

## Methodological Strategy for Inclusive Learning Environments in Language and Literature in the second year

Estrategias metodológicas para ambientes de aprendizaje inclusivo en Lengua y Literatura en segundo año



Lara Rosales Johana Marilena\*  
Lucy del Carmen Salas Bergara\*  
Yadyra de la Caridad Piñera Concepción\*  
Virginia Sánchez Andrade\*

### Abstract

The present study aimed to design methodological strategies to develop inclusive learning environments in the second grade. This research contributes to the research line on Didactics of Basic Education curriculum areas at the Bolivarian University of Ecuador. Throughout the study, various methodological strategies were examined to enable the inclusion of students with diverse educational needs whether cognitive, emotional, or social in the teaching process. The research methodology was mixed, with a qualitative and quantitative approach, descriptive rather than experimental. The research was based on theoretical, empirical, and

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Magíster en Educación con mención en Pedagogía en Entornos Digitales de aprendizaje, Universidad Bolivariana del Ecuador, [jmlarar@ube.edu.ec](mailto:jmlarar@ube.edu.ec)  
<https://orcid.org/0009-0009-7734-5393>

Magíster en Educación con mención en Pedagogía en Entornos Digitales de aprendizaje, Universidad Bolivariana del Ecuador, [lcsalas@ube.edu.ec](mailto:lcsalas@ube.edu.ec)  
<https://orcid.org/0009-0008-8578-7557>

Doctor en Ciencias Pedagógicas, Docente y tutora virtual de la Universidad Bolivariana del Ecuador.  
<https://orcid.org/0000-0002-8947-1364>,  
[ydpinerac@ube.edu.ec](mailto:ydpinerac@ube.edu.ec)

Doctor en Ciencias Pedagógicas, Universidad Bolivariana del Ecuador (UBE)  
[vsancheza@ube.edu.ec](mailto:vsancheza@ube.edu.ec) <https://orcid.org/0000-0001-9233-243X>

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mathematical methods. The population consisted of second-year elementary school students and teachers from the Milton Reyes Reyes Educational Unit. Research instruments were applied to determine criteria regarding the variable. Weaknesses were noted regarding the attention to individual differences and the use of innovative methodological strategies. Therefore, the proposal consisted of a set of inclusive methodological strategies that favored the creation of inclusive learning environments to enrich the teaching of Language and Literature. It was validated through consultation with specialists, whose evaluation, mostly as highly adequate, demonstrated the feasibility and relevance of the scientific result.

**Keywords:** Methodological strategies, inclusive learning environments, Language and Literature, diversity.

### **Resumen**

El presente estudio tuvo como objetivo diseñar estrategias metodológicas para desarrollar ambientes de aprendizaje inclusivo en segundo año. La investigación contribuye a la línea de investigación de Didáctica de las áreas curriculares de Educación Básica, en la Universidad Bolivariana del Ecuador. Se examinó a lo largo del estudio diversas estrategias metodológicas que permitan la inclusión de estudiantes con diversas necesidades educativas, ya sean cognitivas, emocionales o sociales en el proceso de enseñanza. La metodología aplicada en la investigación fue mixta, con enfoque cualitativo y cuantitativo, descriptivo no experimental. Los métodos en que se apoyó la investigación fueron teóricos, empíricos y matemáticos. La población estuvo constituida por los estudiantes de segundo año de educación básica y docentes de la Unidad Educativa “Milton Reyes Reyes, se aplicaron los instrumentos de investigación para conocer criterios acerca de la variable. Se constataron debilidades en cuanto a la atención de las diferencias individuales y el uso de estrategias metodológicas innovadoras. Por tanto, la propuesta consistió en un conjunto de estrategias metodológicas inclusivas que favorecieron la creación de ambientes de aprendizajes inclusivos para enriquecer la enseñanza de Lengua y Literatura. Se validó por consulta de especialistas, cuya evaluación mayoritariamente de muy adecuado, demostró la factibilidad y actualidad del resultado científico.

