educational needs (SEN). They called for more opportunities to gain hands-on experience through internships or simulated comprehensive environments. They believe such practical preparation would boost teachers’ confidence and skills when handling complex classroom dynamics. Overall, these insights point to an urgent need for universities and educational institutions to rethink and strengthen teacher training programs, with a clear emphasis on diversity, equity, and inclusion.

9. In what ways has teaching SEN students influenced your personal and professional development as a teacher?

Figure 9

Personal and professional impact



Note. This figure shows that the words most used by the interviewees were empathy teaching, development, personal, etc.

All the teachers agreed that working with students with special educational needs (SEN) has had an important effect on their personal and emotional development. Many mentioned that it helped them become more empathetic, patient, and more attuned to the differences among students, whether in

academic or everyday situations. One teacher even shared that working with SEN students taught her to teach with genuine compassion. These reflections align with (Woodcock et al., 2022), who found that comprehensive education promotes teachers' personal ethics and helps turn classrooms into more human-centered environments.

On a professional note, teachers explained that they had to rethink their approaches to teaching—becoming more inventive, resourceful, and thoughtful in their planning. They worked to design lessons that are not only effective but also engaging and accessible for all students. Many also said that the experience encouraged them to become better at planning and making decisions. In the end, teaching SEN students deepened their commitment to educational equity and motivated them to continually find innovative ways to meet each learner's individual needs.

Table 2

Teachers' Perceptions of Inclusive English Teaching Practices for Students with Special Educational Needs (SEN)

Questions	Can you describe your overall experience teaching English to students with SEN?	What specific challenges have you faced when trying to include SEN students in your English lessons?	How prepared do you feel, in terms of training, to address the diverse needs of SEN students?
Answers	Teachers said it was extremely transforming yet difficult. They noted it fostered professional development but also demanded emotional strength and empathy.	The most mentioned challenges were time management, curriculum burden, behavioral problems, and emotional control. Large class sizes were yet another worry.	Most point out the lack of conventional preparation; their information came mostly from experience, lectures, or autodidacticism.
Authors	<i>Reid et al. (2025)</i> declare inclusive education improves teachers' emotional intelligence and adaptability.	<i>Johnstone et al. (2020)</i> explain that inclusion without systemic support leads to teacher overload and instructional inefficiency.	<i>Nilholm (2021)</i> state many instructor preparation programs fall short in equipping teachers for inclusive classrooms.

Note: Teaching experiences, perceived challenges, and teacher preparation in inclusive English classrooms.

Table 3

Teachers' Perceptions of Inclusive English Teaching Practices for Students with Special Educational Needs (SEN)

Questions	What strategies or methods have you found effective when teaching English to SEN students?	In what ways has teaching your personal and professional development as a teacher?	What improvements could be made in teacher preparation programs to better support inclusive education?
Answers	Teachers said they employed positive reinforcement, basic commands, visual aids, and TPR, and emphasized as well were empathy and adaptability	Most noted they were more patient, structured, and sympathetic. They also noted a change in their teaching ideology toward equality.	Teachers advised having necessary SEN training, more hands-on experience, and dedication. Mention educational curricula lacked emphasis on actual classroom diversity.
Authors	<i>Gardner (2020)</i> promotes multiple intelligences and multimodal strategies for effective inclusive learning.	<i>Subban et al. (2022)</i> argue that inclusive practices strengthen teacher identity and reflective practice.	<i>Ranbir (2024)</i> argues that inclusive training must integrate theory and hands-on experience to prepare teachers for actual classroom diversity.

Note: Effective strategies, suggestions for improvement, and professional development through inclusive practices.

Chapter V

Conclusions and Recommendations

One of the mainstays in contemporary teaching, inclusion education is still difficult to put into practice even as it poses considerable hurdles. This study sought to investigate English teachers' perspectives, experiences, and approaches in an Ecuadorian school setting with Special Educational Needs (SEN). Beyond theoretical frameworks, the phenomenological approach used enabled the researcher to grasp the personal and professional reality these instructors confront. What emerged was a collection of genuine voices reflecting on institutional gaps, professional transformation, and emotional complexity, all tied to the effort of making education accessible and equitable for all learners.

This final chapter presents the main conclusions and recommendations derived from the interpretation of the participants' responses. These insights are directly aligned with the general and specific objectives of the research, and they serve to promote a better understanding of inclusive practices in English language teaching. Moreover, this section provides practical suggestions that may support improvements in teacher preparation, institutional support, and educational policy.

