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MATERIAL DESIGN AND ASSESSMENT PROPOSALS FOR FIVE COMMON COGNITIVE TYPES OF SENs FOR TEFL TEACHERS: AN OVERVIEW OF THE CONTEXT IN CHILE

SEMINARIO PARA OPTAR AL TÍTULO DE LICENCIADO(A) EN EDUCACIÓN CON MENCIÓN EN INGLÉS Y PEDAGOGÍA EN INGLÉS

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We truly hope to make a contribution to the Chilean educational context with this research work.

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Resumen

La siguiente investigación analiza la situación actual que los profesores chilenos enfrentan al enseñar y evaluar a estudiantes con Necesidades Educativas Especiales (NEE). Las NEEs consideradas en este estudio son cinco del tipo cognitivo: Dificultades Específicas del Aprendizaje (DEA), Trastorno de Déficit Atencional (con Hiperactividad) (TDA/TDAH), Trastorno del Espectro Autista (TEA), Trastorno Específico del Lenguaje Expresivo (TEL Expresivo) y Estudiantes Superdotados, quienes fueron especialmente incluidos como una NEE a pesar de no presentar dificultades de aprendizaje. La encuesta aplicada a profesores de inglés a nivel nacional, reveló las complicaciones y desafíos que ellos afrontan diariamente en las salas de clases. El capítulo final del estudio entrega propuestas de actividades y evaluaciones para ser utilizadas por profesores de Inglés como idioma extranjero. Estas propuestas pueden ser adaptadas a diferentes contextos.

Palabras clave: Necesidades Educativas Especiales, NEE en Chile, NEEs cognitivas, diseño de materiales y propuestas de evaluación para NEE.

Abstract

The following research analyses the current situation that Chilean teachers face when teaching and evaluating students with Special Educational Needs (SENs). The SENs revised in this study are five cognitive ones: Specific Learning Disabilities (SLD), Attention-Deficit (Hyperactivity) Disorder (ADD/ADHD), Autistic Spectrum Disorder (ASD), Developmental Expressive Language Disorder (DELD) and Gifted/Talented Students (GT Students), being the latter specially included as a SEN, even though they do not evidence learning difficulties. A nation-wide survey revealed the challenges and complications teachers of English encounter everyday in classrooms. The final chapter of this study provides a compilation of teaching materials and assessment proposals for TEFL teachers to use in classrooms, which can be adapted according to specific contexts.

Keywords: Special Educational Needs, SENs in Chile, cognitive SENs, material design and assessment proposals for SENs.

Introduction

English as an Additional Language (hereinafter EAL) is the study of the English language by non-native speakers in an English-speaking context (Eversley, Mehmedbegovic, Sanderson, Tinsley, & Wiggins, 2010). When looking at the global teaching picture, EAL students are urged to take interest in an extensive variety of activities that encourage communication in an environment that reflects their own social and linguistic foundation. As these learning circumstances are mostly narrowed down to classroom-oriented contexts, it is of utmost importance to have an array of evaluation instruments to measure that every student is acquiring the contents being taught in the lessons. It is important to mention that EAL includes two different categories regarding language teaching. The first one is the Teaching of English as a Foreign Language (TEFL) and the second one comprehends the Teaching of English as a Second Language (TESL). The Chilean context requires the notion of TEFL, since the teaching of English in Chile has a foreign language connotation.

For the purposes of this research, it is important to clarify the definition for assessment and the different types implemented in the TEFL context. According to Cambridge University Press (2017), assessment can be defined as "the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made." There are two main types of assessment: formative and summative. On one hand, *formative assessment* is used to monitor students' learning to provide ongoing feedback. This feedback can be used by teachers to improve their teaching practices and by students to improve their learning (J. A. Alarcón et al., 2016). On the other hand, *summative assessment* is defined by Harris and McCann (1994, as cited in J. A. Alarcón et al., 2016) as a type of assessment which aims to measure in figures students' performance at the end of a period of study. It is important to highlight that differentiated nor alternative assessment were considered for this work; only the adaptations of the types of formative and summative assessments for all students in a class.

Nowadays, society and many renowned organisations in the area of education all around the world, such as UNESCO and Global Partnership for Education—an OECD forum—, have summoned other organisations and governments to consider the importance of inclusive practices. The authors of this thesis believe this is the time to take that word into

action and include, in all classrooms, students with *Special Educational Needs* (herein SEN) and also provide them with adequate assessment that favours their learning process. According to Merriam-Webster's Dictionary (2017), special needs refers to "any of various difficulties (such as a physical, emotional, behavioural, or learning disability or impairment) that causes an individual to require additional or specialized services or accommodations (such as in education or recreation)."

As stated in *The Salamanca Statement and Framework for Action on Special Needs Education*, an inclusive school must assure the access of education to every individual student, providing them with basic knowledge and tools for their academic, social and personal development (UNESCO & Ministry of Education and Science Spain, 1994). Therefore, this thesis aimed to help—among other objectives—school members, co-educators, and teachers of English by creating material and assessment proposals especially designed for a class with students with SEN, and to raise awareness of the importance of including students with SEN within a competent educational system; thus, this work will be advantageous for all of the school community.

To meet the objective of this thesis, the authors of this research decided to narrow down the research to the types of SENs in the cognitive area. Hence, five cognitive types of SENs will be studied in depth throughout this research. For that reason, the percentages of diagnoses in Chile, according to a report issued by Centro de Innovación en Educación de Fundación Chile[1] (Marfán, Castillo, González, & Ferreira, 2013), were taken into account. Four types of SENs with the highest percentages, but which did not make allusion to derogatory language[2] (such as "handicap" or "limitations"), were selected (see Gráfico[3] N°30 of Marfán et al., 2013, for complete data). All of these have a developmental and learning difficulty nature. These are Specific Learning Disabilities (SLD), also labelled as Specific Learning Difficulties (SpLDs) or Learning Disability (LD); Attention-Deficit Disorder (ADD), also Attention-Deficit Hyperactive Disorder (ADHD); Developmental Expressive Language

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[1] Translator's note: Chile Foundation.

[2] In the authors' opinion

[3] Translator's note: Graph

Disorder (DELD), also understood in Chile as Specific Language Impairment (SLI); and Autism Spectrum Disorder (ASD). The last type of SEN considered for this research is Gifted and/or (Highly) Talented Students (G/T students). This type of SEN is generally disregarded or left behind as a Special Educational Need in Chile, as the report mentioned before corroborates, since neither gifted students' nor (highly) talented students' rates were considered. Thus, this type was included in this study.

To begin with, students who were diagnosed with SLD were initially referred to, in the 1980s, as students who presented an inability to master specific concepts in the academic area (Morgan & Hinshelwood, n.d., as cited in Fuchs, Mock, Morgan, & Young, 2003). Lately, studies have identified students with SLD as those who exhibit a discrepancy between their level of intelligence, measured through their IQ, and their achievements (Rutter & Yule, 1975, as cited in Fuchs et al., 2003).

To continue, ADD is a developmental disorder marked especially by persistent symptoms of inattention (such as distractibility, forgetfulness, or disorganisation) or by symptoms of hyperactivity and impulsivity (such as fidgeting, speaking out of turn, or restlessness) or by symptoms of all three, and that is not caused by any serious underlying physical or mental disorder (Merriam-Webster, 2017).

On the other hand, DELD affects children who have difficulties in language acquisition from a young age. The child's problems obstruct his or her daily communication and education process. Specific issues may be perceived in struggles with the basic elements of language, understanding spoken language, using utterances, struggling with vocabulary and problems with grammar components (including syntax and morphology). Further on, these children may even have difficulties with identifying and recognising different contexts, and knowing when and how to use language in social situations (Afasic, 2016).

Next, ASD is defined by Angarita and Kolevzon (2016) as a chronic neurodevelopmental disorder with a manifestation of impaired social communication in a child's early developmental stages. It affects social- emotional reciprocity, nonverbal

communication, and peer relationships. Also, it presents restricted and repetitive behaviours and interests such as stereotyped or repetitive speech, excessive adherence to routines, highly restricted or fixed interests, or hyper- or hypo- reactivity to sensory input.

Finally, G/T education is the type of SEN which is generally not considered in the definitions for SENs in Chile, as giftedness or talent is not a "barrier" or "lack of a cognitive, physical or emotional ability," but rather a "help in the classroom" or "more academic competence." As a consequence, there are no curricular adaptations made for gifted or talented students. This is because SENs are typically associated to a lack of the norm and those who do better are not identified. Educarchile (2011) suggests that talented children belong to an emerging group of students out of the common average which needs to be integrated into a proper educational context. This means that talented students should receive suitable opportunities to enhance their abilities; leaving over-demanding tasks and discouraging treatments out of the main purpose to strengthen their capacities successfully. Also, it is worth mentioning that there is a slight difference between *gifted* and *(highly) talented*: the former deals with intelligence whereas the latter with ability (Unidad de educación especial, n.d.). In this thesis, GT students will be used to refer to any of the two or to both without distinction.

When talking about language learning and students with special needs, the discussion tends to be filled with ideas and opinions on how the demands of students with SENs should be met, and the literature regarding this topic is extensive at an international level. Furthermore, more conclusions from research studies about this topic come next. First, in "Bilingual and Special Educational Needs in Inclusive Classrooms: Some Critical and Pedagogical Considerations," Anastasia Liasidou (2013) concludes that there is an overpopulation of students with SENs due to misdiagnosis and/or poor assessment. Second, in "Students with Learning Disabilities in the Foreign Language Learning Environment and the Practice of Exemption," Mary Caitlin Wight (2015) comes to the conclusion that the practice of exemption and the lack of well educated professionals to teach in the TEFL classrooms are problems found in many countries. Further on, the paper by Sara E. Kangas (2014) entitled "When Special Education Trumps ESL: An Investigation of Service Delivery for ELLs with Disabilities" shows that, even though the efforts to balance the schedules of students with

SENs and their EFL instructions are extensive, there is an urgent need to instruct professionals on how to deal with it. As for the Chilean context, the efforts regarding the topic of inclusion in the classroom are related to the *Programa de Integración Escolar (PIE)*.[4] This is a programme which belongs to the Chilean State and it aims to incorporate students with SENs into regular schools. However, according to the authors' experience in schools whilst in their placements, this programme only focuses on the subjects that are of greater interest for the national curriculum, which are Mathematics and Spanish Language. Also, it seeks to achieve learning goals and raise participation and attendance in mainstream classrooms as an initiative to improve Chilean education.

Finally, the authors of this thesis believe inclusive pedagogy is crucial in Chile for all students to receive values, principles and rights equitably. Providing students with SENs with the same educational opportunities that other students have will allow the former to broaden their minds and their chances in the future. Bearing this in mind, this research presents a general overview of the international context and the current Chilean situation, in conjunction with the conclusions drawn by a survey for in-service teachers concerning Special Educational Needs and the Teaching of English as a Foreign Language. Besides, this piece of work offers recommendations and suggestions on how to include and assess students with SENs into the English language classroom.

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[4] Translator's note: PIE stands for Scholar Integration Programme

Objectives

General Objective

The creation of a compendium of teaching materials along with formative and summative assessments designed for students with Special Educational Needs based on the analysis of a survey applied to Chilean EFL teachers on SENs within the Chilean educational context.

Specific Objectives

Design and implement a survey for EFL school teachers which collects information on the quantity and variety of assessments they regularly use in their English classes.

Process the information compiled using mixed data collection tools and consider this information for the final design of the teaching resources.

Design a selection of formative and summative assessments, according to the topics stated in the national curriculum, for students with Special Educational Needs, which may be useful in any school in Chile.

Chapter 1:

English Language

1.1 Learning English as a Foreign/Additional Language

The historical evidence of Learning English as a Foreign Language has presented substantial conclusions around this issue. According to Braine (2012), "English was being taught as a second or foreign language as far back as the 15th century" (background, par. 1). Nowadays, there are approximately 750 million of English speakers as a foreign language in the world (Braine, 2012). The first difference between learning and acquiring a language was established by Krashen (1981), who indicates that acquiring a language is similar to the acquisition of the first language; it flows in a natural way by interacting with the target language through real communication. However, Krashen and Seliger (1975) include in their study "The Essential Contributions of Formal Instructions in Adult Second Language Learning" that acquiring a language refers to a conscious process in which "rules should be followed, and errors should be corrected" (p. 173). Following this path, serious theories about Learning English as a Foreign Language in classrooms were developed later. In 1999, Gardner suggested the multiple intelligence theory, from which Arnold and Fonseca (2004) established the fundamental importance of diversity when teaching English as a Foreign Language (herein EFL). Conforming to both authors, the diversity present in EFL classrooms is quite ample and justifies why EFL teachers should take into consideration different intelligences with each learning strategy applied by their students. These intelligences were named by Gardner (1999, as cited in Arnold & Fonseca, 2009) in his book *Intelligence Reframed - Multiple Intelligences for the 21th Century* as "the mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinaesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the existential" (p. 120).

Studies on EFL usually focus on the assessment within classrooms. They are basically considered as the central part in education and teaching-learning processes (Ali & Al Ajmi, 2013). Therefore, studies previously made to improve assessments in EFL classrooms have been realised or analysed with the purpose of serving teachers. In terms of teaching English as a foreign language to students with SENs, David Wilson (2014) pointed out the crucial necessity to know about students' educational background as well as the type of special need they present. This would be entirely useful for students with SENs due to learning process involvement and development of proper strategies for each type of SENs. Explaining emotional stability in the classroom, Wilson (2014) established that these students tend to suffer fundamentally from poor self-esteem. Nevertheless, he supports the use of friendly SEN strategies to fight against it. In 2015, in the context of SEN principles in teaching ESL, Abdallah states:

> SEN students [*sic*] have the same right to learn as those without special needs; second, that English language teachers should be aware of the new methods or techniques used to reach all learners; and third that all students with SEN should have access to special education resources. (p. 10)

Regarding the Chilean context, the authors of this research could not find any studies or authors directly related to this topic.

Chapter 2:

Assessment

2.1 Definitions for Assessment

Teachers need to prepare a boundless amount of activities during their career before sharing knowledge with the students. Additionally, if these tasks are known in advance by students, they must present comprehensible information and simple instructions to avoid inconveniences during the lesson. This fact reflects the need for a variety of methods or tools to evaluate that knowledge acquisition, considering learners' age, grade together with the socio-cultural environment. Apart from these elements, procedures of assessment must document learning progress, skill acquisition, and crucial educational necessities.

Assessment is a process in which decisions need to be made, grouping relevant factors, as Huba and Freed (2000) declare:

> Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (p. 8)

There is an evident misunderstanding about the definition of assessment as only a process of evaluating students in standard terms or tests. Harlen (2013) expresses that "the term 'assessment' is used to refer to judgements on individual student performance and achievement of learning goals. It covers classroom-based assessment as well as large-scale, external tests and examinations" (p. 24).

The perspective of assessment in Chile is clarified by Agencia de Calidad de la Educación[5] (n.d.a), which distinguishes between summative and formative evaluations. The last one, associated to summative diagnosis, has been defined as a single process which assumes essential functions determined by its application in the class, the objectives that students need to achieve, plus the focus of the evaluation. Both types of assessment should be combined beforehand to guarantee a successful evaluation of the learning process. Furthermore, for teachers, it is quite advantageous to recognise students' environment, and that there are external factors possibly faced during the learning process too (Agencia de Calidad de la Educación, n.d.a). Summative assessment is strongly related to formative, but its core aims at educational statistics more than continuous learning (Educarchile, 2012). It should be noted that most of the definitions that the authors of this work retrieved from educational sources are mainly focused on formative assessment; consequently, it was not possible to find complementary studies to support consistent distinctions.

2.2 Foreign Language Assessment

Assessment has become an extensive area of study where various concepts are involved such as formative or summative assessment; diagnosis remains under discussion. Teachers tend to question what they want to measure but, in this case, students' strengths and weaknesses stand out to be strengthened beyond the formative process. In the teaching field of English as a foreign language, it is even more difficult to deal with evaluations since there are few sources to measure competences in language. It is important to define procedures to help learners to improve their skills, either through evaluating or encouraging exposure to the language and different perspectives, hence find the best strategy to assess (Alderson, 2005).

The discontents have emerged from teachers who tested the disapproval of the current evaluation systems and promoted a quality assessment that measures knowledge fairly,

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[5] Translator's note: Quality Agency for Education.

considering diversity of minds in the classroom; moreover, they have tried to find new methodologies in the formative evaluation to guarantee an optimal acquisition of the contents, continuously treated and reinforced in agreement with the needs of the students (Ali & Al Ajmi, 2013).

One specific task concerning teachers is to find evaluations and strategies—whether formative or summative—that empower meaningful learning for students, even more in a society where technology surpasses conventional activities, and foremost, it is quite difficult to captivate students' attention. For this reason, it is necessary to consider the use of technology to complement the contents. Also, the assessments can be adapted for those students who have limitations with the language (Tolbert, 2017). Concurrently, teachers' habits to give feedback to their students can improve or decrease the progress of the class. By this, the use of resources for lessons plus feedback procedures are as important as the contents being taught at schools (Johansson & Nilsson, 2017).

Regulations and training on how to evaluate students in Chile depicts a continuous task performed by teachers in formative assessment. Current curriculum requires to develop assorted evaluations, but these cannot be applied ignoring students' educational environment in addition to teachers' resources to success assessment. As stipulated by Santiago, Benavides, Danielson, Goe, and Nusche (2013), the Chilean perspective is principally based on evaluation of students by teachers in all subjects in general without specifying details on how students should be assessed. Thus, the Chilean Ministry of Education provides online handbooks, whose content includes objectives, material with examples of evaluations that follow students established programme (Ministerio de Educación de Chile [MINEDUC], n.d.a).

Since 1988, an external test called SIMCE[6] has been implemented in schools to provide relevant information of each participating authority, including procedures in the educational system (Agencia de Calidad de la Educación, n.d.b). It seeks to improve quality and equity in education by measuring learning achievements in varied schools as well as social contexts in which students are immersed (Agencia de Calidad de la Educación, n.d.b). Only

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[6] Translator's note: SIMCE stands for Measuring System of the Quality of Education.

seven years ago, a standardised English SIMCE test has been applied in schools. This test intends to assess the overall competences of English, but even so, this only gathers conclusive results overlooking substantial factors around students' learning processes (Educarchile, 2010).

Chapter 3:
Special Educational Needs (SENs)

3.1 Definitions of SEN

Weijers (2000) affirms that in the eighteenth century, French and American academics conducted researches focused on students with certain concrete disabilities, such as deafness. Then, in the nineteenth century, researches from the countries previously mentioned started to focus their investigations on children with mental disabilities. Fred (1986) presented the notion of *Special Education*, which emerged from the creation of associations focused on solid strategies, coupled with legal protection, for Special Education implemented afterwards in many countries. This determination searched for appropriate advancement in education for children with SENs.

In 1944, substantial reforms to the academic system were conveyed into conclusion. Most of them were directed at conventional and free education for everyone. The Education Act 1944 (1994) considers features of education for students with special needs.

Fred (1986) argues that the democratic ideas led by the French and American revolutions, conducted their countries to look for schools which could accept all type of students without separating disadvantaged students from the others. Subsequently, in the USA, the term *SEN* continued developing thanks to "Individuals with Disabilities Education Act" (IDEA) in 1975, incorporating students with disabilities in all the educational activities facing the right to be considered as equals (Adelman, 1996).

Finally, Warnock (1978) presents *The Warnock Report* in the United Kingdom where the term *Special Educational Needs* officially appeared for the first time. Since then, this

document has been constantly improved towards a superior quality in education. The term Special Educational Needs was proposed in an attempt to develop a sense of social inclusion of individuals undergoing mental and physical disabilities (Adams, Swain, & Clark, 2000). This suggestion formed the bases of the Education Act 1981 (1981) policies—enforced in 1983—on Special Educational Needs, which presented a similar technique to the characterisation of children with SENs. The Education Act 1981: Chapter 60 specifies:

> A child will have a special educational need if s/he has a learning difficulty requiring special educational provision. The "learning difficulty" includes not only physical and mental disabilities, but also any kind of learning difficulty experienced by a child, provided that it is significantly greater than that of the majority of children of the same age. (p. 14)

Riddell and Brown (1994) add:

> The legislation abolished statutory categories of handicap, established the concept of special educational needs and provided for assessment procedures and the drawing up of an official document stating the nature of the child's special needs and the measures proposed by the education authority to meet these needs. (p. 36)

In this regard, The Warnock Report (1978) defines the term SEN as a learning difficulty which calls for special educational provision to be made. This report shows that children may be categorised as students with SEN if they a) have a significantly greater difficulty in learning than the majority of children of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education

authority; c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The definition previously mentioned has been the base for other authors to define Special Educational Needs in the educational field (Foreman, 2009). Then, students with SENs were defined as the ones requiring special provisions in front of their classmates (Norwich, 1993). After that, a student with SEN was defined as a person owning a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities (Roulston & Warren, 2006). Later, Whitty (2008) defined:

> Children with Special Educational Needs all have learning difficulties or
> disabilities that make it hard them to learn or access education than most
> children of the same age. These children may need extra or different help
> from that given to other children of the same age. (p. 48)

Godoy, Meza, and Salazar (2004) indicates that in Chile, as well as in the global context, the term SEN (Necesidades Educativas Especiales [NEE] in Spanish) was not immediately developed. These authors explain that, in 1852, the concept of *Educación Especial* (Special Education) appeared with the first school for deaf children and it also corresponded to the first school for special children in Latin America. Afterwards, in 1928, a school for children with mental deficiency was opened, while in 1976 the first research in this area was conducted. More than fifty years later, in 1983, the first *mixed curriculum* was made, since students with SENs started to have the right to follow the same educational curriculum than other students. Godoy et al. (2004) argue that once *Necesidades Educativas Especiales* became noticeable, specific orientations and methods were carried from the perception of education in 1998. According to Bahamonde (2015), these orientations and methods fulfil current orientations of Ley 19.284 en Regulaciones Básicas,[7] named as "Integración Escolar

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[7] Translator's note: Law N° 19,284 in Basic Regulations.

de Alumnos y Alumnas con Necesidades Educativas Especiales."[8] Meanwhile, the government and entities supporting educational establishments create "Acta de Compromiso por la Integración de Niños, Niñas y Jóvenes con Necesidades Educativas Especiales,"[9] currently named "Política de Integración Escolar"[10] (Bahamonde, 2015).

Finally, in 1999, the term *NEE* was adopted by the Chilean Ministry of Education. This entity states that "a NEE (SEN) student [*sic*] is characterized by the need of help and attention in specific areas, due to disabilities, severe behavioural disorder, or his [*sic*] high intellectual capacities" (Godoy et al., 2004, p. 36). The definition previously mentioned, has been the one used by the Chilean experts to define the term NEE since nowadays.

3.2 Types of SENs

Special Educational Needs have been recently outlined as "Communication and Interaction," "Cognition and Learning," "Social, Emotional and Mental Health" as well as "Sensory and/or Physical Needs" (Department for Education & Department of Health, 2015, p. 97). For this research, it was necessary to consider what the literature states about the following types of SENs: Specific Learning Disabilities (SLD), Attention-Deficit Disorder (ADD), Autism Spectrum Disorder (ASD), Developmental Expressive Language Disorder (DELD), and Gifted or (Highly) Talented students (G/T students). These types of SENs are the ones the authors of this work chose to work with.

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[8] Translator's note: Basic regulations School Integration of Students with SEN, Decree N° 01/98 and 374/99.

[9] Translator's note: Act of commitment to integration of Children with SEN.

[10] Translator's note: Policy of School Integration.

3.2.1 Specific Learning Disabilities (SLD).

Specific Learning Disabilities (hereinafter SLD) research dates to the 1890s with physicists John Hinshelwood and William Pringle Morgan. Hinshelwood's (1895) findings on an adult enduring *word-blindness*,[11] published in the medical journal *The Lancet*, pushed Morgan to extend this data submitting a research upon a 14-year old boy with congenital word-blindness. Morgan (1896) explains:

> He seems to have no power of preserving and storing up the visual impression produced by words—hence the words, though seen, have no significance for him … I may add that the boy is bright and of average intelligence in conversation. His eyes are normal, there is no hemianopsia, and his eyesight is good. The schoolmaster who has taught him for some years says that he would be the smartest lad in the school if the instruction were entirely oral. (p. 1378)

Hinshelwood continued his research on word-blindness. He released his *Congenital Word-Blindness* journal afterwards, in which he noted that prominent cases of word-blindness corresponded to male patients, informing ten out of the twelve subjects being boys (Hinshelwood, 1917). Subsequently, additional theories illustrate the complexity of diagnosing a student with SLD compared to severe forms of learning difficulties or more evident physical needs (Gresham, 2001). With the intention of lining-up a formal diagnosis of SLD in educational issues, Fuchs et al. (2003) introduce the *responsiveness-to-intervention* (RTI) approach, which is based on how students react to instructional intercessions and how such an evaluation procedure can be produced and utilized as a part of distinguishing, identifying and defining SLD. According to these authors, RTI is characterised as the adjustment in conduct or performance as an element of an intervention (p. 159).