**Palabras clave:** Estrategias metodológicas, ambientes de aprendizaje inclusivo, Lengua y Literatura, diversidad.

## Introduction

Inclusive education has become an important pillar in guaranteeing the right to quality education for all, regardless of their circumstances. In this context, it represents a challenge for education, as it involves creating inclusive environments through the implementation of methodological strategies adapted to classroom diversity. These strategies enable the construction of educational spaces in which every student has the opportunity to participate, learn, and develop fully. At the global level, UNESCO and the UN, through international agreements on the rights of persons with disabilities, promote and protect the right to equitable and inclusive education. These regulations have been implemented and supported by policies that promote inclusion in the education system, recognizing diversity in the classroom as an enriching element of the learning process. The Ecuadorian Constitution recognizes education as a fundamental right and a key component of human and social development. In this regard, Article 27 defines that education must be intercultural, inclusive, democratic, participatory, and of high quality. It must promote critical thinking, gender equality, creativity, and citizen participation. The Organic Law on Intercultural Education (LOEI) establishes the guiding principles of Ecuadorian education, emphasizing its intercultural, inclusive, equitable, and high-quality nature. This regulatory framework directly underpins the development of inclusive and participatory learning environments. The Competency-Based Curriculum Framework in the area of Language and Literature adopts a competency-based, communicative, inclusive, and critical approach, proposing objectives, competencies, and content aligned with the need to develop effective and inclusive methodological strategies in the classroom. Objective of the area: “To develop integrated communication skills in students that enable them to understand, produce, and interpret oral and written messages within a critical, creative, reflective, and contextualized approach.” This is supported by content relevant to the development of inclusive learning environments: reading comprehension strategies: prediction, inference, reformulation, shared reading and guided reading in collaborative groups, oral and written production in meaningful contexts, multicultural, inclusive and socially relevant texts, and integration and dramatization activities that strengthen expression and comprehension. The educational environment refers to the context generated during the teaching process, influenced by the experiences of students and teachers, as well as by the attitudes,

values, and motivations of each member of the school community. This environment is organized so that the classroom offers challenging spaces that encourage learning, allowing children to develop skills autonomously. For , “The learning environment is the climate generated in an educational institution from the daily experiences of its school members, expressing personal and professional relationships” (p. 43). The educational environment should be organized according to the needs of the students, so that it favors their development and allows them to explore, play, create, imagine, and ultimately promotes the construction of meaningful learning. Similarly, according to , an inclusive learning environment refers to an educational space where individual differences are valued and respected, ensuring that all students, regardless of their abilities, receive the support they need to reach their full potential and contribute to the school community. (p. 75) The context of the research is the “Milton Reyes Reyes” Educational Unit, in the area of Language and Literature. There is considerable diversity among the students, a situation that requires teachers to make curricular adaptations and use appropriate methodologies in accordance with the educational needs of the most vulnerable, ensuring that all students can achieve the expected learning outcomes. The exploratory study carried out at this institution, which included observations of language and literature classes, interviews with teachers, a review of the guiding documents for basic education, and the experience of the researchers, revealed strengths and weaknesses such as: The strengths found are basically: the Ecuadorian curriculum's focus on developing inclusive learning environments and the relevance of inclusive learning environments according to the most recent theories on the subject, because they promote different educational needs, styles, and learning rhythms so that all students can actively participate. Among the weaknesses are: teachers' resistance to changes towards less traditional teaching methods, and lack of training to develop inclusive environments, taking into account the inclusion of students in vulnerable situations. In addition, there is a lack of planning that takes into account curricular adaptations, which makes it difficult to teach the subject in a participatory and equitable manner for all. Therefore, another important weakness is low school performance and difficulties in successfully carrying out teaching tasks, due to the lack of attention to individual differences. Consequently, the scientific problem is how to contribute to the development of inclusive learning environments in the second year of the “Milton Reyes Reyes” Educational Unit. The research focuses on the development of inclusive learning in

Language and Literature, and the objective was to design methodological strategies for the development of inclusive learning environments in the second year of the aforementioned school. The research contributes to the line of research on teaching methods in basic education at the Bolivarian University of Ecuador.