5.1. Conclusions

The study confirms that educating SEN children presents a complex group of difficulties extending far beyond linguistic instruction. Teachers are supposed to act as behavior facilitators, curriculum designers, and emotional support as well as as language teachers. Most of the participants found their first training in inclusive education to be inadequate. They stated that their undergraduate courses either failed to cover inclusion entirely or handled it just trivially and conceptually.

Consequently, their real knowledge of how to cooperate with SEN pupils grew mostly from self-directed study, hands-on classroom experience, and infrequent help from the DECE department. This attitude captures a large gulf between the theoretical preparation given by teacher education programs and the real needs of inclusive classrooms.

Having to adjust the English curriculum adaptation to suit the specific demands of SEN children was cited by the participants as one of their most difficult problems. They stated that this often entailed modifying homework, developing substitute materials, and matching learning activities based on each student's emotional and cognitive profile. That is the reason why one teacher especially stressed the need of Type 3 modifications, which demand very sophisticated and thorough instructional preparation. Sadly, these programs frequently lack appropriate institutional support, time, or money, which overwhelms the process. The absence of trained support staff adds to this weight, which reveals a discrepancy between inclusive policies and real classroom practice.

Although every participant acknowledged the support provided by the DECE (Departamento de Consejera Estudiantil), they also said that such help is occasionally restricted, sporadic, or not entirely integrated into their daily school life. Teachers clarified that DECE specialists usually advise general guidance for working with SEN students, emotional support recommendations, and psychological evaluations. But once the first diagnosis or strategy is made public, the follow-up usually is limited and classroom instructors have to carry out difficult behavioral or pedagogical techniques on their own. Teachers in some instances reported events when the DECEs' involvement was confined to paperwork or brief consultations without actual help during sessions. This gulf between implementation and assessment causes educators to feel overburdened and unsupported. These results highlight how

important it is for teachers and educational psychologists to collaborate more formally, constantly, and classroom-centeredly to guarantee that inclusive methods are truly effective.

5.2. Recommendations

In response to the issues identified, it is essential that inclusive education be established as a mandatory component in all teacher education programs. Undergraduate programs should include thorough classes on inclusive approaches like as Universal Design for Learning, Differentiated Instruction, and Individualized Education Plans (IEPs). Furthermore, theoretical courses must be connected with real classroom experience in inclusive settings so that future teachers will be equipped with right mentoring and guidance to meet the challenges of diversity.

High schools ought to put into place specific initiatives at the institutional level to help SEN children's curriculum adaptation. These include flexible scheduling time inside their itinerary, specialized resources for teachers, and access to educational tools enabling the development of personalized material. Should highly customized (Type 3) modifications be needed, it is imperative to identify qualified support staff or specialists willing to work with teachers during the planning and implementation phase. These measures would both lighten the workload on teachers and raise the standard and viability of inclusive approaches in the English classroom.

Finally, DECE specialists should offer in-class assistance to reinforce inclusive behavior beyond basic counseling or discrete assessments. Real-time help is what teachers need; DECE staff can watch actual classroom dynamics and provide solutions based on particular student requirements. Within the classroom, trainings and workshops should ensure methods are realistic and consistent with daily

difficulties. Teachers would feel less overworked and more supported if they were directly engaged. Furthermore, reducing the teacher's burden and enabling efficient execution of DECE techniques, trained support assistants can be placed in classrooms.

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Annexes

Annex A: Certified Anti-plagiarism System

La Libertad, 9 de junio de 2025

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “CHALLENGES WHEN TEACHING ENGLISH TO YOUNG SEN STUDENTS” elaborado por las estudiantes, Montealegre Aguirre Mía Selene y Suárez Plua Melania Pamela, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Nieto Herrera Diego Josue, MSc.

ADVISOR



CERTIFICADO DE ANÁLISIS
magister

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Annex B: Letter of permission to the institution.

Salinas, martes 14 de mayo del 2025

Ing. Julio Guamantica
 Rector
 UNIDAD EDUCATIVA SALINAS INNOVA
 En su despacho. -

Nosotras, SUÁREZ PLUA MELANIA PAMELA y MONTEALEGRE AGUIRRE MÍA SELENE, estudiantes de la UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA, de la carrera PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, nos dirigimos a usted en su calidad de rector del plantel para manifestarle lo siguiente:

Nos encontramos en nuestra etapa final de titulación y, como lo establece el CONSEJO DE EDUCACIÓN SUPERIOR (CES), debemos realizar un examen complejo o un proyecto de investigación. Hemos optado por esta segunda opción.