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[11] Also known as Alexia: "Aphasia characterized by loss of ability to read" (https://www.merriam-webster.com/medical/word%20blindness).

A form of specific learning disability is dyslexia, which has been defined differently into specific terms. Critchley (1970), who is a world renowned British neurologist (Martínez, Moro, Munhoz, & Teive, 2013), defines dyslexia as a reading disorder where sufferers—despite having normal intelligence or satisfactory social circles—tend to show great difficulty when reading texts. Another form is dyscalculia, which is a disorder that results in difficulty to grasp mathematical procedures, symbols or functions (Price, 2013). One more type of SLD is dyslalia, which is, according to Merriam-Webster (2017), "a speech defect caused by malformation of or imperfect distribution of nerves to the organs of articulation" (para. 2).

In Chile, Milicic and Sius (1995) stated that children with SLD were alienated from regular Chilean schools. SLD children are often enrolled in special schools because of their needs, which are not fulfilled in regular schools. Milicic and Sius (1995) affirm:

> In the last two decades, the integration of children with disabilities into regular schools has begun. Efforts to improve the quality of teaching have also been made recently. Presumably, these efforts may have a positive impact on the effectiveness of the strategies used to integrate exceptional children in the regular school environment. (p. 170)

First Chilean figures revealed that approximately 300,000 citizens had been suffering from SLD. Inside this number, forty percent belonged to children (De la Barra, 1986). In 2007, the Chilean Ministry of Education presented *Guía de Apoyo Técnico-Pedagógico: Necesidades Educativas Especiales en el Nivel de Educación Parvularia - Necesidades Educativas Especiales Asociadas a Lenguaje y Aprendizaje*,[12] a remarkable guideline that clarified and supported prevailing SLD in children from birth to 6 years old. It set forth speech and language disorders, defining differences through precise comparisons (MINEDUC, 2007, p. 24).

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[12] Translator's note: "Technical and Pedagogical Support Guideline: Language and Learning SEN in Preschool Education".

3.2.2 Attention-Deficit (Hyperactive) Disorder (ADD/ADHD).

Attention-Deficit Disorder (hereinafter ADD)—also known as *Attention-Deficit Hyperactive Disorder* (herein ADHD)—, related to the "Social, Emotional and Mental Health" area of SEN, is a developmental disorder characterised by symptoms such as distractibility, absent mindedness, and inattention (Merriam-Webster, 2017). During 1902, Sir George Still (as cited in Lange, Reichl, Lange, Tucha, & Tucha, 2010), a British paediatrician, was the first to conduct research on children with disabilities who were unable to control their behaviour the way other children could. It is worth noting that during the first half of the 20th century, a child with ADHD was a "child with brain damage" (Lange et al., 2010). This notion would gradually change until a proper name was given to the disorder. The definition of Attention Deficit Hyperactivity Disorder was not coined until the second edition of the *Diagnostic and Statistical Manual of Mental Disorders* was released by the American Psychiatric Association (APA) in the United States in 1980.

At present, there are still no real causes of ADHD in children. Theories try to interpret the causes, but it is usually accepted that these are both genetic and biologic. According to Russell Barkley—a clinical professor of psychiatry at the Medical University of South Carolina—on his *Fact sheet: Attention Deficit Hyperactivity Disorder (ADHD) Topics* (2016):

> ADHD has very strong biological contributions to its occurrence. While precise causes have not yet been identified, there is little question that heredity/genetics makes the largest contribution to the expression of the disorder in the population. The heritability of ADHD averages approximately 80 percent, meaning that genetic factors account for 80 percent of the differences among individuals in this set of behavioural traits. (p. 4)

This disorder is one of the most common in children, with an estimated 5% of the world's children population suffering from it, according to the APA (2013). Children suffering from ADD tend to be impulsive, inattentive, even more talkative than the rest of

children. A child withstanding ADHD does not learn from the social experiences in the same way as others. Likewise, children with ADD/ADHD do not realise the tone, gestures and manifestations associated to communicative skills of people surrounding them (Joselevich, 2000).

Analyses of ADHD in Chile have been aptly explained by Herrera in 2005. This author carried out research in Chillán, where bibliography reports that around four percent of 3 to 5-year-old children suffer from ADD in the region; so, the research suggests a correlation between socio-economical level and children with ADD. Verdugo, Astaburuaga, Muñoz, and Navarrete, who conducted research in Talca in 2006, revealed that there is an eighteen percent of ADHD prevalence among second grade students. In 2009, Urzúa, Domic, Cerda, Ramos, and Quiroz presented significant results after studies in Antofagasta that showed high incidence from five percent to fifteen percent depending on the informant. As reported by the same paper, the prevalence of ADHD is higher in 6 to 8-year- old boys.

3.2.3 Developmental Expressive Language Disorder (DELD).

Developmental Expressive Language Disorder (hereinafter DELD) affects children who have difficulties in language acquisition from an early age. According to Caultield, Fischel, DeBaryshe, and Whitehurst (1989), children with DELD show a delay in expressive language in comparison to receptive language and nonverbal cognitive skills. These authors state that such delay presents an obstacle for the child daily communicational processes. DELD involves deficits in thoughts, phonological processes, verbal memory and paralinguistic abilities on top of low social skills because of language difficulties (Caultield et al., 1989). Previous reports stated that children with learning disabilities had language disorders which principally affected their preschool years, persisting afterwards (Klasen, 1972). Tomblin et al. (1997) argue that "language acquisition can be complicated for approximately seven percent of children, more specifically, six percent for girls and eight percent for boys, indicating that these variables were correlated to parental education" (p. 1245). Data compiled through research by Hulme and Snowling (2009) indicate that fifty to ninety percent of children

suffering from DELD have had these difficulties affecting their whole childhood. The British foundation Afasic (n.d.), specialised in helping families and their children affected by speech difficulties, lays out that children with DELD tend to struggle with utterances, spoken language, vocabulary, and grammar. Further on, these children may even experience issues with distinguishing and perceiving diverse settings, and knowing when and how to utilise language in social circumstances.

DELD—more precisely labelled as *Specific Language Impairment* (herein SLI) in Chile—occurs due to unknown causes and it is prevalent around two to eight percent of Chilean children (Villanueva, Jara, & Palomino, 2010). Villanueva et al. (2010), in their study, standardised the following theory about SLI in respect to Robinson Crusoe Island:

> Four genes have been identified as susceptibility genes. SLI occurs at an
> unusually elevated incidence (35%) among the population of Robinson
> Crusoe Island (Chile), which also has a high consanguinity rate. This
> finding supports the influence of genetic mechanisms in the transmission
> of SLI based on a founder effect. (p.1)

3.2.4 Autism Spectrum Disorder (ASD).

Autism Spectrum Disorder (herein ASD), related to the "Communication and Interaction" area of SEN, is currently defined as a developmental disorder that affects social-emotional correspondence, social interactions, and nonverbal communication while confining those with ASD to highly repetitive routines alongside specific interests (Angarita & Kolevzon, 2016). The term *autism* was consistently analysed by psychologists Cuxart and Jané (1998), taking definitions since 1913 which highlighted pessimistic inferences from medicine facing underrated cognitive abilities of people suffering from autism (p. 372). The American child psychiatrist Leo Kanner (1943) defined *early infantile autism* by studying eleven highly intelligent children with a persistence on being alone, struggling with social interactions or not changing routines. These children suffered from *echolalia*, which is "an

automatic repetition of vocalizations made by an individual" (Kanner, 1943, p. 220). Later, Hans Asperger (1944/1991) defined a milder form of autism currently known as *Asperger's Syndrome*. He studied a group of children too, but they did not suffer from echolalia; they often expressed themselves like adults instead of using an average children speech. These children presented motor skills difficulties, having then specific obsessive behaviours. It was during the 1980s that less severe forms of autism (like 'high-functioning' autism, or distinguishing Asperger's Syndrome as a subset of ASD) started to get recognised (APA, 1980).

From ASD studies across Chile, the authors of this thesis found that Asociación Chilena de Padres y Amigos de los Autistas[13] (herein ASPAUT) was designed to support ASD people since 1981 (Morgan (1996). As specified by Morgan (1996), the first Chilean programme for children with ASD started in 1987, empowering education and teaching techniques. This author states that then, during 1991, the programme received proper funding from the government. This programme focused on communication, socialisation, emotional contact, and sports. Then, Morgan asserts that in 1993, ASPAUT founded a school designed for children with autism lacking financial support.

3.2.5 Gifted/Talented students.

The progress in education through the last century has required special reliability in empirical and scientific research into the field of *gifted* teaching. The National Association for Gifted Children (n.d.a) indicates that first studies before 1930 only attempted to clarify supernormal behaviour or mental inheritance in children, resulting in useless measure mechanisms which did not meet their major needs. Another important vision is presented by Robins (2010) who explains that later, in 1950, intelligence testing became an accepted procedure in the American educational system—applied to almost one generation—, and this helped to identify certain types of students with exceptional abilities in the classroom.

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[13] Translator's note: Chilean Association of Autistics' Parents and Friends.

However, research into this matter diminished considerably due to war issues, labelling educational purposes as less productive.

At the beginning of the 20th century, the first school for *gifted students* was opened in Worcester, MA, EU. Considering that gifted children plans were not a frequent subject in this period for schools, an important survey in the United States demonstrated that more than 6% of cities did have special lessons for gifted students, which illustrates an incipient interest in gifted education (Nazzaro, 1977).

Early researchers in gifted education and individual differences stood out, mostly, during the early 20th century too. Robins (2010) confirms that Terman, known as the father of gifted education, conducted the first longitudinal study of gifted children in 1930 called "Genetic Studies of Genius." Additionally, Hollingworth (1942) from Columbia University worked with gifted students in New York, paying attention to essential emotional factors and counselling needs of highly gifted students. Her remarkable publications include *Gifted Children: Their Nature and Nurture* from 1926, added to *Children Above 180 IQ Stanford-Binet: Origin and Development* from 1942, published posthumously. These pieces of work represent solid visions of children's behaviour associated with giftedness.

The differences between being *talented* or gifted are presented in school context for the first time through one innovating book called *The Education of Gifted and Talented Students: A History and Prospectus* by Gallagher and Weiss (1979), which emphasises meaningful abstracts related to giftedness topics facing the new era, the history of educational programmes for gifted people as well as future trends. Upcoming research focused on the nature of superior intelligence, school adaptations, current unresolved controversies in the field, and policy issues (Gallagher, 1994). Few pages were devoted specifically to the general history of the field or previous repetitive themes. The most contemporary perspectives—including both concepts—were set out by Colangelo and Davis (2003), who discussed the concepts around the world compared with the United States. They also considered crucial information on the testing movement, looking cursorily at the historical events during the past hundred years.

Arancibia (2009) concluded in her report *La Educación de Alumnos con Talentos: Una Deuda y una Oportunidad para Chile*[14] that Chilean gifted students "reflect superior abilities in academic facets; usually led to mathematics, assorted sciences and humanities in general" (p. 4). This author underlines the issue of possessing distinguishable features, from which SEN arises. In addition, gifted students' competences stand out around the cognitive area despite their early age, allowing intensity in abilities to acquire knowledge, concentration in academic tasks, and control of complexity in diversified analyses too (Arancibia, 2009). García-Cepero, Muñoz-Morales, Proestakis-Maturana, López-Valladares, and Guzmán-Garay (2011) mention that, regardless of valuable efforts to enhance Chilean diversity in the educational system, students having exceptional mental capacities still require unique opportunities to develop their talent properly through the current curriculum (p. 8). However, the Programa de Desarrollo de Talentos Penta UC[15] has been organising special programmes for students with academic talents –covering summer and regular schedules–, exclusively for Years 5 to 11, conforming to the Chilean schooling status (Pontificia Universidad Católica de Chile, 2017).

3.3. Examples: Famous People

The review for this work related to influential people with SENs introduces, as first example, Helen Keller (1903/2002), a recognised American writer and political activist. In her book *The Story of my Life*, she details her early years as a person with Hearing Impairment (herein HI) and Visual Impairment (herein VI). Here, Keller states that the need of communication along with her resistance to lose faith in life pushed her to confront these disabilities. She says that "every struggle is a victory" no matter how many times you may fail (p. 82). Thanks to the tutoring of Anne Sullivan, her teacher, Helen discovered communication. Miss Sullivan taught Helen to read, write, and communicate through finger spelling.

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[14] Translator's note: "Talented Students Education: A Debt and an Opportunity for Chile".

[15] Translator's note: Talent Development Programme Penta UC.

Another known case of a famous person with a learning difficulty in the USA is Karina Smirnoff (an Ukrainian-American dancer widely known for her participation in *Dancing With The Stars* TV show), who spoke in an interview about the impact that ADHD has had on her life (Shire plc News, 2009). Karina said that her parents' role during her development as a child positively affected her, as her parents enrolled her in many different activities to keep her interested. These activities ranged from skating to learning the piano. This interview poses the idea on how important the role of parents is on the development of a child with ADHD or any sort of difficulty. The positive outcome of parents' involvement has been a notion in Special Education since a long time, as Dianne L. Ferguson (2008) asserted on an edition of the *European Journal of Special Needs Education*: "...when families get involved in their children's education, the students achieve more..." (p. 116).

Recent well-known cases of famous people with SENs include famous actor Orlando Bloom, who is best-known for his roles in *Pirates of The Caribbean* and *The Lord of The Rings*, and entrepreneur Richard Branson, who is the owner of the Virgin Group. Both have spoken to the media about their success confronting dyslexia. On one hand, Orlando Bloom explains, in an interview, how having dyslexia has helped him to work harder, to learn every line of a script thoroughly during auditions, and to think creatively in ways that he considers a gift (Child Mind Institute, 2017). Through this interview, he advises parents to tell their children that nothing is unattainable for a person affected by dyslexia. According to Bloom, dyslexia "…is a gift but also an obstacle, a mountain that children need to climb, and as soon as it is climbed, children with dyslexia are sure to be far ahead of every expectation they had" (para. 15). The most moving interpretation given by this famous actor is that "…we are all the same, regardless of what our struggles and difficulties are…" (para. 15). On the other hand, Richard Branson (2017a) states, through the Education Blog of *The Sunday Times*, that dyslexia is the reason for his success as the owner of the Virgin Group. In this explanation, Branson supports precisely the same idea that Orlando declared before: that dyslexia is "merely another way of thinking". Here, he speaks about the constructive effects of losing the vision of dyslexia as a disadvantage for modern society. In a cooperative plan to make the stigma of dyslexia visible and support those who suffer from it, Branson launched *Made by Dyslexia* in 2017(b). In the UK, the purpose of this campaign was to explain dyslexic thought-

process, inspire dyslexic people through support as well as work with governments and leaders to create a paradigm shift of current negative view of dyslexia around the world.

Chapter 4:
Inclusion

4.1 Inclusive Education

The concept of *inclusion* inside education has just presented relevance few decades ago. The *Universal Declaration of Human Rights 1948* (United Nations, 1949) points out that the access to education is an inalienable right of human beings. In this respect, inclusive education seeks to attend the learning needs of all students, specially of "those with special educational needs who must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs" (UNESCO & Ministry of Education and Science Spain, 1994, p. viii). Inclusion not only involves making these students part of the regular classroom contexts, but also understanding the concept in terms of acceptance or respect in front of different conditions as well as preferences among the students, teachers, and the school community in general. Supporting this idea, inclusive education is still understood as "a process of increasing participation and decreasing exclusion from the culture, community and curricula of mainstream schools" (Booth & Ainscow, 2002, p. 3).

Currently, there is "mainstreaming" and "full inclusion." These branches, despite their differences, pursue equality of access to regular schools for those students who do not meet specific requirements or support (California Special Needs Law Group [CSNLG], 2013). On one hand, the term *mainstreaming* has been used to refer to the selective placement of special education students in regular classes. Furthermore, people who share this idea assume that students with SENs must demonstrate they can share the same place with other classmates as well as being capable to do the work assigned by a regular classroom teacher (Rogers, 1993). On the other hand, the concept of *full inclusion* is understood as the process through which all students, including those who present special educational needs, are going to be part of the same classroom without the necessity of demonstrating or testing their skills (CSNLG, 2013).

An innovative approach of inclusion in the field of education is proposed by Mitchell (2015). He denotes that inclusive education must be treated as a multi-faceted concept whose perspective analyses and includes all the varied factors that influence the learning-teaching process of students with SENs in regular classrooms. These factors are "Vision, Placement, Adapted Curriculum, Adapted Assessment, Adapted Teaching, Acceptance, Access, Support, Resources and Leadership" (Mitchell, 2015, p. 11). Through a series of empirical studies carried out by experts in classrooms fields of two different countries—Canada and the United States—and an U.S. state—Hawaii—, Mitchell (2015) stated that students with special needs who were inserted in inclusive classrooms not only showed significant academic progress, but they were also capable of building strong and permanent bonds of friendship; both crucial factors to reinforce effective inclusion among them. In addition, his proposal considered that curriculum, assessment, in addition to teaching adaptations must be provided to make inclusion effective in the classroom context where the students' diversity really emerges. Regarding this matter, modifications during the evaluation process should be considered as mechanisms to establish that the learning-teaching process is equal for all students, especially students with SENs. Apart from this point, these modifications might depend on specific contexts in which teachers develop their lessons. Here, it is important to highlight that the adaptations of the assessment process do not imply changes in the essential contents of the subject; then, teachers should present an inclusive atmosphere and assess students through the same curricular contents.

Acceptance is another factor proposed for this multi-faceted approach of inclusive education. Mitchell (2015) asserts that acceptance is not only a matter of recognising the rights of learners. It is, ideally, that school members accept human diversity at a philosophical level, not excepting individuals with special educational needs. Access, support, resources, besides leadership are all symbolic factors towards high quality and inclusive education. Moreover, material and human resources must be available for those taking part in schools, allowing meaningful opportunities to take advantages of a proper learning-teaching process (Mitchell, 2015).

4.2 Inclusion in the Classroom

Recently, the imperative need to improvise strategies and supervision to guide the implementation of effective inclusive policies have been affected by a progressive set of factors. According to Speece (1996), the cultural difference originated in the classroom is not only limited to the students' background, interests, abilities or limitations; it is also limited to students who might have learning disabilities in an inappropriate context. For this expert, factors such as physical or mental conditions interfere substantially, having a crucial role within the students' learning process. She ratifies that students with SENs "are likely to be especially vulnerable to the nature of instructional programs" (Speece, 1996, p. 7). Thus, it is fundamental to notice that inclusion in the classroom is the foundation to build an inclusive society. Avramidis and Norwich (2002) highlight, first, the teacher's responsibility as a fundamental fact to put inclusion policies into effect in a country; and second, the positive attitude towards a compelling inclusion. The authors also state that, unfortunately, teachers behave and perform their lessons depending on environmental factors. For instance, teachers can show a positive attitude, but not a real commitment towards inclusion. After being influenced by the educational environment, not by teaching-related variables, teachers tend to modify attitude in front of student with SENs (Avramidis & Norwich, 2002).

In relation to the Chilean context, there is no worthwhile variant in front of the international reality. *Inclusive policy* is one valuable matter pointed out from the perspective of integration, since it was presented as "a complementary and optative professional service to regular education through Proyectos de Integración Escolar (PIE)"[16] (López, Julio, Morales, Rojas, & Pérez, 2014, p. 1). Consequently, it can be inferred that students with SENs are treated differently, receiving special attention, which may lead to exclusion from the regular curriculum, support, and teaching strategies. It should be noted that López et al. (2014) emphasises that inclusive policy refers only to students who participate in PIE programme, previously diagnosed and receiving funds from the government.

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[16] Translator's note: Scholar Integration Projects (SIP).

4.3 The Chilean Legal Framework

The legal framework for Special Education in Chile has established crucial laws regarding the matter. These laws have evolved through time and have given relevance to the field of special education and students with SENs. Different Chilean governments have contributed to education, not only special, but also general, creating and modifying a set of laws which makeup the groundwork of Special Education in Chile. It is important to emphasise the existence of several laws related to inclusion for disabled people in the country, which mention diverse aspects, including education; nevertheless, the following laws fit the most with the present research and will set the framework for the Chilean context regarding SEN.

The first relevant law is *Ley 20.422* about "Igualdad de Oportunidades e Inclusión Social de Personas con Discapacidad"[17] (MINEDUC, 2010a). This law was published on 10th February, 2010 and last modified on 13th March, 2017. The objective of the regulation considers "to ensure the right to have equal opportunities for people with disabilities to achieve their full social inclusion, ensuring the enjoyment of their rights and eliminating any form of discrimination based on disability" (MINEDUC, 2010a). The heading IV "Medidas para la Igualdad,"[18] paragraph two, "De la Educación y de la Inclusión Escolar"[19] deals with inclusion in education from article 34 until article 42. The most important article the law discusses is 34, which postulates that the State shall guarantee the access to state and private educational establishments, either to the regular education system or special education ones, to people with disabilities, which receive subsidies or contributions from the State. Although this legislation is mainly focused on people with disabilities as a general view, and examines the conditions they must go through in their daily lives, the government did not place much emphasis concerning the educational aspect and only included social inclusion elements

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[17] Translators' note: Law 20,422 "Equality of Opportunities and Social Inclusion of People with Disabilities.

[18] Translator's note: "Means for Inclusion".

[19] Translators' note: "Of Education and School Inclusion".

without referring to special educational needs as a focus of attention. In the same context, it neither specifies a SEN category nor teaching strategies for this area.

Two months after Ley 20.422[20] was published, *Decreto 170* "Fija Normas para Determinar los Alumnos con Necesidades Educativas Especiales que Serán Beneficiarios de las Subvenciones para Educación Especial"[21] (MINEDUC, 2010b) was created. This decree established the regulation respecting diagnostic assessments and the profile of competent professionals who teach students with special educational needs. This was the most complete document regarding special education at the time of its publication. The text also mentioned definitions about distinct aspects the decree deals with, such as students with SENs, permanent and transitory SEN, diagnostic assessment and instruments to evaluate these students. The types of SENs this decree focuses on are Specific Language Disorders, Specific Learning Disabilities, Attention-Deficit Disorder, with or without Hyperactivity, Autistic Spectrum, and Borderline Intellectual Functioning with significant limitations in adaptive behaviour. Besides the SENs previously stated, the decree also signals Visual and Hearing Impairments and Multiple Disabilities. The decree provides an outline of suggestions with few strategies for each SEN and how to teach those specific needs. The strategies presented in the document cover the diagnosis of the SEN, when and how to evaluate including pedagogical procedures, but they do not incorporate suggestions for specific subjects, such as teaching English as a foreign language.

Later, *Decreto 83* "Aprueba Criterios y Orientaciones de Adecuación Curricular para Estudiantes con Necesidades Educativas Especiales de Educación Parvularia y Educación Básica"[22] was published on 5th February, 2015 (MINEDUC, 2015a). This regulation establishes the criteria of curricular adaptations for students with SENs who belong to

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[20] Translators' note: Law 20,422

[21] Translators' note: Decree 170 "To Set Standards for Determining Students with Special Educational Needs Who will Benefit from Special Education Subsidies".

[22] Translators' note: Decree 83 "To Approve Criteria for Curricular Adequacy for Students with Special Educational Needs of Preschool Education and Primary Education".

preschool and primary education. The legislation pays attention to the first two courses of primary school, Year 1 and Year 2, and it will incorporate more courses as the time goes by with adaptations to the previous statements. The purpose of this decree is to move forward into special education, either in the regular educational system or the special context, and providing students necessary tools and strategies to progress in their learning process. Decreto 83 was created after article 34 in *Ley 20.370* "Ley General de Educación"[23] (MINEDUC, 2009). The item concerns a general view of special education and the adaptations that should be made to students with SENs. That law was published on 12th September, 2009; therefore, Decreto 83 came to reinforce the ideals, updating the concepts of special education in Chile.

The most important legislation regarding this research and special education itself is *Ley 20.845* "Ley de Inclusión"[24] (MINEDUC, 2015b). This regulation was published on 8th June, 2015 and last modified on 28th January, 2017; therefore, it is the most current law about special education and students with SENs in Chile, and the one ruling nowadays. The full title of the law is "De Inclusión Escolar que Regula la Admisión de los y las Estudiantes, Elimina el Financiamiento Compartido y Prohíbe el Lucro en Establecimientos Educacionales que Reciben Aportes del Estado."[25] This bill was created with the main purpose of eliminating the selection of students in educational institutions, providing the right of access to education to students no matter their origins, religion and background, or the socioeconomic status they might have. Nevertheless, the act also highlights the aspect regarding special education, which is mentioned in article 4, subsections 3 - 11. According to this law, it is the State's duty to ensure and provide the right to high-quality and inclusive education. On the same view, the State must grant the appropriate and necessary conditions to guarantee the access and permanency of students with special educational needs, in regular or special institutions (MINEDUC, 2015b). This statute presents great relevance in the educational environment since it allows students with SENs to choose the type of educational institution. In addition,

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[23] Translators' note: Law 20,370 "General Education Law".

[24] Translators' note: Law 20,845 "Inclusion Act".

[25] Translators' note: "Of School Inclusion that Regulates the Admission of Students, Eliminates Shared Financing and Prohibits Profit in Educational Institutions which Receive State Contributions".

this law guarantees a correct treatment according to students with special needs' necessities and also specific requirements to ensure their educational journey is satisfactory and the one they deserve.