## **Materials and methods**

The research employed a mixed approach, supported by theoretical methods such as the historical-logical method to examine the temporal evolution of the research object. Systematization was used to organize and systematize diverse data in a coherent manner in order to identify patterns and best practices. Modeling was used to create a model of methodological strategies, with active methodologies adapted to students with different needs.

The empirical methods used were direct observation in second-year language and literature classes; document review; and interviews with teachers at the institution to gather opinions on the use of methodological strategies that promote inclusive learning environments. Specialist consultation was used for the research work through expert judgment to ensure the relevance of the scientific results. Mathematical statistical methods were used to quantify the data obtained in the research, allowing for accurate interpretation of the results of the diagnosis.

The dependent variable, inclusive learning environments in second-year students, was evaluated and operationalized with the following dimensions: accessibility, participation, respect for diversity, and inclusive teaching practices.

**Table 1. Operationalization of the variable**

Dimensiones	Indicadores
<b>Accesibilidad</b>	1. Adaptación de mobiliario y espacio físico 2. Materiales accesible. 3. Señalización adecuada. 4.- Acceso físico del aula.
<b>Participación</b>	5- Estímulo a la interacción entre pares. 6- Participación equitativas en actividades grupales. 7- Inclusión en juegos y dinámicas. 8- Toma de decisiones compartidas.
<b>Respeto a la diversidad</b>	9- Uso de lenguaje inclusivo. 10- Valorización a las diferentes culturas, religión y capacidades. 11- No discriminación en el aula. 12- Promoción de la empatía en el aula.
<b>Prácticas pedagógicas inclusivas</b>	13-Diversificación de estrategias metodológicas. 14- Evaluación diferenciada. 15- Apoyo especializado. 16- Actitudes inclusivas del personal docente.

ed for the analysis of the Elementary School Curriculum in the area of Language and Literature, and of the micro-plans with curricular adaptations for second-year elementary school students.

The interview with teachers was structured around 10 questions: Do you adapt teaching strategies to cater to students with different learning styles? Do you use teaching resources that are accessible to students with special educational needs? Do you encourage all students to participate in reading and writing activities? Do you incorporate collaborative work strategies to promote inclusion among students? Do you carry out differentiated assessments

considering the individual abilities of students? Do you use technology that supports inclusion in your language and literature classes? Do you design comprehensive reading activities adapted to the skill levels of your students? Do you foster respect and empathy among students through literary texts and group discussions? Do you consult with specialists (psychoeducators, counselors) to improve inclusion in your classes? Do you receive ongoing training or professional development on inclusive methodologies in language arts?

The guidelines for observing language and literature classes included six assessment indicators: adaptation of activities to the needs of each student; use of varied resources (visual, auditory, manipulative); promotion of group work to support inclusion; provision of personalized feedback by the teacher; and encouragement of equal participation in reading, writing, speaking, and listening activities.

The population and sample for this study consisted of 35 students, with an average age of 6 to 7 years, and three Language and Literature teachers.

## **Results**

It was found that the Competency-Based Curriculum Framework is based on a constructivist approach, meaningful learning, and Universal Design for Learning (UDL), which suggests that inclusive strategies should be applied in language and literature classes. However, there are no specific guidelines for the scientific and methodological treatment of learning in inclusive environments. The methodological strategies not only encouraged participation but also respect for diversity and the development of communication skills. A lack of knowledge of inclusive strategies on the part of teachers was also identified, which limited their participation.

### **Results of the teacher interview**

On the other hand, the teacher interview revealed a partial commitment to inclusive education. Ninety-three percent of teachers stated that they sometimes use teaching strategies in accordance with the student's learning pace; however, there are still teachers who applied the traditional method, which does not always consider classroom diversity. With regard to innovative teaching resources, limited use of materials for language and literature

classes was observed, with only 45% reporting their use beyond those intended for the class. Only 37% of teachers use resources adapted for students with special needs. Participation in reading and writing was promoted, although the inclusion of all students was not always guaranteed. The use of inclusive technology was reported by only 34%, due to limited technological equipment. Eighty-seven percent of teachers promoted the teaching of values such as respect and empathy through the reading of literary texts.