Nuestro tema se titula Challenges when teaching English to young SEN students, y como población de estudio hemos escogido a la UNIDAD EDUCATIVA SALINAS INNOVA, con el fin de realizar análisis cualitativos a través de entrevistas a 5 docentes que impartan Inglés a estudiantes jóvenes, es decir, en colegio.

Quisiéramos contar con su autorización para llevar a cabo dichas entrevistas entre los días jueves 15, viernes 16 y lunes 19 de Mayo del presente año, tratando de no interrumpir las clases y asegurando que cada entrevista tendrá una duración máxima de 15 minutos.

Agradeciendo de antemano su atención y esperando una respuesta favorable, nos despedimos cordialmente.



Mía Montealegre Aguirre



Melania Suárez Plua

Estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
 UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

UNIDAD EDUCATIVA SALINAS INNOVA
 SECRETARÍA
 recibido por: *M. P. R.*
 fecha: 15/05/2025
 P. R.

Annex C: Questionnaire

CHALLENGES WHEN TEACHING ENGLISH TO YOUNG SEN STUDENTS

Instrument: Open-ended questionnaire (Google Forms)

<https://docs.google.com/forms/d/e/1FAIpQLSc-VWLdul0HAuXxdfTBZdnDGxVLedb4ihMr3VKLkuD7u3ET8A/viewform>

Sample: 5 English teachers from Unidad Educativa Salinas Innova

Questions aimed at teachers

1. Can you describe your overall experience teaching English to students with special educational needs (SEN)?
2. What specific challenges have you faced when trying to include SEN students in your English lessons?
3. How prepared do you feel, in terms of training, to address the diverse needs of SEN students in your classroom?
4. What types of strategies or methods have you found effective when teaching English to SEN students?
5. What kind of support, if any, have you received from the DECE department or other specialists in your efforts to teach students with special needs? How has that support influenced your work?
6. What obstacles have you encountered when adapting the English curriculum for students with SEN?

7. How do your students with SEN respond to the activities and strategies you implement in the English classroom?
8. In your opinion, what improvements could be made in teacher preparation programs to better support inclusive education?
9. In what ways has teaching SEN students influenced your personal and professional development as a teacher?

Annex D: Questions and answers transcribed**Table C1***Questions 1, 2 and 3*

1. Can you describe your overall experience teaching English to students with special educational needs (SEN)?	2. What specific challenges have you faced when trying to include SEN students in your English lessons?	3. How prepared do you feel, in terms of training, to address the diverse needs of SEN students in your classroom?
According to my experience, a student with (SEN), is a little different from a complete course, because you need to look for more specific strategies can approve to the teaching-learning process with the student.	To be more specific, in my case, I have to create two different types or curriculum or planification, for the student with (SEN), I need to create activities that can be related to the level cognition of the student with that necessity.	At the beggining of the lective period, we had been studying based on capacitation on how to work with students with SEN, how to work in the course, how to keep a correct environment with all of the course.
Ha sido un reto para mí, adaptarme a todo lo que involucra trabajar con niños con necesidades educativas especiales ya que no tenía los	1. Los estudiantes no se han querido integrar con el resto por miedo al rechazo 2. Algunos se han sentido agobiados dentro del salón de	Todo lo que se ahora sobre los estudiantes con necesidades educativas especiales ha sido por experiencia propia no tuve una preparación previa para eso

<p>conocimientos necesarios, pero a medida que pasa el tiempo vas adquiriendo conocimiento.</p>	<p>clase 3. Hiperactividad por parte de estudiantes dentro del salón.</p>	
<p>Based on my personal experience, I could mention that it is somehow a challenging task because depending on their degree of need, they require a curricular adaptation type 1, 2 or 3.</p>	<p>The most demanding type is the third one since it is changing the curriculum completely and the teacher has to find the better moment to work with the student while taking care of their emotions and how they feel inside the classroom and with their classmates.</p>	<p>I feel fairly prepared because in my learning process because when I studied my bachelor's degree, I did not receive much preparation in terms of giving classes to SEN students, but I think that I have learned a lot based on my experience.</p>
<p>Es una de las experiencias más satisfactorias aprender de estos estudiantes, son mundos distintos y diferentes donde uno aprende diferentes maneras de enseñar, a tener paciencia y sobre todo a enseñar con amor,</p>	<p>Los retos han sido muy complejos uno más difícil que otro, enumerarlos es complicado porque las situaciones han sido diferentes, pero uno de los casos más difíciles fue una estudiante con</p>	<p>Creo que nunca se está preparado completamente para un estudiante con necesidades especiales, siempre se tiene que estar leyendo sobre los diferentes tipos de necesidades que nos toca año a año y</p>