All the legislations mentioned before work together in the vast aspect of Special Education in Chile and regulate the current Chilean educational system to provide quality education to each citizen in the country.

4.4 Proyecto de Integración (PIE)

In accordance with Decreto 170, *Ley 20.201,*[26] the Chilean Ministry of Education is constantly improving the quality of education in the country through different policies (MINEDUC, 2010b). One of these covers the topic of inclusion in the classroom. This policy states that to enhance the conditions surrounding students with special educational needs, the Ministry decided to develop the *PIE programme.* PIE stands for *Programa de Integración Escolar.*[27] The objective of this programme is to help students with SENs in their process of learning, supporting this assistance through elements such as specialists, material, tools, strategies and pedagogical resources, among others (MINEDUC, 2010b).

According to Decreto 170, *Ley 20.201*[28] (MINEDUC, 2010b)*,* the PIE programme follows the following process. First, it is necessary to determine a specific number of students who have SEN characteristics to form part of this program. This is supervised by specialists who diagnose those students through different tests depending on each condition. For example, after presenting symptoms of autism, students must be evaluated by an expert who can confirm or deny the diagnosis. Then, the expert informs the institution if the student should be considered as a person with a SEN. This concerns all types of special needs, such as

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[26] Translator's Note: Decree 170, Law 20,201 (2009).

[27] Translator's Note: PIE stands for "Scholar Integration Programme"

[28] Translator's note: Decree 170, Law 20,201.

visual impairment, which must be diagnosed by an ophthalmologist or a neurologist together with a special education teacher. A speech therapist or neurologist together with a special education teacher should diagnose students enduring Specific Learning Impairments (SLI). Therefore, the categorised SEN types in this work obey an identical procedure. Second, once the number of students with SENs is determined, the institution in charge—in Chile, the Ministry of Education—subsidies the establishment which previously accepted students with SENs. Third, the duty of each school receiving these funds is to spend extra resources on improving current conditions for these students; specifically, enriching materials or gadgets to encourage new teaching strategies and providing complete assistance for these students.

Once the PIE programme has been defined, implementation is the most important aspect to consider. Thus, it is necessary to comprehend how it works within Chilean schools. According to Marfán et al. (2013), schools implement the integration programme in coherence with Decreto 170, as well as respecting the established requirements. Therefore, these educational establishments can obtain correct diagnosis of students with SENs while an efficient group of professionals assists them. As given by Marfán et al. (2013), professionals, such as special education teachers, psychologists and speech therapist, claim that the requests coming from the Chilean Ministry of Education make the PIE programme difficult to improve due to the large amount of procedures to carry out (i.e. reports, evaluations or reappraisals) in the long term. These authors also add that, even though there are processes which have been implemented and which are quite fundamental for the development of this integration programme, the PIE programme has not been institutionalised and internalised yet by the members of the educational community.

The topic of integration within Chilean schools through PIE has developed the contemporary term *inclusion*. According to Rojas and Armijo (2016), there are different points of view in respect to inclusion. One of them is the process of continuous attention from the school community to the learning progress and experiences in diverse educational environments. With the objective of improving education for students with special educational needs, Ley de Inclusión[29] was implemented in 2015 to reinforce the PIE programme

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[29] Translator's note: Law 20,845 "Inclusion Act".

requirements. This law introduces the end of the funding received by school administrations, changing the legal conditions of the inclusion of students with SENs in schools. Furthermore, it avoids regular selection of students at all levels (Rojas & Armijo, 2016).

Chapter 5:

State of the Art on Assessment and Five Common Types of SENs in Chile

5.1 Assessment

In the last years, assessment has been widely researched in relation to its effectiveness and correct implementation in the educational field where it is used on a daily basis and in various forms. According to Huber and Skedsmo (2016), little research has been done until now about the first topic mentioned above which is assessment in Higher Education in early stages.

Regarding the context in which assessment is being applied, Alderson, Brunfaut and Harding (2017) state that learning relies on assessment. Therefore, teachers are the most important element when talking about the setting for appropriate language learning, since they are the ones who design assessments. Recent studies have shown teachers' awareness of the importance of assessment design and the consequent results, such as further chances for students to show their aptitudes (Froetscher, 2017, as cited in Alderson et al., 2017).

Another current field of interest when talking about assessment, whether it is formative or summative, are the emotions related to the process. The affective aspect can impact, in a positive or negative manner, the ways in which assessments are carried out, and therefore their results. Authors like Alarcon, among others, state "any psychological and emotional harm can disturb students' learning, since it is part of the emotional side of human beings" (J. A. Alarcón et al., 2016, p. 31). Students' emotions, especially in language acquisition are fundamental, due to the fact that any negative situation concerning the environment or the learners' internal emotions can detriment learning, and as a consequence, have a negative impact on assessment.

One of the most salient factors when addressing the affective aspect is motivation, which according to a study conducted by Vaessen et al. (2016) can be increased by recurrent assessment in relation with the grades obtained by the tasks when resulting positive. The idea

behind this study is for students to receive a *positive feedback* every class concerning their performance, which is reflected in a good grade and leads to a confident learning environment.

In the same way, at present, *language assessment* is defined by Alderson et al. (2017) as a type of assessment that is being developed in different areas, such as the educational and professional. It is a different extent of general education, but with notorious connections to educational assessment and related to linguistics and second language acquisition.

Within the Chilean context as stated by J. A. Alarcón et al. (2016), nowadays the Chilean educational system works with two central assessments as common as the ones used in the rest of the world. These are *summative assessment* and *formative assessment*; the former providing grades according to certain time schedules and the later providing evidence in terms of the learning process and its advances.

Assessment and its relation to SENs has not been widely researched as other topics within the field and therefore, current relevant information about this important matter has not been found for the purposes of this work. This gap in the research field reaffirms the necessity to give importance to this crucial topic. Its relevance lies in the claim, made by the authors of this research, for inclusion of students in the educational context in every aspect, especially concerning evaluations and feedback as a form of improving foreign language acquisition.

5.2 Special Educational Needs (SENs)

5.2.1 Definition of SEN

According to Norwich (2016), the definition of *SEN* has remained the same throughout the years since it was first coined in 1978. This author states that:

The term marked the introduction of a different way of thinking about a child's difficulties or deficits. It was no longer about characterizing these difficulties in general terms, what has come to be called the deficit model, it was now about thinking about individual children in terms of required provision that enabled them to progress with their learning. (p. 2)

Although its use was enhanced with the purpose of reaching a holistic view of children, the concept, once used to abandon the use of labels on children's assessments, is once again being used to categorise students. This term was indeed used as the one proposed time ago. However, the mutation of the concept due to its bureaucratic use has now left us using words such as "disabilities," "conditions," "disorders," "impairments," or even "learning barriers" which as stated by Wedell (2017) "relate to different contexts, but all imply a dysfunction within the pupil, in distinction to factors within the pupil's learning environment" (p.1).

5.2.2 Types of SEN.

5.2.2.1 Specific Learning Disabilities (SLD).

The term Learning Disabilities and later Specific Learning Disabilities has kept its definition for over 40 years, at least in the United States, and makes allusion to a disorder at a neurological or at a psychological-processing level, and the possibility to co-exist with other learning difficulties (Jacobs, Flanagan, & Alfonso, 2017). As future teachers of English as a Foreign Language-, we consider important that all teachers (especially those teaching languages or mathematics) reflect about these implications. For example, to take into account that this disorder is manifested primarily in considerable difficulties in listening, speaking, reading, writing, reasoning, or mathematical abilities (DSF Literacy and Clinical Services, 2014; Kirk, 1962, as cited in Jacobs et al., 2017; National Joint Committee on Learning Disabilities, 2016). In addition, as indicated before in Chapter 3, the identification and

diagnosis of this type of SEN represent a difficult task (Gresham, 2001) and thus it is very likely to have a student with SLD inside the classroom who has not been diagnosed. Jacobs et al. (2017) point out that this difficulty occurs because no definition has cogently an effect on the development of the identification of SLD due to its emphasis on conceptual instead of operational elements and on exclusionary in lieu of inclusionary criteria (p. 146).

Nowadays, there are several organisations, which advocate for the implementation of teaching methods to improve students with SLD's learning process, and that guide and provide information and resources for parents and educators. For instance: Learning Disabilities Association of America; Council for Learning Disabilities; National Center for Learning Disabilities, along with its programmes RTI Action Network and Get Ready to Read!; SPELD NZ; and International Dyslexia Association (IDA). Also, there are foundations such as the DSF Literacy and Clinical Services (The Dyslexia-SPELD Foundation of WA Inc.); national educational services like the LD OnLine; and national committees such as the National Joint Committee on Learning Disabilities (NJCLD). Moreover, there are organisations that seek to enhance education and life quality of all individuals with learning difficulties, such as, the Council for Exceptional Children (CEC), which precisely has the Division for Learning Disabilities (DLD) and its project TeachingLD.

The following are examples in order to clarify some problems students with specific learning disabilities may have. If the disorder is presented in the reading aspect, the student will struggle with phonological and phonemic awareness which will be demonstrated by the difficulty in finding rhymes and identifying sounds and syllables (Reading Rockets, 2017). Reading Rockets (2017), an American national multimedia project helping struggling learners to read, suggests teachers to learn all about phonemes beforehand, attend these difficulties one-by-one or in small groups, identify the phonemic task and focus and play with that sound, and make sure that the school has systematic instruction in Phonics and skill-building in phonemes in its reading programme. If the disorder is presented in the writing aspect, the student with SLD will have problems with grammar and spelling. Thus, the National Institute for Literacy (2007, as cited in AdLit.org, 2017) suggests educators to encourage students to write about a topic of their choice; apply pre-writing strategies, such as the use of

brainstorming and graphic organisers; explain systematically and guide students during all steps of the writing process; and provide corrective feedback and ongoing instruction. Besides, the TeachingLD project by the Division for Learning Disabilities adds as effective strategies to teach students with SLD to use word processors, to encourage them to set their own product goals, and allow them to dictate their responses to a tape-recorder or a scribe (Gillespie & Graham, n.d.).

In relation to the situation in Chile, after searching in several academic search engines and virtual libraries such as SciELO, ERIC, Google Scholar, and BASE, the authors of this work have not been able to find relevant information concerning Specific Learning Disabilities in Chile during 2016 and 2017. However, Decreto 170, which establishes norms to assign subvention to students with SENs, is still in force and it seems to refer to students with SLD (MINEDUC, 2010b). Besides, the Ministry of Education offers single forms for the evaluation and re-evaluation of the diagnosis of students with SLD (MINEDUC, n.d.b).

5.2.2.2 Attention-Deficit (Hyperactive) Disorder (ADD/ADHD).

Individuals with different disorders are subject to distinct types of negative attitudes, requiring examinations of stigma that treat specific disorders individually (Lebowitz, 2016).

Although there are plenty of websites related to people with ADHD, such as CHADD National Resource Center on ADHD (Maryland, United States), The ADD Centre (Winnipeg, Canada), ADHD center (Habilitering & Hälsa, Sweden), among others; most of them are not completely updated with the school situations that students have to face everyday in classes. As indicated by Singh et al. (2010, as cited in Lebowitz, 2016), a majority of students between 9 and 14 years old have been bullied or called names as a result of their ADHD diagnosis. This bullying often resulted in physical fights. The participants also described feeling "exposed" and made to feel "different" by their need to take medication, especially in school. In general, they reported believing that others—including teachers, peers, and peers' parents—

viewed them negatively and were unsympathetic towards them, and perceived them as "stupid," and treated them differently because of their diagnosis.

In their research, Stoutjesdijk, Scholte, and Swaab (2016) assert that:

Children with ADHD show improvement in behavioural and academic functioning in special schools as well as in regular classrooms, indicating that they make parallel progress. However, academic achievement remains an aspect of concern. A combination of positive behaviour reinforcement and emotional support seemed the most effective approach to improving behavioural functioning. (p. 30)

Estévez and Guerrero (2017) state that the specific difficulties of students with ADHD to follow instructions and carry out tasks, frequently make the student end up "disconnected" and distracted by different stimuli from the assigned task. These authors add that orders have a small or useless impact in the behaviour of students, therefore, the so-called *rule-guided behaviour* does not work well with these students. Consequently, Estévez and Guerrero declare that methodological, organisational and environmental strategies are susceptible of being applied. However, not in isolation to a student with SENs, but only in contextualised formats such as classroom setting where the different types of learning are considered; the existence of differentiated plans; the provision of environments that facilitate meaningful learning; and the encouragement of working in a cooperative and independent learning context.

On the other side, Megan Walsh (in press) observed the following strategies: work one-on-one with students, create specific plans for students, and promote active participation and collaboration among all students. This author affirms that working one-on-one with the students allow teachers to create specific plans with their students to help them be successful. She also adds that collaboration is necessary so that students with special needs can work with their other classmates; their participation is important and they feel included in the classroom. Walsh concludes that implementing inclusion in the classroom through small group discussion

allows all students, including those with ADHD, to fully participate without feeling judged by the rest of the class.

In Chile, it is difficult to find information about strategies to teach students with ADHD and, despite that, the scarce information found is about how to deal with students with SENs. The Ministry of Education republished, in 2016, a document named "Déficit Atencional: Guía para su Comprensión y Desarrollo de Estrategias de Apoyo, desde un Enfoque Inclusivo, en el Nivel de Educación Básica"[30] (MINEDUC, 2016a), with the main objective of supporting teachers in "mainstream" classrooms. The objective was for teachers to understand the characteristics, possibilities, and capacities of students with ADHD; all of this to stimulate the learning process and participation of these learners. The guides were first published in 2009 and had no change in their republication. The first part of the text presented a description of ADD and ADHD with their characteristics, strengths and difficulties of people with ADD/ADHD. The second part offered suggestions to prepare an appropriate educational environment, taking into account different perspectives such as the institution, classroom, physical environment, social groups, time, family and work routines. This guide (MINEDUC, 2016b) stated that the conditions in an educational context could mark a difference in the students with ADHD's school experience and that it is very important to provide opportunities to develop skills and behaviours that ensure a favourable school participation.

5.2.2.3 Developmental Expressive Language Disorder (DELD).

Following the definitions of Developmental Expressive Language Disorder provided earlier, students with DELD have difficulties remembering vocabulary, using words in the correct order and uttering complex sentences (Afasic, 2016). Badii (2015) states that a five-year-old child experiencing DELD "might speak in short, three-word sentences. When asked a question, they might not be able to find the right words to answer you" (para. 1). It is relevant to point out that this type of SEN, according to Badii, is only related to the student's ability to

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[30] Translator's note: "Attention Deficit: A guide for its understanding and development of support strategies, from an inclusive approach, at primary education."

express language; it does not affect the child's reading and listening skills, and they are also able to produce sounds. The author states that if the child suffers from other difficulties, it might be because he or she is experiencing other learning disabilities.

There is little to no research in the matter of strategies to teach students with DELD, and the last documents or articles regarding the issue are from two or even three years ago. In 2014, Helen Coleman wrote an article about "Strategies to Support Expressive Language," indicating some tips to teach to students going through DELD. The author proposed eight methods to help pupils with this type of SEN which will be explained below.

The first one is *checking the child's understanding*, since these children struggle with sentence formation and remembering vocabulary, it is crucial for them to understand what one is saying in order to convey a more complete idea.

Second in line is *taking time*; the child needs to know there is no rush in speaking, and pausing speed of speech can help the child understand. Slowing down rate of speech can result in imitation from the student and he or she will also speak slower, allowing the child to feel less pressured.

Next, there is *commenting, not questioning*; questioning can put the student under pressure, since he or she feels overwhelmed with questions which answers are difficult to process. Commenting on a simple activity provides the vocabulary the student needs and allows him or her to base their future comments on it. "You're giving the child the words and phrases they might want to use in a far less pressured way as well as talking about what they're interested in" (Coleman, 2014, para. 5).

Moreover, the method of *modelling* shows the student how things are said or done from a relatable model: the teacher. It is often best not to correct the student, or tell him or her they have said a phrase incorrectly; if the teacher understands what the student is trying to convey, it is useful to say it back to him or her with the errors corrected, so he or she can hear and follow a good example.

Furthermore, *expanding/adding* is a strategy that goes along with modelling, since, as the teacher is saying a phrase or sentence back to the student, he or she can add one or two extra words to that sentence, expanding the student's vocabulary. It is important not to overwhelm the student with many words in a single sentence; two more words will be enough.

Another strategy is *offering choices*, which comes in handy when a student is struggling with language. When offering choices to answer a question, the range of answers shortens, and it is easier for the student to reply. For instance, instead of asking a student what his or her favourite food is, a better option could be "do you prefer ice-cream or chocolate?"

Continuing, there is *using other ways to communicate as well as speech.* Verbal language is not the only means of communication, using signs, gestures, pictures, mimics, or other devices can help the student to understand a message and rely on those features to convey one by him or herself.

Finally, Coleman states the importance of *using context*. The author expresses that the best way to learn language is to use it in context. The techniques she suggests to teach English to students going through DELD include relating the contents to the context, that is to say, "If you're teaching past tense verbs the best way to teach them is to talk about what has just happened. (...) If you're teaching new vocabulary, use the words as often as you can yourself in context" (para. 10). Coleman explains that repeating new words constantly helps the student store them in his or her brain easily, mostly if it is used in context, so he or she will find it rapidly whenever he or she wants to use it.

Carrie Clark, from Speech Language and Kids, has also selected some ideas for speech therapists and teachers to help students dealing with DELD. The founder of the site states that not every student with DELD has the same response when diagnosed with this type of SEN, since the diagnosis is wide, and every child with the examination reacts differently.

Some have difficulty putting words together to form sentences. Some have difficulty using the correct vocabulary and words. Others have difficulty sequencing information

together into a logical manner. There are all types of different expressive language symptoms and each one is treated quite differently. (Clark, 2016b, para. 1)

Clark has dedicated to creating activities and doing research on the matter—though the data about DELD is still limited and her recommendations might be the most current—, finding ways to support this type of SEN by contributing teachers with easy-to-follow plans they can use in the classroom (Clark, 2016a, para. 2). Some of the techniques she offers include sequencing and giving clear instructions, using descriptors, answering and asking questions, developing pragmatic and social skills and explaining figurative language clearly (Clark, 2016b). The author also discusses an interesting phenomenon found in children with DELD, called *Selective Mutism*. This issue happens when a child does not speak in certain situations when he or she is expected to, such as at school or in public, but does speak normally in other settings, such as at home. According to Clark, this impairing is hard to diagnose, and to deliver a correct interpretation, selective mutism has to be interfering the student's educational achievement and impacting his or her social communication (Clark, 2016c, para.1).

In Chile, the situation regarding this type of SEN is not updated, since the information dates back to two, three, or even five years, and the most recent documents found, collect references from even previous years. In the national setting, DELD is seen less as a special educational need related to education, and more as a speech-language problem. Therefore, it has to be dealt with by a speech therapist; since most of the resources or studies carried out on the issue are from that type of specialists and not from teachers presenting strategies to teach students with this type of SEN. As an exhibit of the situation described, a study carried out in 2013 by Luise von Keyserlingk, Pablo J. Castro and Joaquín Carrasco, named "Teorías Subjetivas de Profesionales de Escuelas de Lenguaje en Chile sobre el Trastorno Específico Del Lenguaje,"[31] gathered different opinions from teachers working with students with DELD in specialised speech-language schools. According to the study, around 4% of Chilean students are diagnosed with DELD, and they receive their "treatment" through speech therapy in establishments dedicated to solving language difficulties from early childhood stages, so the

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[31] Translator's note: Subjective Theories of Professionals of Language Schools in Chile about Specific Language Impairment.

learners can get to a regular school with their DELD "under control" and with more developed vocabulary and ways to express themselves (p. 874). The study included four speech therapists and four specialised teachers; the participants declared that some of the causes of DELD are related to the socio-economic background of the students, the support they receive from their parents, and there is also a bit of a genetic factor. Nevertheless, the authors and participants of the study stated that the crucial element that causes DELD is communication deprivation. The study also showed that students who receive treatment from early stages succeed in the abilities of reading and writing and get vocabulary according to their level and age. The interviewees also remarked the importance of these specialised schools, and at the same time, the relevance of speech therapists in the teams that work with students with SEN.

5.2.2.4 Autism Spectrum Disorder (ASD).

The literature related to TEFL for students with ASD is based on the struggle that students may have due to the poor development of their language and social skills (Root, Stevenson, Davis, Geddes-Hall, & Test, 2016, p. 1). One of the most recurrent proposals on the table to teach students with ASD is the use of technology, especially *Computer Assisted Instruction* (hereinafter CAI) which is defined by Root et al. (2016) as a form of *technology-aided instruction* (TAI). The use of technology for teaching students with ASD has been a research topic for quite a while and one of the first to suggest the benefits of CAI was Panyan in 1984. Root et al. (2016) stated that:

> In 2010, Pennington reviewed the literature on using CAI to improve academic skills for students with ASD published between 1997 and 2008. Analysis of the 15 included studies indicated that all focused on increasing literacy skills, but the studies employed a variety of computers and instructional strategies. All studies concluded that CAI was effective for students with ASD. (p. 2)

This comes to demonstrate that not only technology is useful when teaching students with ASD, but that CAI has become one of the most useful tools when teaching this population.

A recent study carried out by Saadatzi, Pennington, Welch, Graham, and Scott (2017) shows how the use of CAI is effective when teaching *Sight Word Reading* (hereinafter SWR) which "is generally taught through the systematic presentation of words, prompts, and contingent feedback for correct and incorrect responses" (p. 1). As given by Saadatzi et al., tt can help individuals increase their fluency and confidence and be useful in their everyday lives tasks by the quick recognition of everyday words. These authors also state that the instruction of SWR is known to be technology related, but with the implementation of CAI, the results show a higher level of effectiveness, not only because the use of computers offers a more comfortable environment for the student, but also because it reduces human interactions. Saadatzi et al. suggests the incorporation of a *Pedagogical Agent* (PA), which is a virtual character with an instructional role incorporated into the learning environment. This PA will create a PA-based environment in which students will acquire the target skill through interaction with a PA. The authors state that this provides students with challenges in social interaction, and with learning environments that are less socially intensive than human-based instruction. Saadatzi et al. recommend the use of CAI as it offers a wider range of feedback options. Developed technologies such as *Automatic Speech Recognition* (ASR) and *Text to Speech* (TTS), increased the capacity of computers to deliver automated and effective performance feedback to students (Saadatzi et al., 2017, p. 2).

Another example of technology usage when teaching students with ASD is the Technology-Based Shared Story Reading. Alison, Root, Browder, and Wood (2017) stated "recently, technology has been used to allow students with ASD to independently access a read aloud that is not dependent on another person" (p. 1), such as e-texts or pre-recorded books. They also express that "students with ASD who are also ELL will need systematic instruction to make the text cognitively accessible as well." (p. 2). These authors state that shared story reading develops both Listening Comprehension skills and Vocabulary learning. Since the recurrent challenge for a student with ASD is to achieve average communication and

language skills, it is very important to understand that an incorrect answer does not necessarily imply that the student does not know the answer. It might only be a lack of communicative competence or a lack of appropriate lexicon, improved by using technology.

Both technological resources mentioned before have to be combined with techniques such as constant *time delay*, which consists of having a fixed amount of time between the instruction and the prompt as the learner becomes more proficient at using the new skill (Neitzel & Wolery, 2009); and *explicit vocabulary instruction*. Other technological tools such as TTS, ASR or GOtalk Now must be taken into consideration too.

In the Chilean context, the literature is not too extensive and the latest document issued by the Ministry of Education is from 2010. The "Manual de Apoyo a Docentes: Educación de Estudiantes que Presentan Trastornos del Espectro Autista"[32] was created by María del Carmen Aguilera (2010). This booklet was designed in the context of a series of courses, designed by the Chilean government for people who are involved in the learning process of students with ASD. This includes teachers, parents and everyone who participates actively or passively in the education of students with ASD. This guide provides a definition of ASD and its subcategories. It also gives an insight to the possible challenges that a teacher might face when teaching a student with ASD. In units 3.1 and 3.2, the author provides guidelines on how to support the integration of ASD students in primary and secondary education in the mainstream classroom. The first indicator is to recognise the level of stress students might experience once they are incorporated into the classroom and it will depend on the type or level of ASD that students are diagnosed with (Aguilera, 2010). Other recommendations are about flexibility and understanding. These recommendations are related to the teacher's will to be empathic and understanding towards the way that ASD students think and, to understand that they have to adapt not only to "the rest of the world" but that people have to adapt to them as well. Then, Aguilera gives guidelines about orientation, training and structure. She discusses how to make the environment easier to decode by: giving clear instructions and stating precise rules; being extremely explicit when talking about schedules; participating inside the lesson; including curricular adaptations and family participation; and fostering

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[32] Translator's note: "Teachers Support Handbook: Education for Students who Present Autism Spectrum Disorder"

mediation and communication—between the school and the family. The student's family is considered one of the most important components when teaching a student with ASD. After that, the author refers to adaptations, and in this point, the guidelines are very important, since they describe how to create or adapt material such as calendars, schedules and pictograms to recognise their activities inside the classroom. Additionally, there is a clock to help them organise their world inside the classroom. These components are not only helpful for students with ASD, but also for all students in general. Regarding the material used to teach a student with ASD, she recommends using objects, images, and audiovisual and multimedia material—use of technology in general.