### **Results of the observation of language and literature classes**

The observation form was structured with indicators that sought to measure the teacher's ability to create an inclusive environment. First, it was observed that teachers did not always adapt activities to the individual needs of students, which demonstrated a lack of commitment to different educational needs and revealed the need for ongoing training. However, the use of diverse resources helped with class preparation. Peer work promoted the integration of all students. However, a lack of individualized feedback was detected, which affects student progress. Reading and writing activities were widespread, although it was not always possible to actively involve all students. The analysis also highlighted areas for improvement in the implementation of inclusive methodological strategies, especially when accessible and technological resources were used. Finally, the need to train teaching staff and develop curriculum plans aligned with inclusive education, promoting classroom diversity, was observed.

### **Inventory of difficulties**

There is a lack of adaptation of teaching strategies to the diverse needs of students and a limited variety of teaching resources, such as manipulative or technological materials. In addition, it was observed that not all students participate equally in reading and writing activities due to barriers in social interaction and group work, homogeneous assessment, and limited feedback, as well as poor continuing education for teachers and organizational difficulties.

### **Proposal: Rationale**

Methodological strategies are approaches and techniques that educators use to facilitate the teaching-learning process. According to "Methodological strategies include planning activities, selecting teaching resources, and implementing methods that respond to the needs and characteristics of students." (p. 45) Their objective is to

optimize learning by promoting participation and the development of critical skills in an educational environment.

### **Teaching suggestions**

1. Use methodological strategies that allow for the development of an inclusive environment in the area of Language and Literature.

According to , some strategies that promote the inclusion of all students, regardless of individual differences, include: multi-level teaching, collaborative learning, flipped classroom, project-based learning, problem-based learning, co-teaching, personalized work plans, peer tutoring, dialogue learning, games and gamification, interactive groups, experiential learning, and service learning.

2. Apply the stated methodological strategies in accordance with the objectives and content of the class and the psycho-pedagogical characteristics of the students, promoting the comprehensive development of macro skills: speaking, listening, reading, and writing.

3. Promote cognitive and affective aspects as a dialectical pair during the implementation of the methodological strategies outlined.

4. Use the rubrics developed in the methodological strategies through: direct observation, during collaborative activities, teachers observe and record evidence for each criterion. Feedback: constructive feedback is provided to students based on the levels achieved. Adaptation: the rubric can be adjusted according to the specific characteristics and needs of the group or activity.

General objective: To contribute to the development of inclusive learning environments in the second year of the “Milton Reyes Reyes” Educational Unit, through language and literature, using methodological strategies.

### **Methodological strategies designed**

#### **Methodological strategy No. 1: Personalized work plans**

Language and literature content addressed: Communicative purpose of texts.

Objective: To understand that written language is used with different intentions depending on the context and communicative situations in order to develop a critical inquiry attitude towards texts.

Methodological guidelines for implementation: Identification of communicative purpose: Students will be guided to identify the purpose of texts by analyzing contextual factors and the author's intention.

### **Development**

This methodological strategy seeks to address classroom diversity by promoting the comprehensive development of language in second-year elementary school students through personalized activities and assessments based on the reading “Sucedió en la ventana” (It Happened at the Window).

#### 1. General objective

To develop reading comprehension, oral and written expression, and critical thinking in second-year elementary school students through a personalized work plan based on the reading “It Happened in the Window,” adapting activities and assessments to the different needs and skill levels of the students.

#### 2. Personalized work plan

Initial assessment: Evaluate each student's level of reading comprehension and oral and written expression to identify strengths and areas for improvement.