<p>aprendemos cada día de cómo lograr que estos estudiantes aprendan algo nuevo y sentir la satisfacción de que han aprendido algo nuevo.</p>	<p>parálisis y que tenía dificultades para el habla y movimientos, sus compañeros ayudaron mucho al ayudarla a transmitir sus dudas y explicarle en base a lo que podía rendir era un reto, sus exámenes eran orales, siendo este uno de los retos más grandes que he tenido.</p>	<p>aprender, la experiencia nos da una ayuda a como llevar este tipo de necesidades, pero el día a día nos ayuda a mejorar lo que sabemos o que aprendemos para nuestros estudiantes.</p>
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<p>Definitely has been a challenge but it's been also rewarding when you see even small progress in their learning process and also having the opportunity to connect emotionally to them.</p>	<p>Specially time, having SEN kids in a classroom with a large number of students it's hard because you need to focus your attention in many different things and lives at the same time.</p> <p>There are days when as teachers we can't dedicate the same time and attention to all the kiddos.</p>	<p>Well, at school the department in charge of these cases usually try to guide us or explain the staff some important things, but as we are not specialists in the field, we, as teachers, never feel completely prepare.</p>
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Table C2*Questions 4, 5 and 6*

4. What types of strategies or methods have you found effective when teaching English to SEN students?	5. What kind of support, if any, have you received from the DECE department or other specialists in your efforts to teach students with special needs? How has that support influenced your work?	6. What obstacles have you encountered when adapting the English curriculum for students with SEN?
At the moment, I have been working with Kolb's method and actually I'm working with the 5 E (methodology) to move and captivate the attention of the student and engage to try to work on the activities and content provided for them.	EL dece hace seguimiento, sobre las condiciones del estudiante, en conjunto con los padres, basado en aquello se hace una adaptación al currículum ajustándose a las necesidades que presenta el estudiante. Este tipo de trabajo en conjunto ha creado un soporte de gran impacto sobre el desarrollo de	In this case, the possible obstacles during the work with the student could be to choose the correct type of activities with the correct strategies to engage and develop that type of content, taking into account, that each student with SEN needs a different strategy and methodology to work in class.

	<p>las actividades con la estudiante, ya que periódicamente se hace un diagnóstico para evaluar el nivel de avance en cuanto el curriculum propuesto.</p>	
<p>1. Simplified and Visual Instructions.</p> <p>2. Flexible Grouping.</p>	<p>El DECE ha sido el mayor apoyo que he tenido, van de la mano con cada niño y están al pendiente, nos facilitan toda la información que necesitamos sobre cada niño y nos ayudan con recomendaciones para trabajar mejor con ellos.</p>	<p>A ciertos estudiantes es obligatorio hacerles uno específicamente para ellos, que no son sobre los temas que el resto de estudiantes ven, no es difícil, pero es más trabajoso.</p>
<p>The students of type 3 learn a little bit more thanks to movements, specifically the youngest one, as a result, the best teaching method is total physical response, and also the communicative language</p>	<p>Yes, because the DECE department is here to support and guide to give a good service to students with special needs. I think they have assisted us all the time.</p>	<p>It would be in cases where students need specific resources for their learning. Internet has a variety of resources, but they are standard, some students need specific materials to work well</p>

teaching for using the language
in real- life situations.

in the subject.

Hay diferentes clases de
métodos que se pueden
nombrar tenemos las clases
diferenciadas, apoyo visual,
refuerzo positivo y la empatía,
instrucciones claras y sencillas.