5.2.2.5 Gifted/Talented students.

As indicated before in this work, a key aspect of inclusion is providing students with Special Educational Needs the opportunity to learn in any mainstream classroom (UNESCO & Ministry of Education and Science Spain, 1994). For that purpose, it is necessary that teachers design differentiated instruction for every student that requires it, thus gifted and talented (hereinafter GT) students are not the exception. Nowadays, most GT children attend regular school settings; hence, they need an educational context which provides them with the sufficient level of challenge they need. If this component is not met and they feel bored and unmotivated, it might become detrimental to their potential (Yuen et al., 2016). Kettler and Bower (2017) recognise creativity as one of the main characteristics that has been, and continues to be, associated to and generally measured for the identification of GT children. Two other characteristics of gifted children are superior intelligence respective to the one expected by the child's age and high achievement in one or more specific domains (Kettler & Bower, 2017; National Association for Gifted Children, n.d.). As this work is focused on the pedagogical aspect of the different types of Special Education Needs—more specifically in teaching students with exceptionalities in this part—, the authors of this work believe it is crucial to pay attention to those attributes so teachers can adjust their lesson plans. In this case, the idea is to challenge gifted and talented students and implement activities that foster their creativity, abilities and motivation.

A study carried out by Lu, Li, Stevens, and Ye (2017) has demonstrated that the identification of GT students is not straightforward; gifted 15-year-old students demonstrated to have the same learning methods than those 15-year-old regular students. Both GT and most students, use summarising, underlining, and discussing as strategies to review contents, and prefer understanding rather than memorising as a learning method. However, the difference relies on the fact that GT students consider those practices more functional than the rest of the students (Lu et al., 2017). Another key finding for teachers, and probably another insight for the identification of gifted students, is that "GT students have more interests, spend more time, and engage in more types of reading, but use libraries less (they may have more or alternative resources)" (Lu et al., 2017, p. 56). Therefore, it is important that teachers guide gifted and talented students into a self-directed learning. In this manner, they will be able to find the ways to challenge and motivate themselves (Van Deur, 2011, as cited in Lu et al., 2017) to fulfil their potential even though they will not be provided with the best suitable learning environment.

These days, there are different organisations that seek to support gifted and highly talented students, such as the National Association for Gifted Children (NAGC); the National Society for the Gifted and Talented (NSGT); World Council for Gifted and Talented Children (WCGTC); Summer Institute for the Gifted; and Institute for Educational Advancement (IEA). Concerning Spanish-speaking countries, in Argentina there is a non-profit association named Creaidea, and in Spain, the Asociación Española de Superdotados y con talento para niños, adolescentes y adultos.[33] Moreover, there are several webpages that are also dedicated to providing information related to organisations and resources for teachers, families, counselors and all people interested in the topic; examples of these are Celebrating High Potential and Hoagies' Gifted Education Page.

Studies carried out in Hong Kong found out that teachers present difficulties concerning the understanding of gifted students (Cheung & Hui, 2011, as cited in Yuen et al., 2016). The authors of this thesis, as Chilean students and pre-service teachers, believe that this is also the case in Chile. For that reason, it is important that teachers continue researching and

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[33] Translator's note: Spanish Association for Gifted and Talented Children, Teenagers and Adults.

studying this area, specifically in the identification of GT students and strategies for teaching them. Additionally, GT students also require curricular adaptations to assist their learning process. These curricular adaptations need to include strategies that can foster their potential in the regular classroom. Strategies adopted and therefore suggested for teachers by a project in Hong Kong entitled "KLA[34]-Based Differentiation for Gifted Students in Regular Class," which provided participants with a workshop for English language, are mainly tiered assignments, grouping strategies, questioning for higher-order thinking, creativity, problem solving, and concept-based learning (Yuen et al., 2016). Therefore, teachers have to keep in mind these aspects when planning their lessons for GT students.

Regarding the situation in Chile, there is Fundación Mis Talentos.[35] This foundation seeks to bring SENs to the fore and make people become aware of the importance that inclusive education has in society (Fundación Mis Talentos, 2017). However, despite the name of this institution and its allusion to this type of SEN, the members of Fundación Mis Talentos acknowledge that education for gifted/talented students is a scarcely covered area in Chile and that even they have not inquired much into it (I. Zuñiga, personal communication, September 1, 2017). Similarly, Gómez-Arizaga1, Conejeros-Solar, and Martin (2016) also agree that the needs of GT pupils in Chile tends to be unseen and that their education is still considered exclusive for the people who have the means to afford it. Still, for those with a low socioeconomic level, the Chilean Ministry of Education consider in the area of inclusion the "Programa de Talentos Académicos,"[36] which consists in a student grant that allows those students who meet the requirements to take courses in universities recognised by the State, and broaden their talents (MINEDUC, 2016b). Concerning strategies, Olivares et al. (2014, as cited in Gómez-Arizagal et al., 2016) found that students prefer teachers who designed lessons that are interactive and favour flexibility. Besides, Gómez-Arizagal et al. (2016) state in their study carried out in Chile that it is of paramount importance to take into consideration the voice of community with the purpose of improving the teaching/learning process. Besides, these authors conclude that teachers of gifted students need to care about their socio-emotional

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[34] KLA stands for Key Learning Area.

[35] Translator's note: My Talents Foundation.

[36] Translator's note: "Programme of Academic Talents."

characteristics, as these students expect and focus more on this aspect together with their teachers' subject matter knowledge.

5.3 Chilean Context

The current educational system in Chile is ruled by Ley 20.370 Ley General de Educación[37] (MINEDUC, 2009), which was published in 2009. This law is far behind of what the country needs education wise such as to move forward and foster changes in the curricula, so as to include all students and look for improvements in the different areas of education. No big changes have been made to the legislation since it appeared eight years ago, and the last modification it had was in 2010. Concerning this research—which aims to provide teaching resources for EFL teachers to use with students with SENs—, the main law taking over the matter, together with with Ley 20.370, is Ley 20.845 Ley de Inclusión[38] (MINEDUC, 2015b). Although this law presents aspects related to making education accessible to every individual, eliminating shared financing and forbidding profit, it sets the prevailing frame for what special education is and how to treat, teach and evaluate students with SEN. Yet, only a few types of SEN are mentioned in the ruling.

A study carried out in 2015, by María Muñoz-Villa, Mauricio López-Cruz and Jenny Assaél, named "Concepciones Docentes para Responder a la Diversidad: ¿Barreras o Recursos para la Inclusión Educativa?,"[39] made the issue of special education in Chile visible. The study revealed how teachers—including those in special education—feel about having students with SENs in their classrooms and working with *PIE coordinators*[40]. The study was based on interviews to teachers of all subjects, who work together inside a regular classroom in many state schools in Santiago that have incorporated the PIE programme. Twenty-four teachers

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[37] Translator's note: Law 20,370 General Education Law

[38] Translator's note: Law 20,845 "Inclusion Act".

[39] Translator's note: "Teaching Concepts to Respond to Diversity: Barriers or Resources for Educational Inclusion?"

[40] PIE stands for Scholar Integration Programme and PIE coordinators are the people in charge of the programme itself.

were interviewed about their perceptions or feelings towards students with SENs and working with another teacher in the room. The educators had to talk about one episode they considered important, relevant, difficult, hopeful, challenging or successful. The most common answer among the teachers was the treatment or etiquette the students with SENs were receiving. The answers collected showed that teachers do not know how to refer to students with SENs and called them the "trouble student," "the kid with problems," "the PIE child," "the slow students," among other names. The authors stated, "Some teachers who are not familiar with the formal diagnostic categories, use colloquial expressions, which result to be pejorative and similarly rise the deficit to refer to students who have a diagnosis or a learning difficulty." (p. 72). Another important point the study mentioned is the fact that teachers do not feel able or prepared, or simply do not know how to control an entire class and pay attention to those students with SENs in the class. Muñoz-Villa et al. state that "general education teachers signal they do not have the tools to assist the students' differences and that focusing on the specific needs of one student makes them leave the rest of the learners behind" (p. 72). The teachers interviewed also mentioned the need they have to diagnose the students every year to receive the resources and contributions they require from the government; and that they have used technical language they are not familiar with. All this with the objective of providing their students with the possibility of receiving the education they deserve with the resources they require.

The process of inclusion in Chile has been difficult. Most of the time, it is conditioned by the different members of the schools' communities and their own ideals of inclusion and/or exclusion. Standardised tests, results and educational policies lead the way toward inclusion in the regular educational institutions (Rojas, Falabella, & Alarcón, 2016). The results obtained from these standardised tests, which every school aims to make higher every year, tense the relation between academic achievement and integral pedagogy, assisting the diverse variety of students a classroom may have. As Rojas et al. (2016) state in their research, about social inclusion at schools, "(...) the backbone of the system to assure quality in education is subject to a standards measurement system, efforts to make any curricular adaptations, or to diversify the type of academic achievement of the students, are judged as a problem, rather than as a guidance or teaching opportunity" (p. 33). The authors also brings the aspect of *etiquette* into

discussion, stating that teachers classify and stigmatise or brand the language used in special education politics, referring to students with SEN as "PIE[41] child" or, as signalled in the previous study, "trouble student", which only intensifies name calling. This research also points out the relevance of Decreto 170[42], and how it allows collaborative work between teachers of all subjects, and teachers of special education, who can be inside the classroom during everyday lessons. These pedagogical practices are crucial in the learning process of students with SENs, since they are receiving the contents they require in the same environment as the rest of their classmates. Thus, the whole class adapts to that student, and not the other way around. These actions allow the students and teachers to work together and to make decisions focused in the learning process of every single student. Pedagogical practices in the classroom are related to the procedure of creating a different way of relating to the learners, the curriculum, society, and other professionals involved in the area (Rojas et al., 2016).

As it has been discussed, inclusion in Chilean classrooms still has a long journey ahead to achieve the expected results. Ley de Inclusión[43] (MINEDUC, 2015b), Decreto 83[44] (MINEDUC, 2015a), and Decreto 170 (MINEDUC, 2010b) have opened the debate towards the topic and have made the discussion necessary. Paula Alarcón, Marta Alegría and Tatiana Cisternas (2016) acknowledge that schools would not be able to reach inclusion in special education if the message behind the regulations created is still the same: the student is the one diagnosed with the special need and he or she is the one who possesses it. That is why the dialogue between teachers, special education teachers, psychologists and psychopedagogues is crucial to sustain the right to have a quality education which enhances the abilities of all children and young people (P. Alarcón et al., 2016). The authors postulate that these regulations, discussions and pedagogical practices exhibit ways to recognise diversity as an educational value.

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[41] PIE stands for Scholar Integration Programme

[42] Translator's note: Decree 170

[43] Translator's note: Inclusion Act

[44] Translator's note: Decree 83

In the article, "La Educación Inclusiva en la Realidad Educativa Chilena,"[45] Vásquez-Burgos, Mancilla-Guzmán, Muñoz-Cárdenas, and Obreque-Jara (2017) refer to inclusion in the Chilean classroom and the need to foster the idea of a *Classroom Team.* A place where education professionals work collaboratively in one same classroom to improve teaching and learning quality and to appraise diversity and respect for individual differences in students. These professionals, mandated by the PIE government programme, would plan lessons and every required action to support students with SEN, their learning processes and their families (Vásquez-Burgos et al., 2017).

5.4 Programa de Integración Escolar (PIE)

Regarding the "Programa de Integración Escolar (PIE)"[46] and PIE coordinators*,* the discussion is vast, and although the authors of this research think that the programme is a promising start, there is much more to be done in the area. As stated at the beginning of this work, it seems that in reality the PIE programme only focuses on two subjects: Mathematics and Spanish Language, which just excludes half of this research topic. In the paper, "Programas de Integración Escolar en Chile: Dilemas y Posibilidades para Avanzar hacia Escuelas Inclusivas"[47] (P. Alarcón et al., 2016), the authors state that even though the efforts that are being made are valuable, the PIE programme still falls into the categorisation of the students and uses a vocabulary focused on the deficit and difficulties. Then, the student's characteristics are seen as individualised and biological, rather than focusing on the opportunities and social aspects that the concept of inclusion seeks. The promise made towards inclusive schools has a great start with this programme but it still has a lot to improve. The authors of this work believe inclusive education cannot be focused only in subjects like Spanish Language and Mathematics, since inclusion is based on granting quality education for everyone without exclusion and on fostering schools that can fulfil their students' needs.

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[45] Translator's note: "Inclusive Education in the Chilean Educational Reality".

[46] Translator's note: Scholar Integration Programme (SIP).

[47] Translator's note: Inclusive School Programmes in Chile: Dilemmas and possibilities to move forward Inclusive Schools.

For some researchers such as Peña (2013) and P. Alarcón et al. (2016), this programme makes the difference between "healthy" and "sick" students. They declare it makes an effort to be inclusive; nevertheless, the practices carried out by schools to deal with students with SENs under the concept of PIE programme are not the best ones. This relates to what the authors of this thesis have witnessed: students who are part of the PIE[48] programme, are taken out during lessons that are considered—by the current Chilean system—of less importance to help them with assessments in other subjects. This is against most of the principles of inclusion. The programme should seek a classroom approach that could cover most of the school subjects, rather than focus only on two of them in detriment of other subjects.

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[48] PIE stands for Scholar Integration Programme

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Chapter 6:

Methodology

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This is a *descriptive-exploratory* research. The research is descriptive because it pretends to describe the phenomenon under study; it is exploratory since it deals with a topic that has not been studied before (Hernández-Sampieri, Fernández-Collado, & Baptista-Lucio, 2010).

This research has mixed data collection tools, since as stated by Hernández-Sampieri, Fernández-Collado and Baptista-Lucio (2014), the idea is not to replace one method with another, but to use the strengths of both to minimise the weaknesses of the research. Due to the complexity of some study subjects, it is necessary to address the realities in order to gain a better understanding of how this phenomenon behaves (Hernández-Sampieri et al., 2014, p. 536). On the one hand, there is an objective reality, which is measurable using a quantitative method that provides data that are more accurate and bounded approaches. The use of quantitative tools also seeks to predict phenomena and test theories. For example, when the number of students with SENs in a classroom or if a school has an adapted programme to assess students' needs to be determined. On the other hand, the other phenomenon is the qualitative method; which is used to clarify questions or to raise new doubts of a research in order to improve and answer them later. The use of a qualitative approach is focused on collecting data in order to obtain references and the point of view of the competitors with techniques as observations, open questions, and debates, among others (Hernández-Sampieri et al., 2014, p. 9).

Notwithstanding, to analyse the data collected in this work, two analysis techniques were involved: a quantitative analysis and a content analysis. Jaime Andréu, in his paper "Las técnicas de Análisis de Contenido: Una revisión actualizada"[49] (2002) states that content analysis is a technique to interpret texts, whether recorded, written, filmed, etc., following the scientific method, that is to say, "it must be systematic, objective, replicable and valid" (p. 2). The author also claims that text and context are key in this type of analysis, since the text is

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[49] Translator's' note: "Content Analysis Techniques: An updated review."

analysed according to the specific context the research is carried out (see Chapter 7: Data Analysis).

The research group decided to use a survey as the instrument to collect the necessary information to carry out the project. A survey, according to Statistics Canada (2010), is "any activity that collects information in an organised and methodical manner about characteristics of interest from some or all units of a population using well-defined concepts, methods and procedures, and compiles such information into a useful summary form" (p. 1). Another definition of the device, a more current and modern one provided by Kendra Cherry (2017), states that a survey is "a data collection tool used to gather information about individuals" (para. 1). Moreover, the author mentions that:

A survey may focus on factual information about individuals, or it might aim to obtain the opinions of the survey takers. Surveys are one of the most commonly used research tools and can be utilized to collect data and describe naturally occurring phenomena that exist in the real world. (para. 1)

In the research universe, there are different types of surveys. According to the Food and Agriculture Organization of the United Nations (FAO; 2016), survey types are conducted through mail, phone, online, and face to face. The authors of this thesis decided to make use of online surveys, since they have a set of benefits that are relevant to the research. Online surveys are cost effective. No large amounts of money are required to conduct a web survey; it is easier to collect data from the respondents, because the receiving of the answers is done in real time; they are eco-friendly, there is no waste of paper involved; and also, this kind of surveys give the possibility of reaching wider audiences ("Web-based," 2013).

It is important to point out that in research methodology, "survey research is probably the best method to use when one hopes to gain a representative picture of the attitudes and characteristics of a large group" (Blackstone, 2012, p. 194). Blackstone (2012) asserts that some of the key characteristics of surveys is their reliability and versatility. This author states that surveys are reliable in the sense that every survey designed for a certain sample has the

same questions written in the exact same way for all the participants. This way, the results are more reliable. Nevertheless, if one question is not correctly phrased, the participants' answers may differ considerably. Blackstone declares that the versatility present in surveys is another advantage, since all kinds of people use surveys in all kinds of professions; therefore, they are a well-known source and tool in research methods (p. 195).

Prior to the design of the instrument itself, the authors of this work searched for examples of studies similar to this one with the objective of portraying the different works carried out internationally, and to have an insight into the design for the survey for this research. One of the previous case studies was called "Towards Quality Assessment in an EFL Programme" (Ali & Al Ajmi, 2013). This study was carried out in Rustaq College of Applied Sciences, which is located in Rustaq, Oman. The survey was conducted among teachers of English as a foreign language with the intention of evaluating how quality assessment is being developed in programmes and courses that were taught at that time, and also to find a way to improve how students are being assessed. The researchers used a quantitative data collection tool which was a questionnaire applied to 37 teachers of English of public schools in Oman. The findings reveal that most teachers are not satisfied with current practices in their classrooms and affirm that hard work is needed to improve the current systems to be validated by EFL teachers. The types of assessment they applied, were used not only in this particular study, but also in other methodologies of language teaching in general.

Formative Assessment	Summative Assessment
Quizzes	Final exams
Oral and Written presentations	Projects
Individual and group projects	
Classroom participation	
Midterm exam	

Figure 0: Formative and Summative Assessments used in the "Towards Quality Assessment in an EFL Programme" study. (This study was only taken as an example and does not belong to the present research itself, thus, the figure was categorised as 0 [zero]).

According to EFL teachers in Oman, the use of alternative assessment tools has helped to foster quality assessment such as giving clear instruction, have more regulated examination policies, alienate assess with teaching, among others. There is a need to replace traditional methods to assess what is overlooked by formal tests and examinations (Ali & Al Ajmi, 2013).

Arnold and Reed (2016) carried out another survey called "The Reading Assessments," for ASD Students Survey, in the United Kingdom. The aim of this was to gather teachers' opinions about different tests currently used in the UK such as NARA, SRT and NFER, and their suitability to assess students—especially non-verbal—with ASD reading abilities. The survey was sent via e-mail through an online questionnaire supplied by a Webquest server to headteachers of 1,050 British special schools and its data was analysed using the statistical analysis software package SOFA Statistics, version 1.4.3. The survey was available online during a period of six months and the data provided was anonymous. Responses indicated that teachers were part of special educational needs schools or special educational needs units attached to mainstream schools, which was the criteria, and that these were chiefly local authority schools and had mainly between 51 and 150 students. Notwithstanding, the authors of this study found three aspects that could be improved for better interpretation of data for any future survey. First, it had a low response since only 70 schools responded to the invitation to fill in the questionnaire. Second, it was not possible to determine if geographical location had an impact since the survey was anonymous. Finally, it was not an item in the survey to clarify the role of the participant since the researchers assumed that, by sending the e-mail to the head teacher, it would be completed by practitioners working with ASD students (see Appendix A for the complete survey).

After having collected examples, the authors of this study worked on the design of the survey considering the five types of SEN considered for this research project: Specific Learning Disabilities, Attention-Deficit Disorder, Developmental Expressive Language Disorder, Autism Spectrum Disorder, and Gifted/Talented students. These types of SEN were carefully chosen to cover the scope of the survey; which was to find out the quality of the information and preparation teachers—who are not specialised in Special Education—receive to teach these types of students. The main objective of the sample was to gather statistical data

to provide teachers with a compendium of materials and evaluations specially designed for these students. The types of SEN chosen for this work are of the cognitive type only, since these are the ones that obtain less attention, which makes them practically invisible and difficult to detect, and therefore, to treat and teach properly.

The authors of this research decided to create the survey using a *Likert scale*. Dr Rensis Likert created this method in 1932. As given by Bertram (n.d.), Likert's main goal was to "develop a means of measuring psychological attitudes in a 'scientific' way" (p. 1). This author explains that the Likert scale is a survey technique used to collect preferences of the participants through a 5-point scale which ranges from *strongly agree* and a*gree* at one end, *neutral* in the middle, and d*isagree* along with s*trongly disagree* at the other end. There are several variations to this instrument, such as using less alternatives, using numbers and/or percentages, among others. For the purposes of this research, the research team decided to work with the original scale and to incorporate a few of the variations described, such as Yes/No questions, three-option questions, and numbers and percentages options. The instrument also included two open-ended questions at the end, giving the survey the qualitative status it required to qualify as a mixed-methods data collection tool. Open-ended questions, according to Alex Birkett (2017) from the ConversionXL website, are of great value in surveys and researches, since they "facilitate greater communication and understanding," along with a greater insight at the respondent's' answers (para. 10-11).

In the survey, the authors of this study asked the participants about their experiences with students with SENs in terms of formative and summative assessment, and their training to work with these types of students. The instrument was made up of 23 questions divided into five different sections. The first three questions were related to personal information, such as which university the respondent studied at, which region of Chile the participant worked and lived in, and the type of school in which he or she worked at the moment of answering the survey. It is important to mention that neither names, nor age or gender were asked to fill out the instrument, since these aspects were of no relevance for this research. No other type of personal information was required; therefore, answers were anonymous. These first three questions, however, did not belong to the general sections in which the survey was divided.

They were only used to obtain a perspective of the participants and their educational information.

The core categories the survey dealt with were labelled from the letters A to D. *Item A* was made up of six questions, using a scale of numbers, yes/no questions, and percentages. Its questions were related to the experience the respondent had about inclusion of students with SENs in the classroom and his or her familiarity with the term "SEN," and the degree of difficulty they encounter when teaching these kinds of students. Following with the structure of the survey, *Item B*, which was composed of six questions as well, used the original 5-point Likert scale. Here, questions dealt with assessment, its quality and importance in the classroom. On the other hand, *Item C* also had six questions with a Likert Scale. This section was specifically about assessment for students with SENs and the training and support the respondent had to evaluate these students. Lastly, *Item D* was composed of two open-ended questions that included a number scale from 1 to 10. Here, the respondents could expand their answers related to the importance of having students with SENs in the classroom and the difficulties they face when assessing them (see Appendix B). The survey provided data for both the qualitative and content data analysis. The analysis of this information is found in Chapter 7 titled "Data Analysis."

Before carrying out the survey, the research group designed a letter requesting the validation of the instrument to the Director of the English Department of Universidad Metropolitana de Ciencias de la Educación University (UMCE; see Appendix C).

Once the instrument was validated, the survey was digitalised on 4 September, 2017. It was conducted via online using a Google Forms application form for the selected sample, and on paper (for in-service teachers working with pre-service teachers from the English Department at UMCE), which was handed out personally by the researchers.

The Google Forms application platform, which received 124 answers, was opened from 7 September, 2017 until 30 September, 2017. The surveys distributed online included an introduction—prior the questions—with the directions and explanation of the research, its

objectives, and instructions for the survey itself. It also expressed the gratitude the research team had for everyone who participated in the study (see Appendix D). The printed forms, which were eight in total, began being distributed on 7 September, 2017 and were received until 30 September, 2017. The final amount of surveys the team collected were 132 (the original amount was 133; however, one question was rejected since the respondent did not meet the requirements to answer the survey [see Participants]).

Participants

The team set only two specific requirements for those who volunteered to answer the survey; and therefore, became participants of this study. These requirements were (a) they had to be English teachers at secondary school level and (b) had to be working at a Chilean school at the moment of answering the survey. Since most of the survey was conducted online, the authors did not have physical contact with the participants, except with those who answered the survey on paper. The online Google Forms platform was sent out to all the possible Facebook Groups of Chilean EFL teachers. The list below shows the Facebook pages in which the survey was published.

Facebook Groups:
- Profe [*sic*] Datos 4.
  (https://www.facebook.com/groups/Profedatos/)
- I Am A Teacher [*sic*].
  (https://www.facebook.com/groups/273253942740902/)
- Bolsa de Trabajo del Profesor.
  (https://www.facebook.com/groups/405409803568/)
- Profesores de Inglés Chile / English Teachers Chile.
  (https://www.facebook.com/groups/551354324897877/)
- Evaluación Docente Profes [*sic*] Inglés.
  (https://www.facebook.com/groups/1562120527394819/)

- Learning Community of Chilean Teachers of English.
  (https://www.facebook.com/groups/425550997789957/)
- English Opens Doors - Volunteer to Teach English in Chile.
  (https://www.facebook.com/EnglishOpensDoorsProgramChile/)

The printed copies of the survey were distributed to the teachers the research team had contact with, who met the specified qualities to participate in the research. Teachers from 14 out of 16 regions of the country took part in the study; therefore, the team qualified the survey as being answered nationwide. Further details are explained in Chapter 7 titled "Data Analysis."