Differentiated activities: guided reading of the text “Sucedió en la ventana” with visual support and oral questions for students with lower proficiency, independent reading and analysis activities for students with higher proficiency, use of pre-reading strategies (predictions, key vocabulary) to facilitate comprehension, and creative writing activities related to the text, adapted to each student's level.

Support and follow-up: reinforcement sessions for students with difficulties and challenges and extensions for advanced students.

#### 3. Differentiated questions for students

##### 1. Basic level:

What happened at the window? (Literal question to identify the main idea)

2. Intermediate level: Why do you think what happened at the window happened? (Inferential question to encourage reflection)

3. Advanced level: How would you feel if you were in the story? Explain. (Critical question to connect with emotions and experiences)

4. For students with difficulties: Can you draw what you saw in the window and tell the story in your own words? (Alternative question for oral and visual expression)

5. For more proficient students: What do you think might happen after what happened in the window? Write a short story. (Creative and writing question)

#### 4.- Adapted assessments

Assessments will be tailored to each student's abilities, taking into account their level of competence in reading comprehension, oral and written expression, and use of vocabulary.

#### 5.- Example of an assessment rubric

**Table 2.** *Assessment rubric*

Results of the document review guide	Results of the document review guide	Results of the document review guide	Results of the document review guide	Results of the document review guide
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## **Methodological strategy No. 2: Co-teaching**

Language and literature content covered: Communicative intent in different contexts.

Objective: To understand that written language is used with different intentions depending on the context and communicative situation in order to develop a critical inquiry attitude towards texts.

Methodological guidelines for implementation: Teachers interact and share their approaches to teaching and addressing texts in an inclusive manner, adapting resources to ensure the participation of all students.

Observational assessment: An assessment is carried out based on the observation of student performance in collaborative and interactive activities.

### **1. Fundamentals of co-teaching**

Co-teaching is an educational strategy in which two or more teachers share the responsibility of planning, delivering, and evaluating the teaching of the same group of students, seeking to address diversity and enhance learning through collaboration and complementarity of roles. This methodology allows teaching to be adapted to individual and group needs, promoting an inclusive and participatory environment.

### **2. Implementation of co-teaching**

- **Joint planning:** Teachers coordinate objectives, content, activities, and roles for each session, choosing the most appropriate co-teaching model (e.g., “one teaches, one observes,” parallel or team teaching).
- **Development of collaborative activities:** Interactive and group tasks are designed where students work in teams, encouraging communication, cooperation, and active learning.
- **Complementary roles:** While one teacher leads the explanation or facilitates the activity, the other observes, supports, or intervenes to address specific needs.
- **Flexibility:** Models and roles can be alternated according to the characteristics of the group and the learning objectives.

### **3. Observational assessment based on collaborative performance**

Assessment focuses on the systematic observation of students' behavior and performance during collaborative and interactive activities, considering aspects such as: participation and commitment to the task, social skills: communication, respect, teamwork, understanding and application of content in context, and autonomy and responsibility in the development of the activity. To this end, tools such as checklists, rating scales, and anecdotal notes are used to record concrete and objective evidence of performance.

#### 4. Sharing experiences with colleagues

Co-teaching also promotes reflection and continuous improvement among teachers through: regular meetings to analyze observations, discuss results, and adjust strategies; use of self-assessments and questionnaires to evaluate teacher collaboration and the effectiveness of joint teaching; and sharing good practices and lessons learned to strengthen teamwork and attention to diversity.

Formulate key questions to guide the process: Is what we are doing beneficial for both teachers? And for our students?