El DECE siempre ha cumplido
con su labor en la unidad
educativa donde trabajo.
Existe una buena
comunicación y colaboración
entre los docentes y el equipo
del DECE, lo cual ha sido
fundamental para atender
adecuadamente a los
estudiantes con necesidades
especiales. Cada vez que se ha
requerido su intervención por
alguna situación específica,
han brindado apoyo oportuno
y efectivo. Esta colaboración
ha influido positivamente en
mi trabajo, ya que me ha
permitido tomar decisiones
más informadas, adaptar
estrategias pedagógicas y

Uno de los obstáculos que he
tenido es la falta de apoyo de
ciertos padres de familia que no
revisan la plataforma y no
cumplen con el material de
trabajo que se ha solicitado, no
estar pendientes de las
necesidades de los chicos, hace
que el aprendizaje sea mas
complicado.

	brindar una atención más integral a los estudiantes.	
Using a lot of visuals, hands on activities, repeating specific instructions and content.	They always explain each SEN students case in detail, give us some ideas to work properly with them and they are always willing to listen our suggestions and concernings about each case.	Not enough time, sometimes lack of resources and knowledge in the field (regarding the special needs) or help from the student's family.
Using a lot of visuals, hands on activities, repeating specific instructions and content.	They always explain each SEN students case in detail, give us some ideas to work properly with them and they are always willing to listen our suggestions and concernings about each case.	Not enough time, sometimes lack of resources and knowledge in the field (regarding the special needs) or help from the student's family.

Table C3*Questions 7, 8 and 9*

7. How do your students with SEN respond to the activities and strategies you implement in the English classroom?	8. In your opinion, what improvements could be made in teacher preparation programs to better support inclusive education?	9. In what ways has teaching SEN students influenced your personal and professional development as a teacher?
<p>At the beginning, the student said, no mister I can't do this. This is a small obstacle in class with them, so the teacher must encourage students to try to do the activities to evaluate their development.</p>	<p>In my opinion, Education is in constantly evolution, so teachers need to be in constantly preparation all the time, to look for new strategies and methodologies, like, virtual courses, forums or certification that can help to improve their knowledge in specify with students with SEN.</p>	<p>In this case, for me, there is no difference from a current class, because is the same like work with a course of around certain number of students, so, the only aspect that i can take into a count is that thanks to this I must be in constantly preparation to provide them some interesting activities to engage them.</p>

<p>Algunos dias quieren participar al 100% y otros dias no.</p>	<p>Pienso que deberian haber charlas para cada caso en especifico y asi podremos estar preparados al 100% para trabajar con ellos.</p>	<p>Enseñarles a niños con necesidades educativas especiales me ha ayudado ha ser mas empatica en mi día a día, profesionalmente a llevar una mejor organización al momento de planificar y a hacer muchas mas dinamicas las horas de clase.</p>
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<p>When we are referring to the activities for the oher students, they do not feel like interested in them, but there are some students who uses his limitations as excuses and the do not want to work since they think they will not be able to carry them out as it is expected.</p>	<p>To add two subjects which aim at working better with SEN students.</p>	<p>The way I see it, personally it has helped me to know how these students think and behave. Professionally, it has helped to master my teaching methodologies to work with these students.</p>
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Siempre ha sido de la mejor manera, ellos han trabajado de acuerdo a sus necesidades y han aprendido lo que se ha planificado, no he tenido problemas con las actividades que se han elaborado para ellos.	Una mejora importante en los programas de formación docente sería preparar a los futuros maestros para trabajar en aulas inclusivas con el apoyo adecuado. En particular, considero fundamental contar con un docente auxiliar o personal de apoyo especializado que pueda asistir a los estudiantes con necesidades educativas especiales dentro del aula. En clases muy numerosas, es difícil brindar la atención individualizada que estos estudiantes requieren para alcanzar su máximo potencial. Además, se debería incluir más formación práctica sobre	Enseñar a estudiantes con Necesidades Educativas Especiales ha sido un aprendizaje constante que ha impactado profundamente tanto en mi desarrollo personal como profesional. Me ha enseñado a ser más paciente, empático y creativo. Estos estudiantes me retan a buscar nuevas formas de enseñar, a adaptar estrategias, y a utilizar todos los recursos disponibles para lograr que el aprendizaje sea significativo para cada uno. Gracias a ellos, me esfuerzo por ser un mejor docente cada día, pero también una mejor persona, más sensible a las diferencias y más
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	adaptaciones curriculares, metodologías inclusivas y estrategias para manejar la diversidad en el aula.	comprometida con la inclusión y la equidad en el aula.
Usually very well, but there are days when they are not in the best mood to learn.	Have support teachers during and after classes who also work with these students and help to reinforce the knowledge they receive in the classroom	Feeling more empathy, being more patient and discover new ways to teach.