Finally, the group discussions and analysis of the compiled data led to: the results and analysis of the survey, material design and proposals, and recommendations; these are stated and discussed in Chapters 7, 8 and the Conclusions section of this research project.

Chapter 7:

Data Analysis

The following chapter deals with the analysis of the data collected in the survey designed by the research group. The mixed-methods instrument was constructed by 21 closed-ended questions and two open-ended ones so that it could provide both qualitative and quantitative statistics. This survey was divided into four different sections, ranging from personal, non-identifiable information to SEN knowledge-level inquiry. The Likert-scale study was distributed nationwide through a Google Forms platform, and also printed forms were passed on to a certain number of working English teachers; there were only two regions of the country that did not participate: Araucanía (IX) and Arica y Parinacota (XV).

In total, 133 answers were collected. It is important to say that eight of the answers were presented in printed format and the other 125 on the online platform; as mentioned before, one of them was omitted because it did not meet the requirements. Both information retrieval methods will be reported and explained in the analysis This analysis provides outcomes of the information gathered through the survey and it is organised as follows. The questions analysed in "section A," were 3 and 4. They reveal the results in graphs of inclusion-related quantitative analyses. "Section B," analyses questions 3, 4 and 6 and provides the results related to assessment quantitative analysis in graphs; in "section C" the questions analysed were 1, 2, 3, 4 and 6 and it presents the results for assessment for students with SENs in quantitative analysis; and finally, "content analysis" in two open questions. The summary of the results is available in Appendix E.

7.1 Quantitative Analysis

In this section the researchers analysed three sections of the survey and a total of ten questions. For this analysis, the authors of this research collected the answers and made tables

to organise the totals and its percentages. The compendium of tables corresponds to the summary previously mentioned which, as stated before, can be found in Appendix E.

7.1.1 Section A: Inclusion-related.

7.1.1.1 Questions 3 and 4.
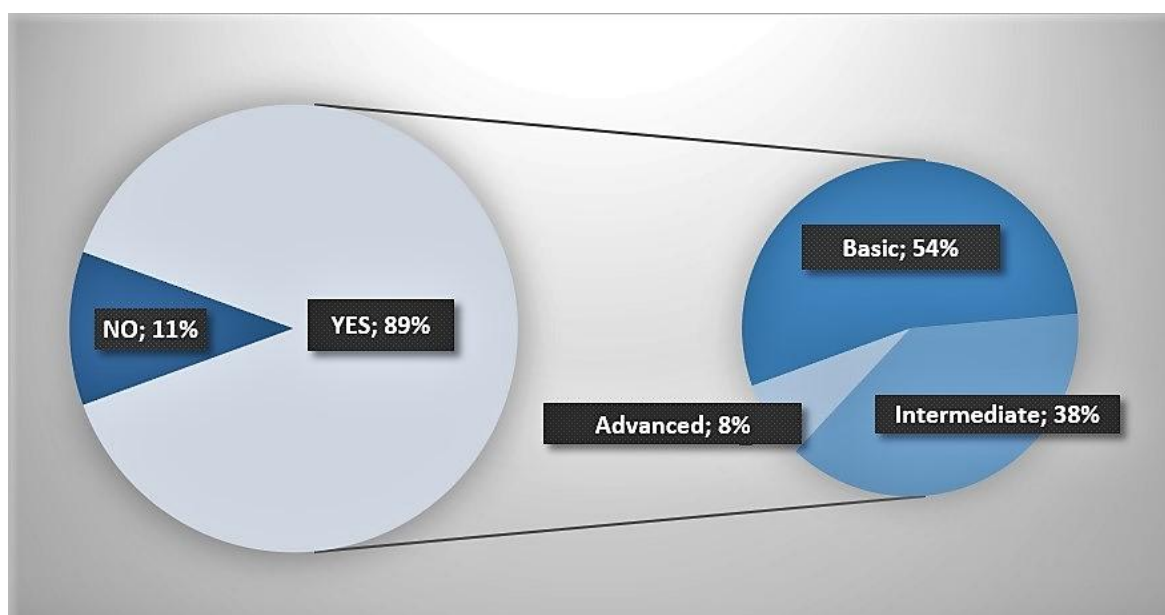
Figure 1: Familiarity with the term SEN/NEE & the level of knowledge.

As may be observed in Figure 1, 117 English teachers—from the 132 surveyed participants—felt familiar with the term Special Education Needs, representing 89%. This number might reflect a considerable evidence of incipient interest in SEN inside educational environment. In addition, it might represent several issues at once. For example, teachers might have received academic training regarding SEN at universities, might have been prepared at workplaces before teaching student with SENs or, at least, they might have heard about it throughout their career. Regardless of these aspects, teaching students with SENs was a result of a series of laws—such as Ley de Inclusión[50] 20.845 (MINEDUC, 2015b)—and decrees—such as Decreto 83 (MINEDUC, 2015a) and Decreto 170 (MINEDUC, 2010b)—

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[50] Translator's note: Law 20,845 School Inclusion.

towards inclusion in the classroom. Therefore, Chilean English teachers were fully aware of facing students with SENs at schools even though they were not required to focus exclusively on them. Representing an 11% in the chart, 15 teachers expressed that they were not familiar with the term SEN. This statistic might predict and support isolated cases of deficient communication channels between English teachers and authorities in front of students with SENs. Moreover, participants' lack of information regarding SEN might symbolise traditionalism in classes or participation in private schools that did not accept inclusion at all. In terms of level of knowledge related to SEN, answers differed according to the number of survey respondents.

Considering 120 replies, a 54% of professionals indicated that they possessed *basic* level of knowledge. As this percentage represented the largest number in the chart, this might support a slight progress of methodologies and competences during English classes for students with SENs, otherwise this statistic meant that schools were gradually enhancing regulations to include students with SENs and respected the inclusion law properly (MINEDUC, 2015b).

Subsequently, data assured that a 38% of teachers possessed an *intermediate* level of knowledge. This percentage might demonstrate that English teachers could improve their competences throughout their career in terms of teaching and assessing students with SENs. Probably, schools might have offered training opportunities for English teachers under contract or respondents might have learnt SEN strategies by themselves after discovering students with SENs in the classroom.

Finally, a low 8% in the chart showed that teachers possessed an *advanced* level of knowledge. This number might depict solid influences of specialisation, in other words, English teachers who could afford training programmes or postgraduate degrees strongly related to SEN after obtaining a TEFL certificate.

7.1.2 Section B: Assessment.

7.1.2.1 Question 3.
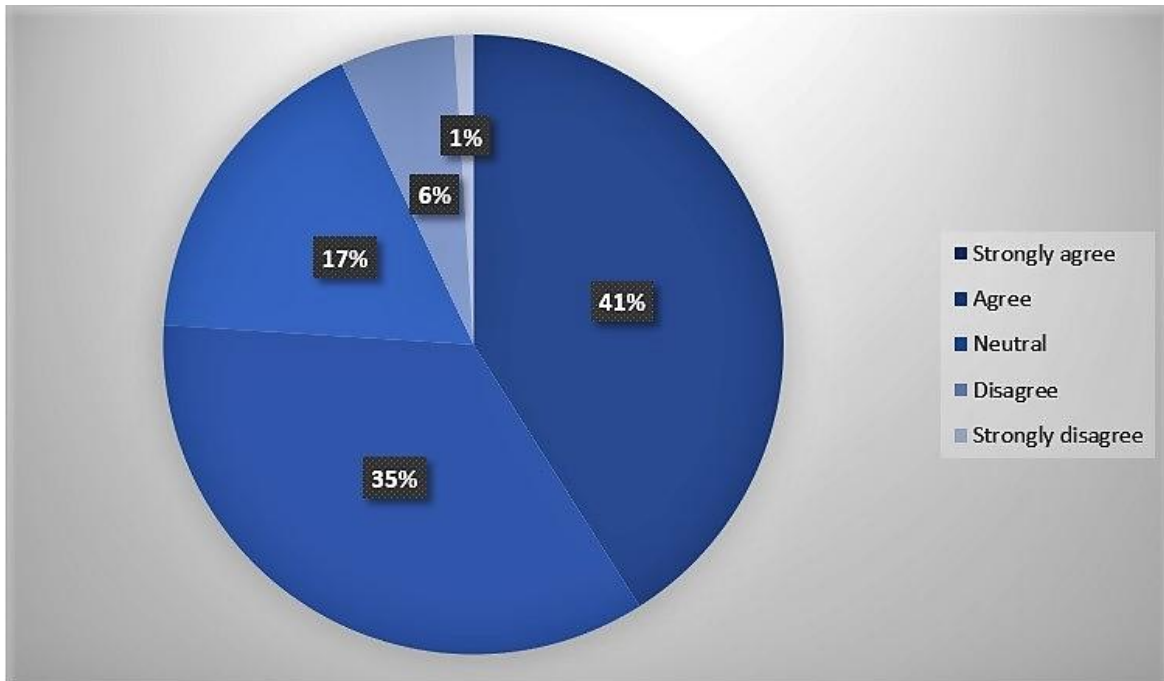
Figure 2. Level of agreement with the statement: Assessment quality in my English Department needs further improvement.

As can be observed, the results showed that the majority of the participants believed that the assessment quality in their English department needs further improvement. To start with, assessment can be defined as a single process which assumes essential functions determined by its application in the class, the objectives that students need to achieve, and the focus of the evaluation (Agencia de Calidad de la Educación[51], n.d.a). Accordingly, Wiggins (2011) states that an efficient assessment must have two characteristics: to be simple and direct. Therefore, according to this author, if assessment is failing in some schools, it is probably because there is a weakness in any of the two features previously mentioned. Next, Ormaza (2010) states that one of the reasons why Chilean education lacks high quality is

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[51] Translator's note: Quality Agency for Education.

because of the low level of efficient assessment at schools. Consequently, it is important to highlight the fact that most of the participants showed a high level of self-awareness and willingness, since they were conscious about the need of improvement at the assessment area in their department.
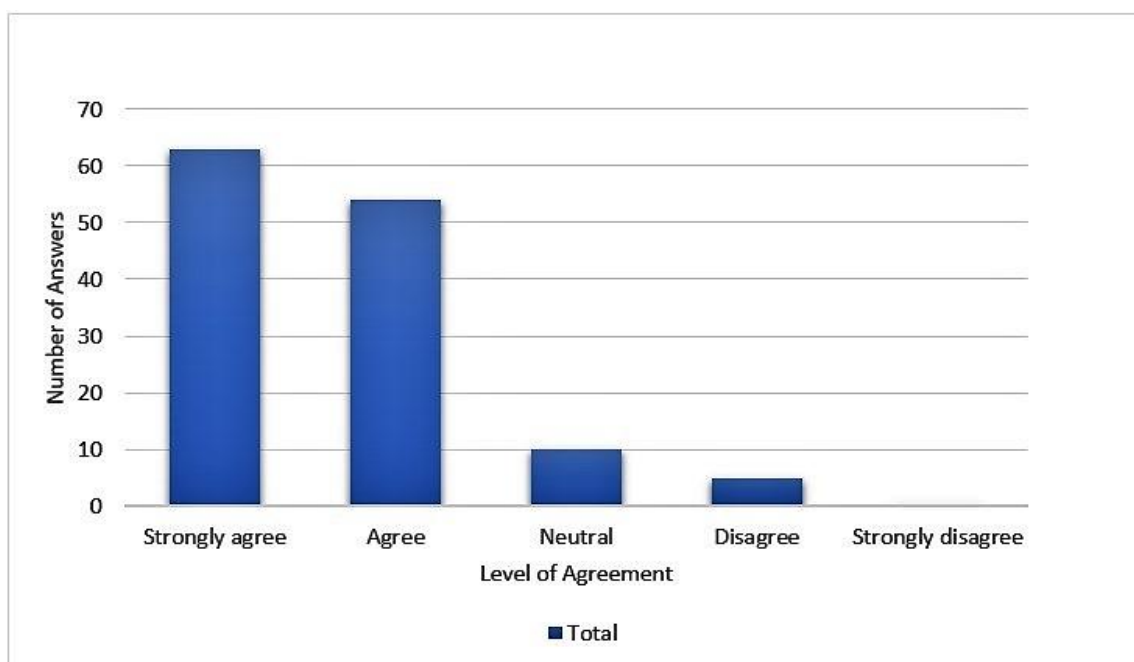
7.1.2.2 Question 4.

Figure 3. Level of agreement with the statement: Current assessment strategies need to be revised and updated.

As may be observed, 63 out of 132 EFL teachers *strongly agreed* and 54 out of 132 EFL teachers *agreed* that there is a need for current assessment strategies to be updated which may reflect issues inside the Chilean current educational climate. This may be connected to the fact that in the previous question, 76% of teachers agreed that their English Departments need further improvement in assessment, as they may not be providing (or producing) adequate and updated assessment strategies for students.

Alternatively, 10 out of the 132 respondents had a *neutral* position regarding question N°4. This number may represent EFL teachers were not properly informed about the assessments they had to carry out and could not decide whether their material was good enough for their lessons. Lastly, only 5 of the surveyed teachers *disagreed* with question N°4. These participants may represent isolated cases where EFL teachers revise and update their assessments by themselves or are already provided with competent assessment material by their English Departments. When looking at the bigger picture, more than three-quarters of teachers that answered the survey agreed that they did not have adequate material to assess students.

7.1.3 Section C: Assessment for students with SEN.

7.1.3.1 Questions 1 and 2.
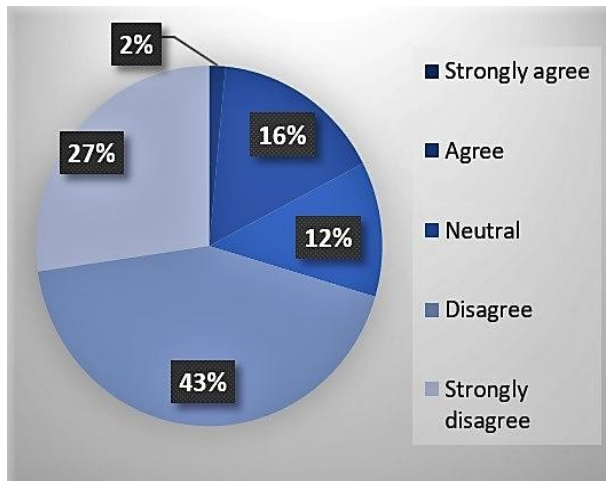
Figure 4. Level of agreement with the statement: My educational background has prepared me to effectively teach and assess students with SEN.
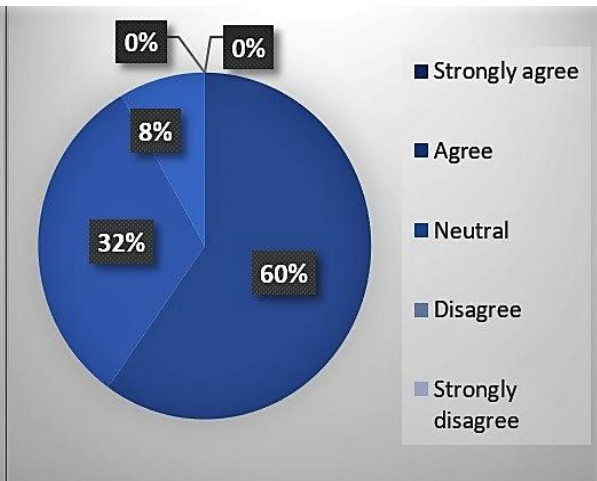
Figure 5. Level of agreement with the statement: I need more training in order to create assessments for students with SEN.

At a simple glance, there is a clear tendency that shows the lack of knowledge teachers possess about assessments for students with SENs. This phenomenon can rely on the fact that, according to the authors' experience on the field, little or no educational background is being

provided by universities on SEN instruction. Focusing on question N°1 represented in Figure 4, a vast 70% of the answers indicated to both *strongly disagree* and *disagree* with the statement presented in the inquiry. On the other hand, a low 2% of the responses *strongly agreed* and 16% *agreed* with being effectively prepared to teach and assess students with Special Educational Needs, and 12% of the EFL teachers remained *neutral* on the subject matter. In conjunction, results from question N°2 portrayed in Figure 5 pointed out that 90% of the respondents believe they need more training in order to carry out proper assessment practices. Surprisingly, alternatives *disagree* and *strongly disagree* registered zero responses and only 11 teachers out of 132 survey participants—8% of the respondents—expressed neutrality regarding the statement.

There is an inclination towards being self-critical coming from educators that rises from the need to receive more preparation in assessment for students with SENs. Teachers are aware that assessment for students with SENs must be overseen in depth so that it is tailored according to their pupils' specific cognitive difficulties and thus provide fair evaluation processes and more accurate evaluation instruments. However, and based on the authors' experience in the Chilean educational system, it can be argued that pre-service teachers are not being taught neither how to educate nor evaluate students with SENs correctly. Hence, this analysis demonstrates the urgent need of incorporating teaching and assessment techniques for students with SENs and contents related to this topic in the national curriculum for teacher-training programmes.

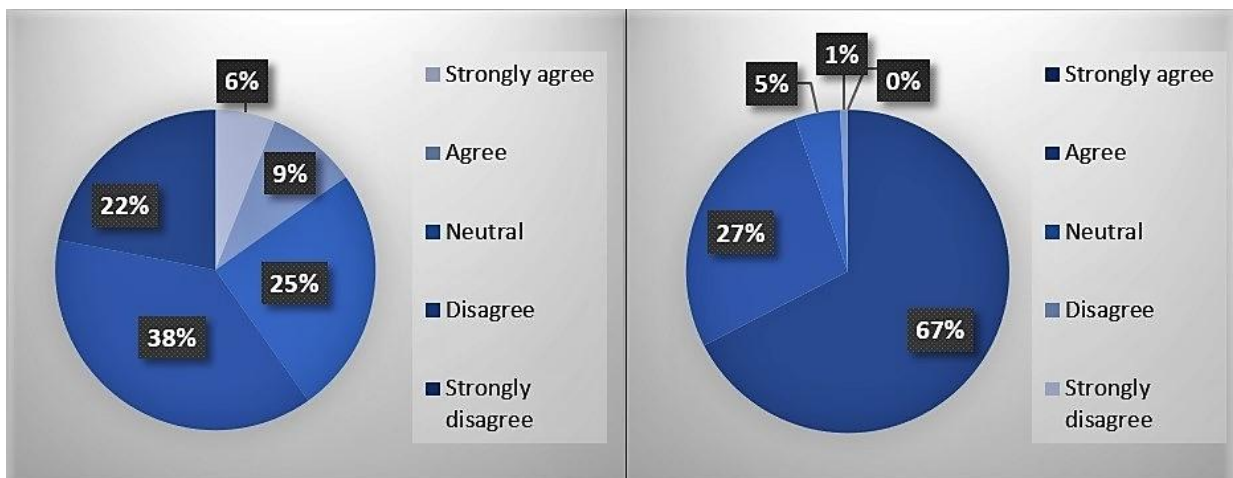*7.1.3.2 Question 3 and 6 (section C and B, respectively).*

Figure 6. Level of agreement with the statement: I am provided with sufficient materials in order to be able to teach and assess students with special needs.

Figure 7. Level of agreement with the statement: I use different assessment tools such as: quizzes, oral presentations, classroom participation, portfolios, journals, projects, etc. This chart belongs to section B.

As may be observed in question N°3 from the "Assessment for Students with SEN" section, Figure 6 shows that only 20 out of 132 EFL teachers—totalling 15% of the respondents—stated that they were provided with enough materials so that they could teach and assess students with SENs properly. Consequently, a total of 79 educators—60% of the respondents—did not agree to receiving enough supplies to perform fair and quality teaching practices for their pupils with special educational needs. Despite these difficulties, the teachers who responded this survey seemed to tackle with this situation and implement different assessment mechanisms anyhow. Question N°6 from the "Assessment" section, which is depicted in Figure 7, pointed out that 94% of the survey respondents expressed using a wide range of evaluation tools. An immensely lower response rate indicated the opposite; only 1 teacher manifested not employing different assessment tools and 6 respondents—5%—maintained neutrality.

To this regard, it could be inferred that Teachers of English as a Foreign Language, in a great majority, are concerned about the importance of bringing various types of assessment

criteria into action in the EFL context and thus putting into practice a good assortment of them. Furthermore, teachers have the critical awareness of creating differentiated assessment tools for students with special educational needs. However, the task of evaluating students with SENs might be more difficult as an important percentage of the EFL teachers have claimed that they are not being adequately supported by their school authorities in terms of material distribution. Apparently, school administrative staff—of the educational establishments where the English teachers who responded this survey are currently working— have not given enough relevance to this topic because of the poor literature surrounding the SEN reality. Once again, this data analysis exhibits lack of knowledge on the subject matter of teaching and assessing students with Special Educational Needs and the necessity to train teachers with updated knowledge on the topic.

7.1.3.3 Question 4.
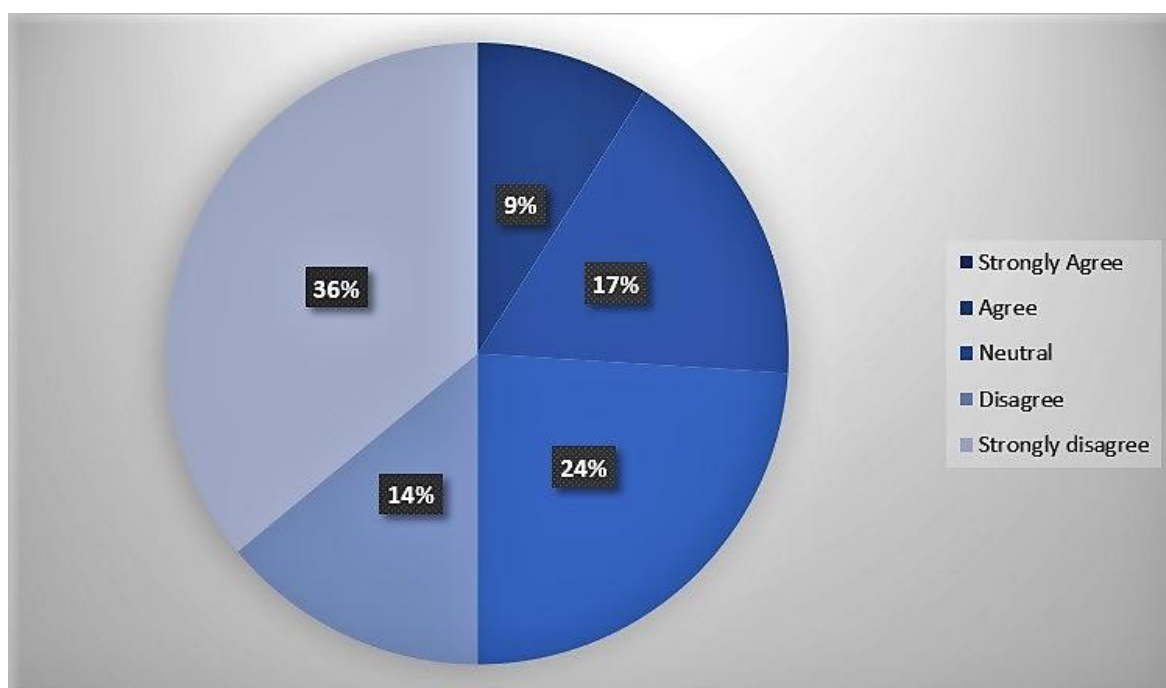
Figure 8. Level of agreement with the statement: I am encouraged by the School directors to attend conferences/workshop on teaching and assessing students with special needs.

As can be observed, this result is directly related to question N°4 from "section A," in which 11% of the participants revealed that they were not familiarised with the concept of SEN and 89% knew about the concept. A 54% of the total answered that their level of knowledge was basic and only an 8% declared to possess an advanced level on the topic.