**Table 3. Evaluation rubric**

<b>Criterios de evaluación</b>	<b>Excelente</b>	<b>Bueno</b>	<b>Aceptable</b>	<b>Necesita ayuda</b>
<b>Participación activa</b>	Participa constantemente, aporta ideas relevantes y motiva al grupo.	Participa con frecuencia y contribuye adecuadamente a la actividad.	Participa con y manera ocasional, con aportes limitados.	Participa poco o no participa en la actividad
<b>Trabajo en equipo</b>	Colabora eficazmente, escucha a los demás y respeta turnos de palabras.	Colabora bien, generalmente respeta opiniones y normas del grupo.	Colabora de forma limitada, a veces interrumpe o no respeta turno.	Tiene dificultades para colaborar, genera conflictos o no respeta normas.
<b>Comprensión del comentario</b>	Demuestra comprensión profunda y aplica conceptos correctamente en la tarea.	Entiende la mayoría de los conceptos y los aplica adecuadamente.	Entiende los conceptos básicos, pero tiene dificultades para aplicarlos.	Presenta dificultades para comprender y aplicar los conceptos.
<b>Responsabilidad y autonomía</b>	Asume responsabilidades, inicia tareas y ayuda a otros sin necesidad de guía.	Cumple con sus responsabilidades y realiza tareas con supervisión mínima.	Cumple con tareas básicas, pero requiere supervisión constante.	No cumple con responsabilidades y depende totalmente del docente.
<b>Comunicación efectiva</b>	Se expresa con claridad, usa vocabulario adecuado y adapta el mensaje	Se comunica adecuadamente con pocas dificultades en la expresión.	Comunicación básica con algunas dificultades para expresar	Tiene dificultades significativas para comunicarse y hacerse

al grupo.

ideas.

entender.

### **Methodological strategy No. 3: Learning dialogue**

Language and literature content covered: Development of linguistic awareness.

Objective: To understand written language with different intentions according to contexts and communicative situations in order to develop a critical attitude towards texts.

Methodological guidelines for implementation: Create a space for open dialogue: Foster a classroom environment where students can freely express their opinions and reflections on the texts read, promoting dialogue among classmates and between the teacher and students.

Formative assessment through participatory observation: The teacher observes how students participate in the dialogue and how they contribute to the analysis of the text, identifying the different communicative purposes of the text.

#### **1. Objective**

To create a space for open dialogue in the classroom that encourages the free expression of opinions and reflections on the texts read, promoting interaction between classmates and between teachers and students, in order to develop linguistic awareness in its phonological, semantic, lexical, and syntactic dimensions.

#### **2. Rationale**

Linguistic awareness involves explicit knowledge about language and the ability to reflect on its use, structure, and meaning, which is fundamental to comprehensive reading and writing learning. Open dialogue in the classroom encourages metalinguistic reflection and collective meaning-making, enabling students to perceive and analyze aspects of language that normally go unnoticed.

#### **3. Strategy development**

- **Creating a safe and respectful environment:** Establish clear rules so that all students feel comfortable expressing their ideas without fear of being judged.
- **Shared reading:** Select texts that are appropriate for the level and allow for multiple interpretations and reflections.

- Open-ended questions: Ask questions that invite reflection on the meaning of words, phrases, sentence structure, and sounds, for example: What does this word mean in this context?
- Why do you think the author used this expression?

How does the meaning change if we change a word or the order of the phrases? Turn-taking and active listening: Encourage students to listen carefully to their classmates, respect turn-taking, and respond with arguments.

- Role of the teacher as mediator: Guide the dialogue, delving deeper into linguistic reflections and connecting them to everyday language use.
- Complementary activities: Word games, tongue twisters, rhymes, and phonological exercises to reinforce phonological and lexical awareness.

#### 4. Formative assessment through participatory observation

- Direct observation: The teacher observes and records participation, quality of interventions, use of vocabulary, ability to argue, and respect in dialogue.
- Tools: Checklists and anecdotal notes to document evidence of the development of linguistic awareness and communication skills.
- Continuous feedback: Immediate and constructive feedback is provided to motivate improvement and deeper understanding of language use.
- Self-assessment and peer assessment: Encourage students to reflect on their own performance and that of their classmates in dialogue.

This methodological strategy, based on open dialogue and participatory formative assessment, helps students develop critical and functional linguistic awareness, improving their understanding and use of language in oral and written contexts.

**Table 4.** *Assessment rubric*

<b>Criterios de evaluación</b>	<b>Excelente</b>	<b>Bueno</b>	<b>Aceptable</b>	<b>Necesita mejorar</b>
<b>Participación en diálogo</b>	Participa activamente, aporta ideas relevantes y fomenta la interacción	Participa con frecuencia y contribuye adecuadamente al diálogo.	Participa de forma limitada, con pocas aportaciones.	Participa muy poco o no participa en el diálogo.
<b>Respeto y escucha activa</b>	Escucha atentamente, respeta turnos y responde con respeto a sus compañeros.	Generalmente respeta y escucha a los demás con atención.	A veces interrumpe o muestra poca atención a las intervenciones ajenas.	Interrumpe frecuentemente o no respeta las opiniones de otros.
<b>Uso del lenguaje</b>	Utiliza vocabulario adecuado, claro y variado y demuestra reflexión lingüística.	Usa vocabulario adecuado y muestra cierta reflexión sobre el lenguaje.	Usa vocabulario básico y limitada reflexión sobre aspectos lingüísticos.	Presenta dificultades para expresarse con claridad y vocabulario adecuado.
<b>Capacidad de argumentación</b>	Expresa opiniones con argumentos sólidos y ejemplos claros.	Expresa opiniones con argumentos adecuados, aunque poco elaborados.	Expresa opiniones con argumentos simples o poco claros.	Tiene dificultad para argumentar o justificar sus opiniones.

<b>Conciencia lingüística</b>	Identifica y reflexiona sobre aspectos fonológicos, semánticos y sintácticos con precisión.	Reconoce algunos aspectos lingüísticos y reflexiona de forma básica.	Reconoce pocos aspectos lingüísticos y con poca profundidad.	No identifica ni reflexiona sobre aspectos lingüísticos.
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#### **Methodological strategy No. 4: Peer tutoring**

Language and literature content covered: Narrative and expository texts.

Objective: To write narrative and expository texts in various formats available and used as means of communication and expression of thought.

Methodological guidelines for implementation: Organization of peer tutoring: Students are paired up to support each other in the development of their texts and become tutors to their peers.

Assessment: Assessment is carried out by observing the interaction between students during the tutorials. The quality of the feedback that students give and receive, their ability to identify and correct errors in the texts, and the improvement of the final products based on the feedback will be evaluated.

##### **1. Objective**

To encourage collaborative learning through peer tutoring, focusing on phoneme recognition and differentiation, promoting students' ability to give and receive constructive feedback, identify and correct errors in texts, and improve their written work based on the feedback received.

##### **2. Rationale**

Peer tutoring is a pedagogical strategy that promotes cooperation and active learning, where students with different levels of competence support each other. Working on phoneme recognition through this methodology facilitates phonological awareness, a fundamental basis for the development of reading and writing, while strengthening social and metacognitive skills.

### 3. Strategy development

- Formation of pairs or small groups: Students with complementary levels are paired to encourage exchange and mutual support.
- Explanation and modeling: The teacher explains the objective of the tutoring and models how to identify phonemes and give respectful and constructive feedback.
- Reading and analysis of texts: Students read aloud and review written texts, focusing on identifying errors related to phonemes (omission, substitution, inversion, etc.).
- Peer feedback: Each student gives specific feedback on the errors detected, suggesting corrections and explaining why.
- Correction and improvement: Students review their texts and make corrections based on the feedback received.
- Joint reflection: At the end, there is time to share experiences about the tutoring process, the type of feedback given and received, and the lessons learned.

### 4. Assessment

The following will be assessed: the quality of the feedback that students give and receive, considering clarity, respect, and relevance; the ability to identify and correct phonological errors in the texts; and the improvement of the final products after the feedback has been applied.