In Figure 8, 50% of the participants stated that they are not encouraged to attend conferences or courses related to the SEN area. This contrasts with the answers given in the rest of the survey since the inclusion of students with SENs seems to be a very welcomed practice in Chilean schools. Teachers' willingness to improve their practices is present, but schools should act and support this desire by, at least, offering proposals of courses or seminars the teachers should attend during the year. Therefore, these results support the authors' thesis that Chilean English teachers need more knowledge and support in order to assess students with SEN in a fair manner.
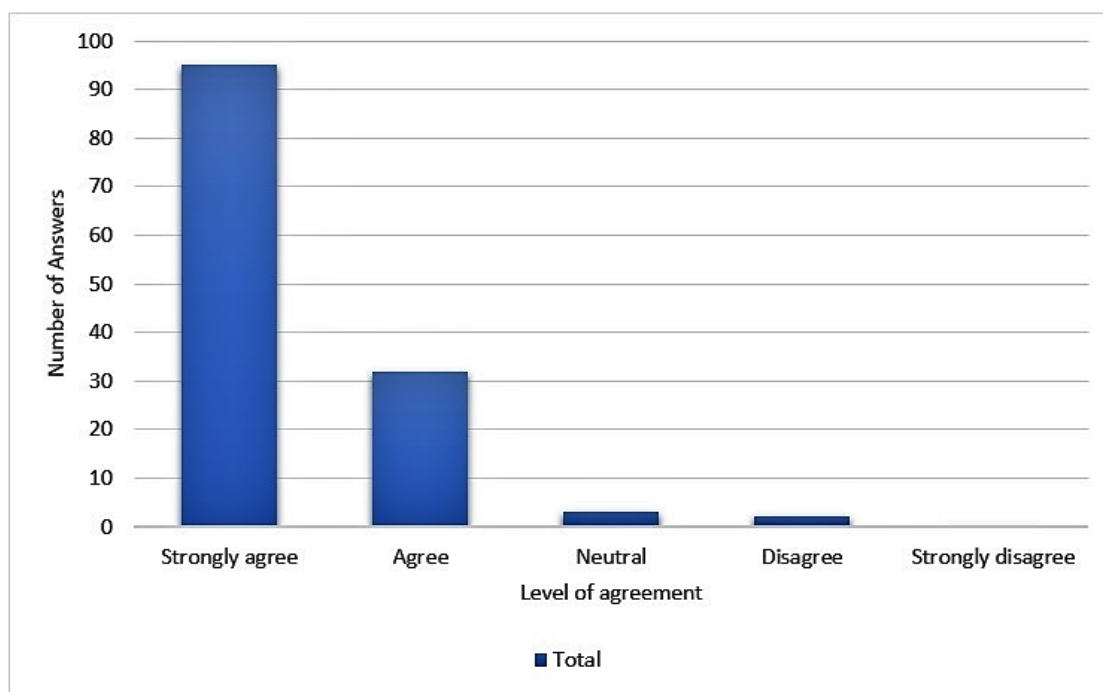
7.1.3.4 Question 6.

Figure 9. Level of agreement with the statement: I would consider it useful if there were more material to support teaching practices and assessment for students with SEN.

The vast majority of the surveyed participants *agreed* that it would be useful if they had more material to support teaching practices and assessment for students with SENs. This shows that English assessment for students with SENs is an unexplored area and that proper inclusion in Chile has not been entirely successful considering that a student with a SEN in the Chilean current society is considered a problem rather than a teaching opportunity (Rojas et al., 2016). This may lead to the implementation of inadequate material for students with SENs and to classrooms where tools for them are not provided.

Currently, in Chile, most schools condition their SEN education to their Faculty's view on the subject (Rojas et al., 2016). This could explain why 3 of the teachers who answered the survey remained *neutral* on considering more material for students with SENs and why the remaining three respondents *disagreed* with that position. It could mean that just a minority of EFL teachers already have enough material to teach and assess students with SENs accordingly. Unfortunately, this is not the case for 127 teachers—95 of the teachers, who *strongly agreed*, and 32 who *agreed*—out of the 132 EFL teachers who answered the survey.

7.2 Content Analysis

In this section of the survey, 5 answers were omitted of a total of 132 received. Those five responses did not include a number to categorise their answer inside the scale, therefore they did not meet the requirements to be included in the analysis. The survey itself demonstrated that the results retrieved from the open questions were determining and that they were not just a circumstantial occurrence.

The analysis of each open question will have textual answers included in it to exemplify the interpretation of the results in a better way. The answers that will be cited may contain some grammatical mistakes and did not suffer changes to maintain the original register of the received answers.

7.2.1 Analysis of Open Question 1

On a scale of 1 to 10, being 10 the most important, how important is it for you to include students with SEN within the same classroom rather than have them leave the classroom? Why?

In this question, out of the 132 answers received, 3 answers were omitted, 44 answers were incomplete—the participants provided only numbers—and 85 answers presented a number and a reason. In the analysis, out of 129 surveyed teachers, considering complete and incomplete answers, more than a 50% ranked the importance of including students with SEN with number *10*.

Most of the answers mentioned the topics of inclusion, segregation, discrimination and talked about the importance of developing social skills in students with SENs. They highlighted that students with SENs could develop not only cognitive knowledge but also the social and emotional skills that these types of students could acquire by interacting with their classmates. They also emphasised on the relevance of including students with SENs in society from the very beginning of the schooling process because real life is about dealing with heterogeneous personalities and, taking into account everybody in the classroom could help them adapt more easily. Additionally, they pointed out that education is a right for society and teachers must ensure that every student receives it.

Question 6, "section B" (see Appendix E, Table 17) about the use of different assessment tools, proved, with a 67%, that teachers are very concerned about the use of different methods to teach and assess their students. The answers to this question demonstrated that diversity is very beneficial since, as they also said, education is constantly evolving, so it is necessary to use different ways to reach the wide variety of students who are present in the classroom. Another benefit is how advantageous it is, not only for mainstream students and the school community in general—teachers and administrative staff—but also for students with SENs themselves. Those polled manifested that it is important to have students with SENs

inside their classes since it pushes them to be more creative. They expressed that it generates an urgent need to use different teaching approaches and to improve their performance inside the classroom.

In question 6, "section A" (see Appendix E, Table 11), 29% of the participants expressed that including students with SENs in their classrooms could be quite difficult. Some of the reasons and challenges stated based on professional experiences, were the high number of students in their classrooms and the aggressive characteristics of the Chilean school system. Even though these aspects are important points and have to be taken into consideration, they are not fully related to students with SENs only, since these types of issues occur in most Chilean classrooms. Other challenges that are more related to the presence of students with SENs in the classroom were: the amount of time or patience that these students require inside the classroom; misdiagnoses that could hinder the process of teaching and the lack of PIE[52] coordinators assistantship. This last aspect, if improved, could help teachers to cope with the rest of the challenges in a better way.

From the great amount of answers stated in the survey, some of them were very approving of the inclusion of students with SENs.

"10. In our school [*sic*] students are in the classroom and that has been the best for them because they receive support not only from the teachers as well from their peers. This high school was the first one in the province with PIE project so we have special teachers for [*sic*] working together in the classroom and creating materials for those students out of the classroom."

Answers such as the one depicted above showed that cooperative work with the PIE programme and the presence of special teachers inside the EFL classroom is very useful for

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[52] Translator's note: PIE stands for Scholar Integration Programme.

the teaching-learning process. Inclusion not only encourages students to work together but also encourages teachers to constantly renew their materials and practices.

On the other hand, in the following answer it can be seen that, even though many of the teachers answered *agreed*, including students with SENs in their classrooms can be a difficult or even confusing task to fulfil without the appropriate guidance or knowledge.

"6. I'm not entirely sure about this. I have been teaching students with SEN and it's been difficult, not only for me, but I've also seen that [*sic*] is confusing for the rest of the students. They keep asking why they have to do different activities, or why they have different tests. I don't think the school and the rest of the teachers are being clear about this. I feel it is a taboo. In a perfect world, I would have all kinds of students in my classroom, and I would encourage tolerance, etc, etc, [*sic*] and also, in that perfect world, I would be able to teach them all. Handle them all with my two hands. But I haven't been able to do so. So, I'm not sure. I know I need more experience, but sometimes I think it would be useful to have another teacher to help me with them. Or maybe they do need to be in a different classroom since they have another pace."

This answer confirms that when it is about students with SENs, teachers need a specialised assistant teacher to support them. Perhaps, because these students require someone prepared to fulfil their needs but mainly because teachers do not have the knowledge or preparation to deal with students with SENs.

Finally, the research team received only 4 answers with the lowest number in the scale from 1 to 10 and the answer below was the most categorical one at the moment of stating that students with SENs should leave the classroom during English lessons.

"1. they [*sic*] need to learn at their own speed, if they are in the same classroom it's really hard to give them the attention they need and control the rest of the group to keep up with the class. I've been teaching for 2 years, and I've had SEN students [*sic*] in my class and they really need their time to write what's on the board or even to understand a simple instruction. And if you have them within the same room with students which noticeably are faster learners, they get frustrated, and the fast learners get bored of them."

Even though the teachers seemed to be against having students with SEN in the classroom, he or she also stated that it was for the students' best interest, which came to demonstrate that most of those polled were interested in fulfilling the students' needs in the best way possible.

7.2.2 Analysis of Open Question 2

On a scale of 1 to 10, being 10 the most difficult, how difficult is it for you to teach and assess students with SEN? What is the biggest challenge/pressure you face in the light of this reality?

In this question, out of the 132 answers received, 2 answers were omitted, 44 answers were incomplete—the surveyed teachers provided only numbers—and 86 answers presented a number and a challenge. In the analysis of 129 receptions, complete and incomplete answers, a 60% ranked how difficult it is to teach and assess students with SENs between *8* to *10*.

According to question 5, "section C" (see Appendix E, Table 22), a 44% of those polled stated that they were doing a permanent job when it comes to assess and teach students with SENs, and that teachers are willing to improve their teaching techniques. Still, numerous

challenges arose, such as time, knowledge and preparation, lack of help—from PIE coordinators, school or material available—and the number of students in the classroom.

The first challenge mentioned by the participants was "time." They considered that time can be a factor that may affect the planning of their activities, assessments and lessons. In question 5, "section B" (see Appendix E, Table 16), 70% of those polled, *strongly agreed* with the statement: "Well-designed assessment shapes and improves the quality of the teaching-learning process." They added that to fulfil this task, teachers need time and thus, being a teacher is, normally, a time-consuming occupation. Consequently, having a student with SENs in the classroom is another challenge as it increases the amount of time needed to create and adapt material for them, apart from monitoring them.

Regarding "knowledge and preparation," the participants expressed that the lack of specialised training on the matter, brought up the issue of having to research each diagnosis; material adaptation and how to behave and manage certain situations that may come up in the classroom involving students with SENs. In addition, there are few to no specialisation programmes available for teachers to learn about the topic; so, they are forced to search for information on the topic and design materials and evaluations by themselves.

The third challenge indicated was the "lack of help" from PIE[53] coordinators or the PIE programme, school assistantship and material available. About PIE or school assistantship, those polled declared that they could use an extra pair of hands—specialised or not—that could contribute in the classroom management, particularly when students with SENs present crises, as the rest of the class is left without supervision while the teacher handles the situation. On the matter of the availability of material, the participants mentioned its connection to the absence of resources provided by schools and the lack of places (books, articles or web pages) that supply teaching material for students with SENs.

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[53] PIE stands for Scholar Integration Programme

The last challenge brought up was the "number of students." The participants declared that it was difficult to teach everyone at the same time, rhythm or level. Having 45 students in a classroom was difficult enough, and the task became even more difficult if five or six of those students were students with SENs. They also added that, in the end, trying to monitor everybody in the classroom ended up hindering the teaching-learning process

The following answers represent, in diverse ways, the facts mentioned above.

"10. Difficult, because you do not have the time neither [*sic*] the knowledge to prepare material and instruments to evaluate those students. The difference between special education teachers and English teachers is tremendous, so we really do our best, but I think it is really poor material. Some of these students, no [*sic*] only have troubles when learning, but also making bonds with others, sometimes they are agressive [*sic*] because they are frustrated and you feel like being at a psyachiatric [*sic*] institution rather than a school, you have to accept that they punch you, or bite you just because you want to evaluate them. It is really sad, [*sic*] because we are forced to do things that we are not prepared to, and this ends in frustrated teachers doing things just because they have to."

"8. I personally believe that there are no current programmes teaching teachers on how to implement and assess units that fit the needs of all their students. NEE aim to different types of requirements that need to be addressed in well planned [*sic*] lessons and carefully desgined [*sic*] instruments. Unfortunately, teachers don't have enough time nor support (from PIE) to develop these lessons and/or instruments, and mos [*sic*] of the "investment" must be done only by themselves."

"5. The biggest challenge is teaching without updated methodologies related with [*sic*] students with SEN."

"4. i [*sic*] think it is not so difficult to work with them while you design and prepare your activities with time. So, having the TIME to plan, [*sic*] to design is what we lack of [*sic*]..."

These answers showed that all the factors alter the product: teaching and evaluating students with SENs. These aspects work cooperatively, with time being the final and most determining factor among all. Time is affected both by the preparation that a teacher may have, to fulfil the necessities of a student with a SEN and by the number of students in the classroom, who are taught by just one teacher. The help that teachers receive may affect the three previous factors, since if they had the material already ready for the students with SENs; if they knew what is the optimal material for them or even had someone to take care of that; teachers would not feel the presence of students with SENs as something difficult to deal with. In the end, every reason mentioned in the analysis above is just as valid as the previous; all of them must be taken into consideration when thinking about proposals to improve the current system since all of them work cooperatively and none of them can be fully successful if implemented on their own.

7.3 Findings

The authors of this research aimed to gather statistical data to provide teachers with a compendium of materials and evaluations specially designed for students with SENs. In order to achieve that goal, the research team deliberated about prominent elements surrounding students with SENs to include in the design of strategies and assessments, considering the real context of Chilean schools today. In a collaborative effort, it was crucial to consider a variety of factors involving distinct conditions of survey replies, such as interactive and in-person support. This chapter details the conclusions that the researchers could collect from the data received through a standardised survey.

Familiarity with the term SEN, specifically among Chilean EFL teachers, represented a noteworthy aspect which opened the possibility to measure teachers' awareness of inclusion throughout English lessons. According to Ley de Inclusión[54] 20.422 (MINEDUC, 2010a), students with SENs must be assessed and diagnosed under strict procedures provided by competent professionals inside educational institutions. In this matter, Chilean schools should inform English teachers regarding the number of students with SENs attending their classes before applying policies or controlling teaching methodologies. This justifies that most English teachers in Chile, recognised familiarity with the term SEN and supported the law. This means, in the end, an increasing number of professionals who enhance methodologies and schools that contributed to inclusion of students with SENs. As classroom environment should embrace every single student; English teachers in Chile should also focus on inclusive learning strategies together with all-encompassing activities to assure productive English lessons for everyone.

Additionally, schools should arrange consequential opportunities for teachers to improve their competences exclusively related to SEN by implementing stable and ongoing training. Thus, professionals could identify essential needs centred in the school and would focus attention on students with SENs without excluding the rest of the students. As a result, all participants inside the educational institution would work together for beneficial procedures; encouraging future improvement of internal policies and fostering equal learning chances for every student.

Nowadays, there is a certain level of consciousness regarding the achievement of a more inclusive educational context. Many of the surveyed teachers considered that their background had not prepared them enough to face the challenges that come with the task of teaching or assessing students with SENs. This happens mainly because undergraduate TEFL programmes prepare future teachers to make adaptations. However, this happens just in general terms and, most of the time, without taking into consideration the great range of factors that can affect the teaching-learning process of a student with a SENs. Far from what

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[54] Translator's note: Inclusion Act.

future teachers are taught in university, the current national reality is that in-service teachers have to face all of the different types of SENs and, occasionally, an overpopulation of students with SENs inside their classrooms. This educational context requires a lot of preparation and detailed knowledge about SENs, particularly regarding teaching strategies and specifically, adequate and fair assessment.

As data reflected, the current Chilean educational system pushes teachers to carry out numerous tasks within stipulated deadlines, taking into consideration the objectives that must be achieved according to the national curriculum. Educators must comply with all these tasks whilst bearing in mind the totality of students present in the classroom and their individual differences. Therefore, tertiary educational institutions should orient and educate prospective English teachers about students' special educational needs providing meaningful and successful instances for L2 learning.

Chapter 8:

Material Design and Assessment Proposals

This chapter presents a compilation of different activities, materials and proposals for formative assessments and summative evaluations for students with SENs designed by the authors of this research. The team created the materials and evaluations for the five types of SENs this study focuses on. There is one activity for students with SLD, ADHD, DELD and Gifted/Talented learners; however, there are two activities for students with ASD, since this special need has a big spectrum and requires the use of social skills as well as individuality. Each task has a name, the level it was thought for, the time it requires, the contents it deals with, its objective(s), the materials needed to carry it out, its instructions, and proposals for formative assessment and summative evaluation.

It is important to mention that these sets of activities, materials and assessment proposals are suggestions, thus they can be adapted to different levels according to the needs of the teacher, the contents and students he or she teaches (age rate, number of students in the classroom, previous knowledge, among other factors). Every activity was planned and designed considering the Chilean National Curriculum for English lessons (MINEDUC, n.d.a), and they were intended to be used in Chilean classrooms; nevertheless, they can be modified to be used in international contexts.

All the images used to create the teaching materials were provided for public usage avoiding violation of copyrights (see Creative Commons licenses and URL attributions in each material for further clarification).

8.1 Proposal of Activity and Assessment for Students with Specific Learning Disabilities (SLD)

- Name of the activity: It is your turn to be a poet!

- Year/Grade 9 (Adaptable).

- Time: 90 minutes.

- Contents:
  - Grammatical: Present simple, present continuous, present perfect.
  - Phonological: Final sounds in rhymes.
  - Lexical: Vocabulary related to the units "Jobs," "Education and lifelong learning," and "The Arts" (National Curriculum for Year/Grade 9).
  - Functional: Expressing one's attitude, feelings or thoughts in relation to the theme.
  - Attitudinal: Listening to others respectfully, developing empathic feelings.

- Objectives:
  - Identify words that end in the same sound.
  - Recognise the structure of an acrostic poem.
  - Design an acrostic poem with rhymes.
  - Recite an acrostic poem to the class.

- Materials: Sheets of paper, pen, pencils, personal drawings.

- Instructions:
  - Students take out a sheet of paper and a pen.
  - They look at examples of acrostic poems on the board (see Appendix F 8.1.1 - 8.1.2).

- They choose a topic of their own interest and write it down, letter by letter, as a title.
- They design an acrostic poem keeping in mind that the initials of its verses must form the title they have chosen and it must have at least 1 rhyme.
- In other sheets of paper, they draw some images of the words with the most difficult sounds and/or think of mimics to represent them.
- Students read their acrostic poem aloud and help themselves with the images and/or mimics. After this, they stick their sheets of paper on the wall with the poem and a representative image of it.

- Suggestions for formative assessment:
  - At the end of the class, each student says one rhyme or one word he or she remembers of the poems his or her classmates recited.

- Suggestions for summative assessment: Rubric (see Appendix G 8.1.1).

8.2 Proposal for Activity and Assessment for Students with Attention Deficit Hyperactivity Disorder (ADHD)

- Name of the activity: **"**Feel the Rhythm."

- Year/Grade 9. (Adaptable)

- Time: 90 minutes.

- Contents:
  - Grammatical: Present simple, verb to- be, present perfect.
  - Phonological: Long and short vowel sounds in adjectives.
  - Lexical: Vocabulary related to Unit 3 "The Arts" from the textbook "Teens in Motion" (National Curriculum for Year/Grade 9).
  - Functional: Expressing and sharing ideas about the different artistic expressions.
  - Attitudinal: Developing cultural awareness, showing respect and tolerance.

- Objective:
  - The students are able to create a piece of art expressing their feelings or thoughts as a response to a stimulus.

- Materials: Blank sheets, coloured pencils, music.

- Instructions:
  - The teacher distributes a blank sheet of paper to students along with coloured pencils.
  - The teacher plays two different styles of music in order to make the students contrast and compare what each type of music makes them feel like.
  - Students will have 30 minutes to draw, paint and make the painting as they want, letting their imagination run free according to what the music tells them.

- After 30 minutes, they exchange their artwork with their classmates (at least with five classmates) in order to write their own opinion of the work on the back of the sheet of paper.
- To finish, the students stand in front of the class and explain their works of art, and indicate what they think about what their classmates drew for them.

- Proposal for formative assessment:
  - The students can exchange their artwork with at least five other students in a closed circled group in order to have time to write comments at the back of the sheet of paper. They can discuss what they felt during the activity and if they share preferences in music or interpretation of the drawings.

- Proposal for summative evaluation:
  - The class can hold a poster session by sharing their artwork. In groups, they can move around the classroom and write a feedback of the artwork (for example, the red colour communicates fury/love). The main idea is to make them reflect on the effects of music on people (see Appendix G, 8.2.1).

8.3 Proposal for Activity and Assessment for Students with Developmental Expressive Language Disorder (DELD)

- Name of the activity: "Writing with Emojis."

- Year/Grade 10. (Adaptable)

- Time: 90 minutes.

- Contents:
  ○ Grammatical: Present simple, past simple, connectors such as although and besides, and sequence markers such as first, then, finally.
  ○ Phonological: Homophones, long and short vowels.
  ○ Lexical: Vocabulary related to Unit 1 "Student Life" from the textbook "Teens Club" (National Curriculum for Year/Grade 10).
  ○ Functional: Recognising images, writing ideas, creating a story.
  ○ Attitudinal: Listening to others' ideas respectfully, participating actively.

- Objective:
  ○ The students are able to identify images and create a story using them.

- Materials: Four cubes with one emoji in each face (see Appendix F, 8.3: 8.3.1 - 8.3.4). Scissors, glue sticks.

- Instructions:
  ○ The teacher asks the students to remain in their seats and starts numbering each one of them from one to ten. The teacher tells the students to get together and form groups according to the numbers they obtained (all "ones" in one group, all "twos" in another group and so on and so forth). The teacher can use other ways of grouping students.

○ The teacher gives the students a set of four cubes with different images of emojis in each face. Cube 1: emojis of face expressions; cube 2: emojis of food items; cube 3: emojis of different activities; cube 4: emojis of means of transportation and places. The teacher asks the students to roll cubes 1, 2 and 3 once and cube 4 twice (to obtain a place and a means of transportation) and to make a list to write down the images they obtained when the cubes were rolled.

○ The teacher asks the students to say what they obtained aloud and writes the information on the board, so all the students in the class are able to see them. The teacher tells the students they can pick any image from any of the other groups that they did not obtain in theirs, to create a two-page-long story.

○ The students write a story using all the words from the cubes they might consider necessary, with a minimum of five and a maximum of 15. They can repeat the words as many times as they want throughout the story. The students have to signal (circling, colouring, highlighting, underlining, etc.) the words chosen from the cubes. Sequencing and open-ended questions are useful for students with DELD, so the groups also have to sequence the events that happen in their story and will have to provide answers within the story to questions like: What are the characters doing? What is going to happen next? Where are the characters? Where should they go? Among others. Once the students finish, they hand the story to the teacher to be graded, according to the rubric.

- Proposal for formative assessment:
  ○ Exit card (see Appendix G, 8.3.1).

- Proposal for summative evaluation:
  ○ Writing rubric (see Appendix G, 8.3.2).

8.4 Proposal for Activity and Formative Assessment for Students with Autistic Spectrum Disorder (ASD) (Group Work)

- Name of the Activity: "Joining Facts Game."

- Year/Grade 7. (Adaptable).

- Time: 45 minutes.

- Objective:
  - Students are able to express general truths using given vocabulary.

- Contents:
  - Grammatical**:** Zero conditional.
  - Lexical: Vocabulary related to Unit 3 "Global Issues" from the textbook "E-Teens" (National Curriculum for Year/Grade 7).
  - Functional: Identifying cause – effect relations, connecting ideas about general truths.
  - Attitudinal: Working cooperatively in groups. Listening to others respectfully, developing empathic feelings.

- Materials: Coloured cards, bag**,** set of printed images with their respective facts (see Appendix F, 8.4), envelopes.

- Instructions:
  - The teacher writes on the board the vocabulary from the set of printed images.
  - Students should pick a card from a bag, which is filled with coloured cards. The students group themselves with classmates who have the same coloured cards. In this way, the teacher can guarantee that students work with classmates who they regularly do not work with.

- ○ The teacher gives each group of students the set of images with facts inside an envelope.
- ○ Students work in groups to order the zero conditional sentences in the Joining Facts Game.

- Proposal for formative assessment:
  - ○ With the teacher's guidance, students share their fact matches to the rest of the groups so that the entire class collaboratively find the correct results. However, students with severe autism should be accompanied at all times, as they might feel overwhelmed when working in large groups (see Comments from the authors).

- Proposal for summative evaluation:
  - ○ Rubric (see Appendix G, 8.4.1).

- Comments from the authors:
  - ○ This activity was carried out in a year/grade seven. The majority of the students participated, including students with autism. Nevertheless, some students with severe autism did not join the group, so the authors suggest that the teacher brings to class an individual activity in these cases.

8.5 Proposal for Activity and Assessment for Students with Autistic Spectrum Disorder (ASD) (Individual)

- Name of the activity: "Me in a Blog."

- Year/Grade 12. (Adaptable)

- Time: 90 minutes

- Contents:
    - Grammatical: Present simple, past simple, punctuation rules, paragraph structure.
    - Phonological: Practice of dental sounds (/ð/ and /θ/).
    - Lexical: Vocabulary related to Unit 1 "First Impressions and Stereotypes" from the textbook "Tune Up" (National Curriculum for Year/Grade 12).
    - Functional: Expressing ideas about themselves.
    - Attitudinal: Showing respect and tolerance for other's personal experiences.

- Objectives:
    - At the end of the class, the students will be able to express ideas about their life through an autobiography.

- Materials:
    - PPT with instructions of autobiography construction (see Appendix F, 8.5)
    - Computer room with internet access (http://www.blogspot.com).

- Instructions:
    - The teacher asks the students what they know about autobiographies. The students share opinions and the teacher answers questions.
    - The teacher presents the activity through a PPT in which he/she explains the steps for the writing of an autobiography (what it is, examples, etc.)

- ○ The students go to the computer's room and start drafting their autobiography using the aspects presented in the PPT at the beginning of the class. For this purpose, they use the following website: www.blogspot.com. In this website they can design a blog with the options and features the platform provides. They should write their autobiography using the correct paragraph structure since this aspect will be evaluated.
  - ○ The activity ends with the formative evaluation.

- Proposal for formative assessment:
  - ○ Exit card (see Appendix G, 8.5.1).
  - ○ The students must send their autobiography to the teacher's email: xxxxx@gmail.com.

- Proposal for summative evaluation:
  - ○ Evaluation rubric (see Appendix G, 8.5.2).

8.6 Proposal for Activity and Assessment for Gifted/Talented Students (GT)

● Name: "My Current Daily Activities."

● Year/Grade 7. (Adaptable)

● Time: 35 minutes.

● Contents:
  ○ Grammatical: Preferences: Like/love, present continuous.
  ○ Phonological: Practice of sounds /z/, /s/, /h/, /g/ and /dʒ/.
  ○ Lexical: Vocabulary related to Unit 1 "Sports and Free Time Activities" from the textbook "E-Teens" (National Curriculum for Year 7).
  ○ Functional: Talking about daily-life activities.
  ○ Attitudinal: Developing self-knowledge, showing respect for other's ideas and interests.

● Objective:
  ○ The students will be able to recognise, explain and organise their daily activities.

● Materials: Pictures (see Appendix F, 8.6.1), scissors, glue sticks, coloured pencils, paper (see Appendix F, 8.6.2)

● Instructions:
  ○ The teacher hands out worksheet including empty timetables and pictures of daily activities.
  ○ Individually, the students organise their daily activities and at the same time paying attention to their activities on weekends. They cannot repeat activities during the week.

- ○ After organising, they make drawings to illustrate activities in each space. As an option, the can cut out the attached pictures and stick them to the timetable too.
- ○ The students cannot delete more than three activities during the week, just in case they are busy at that time.
- ○ Once they are finished, they write one sentence for each activity on the back of the timetable. They choose three of the activities afterwards.
- ○ The students present the chosen activities in front of the class, including key features of their day (day, time and preferences).
- ○ The rest of the students provide feedback. They raise their hands to provide opinions.

- ● Proposal for formative assessment
  - ○ The activity may be assessed through a short post on Facebook (see Appendix G, 8.6.1).

- ● Proposal for summative evaluation:
  - ○ General rubric (see Appendix G, 8.6.2).

Conclusions

The authors of this research aimed to gather statistical data from the survey which had an impact on the entire project and to provide teachers with a compendium of materials and evaluations specially designed for students with SENs. In order to achieve that goal, the authors deliberated over prominent elements surrounding students with SENs to include in the design of the proposals of activities, considering the real context of Chilean schools today. In a collaborative effort, it was crucial to take into account a variety of factors involving distinct conditions of the survey replies, such as interactive and autonomist support. The following chapter details the conclusions that research group could collect from the data received through this standardised survey together with the project in general.

Familiarity with the term SEN/NEE in Chilean schools

Familiarity with the term SEN offers an extensive view regarding the foundations of inclusion throughout Chile. In this research, English teachers highlighted the fact that numerous professionals do not recognise SEN as part of the educational environment. In this aspect, overlooking SEN challenges not only represents the first obstacle in the direction of strengthening education; preparation of teaching trainees and modifications in the curriculum of pedagogical degrees are also considered as central elements to familiarise future English teachers with SEN beforehand. Although contemporary professionals can identify or give a brief definition of SEN, their level of knowledge is quite elementary and insufficient to perform suitable lesson for students with SENs. This issue is currently present in Chilean education, regardless of the diverse programmes that the Chilean government has been implementing in schools to reinforce inclusion. Thus, there is still a notorious division of students and lack of knowledge about SEN among English teachers.

Assessment quality and strategies for SEN in Chilean schools

After analysing the information compiled in the survey, the quality of assessment for students with SENs inside Chilean schools seems to be distant from the main objectives of inclusion in the classroom. Although most English teachers in Chile agreed that their schools need further improvement over assessment practices, strategies and characteristics only work for a specified quantity of learners pushing students with SENs critically. In this matter, there is a gap between the Chilean law for inclusion and school policies whose main feature is to overlook the variety of SENs just focusing on the leading ones. Moreover, this law, in Chile, still categorises students with SEN as disabled students, segregating opportunities to train assorted capacities and competences towards successful learning processes. The authors of this research strongly believe that possible answers for these phenomena should consider the creation of a serious statement for the term inclusion in Chilean schools, followed by substantial reorganisations of inclusion programmes, and exemplary rectifications in the inclusion law to avoid classification of students in Chile. School authorities have also overlooked the crucial fact of enhancing assessment strategies for students with SENs, whose isolated modifications barely assure a seat in the classroom together with supporting wrong perspectives regarding SENs. The authors of this study think that a solid enhancement should cover updated methodologies together with teachers' continuous training provided either by the government or school administrators.

Educational background and Specialisation in SEN

The researchers must point out that educational background should correspond to the first stage in the progress of inclusion in Chilean education. Today, Universidad Metropolitana de Ciencias de la Educación[55] does not consider SEN in their curricula neither as a branch of education nor as a connection for future specialisation. Even though formal requirements for undergraduate students of pedagogy in Chile suggest elementary knowledge regarding SEN,

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[55] Translators' note: Name of the university.

these might not represent a strong background to face future challenges in the educational environment. In addition, basic literature in this process might provide a sight vision of SEN abroad, but it is quite unlikely that this could present a comparison or, at least, a wide contrast in front of Chilean education. The authors of this study consider that Chilean universities are responsible for adapting curricula to the ongoing advances of education, and educating students with SEN is a relevant part of this variation. Continual training of Chilean teachers of English also makes progress in education; however, most schools do not offer postgraduate courses to update their human resources added to a lack of investment coming from authorities. Most of the teachers of English surveyed declared the need for further preparation to help students with SENs, and this represents an urgent call to face the current demands in classrooms.

Assessments and materials designed for students with SENs

Chilean teachers of English constantly strive for a superior level of teaching despite the scarcity of tools to assess students with SENs. As most of them are not properly provided with specialised materials, it is a common result that they struggle with developing an inclusive lesson and, subsequently, a pluralistic assessment. Moreover, they must pay attention to the standardised curriculum without modifying evaluation processes ordered mainly by internal school policies. This issue affects students with SENs enormously, increasing exclusion and omitting their rights of participation through a suitable assessment process too. Added to these elements, the government and school supporters do not provide fundamental materials to assess students with SENs; it is suffice to visit the Ministry of Education's website and search for these topics to verify this. Therefore, teachers must look for self-training or, at least, use their leisure time to design useful tools to work with all the students at once. Teachers cannot feel certain of assessing and teaching students with SENs without concrete and special plans of evaluation provided by experts in this field.

Motivation for teaching students with SEN

The authors of this work consider that motivating English teachers to learn about SEN is an influential strategy to maintain and enhance current policies of integration inside Chilean schools. English teachers recognise that the fact of participating actively in conferences or workshops on teaching and assessing students with SENs contributes considerably towards proactive decisions of inclusion. Even though many educators share this view, school administrators prefer to invest in methodologies of core subjects and leave diversification to specialised institutions. Apart from this, surveyed teachers agreed with the idea of internalising SEN policies in their lessons, willing to work for effective programmes and a complete integration of students with SEN. Furthermore, participation in these activities allows English teachers to assume that SEN is part of the educational environment, and their contributions aid directly to increase their own knowledge and progress as educators.

Limitations

During the progress of this research, the writers of this research encountered crucial inconveniences that caused modifications in the schedule. To begin with, there was the lack of information available publicly from Chilean authorities and educational institutions regarding SENs. Following this aspect, most legal procedures and statements in Chile did not contribute properly due to the undefined focus for students, plus undeveloped concepts that schools apply without strong commitments.

Negative concepts and pessimistic and pejorative vocabulary surrounding SENs inside the school environment also restrict ongoing research in this field. Furthermore, institutions in charge of providing data do not cover SENs as educational needs correctly, directing inquiries to medical or psychological assistance.

Disagreements with current SENs standardisation among Chilean authorities in education defined a clear disadvantage for the research too. The authors of this work could

notice that the Ministry of Education in Chile still deals with SENs as diseases, asking for adjustments in curricula through misguided perspectives and sponsoring precarious schemes that do not match the real gap present in education. Even though Chilean schools rely on the PIE programme, this programme does not provide consistent tools and materials to help teachers of English; moreover, it categorises students with SENs inside strict psychological patterns, and most of the time, it make real students with SENs lose participation due to preferences over most times misdiagnosed classmates.

Finally, there is no universal language concerning SENs, and no clear guidelines on how to deal with this issue in educational contexts. While the authors of this study worked on the analysis, they faced an enormous lack of definitions, words and descriptions about students with SENs in Chile. This severe scarcity of specific language creates a common model of excluding students with SENs from educational contexts; and it delays a coherent and pluralistic procedure to treat them, and sets restrictions towards constructive research.

Recommendations

As this research has been carried out in a specific area, some of the following points and results should be considered for further studies. These recommendations are suggested for related researches in the field of TEFL and Assessment in TEFL for students with SENs.

The authors of this research strongly believe that this work will aid forthcoming studies on the different advantages of creating new methodologies to teach students with SENs. Considering important statements in the theoretical framework and the state of the art, the outlook of SENs in educational contexts is quite concise abroad. Unfortunately, there are no solid contributions in Chile to the teaching practice of English as a foreign language to students with SENs. This piece of workoffers an overview of the current state of the art regarding this matter together with a compilation of helpful strategies; however, the possibilities of introducing other subjects—such as art education, physical education, music education—would also contribute to increase quality in Chilean education.

Based on the results of this research, modifications on how to teach students with SENs can be applied in various contexts, especially in schools whose complex policies avoid inclusion strongly supported by lack of preparation and resources. The researchers agree with the fact that educational contexts vary according to students' sociocultural realities and schools' internal policies; therefore, the Chilean educational system remains unpredictable in front of classroom phenomena. Additionally, not all strategies on how to teach students with SENs are suitable for each school at once. In other words, these strategies should be adapted to each school respecting students' realities and educational contexts as well.

The following recommendations are offered for related research regarding teaching English to students with SENs. Considering the results, the authors of this work suggest that educators put into effect diverse methodologies on teaching English to students with SENs respecting students' diagnoses in advance. This means that these methodologies—mainly thought for types of activities—should be inclusive, plain and comprehensible regardless of students' level of English. Furthermore, classes should reduce complexities and follow the standardised structures to assure productive learning processes.

The information gathered through the survey showed that Chilean teachers of English are willing to learn about SEN and strategies to teach students with SEN appropriately; moreover, they recognise that motivation from school authorities and participation in the SEN field increases inclusion towards an improved educational environment. The suggestion for Chilean teachers of English is to integrate elementary forms of assessing students with SENs at the beginning, and then apply better-designed tools. One restrictive element in Chilean culture is that assessing students with SENs uniformly is not part of the curriculum, thus English teachers continue their evaluations overlooking the competences of students with SENs. A convincing reason could be that schools do not apply appropriate assessment due to lack of information plus undefined strategies provided by the established curriculum. Practical solutions might be found if further research is carried out.

Assessing students with SENs is only one factor of the teaching process and it could not be actively helpful for students without accurate feedback. The application of efficient feedback and how to integrate it after assessing students with SENs also represents a well-founded topic to analyse in future studies.

Today, Chilean schools need to relate methodologies, materials, assessment and feedback towards consistent programmes of inclusion of students with SENs. As the PIE programme represents the only item of progress concerning inclusion, innovative ideas of how to implement alternative programmes inside schools could raise another appealing issue for eventual research.

Currently, teachers who have students with SENs in the classroom are required to make adaptations to the curricula to evaluate them. Most of the time, these changes in assessment are only about reducing scales and deleting questions in tests. The authors of this work suggest revising curricular adaptations, and how they affect students with SENs. Following that aspect, it would be useful to do research on Universal Design for Learning and TEFL, since it is somewhat new, current, and contributes to inclusion and its development inside the classroom.

The authors of this work believe that it is vital to highlight that this research was only carried out through surveys answered by teachers of English; consequently, the authors suggest developing studies regarding students' perspectives of participating in an inclusive English lesson and its impact on the learning process.

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Appendices

Appendix A: Survey Example: "The Reading Assessments for ASD Students" Survey

N°	Statement	Available answers		
1	Please tick the statement which best describes your school.	Additional needs/SEN	Mainstream	AN/Mainstream combined
2	Are you classed as a school with Welsh as a first language?	YES	NO	
3	Please tick the statement which best describes your setting	Local authority	Free school	Academy	Other- please specify
4	Please tick the statement which best describes your setting	50 pupils or less	201–250 pupils	401–450 pupils
		51–100 pupils	251–300 pupils	451–500 pupils
		101–150 pupils	301–350 pupils	If over 500 please specify
		151–200 pupils	351–400 pupils	
5	Approximately how many (%) of these pupils have additional needs/special educational needs?			
6	Approximately how many (%) of your AN/SEN pupils have communication difficulties?			
7	Approximately how many (%) of your pupils have a diagnosis of ASD?			
8	How many (%) of your students with ASD can be described as mostly nonverbal?			
9	How many (%) of your students with ASD can be described as having very limited communication?			
10	How many (%) of your students with ASD are considered to be high functioning/Asperger's?			
11	Do you have students with other forms of communication difficulty? If so, please comment.			
12	Please select the reading assessments which you are currently using to measure reading ability (whole school).	Neale's Analysis of Reading Ability (NARA)		
		Salford Reading Test (SRT) National Foundation for Educational Research (NFER)		
		Progress in Reading Assessment (PiRA)		
		Welscher Individual Achievement Test (WIAT) Suffolk Reading Scale (SRS Non word reading test National Reading Test Wales		

Appendix B: Survey "Assessment for Special Educational Needs in TEFL Classes in Chile."

University where you studied:

Region where you work:

Type of School (put an X next to the option): - Private   _____

                                                 - Subsidised   _____

                                                 - Municipal   _____

A. Inclusion Experience. Please complete the following questions by circling the appropriate response.

1. How many years of experience do you have working in Schools?	0 - 4 5 - 9 10 - 14 15 - 19 20 - or more
2. Does your school have an inclusion programme (PIE)?	Yes / No
3. Are you familiar with the term SEN?	Yes / No
4. If you answered **yes** to n°3, please rate your level of knowledge. Circle the concept that best defines you.	Basic Intermediate Advanced
5. Do you know the number of SEN students in your class at the beginning of each year?	Yes / No
6. How difficult is it for you to teach and assess students with SEN?	0% 25% 50% 75% 100%

B. Assessment. Please complete the following questions by putting an X on the appropriate response corresponding to your beliefs.

	Answers				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. My current assessment practices are of high quality.					
2. My current assessment practices consider the stipulated learning outcomes.					
3. Assessment quality in my department needs further improvement.					
4. Current assessment strategies need to be revised and updated.					
5. Well-designed assessment shapes and improves the quality of the teaching-learning process.					
6. I use different assessment tools such as: quizzes, oral presentations, classroom participation, portfolios, journals, projects, etc.					

C. Assessment for students with SEN. Please complete the following questions by putting an X on the appropriate response corresponding to your beliefs.

	Answers				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. My educational background has prepared me to effectively teach and assess students with SEN.					
2. I need more training in order to create assessments for students with SEN.					
3. I am provided with sufficient materials in order to be able to teach and assess students with special needs.					
4. I am encouraged by the School directors to attend conferences/workshops on teaching and assessing students with special needs.					
5. I have been doing a permanent job when it comes to evaluating students with SEN.					
6. I would consider it useful if there were more material to support teaching practices and assessment for students with SEN.					

D. Open questions.

1. On a scale of 1 to 10, being 10 the most important, how important is it for you to include students with SEN within the same classroom rather than have them leave the classroom? Why?

N° _____

_____

_____

2. On a scale of 1 to 10, being 10 the most difficult, how difficult is it for you to teach and assess students with SEN? What is the biggest challenge/pressure you face in the light of this reality?

N° _____

_____

_____

Thank you very much for your time and cooperation. We appreciate the efforts you have made and will actively use your feedback to improve the teaching strategies for students with SEN. This data will be kept under rigorous anonymity and will only be used for statistical purposes.

Appendix C: Letter requesting validation of instruments

Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

Santiago, 31 de Agosto de 2017

Señor:
Roberto Javier Pichihueche Mellado
Director Departamento de Inglés
Universidad Metropolitana de Ciencias de la Educación
PRESENTE

Somos estudiantes de quinto año de la carrera de Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés de la Universidad Metropolitana de Ciencias de la Educación. Actualmente, nos encontramos desarrollando nuestro Seminario de Título que lleva por nombre "Diseño de Material y Propuestas de Evaluación para Cinco Tipos Comunes de NEE Cognitivas para Profesores de Inglés: una Vista General del Contexto en Chile." Este proyecto tiene como finalidad confeccionar un compendio acotado de evaluaciones diseñadas para estudiantes con Necesidades Educativas Especiales.

Por medio de la presente, y para fines del correcto desarrollo de nuestro seminario, es que solicitamos a usted asistencia en la validación del instrumento de investigación adjunto (encuesta).

Agradecemos de antemano su tiempo y colaboración.

Saludan atentamente,

Acuña, Aguirre, Bustos, Carter, Elgueta A., Elgueta C., Fernández, Guerra, Jopia, Méndez, Ossa, Perez, Retamales, Silva.
"Diseño de Material y Propuestas de Evaluación para Cinco Tipos Comunes de NEE Cognitivas para Profesores de Inglés: una Vista General del Contexto en Chile."
Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés.

Appendix D: Introduction to the Survey

Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

Dear EFL Teachers,

We are a group of 5th year students from the English Department at Universidad Metropolitana de Ciencias de la Educación (UMCE) who are currently working on our Dissertation. The name of our Seminar project is "Material Design and Assessment Proposals for Five Common Cognitive Types of SEN for TEFL Teachers: An Overview of the Context in Chile"; task that will enable us to obtain our undergraduate degree in TEFL.

The main objective of our work is to contribute to the English Teaching instruction in Chile through the creation of teaching material for the purpose of evaluating students with Special Educational Needs (SENs).

The aim of this survey is to gather statistical information in order to produce a brief compendium of evaluations and suggestions designed for SEN students. We kindly ask you to fill out the following form, it should not take longer than 7 minutes.

Your participation in this survey is fundamental for the completion of this project and all of your responses will be kept confidential. No personal identifiable information will be associated to your responses or to any reports of these data.

Appendix E: Specific Survey Results

Table 1

Amount of Universities where the Participants studied at.

Amount of Universities	Amount of people	%
One University	129	98
Two Universities	3	2
Total	132	100%

Table 2

Specification of having studied in two Universities (names).

Name of two Universities (specification)	Amount of people	%
Playa Ancha/U de Los Andes	1	33,3
Universidad de Los Lagos/Universidad de Las Américas	1	33,3
U de Chile / U De los Andes	1	33,3
Total	3	100%

Table 3

Names of Universities where Participants studied at.

Name of the University	Total	%
Universidad Metropolitana de Ciencias de la Educación	30	23
Universidad de Playa Ancha	10	7,7
Universidad Alberto Hurtado	3	2
Universidad de La Serena	5	3,8
Universidad de Los Lagos	6	4,6
Universidad de Chile	9	6,9
Pontificia Universidad Católica de Valparaíso	3	2
Universidad de Santiago de Chile	7	5
Universidad del Bío Bío	5	3,8
Universidad San Sebastián	4	3
Universidad de Concepción	6	4,6
Universidad Viña del Mar	1	1
Universidad Mayor	1	1
Universidad de Tarapacá	2	1,5
Universidad de Las Américas	2	1,5
Pontificia Universidad Católica de Chile	2	1,5
Universidad de Talca	6	4,6
Universidad Santo Tomás	2	1,5
Universidad Autónoma de Chile/sede Talca	2	1,5
Universidad Arturo Prat	3	2
Universidad Andrés Bello	2	1,5
Universidad Chileno-Británica de Cultura	1	1

Universidad Católica del Maule	1	1
Universidad Católica de Temuco	1	1
Universidad Católica de la Santísima Concepción	1	1
Universidad Católica del Norte	2	1,5
Universidad Católica Cardenal Raúl Silva Henríquez	2	1,5
Universidad de Magallanes	2	1,5
Université de Lausanne	1	1
University of Southern Mississippi	1	1
Universidad de Atacama	2	1,5
Instituto Profesional Chileno Británico de Cultura	1	1
University of Havana, Cuba	1	1
IPP	1	1
Universidad de Valparaíso	1	1
Total	129	100%

Table 4

Region where the Participants work at (name).

Region	Total	%
Tarapacá (I/1)	3	2
Antofagasta (II/2)	2	2
Atacama (III/3)	5	4
Coquimbo (IV/4)	4	3
Valparaíso (V/5)	12	9
Región Metropolitana (RM/13)	63	48
O'Higgins (VI/6)	10	8
Maule (VII/7)	7	5
Bío Bío (VIII/8)	11	8
Araucanía (IX/9)	0	0
Los Lagos (X/10)	4	3
Aysén (XI/11)	1	1
Magallanes (XII/12)	3	2
Los Ríos (XIV/14)	3	2
Arica y Parinacota (XV/15)	0	0
Ñuble (XVI/16)	4	3
Total	132	100%

Table 5

Type of school where the Participants currently work at.

Type of school	Total	%
Municipal	49	37,12
Subsidised	52	39,39
Private	31	23,48
Total	132	99,99

Table 6

Years of Experience the Participants had working in Schools

Years of experience	Total	%
0-4 years	38	29
5-9 years	29	22
10-14 years	24	18
15-19 years	19	14
20-more years	22	17
Total	132	100%

Table 7

Existence of a PIE programme in the Schools the Participants worked at.

Answers	Total	%
Yes	85	64
No	47	36
Total	132	100%

Table 8

Were the Participants familiar with the term SEN?

Answers	Total	%
Yes	117	89
No	15	11
Total	132	100%

Table 9

Level of knowledge the Participants had of the term SEN.

Level of knowledge	Total	%
Basic	65	54
Intermediate	46	38
Advanced	9	8
Total	120	100%

Table 10

Knowledge of the amount of students with SEN the Participants had at the beginning of each year.

Answers	Total	%
Yes	72	55
No	60	45
Total	132	100%

Table 11

Level of difficulty Participants felt when teaching and assessing students with SEN.

Difficulty	Total	%
Easy	3	2
Quite easy	12	9
Neither	51	39
Quite difficult	38	29
Difficult	28	21
Total	132	100%

Table 12

"My current assessment practices are of high quality."

Answers	Total	%
Strongly agree	16	12
Agree	65	49
Neutral	42	32
Disagree	9	7
Strongly disagree	0	0
Total	132	100

Table 13

"My current assessment practices consider the stipulated learning outcomes."

Answers	Total	%
Strongly agree	29	22
Agree	76	58
Neutral	23	17
Disagree	4	3
Strongly disagree	0	0
Total	132	100

Table 14

"Assessment quality in my English Department needs further improvement."

Answers	Total	%
Strongly agree	54	41
Agree	46	35
Neutral	23	17
Disagree	8	6
Strongly disagree	1	1
Total	132	100

Table 15

"Current assessment strategies need to be revised and updated."

Answers	Total	%
Strongly agree	63	48
Agree	54	41
Neutral	10	7
Disagree	5	4
Strongly disagree	0	0
Total	132	100

Table 16

"Well-designed assessment shapes and improves the quality of the teaching-learning process."

Answers	Total	%
Strongly agree	92	70
Agree	34	26
Neutral	3	2
Disagree	3	2
Strongly disagree	0	0
Total	132	100

Table 17

"I use different assessment tools such as: quizzes, oral presentations, classroom participation, portfolios, journals, projects, etc."

Answers	Total	%
Strongly agree	89	67
Agree	36	27
Neutral	6	5
Disagree	1	1
Strongly disagree	0	0
Total	132	100

Table 18

"My educational background has prepared me to effectively teach and assess students with SEN."

Answers	Total	%
Strongly agree	2	2
Agree	21	16
Neutral	16	12
Disagree	57	43
Strongly disagree	36	27
Total	132	100

Table 19

"I need more training in order to create assessments for students with SEN."

Answers	Total	%
Strongly agree	79	60
Agree	42	32
Neutral	11	8
Disagree	0	0
Strongly disagree	0	0
Total	132	100

Table 20

"I am provided with sufficient materials in order to be able to teach and assess students with special needs."

Answers	Total	%
Strongly agree	8	6
Agree	12	9
Neutral	33	25
Disagree	50	38
Strongly disagree	29	22
Total	132	100

Table 21

"I am encouraged by the School directors to attend conferences/workshops on teaching and assessing students with special needs."

Answers	Total	%
Strongly agree	12	9
Agree	23	17
Neutral	31	24
Disagree	19	14
Strongly disagree	47	36
Total	132	100

Table 22

"I have been doing a permanent job when it comes to evaluating students with SEN."