**Table 5.** *Assessment rubric*

<b>Criterios de evaluación</b>	<b>Excelente</b>	<b>Bueno</b>	<b>Aceptable</b>	<b>Necesita mejorar</b>
<b>Participación en el grupo</b>	Participa activamente, asume roles con responsabilidad y colabora eficazmente.	Participa con regularidad y cumple con roles en la mayoría de las actividades.	Participa de forma limitada y cumple roles de manera parcial.	Participa poco o no cumple con sus responsabilidades
<b>Conciencia fonológica</b>	Identifica y segmenta fonemas con	Reconoce la mayoría de fonemas y	Identifica algunos fonemas, pero con errores	Tiene dificultades para reconocer y

precisión, aplica frecuentes en la aplicar fonemas  
 aplicando correctamente en escritura. en la escritura.  
 conocimientos en la escritura.

<b>Calidad del texto escrito</b>	Escribe relatos y textos expositivos coherentes con buena estructura y adecuada correspondencia fonema-grafema.	Escribe textos comprensibles, con estructura básica y correspondencia mayormente correcta.	Textos con estructuras poco claras y errores frecuentes en correspondencia fonema-grafema.	Textos incomprensibles o con errores graves en la correspondencia fonema-grafema.
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<b>Uso de soportes diversos</b>	Utiliza con destrezas diferentes soportes par la escritura, adaptándose a cada una.	Utiliza adecuadamente la mayoría de los soportes disponibles.	Usa algunos soportes, pero con dificultades o poca autonomía.	Tiene dificultades para usar los soportes o no los utiliza.
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<b>Reflexión y autoevaluación</b>	Participa activamente en la retroalimentación, identifica aciertos y áreas de mejora.	Participa en la retroalimentación y reconoce algunas áreas de mejora.	Participa poco en la retroalimentación y tiene dificultades para autoevaluarse.	No participa ni reflexiona sobre su propio aprendizaje.
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### Validation of the proposal by specialist consultation

Twelve specialists were consulted in areas such as pedagogy, psychopedagogy, language and literature, and educational technology. The aspects evaluated included: relevance of the strategies to classroom diversity, applicability in real learning environments, appropriate use of technological and teaching resources, clarity of the proposed objectives, inclusion of curricular and methodological adaptations, promotion of the participation of all students, and a focus on the student and their needs.

A four-level rating scale was used for validation: Very Adequate (VA), Adequate (A), Somewhat Inadequate (SI), and Not Adequate (NA).

The evaluation given by the specialists was overwhelmingly positive: 80% rated it as Very Adequate (VA), 15% as Adequate (A), 5% as Somewhat Inadequate (SI), and 0% as Not Adequate (NA).

These results reflect a high degree of acceptance and validity of the proposed methodological strategies, supporting their implementation in inclusive educational contexts in the area of Language and Literature in the second year. The specialists' suggestion was for professional collaboration and continuous improvement, which contributed to the successful implementation of inclusive strategies in the classroom.

## **Discussion**

According to , “Methodological strategies are procedures with a specific objective, to achieve meaningful learning, which must be used in accordance with the specific topics or characteristics of the learners in a well-structured manner, for the development of skills” (p. 29). In accordance with the author, methodological strategies are understood as a set of activities designed to achieve planned objectives by implementing procedures that promote lasting learning for students.

In the opinion of “Strategies provide answers to what is going to be done and how it is going to be done. These actions or activities designed by teachers serve to achieve the acquisition of knowledge” (p. 12). Methodological strategies correspond to activities planned in advance by the teacher in order to connect with students and ensure that the learning provided is truly meaningful.

Inclusive methodological strategies are essential for meeting special educational needs within regular educational institutions. In the opinion of , “Inclusive pedagogical strategies are procedures and resources used by teachers to promote meaningful learning, addressing specific teaching designs and objectives” (p. 102). With regard to the above, these strategies are tools that promote the participation and learning of students with different types of educational needs, and are also an effective alternative for facilitating and optimizing the daily work of teachers. Inclusive

methodological strategies are pedagogical tools necessary for teaching and learning processes because they include methods, techniques, procedures, and even the teaching resources used in the classroom. All of these elements together form learning environments that motivate students to acquire the knowledge and skills they will need in their daily lives.

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