Answers	Total	%
Strongly agree	14	11
Agree	44	33
Neutral	45	34
Disagree	21	16
Strongly disagree	8	6
Total	132	100

Table 23

"I would consider it useful if there were more material to support teaching practices and assessment for students with SEN."

Answers	Total	%
Strongly agree	95	72
Agree	32	24
Neutral	3	2
Disagree	2	2
Strongly disagree	0	0
Total	132	100

Table 24

"On a scale of 1 to 10, being 10 the most important, how important is it for you to include students with SEN within the same classroom rather than have them leave the classroom? Why? (Please state your chosen number at the beginning of the answer)."

Number	Total	%
1	4	3
2	2	1
3	1	1
4	0	0
5	13	10
6	6	5
7	5	4
8	16	12
9	5	4
10	77	60
Total	129	100

Table 25

"On a scale of 1 to 10, being 10 the most difficult, how difficult is it for you to teach and assess students with SEN? What is the biggest challenge/pressure you face in the light of this reality? (Please state your chosen number at the beginning of the answer)."

Number	Total	%
1	0	0
2	0	0
3	4	3
4	4	3
5	12	9
6	15	12
7	17	13
8	33	25
9	8	6
10	37	29
Total	130	100

Appendix F: Teaching materials

8.1 "It's your turn to be a poet!" Materials

8.1.1 Example 1

Creativity

Colour springs to life.
Regular shades transform.
Endless spirals of light.
A masterpiece is born.
Twisting energy.
Ignition of a beautiful flame
Virtuosity soars.
Intuitive mind frame.
Time enough to nurture
Young creativities future.

"Creativity" by Richard North is licensed under CC BY 3.0 at http://richardnorth.net

8.1.2 Example 2

acrostic poems

SECOND LIFE
by: Strawberry Singh

S econd Life is your virtual world!

E scape your pressures from the real world.

C reate and design your own pixel art.

O nly in this world it's so easy to start.

N ew adventures yours to take part.

D rama in your slife can cause some strife.

L ove and laugh and enjoy your life.

I nfinite possibilities in this world.

F orever challenging your real world.

E xplore and discover it yourself!

"Acrostic Poem: Second Life" by Strawberry Singh is licensed under CC BY-NC-SA 2.0

8.3 "Writing with Emojis" Materials: Cubes of emojis

8.3.1 Figure 1: Cube of faces
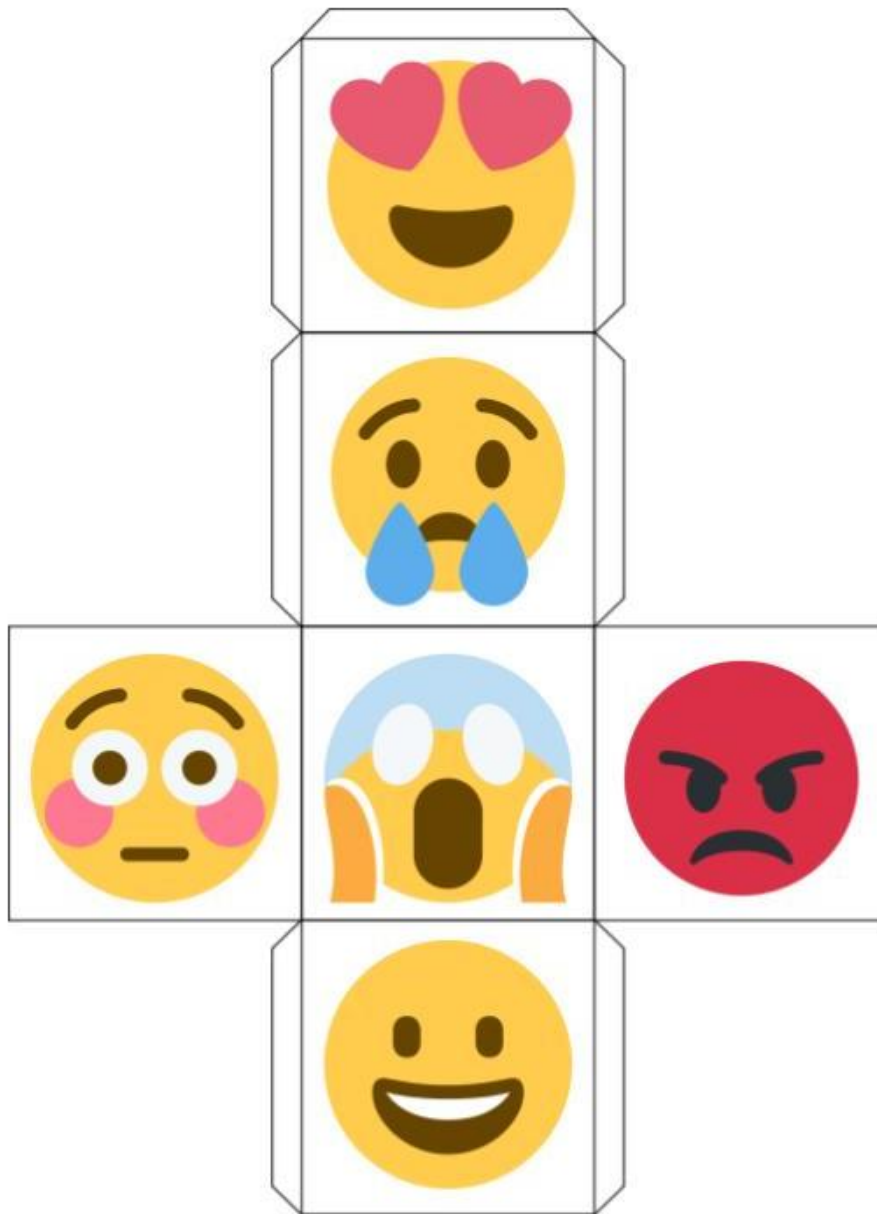
From top to bottom: "Twemoji 1f60d" by Twitter is licensed under CC BY 4.0; "Twemoji 1f622" by Twitter is licensed under CC BY 4.0; "Twemoji 1f633" by Twitter is licensed under CC BY 4.0; "Twemoji 1f631" by Twitter is licensed under CC BY 4.0; "Twemoji 1f621" by Twitter is licensed under CC BY 4.0; "Twemoji 1f600" by Twitter is licensed under CC BY 4.0; "Twemoji 1f60e" by Twitter is licensed under CC BY 4.0

8.3.2 Figure 2: Cube of food
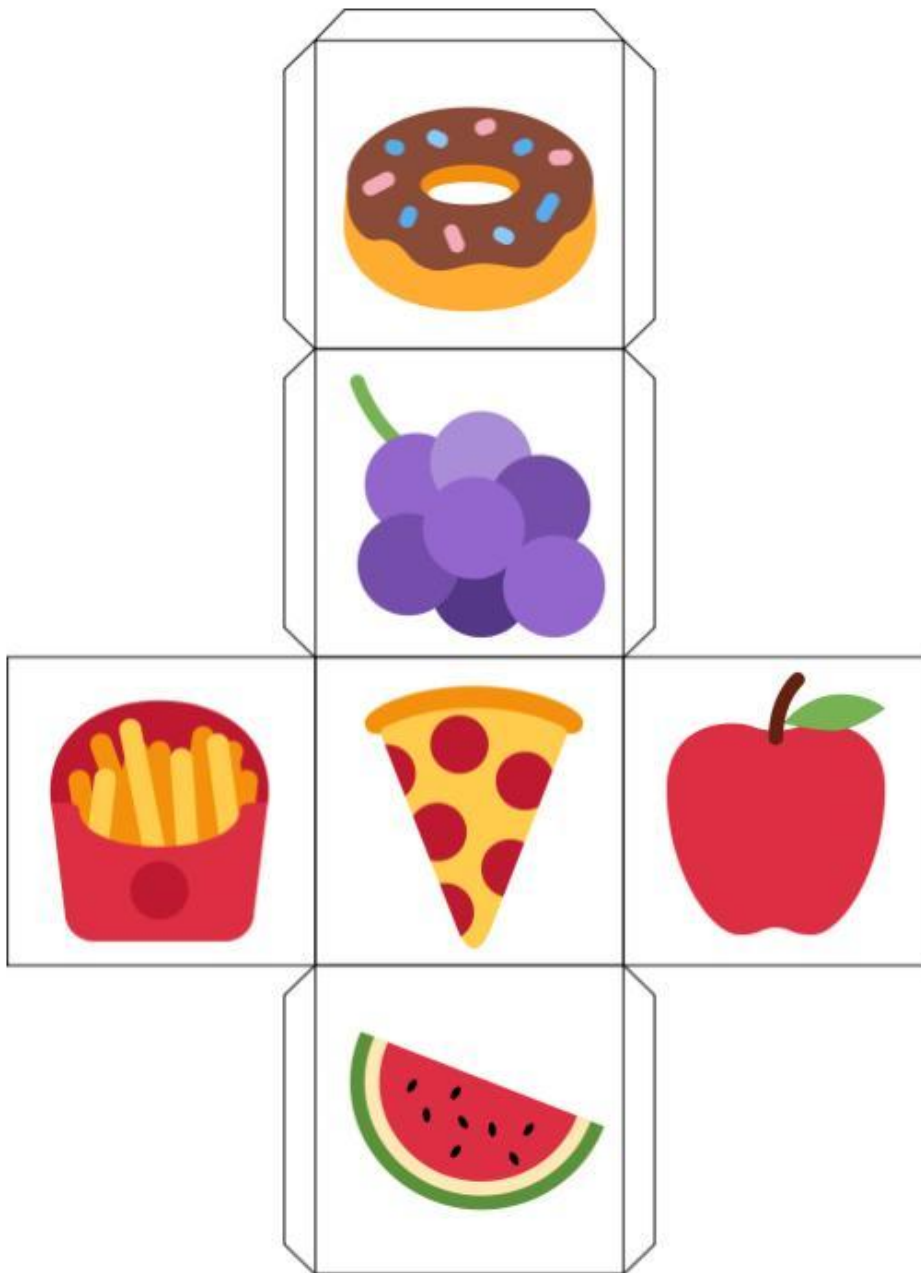
From top to bottom: "Twemoji 1f369" by Twitter is licensed under CC BY 4.0; "Twemoji 1f347" by Twitter is licensed under CC BY 4.0; "Twemoji 1f35f" by Twitter is licensed under CC BY 4.0; "Twemoji 1f355" by Twitter is licensed under CC BY 4.0; "Twemoji 1f34e" by Twitter is licensed under CC BY 4.0; "Twemoji 1f349" by Twitter is licensed under CC BY 4.0

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8.3.3 Figure 3: Cube of actions
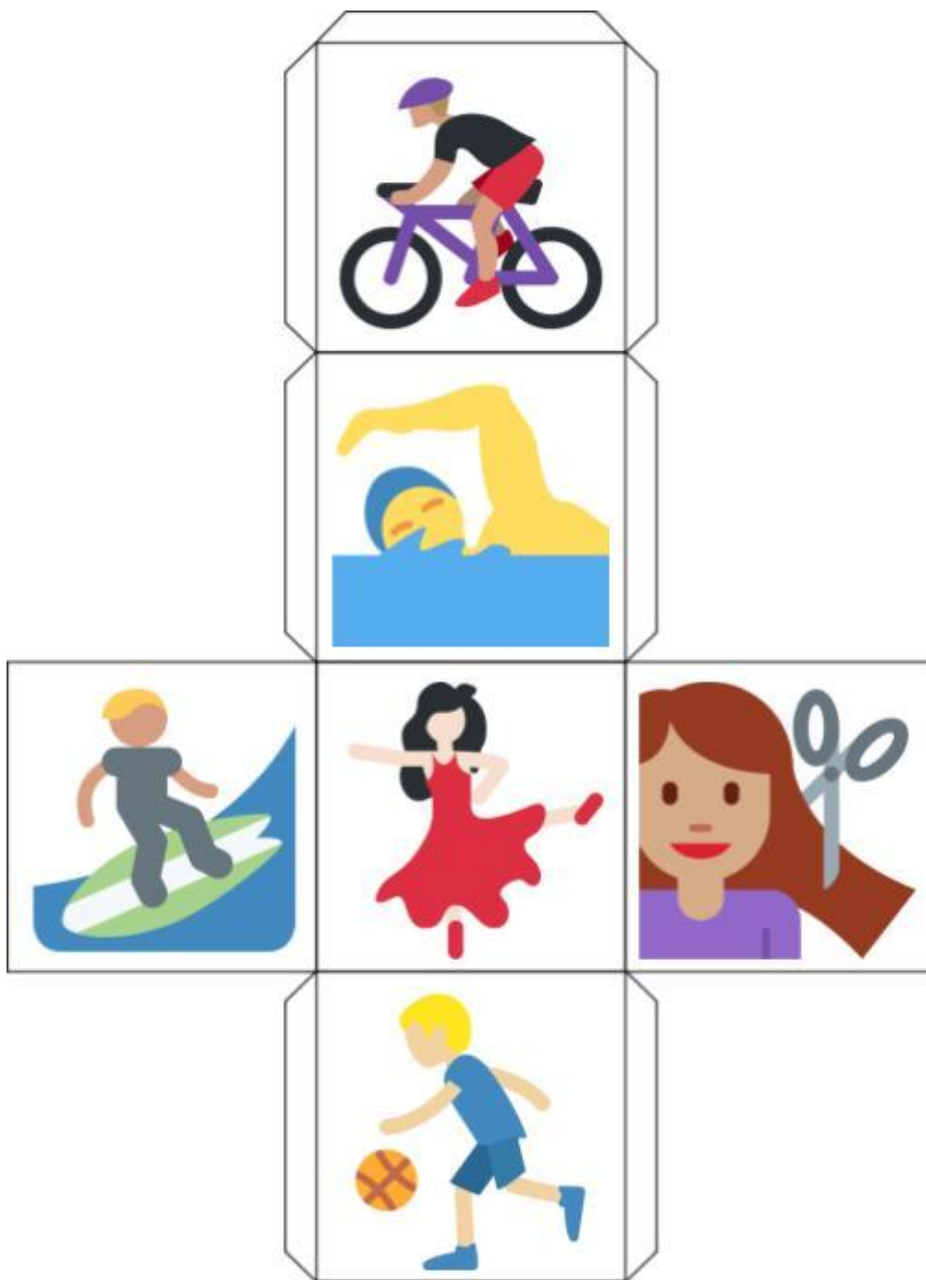
From top to bottom: "Twemoji 1f6b4" by Twitter is licensed under CC BY 4.0; "Twemoji 1f3ca" by Twitter is licensed under CC BY 4.0; "Twemoji 1f3c4" by Twitter is licensed under CC BY 4.0; "Twemoji2 1f483-1f3fb" by Twitter is licensed under CC BY 4.0; "Twemoji2 1f487-1f3fd" by Twitter is licensed under CC BY 4.0; "Twemoji2 26f9-1f3fc" by Twitter is licensed under CC BY 4.0
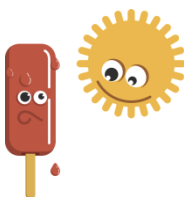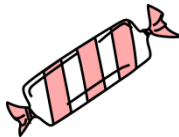
8.3.4 Figure 4: Cube of transport and places
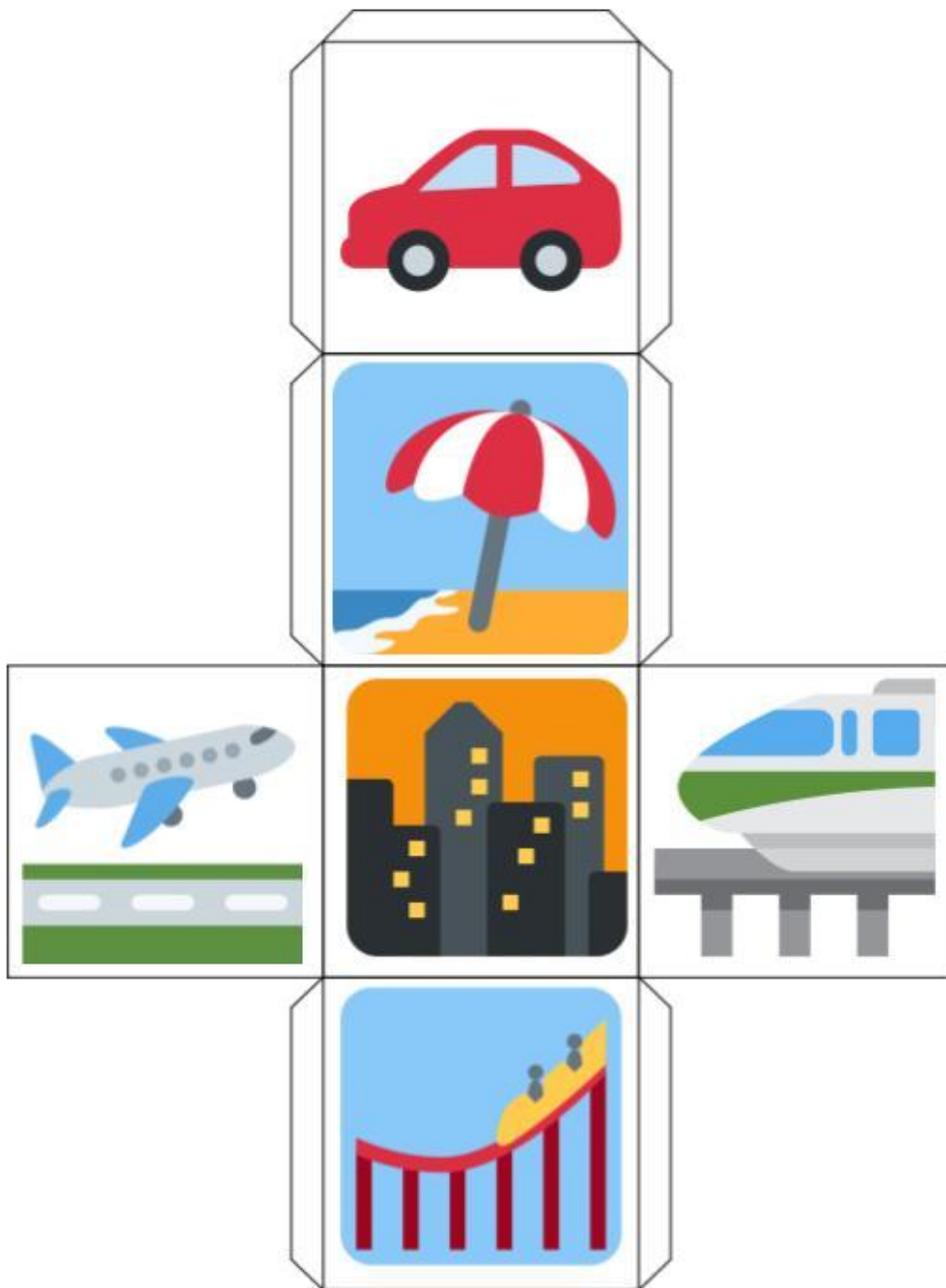
From top to bottom: "Twemoji 1f697" by Twitter is licensed under CC BY 4.0; "Twemoji2 1f3d6" by Twitter is licensed under CC BY 4.0; "Twemoji2 1f6eb" by Twitter is licensed under CC BY 4.0; "Twemoji 1f306" by Twitter is licensed under CC BY 4.0; "Twemoji 1f69d" by Twitter is licensed under CC BY 4.0; "Twemoji 1f3a2" by Twitter is licensed under CC BY 4.0

8.4 "Joining facts game" Materials: cards.

I go to bed	If I am hungry	I eat something	If I listen to music
I start to sing along	Ice melts	If you heat it	If you give me candy
I am very happy	If I feel sick	I go to the doctor	If it rains
You get wet	If you eat too much	You get fat	If it's summer
I go swimming	If it's winter	I feel cold	If I am tired

8.5 "Me in a Blog" Material: Explicatory PPT

BIOGRAPHY

What is it?

BIOGRAPHY

A Bio-graphy TELLS ABOUT A PERSON'S life
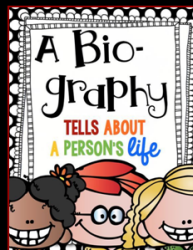
- A biography is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships and dead. It portrays a person's experience of this life events.

Look at this example:

Johnny Depp
- He is an American actor, producer and musician.
- He was born in June 9th, 1963.
- When he was a child his mother bought him a guitar, and he had several unsuccessful attempts at becoming a rock star. He even played the guitar on an Oasis song.
- The actor Nicolas Cage encouraged him to take acting classes. His first famous movie was "A Nightmare on Elm Street".
- He has got married and divorced three times. Also, he has two children.
- He has appeared in some of the most memorable movies of the past two decades, such as: "Charlie and the Chocolate Factory", "Pirates of the Caribbean", among others.

In a biography you should write about:

- Basic facts of the person's life (name, date of birth, nationality, etc).
- Childhood and current life.
- Interesting experiences and anecdotes.
- Interests, hobbies, personal things.
- Family, friends and romantic life.

Activity: Write your autobiography

- Basic fact (your name, date of birth and nationality).
- Tell something interesting about your childhood and current life.
- Talk about interesting experiences and anecdotes you have.
- Name your interests, hobbies, personal things.
- Talk about your family, friends or romantic life.

Format:

- Create a blog using website: www.blogspot.com
- There, start writing your biography using the aspects seen.
- Remember to add images and use all of your creativity.
- You will have 90 minutes to finishthe blog. Once you finish, you must send it to the teacher´s e-mail.
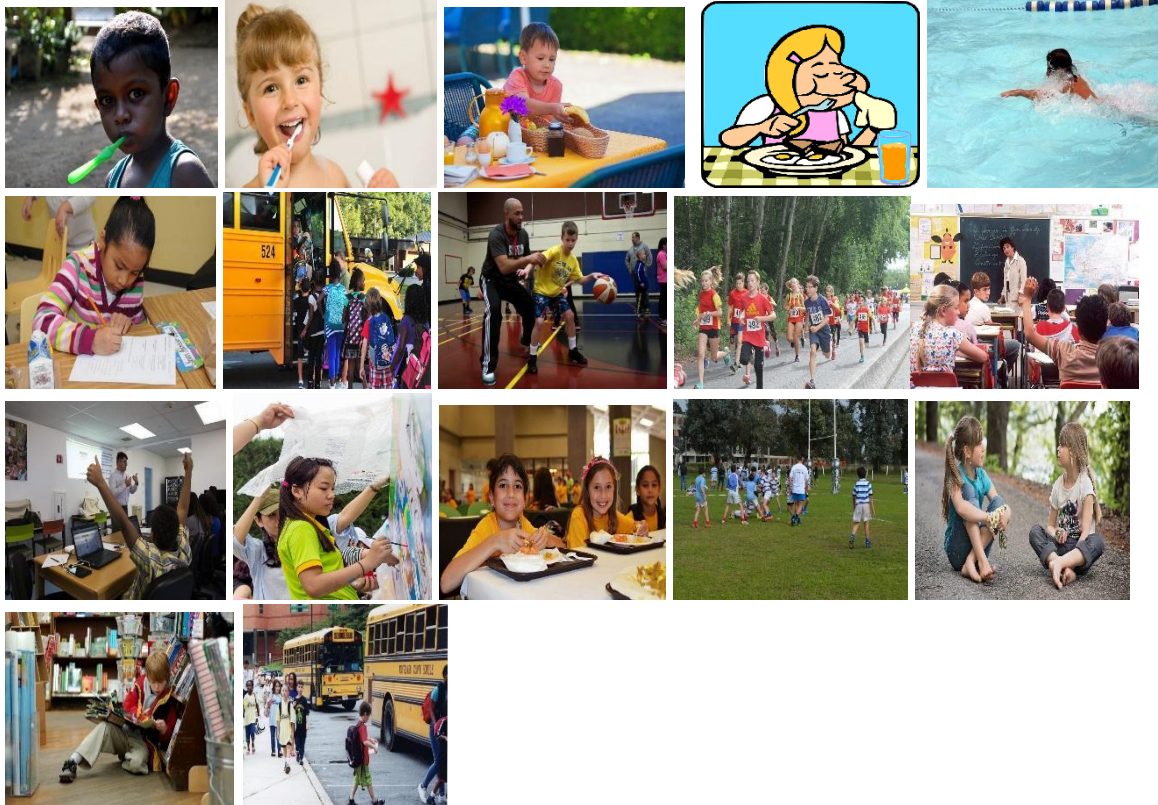- Amount of words: From 650 to 700.

8.6 "My Current Daily Activities" Materials

8.6.1 Pictures

Hello _____   [56]

First row (from left to right): "Mejor Bangalore Dentista" by confidentialcare is licensed under © 2017 Pixabay CC0; "Brushing Kid" by Mayooresan is licensed under CC BY-SA 3.0; "Breakfast Children Morning Eat Family Out" by Max Pixel FreeGreatPicture.com is licensed under CC0; "Los Alimentos" by Pixabay is licensed under © 2017 Pixabay CC0; "Pool Safety Critical Part of Summer Fun" by Airman Jacob Corbin is licensed under Official United States Air Force Website (URL: http://www.sheppard.af.mil/News/Article-Display/Article/369674/pool-safety-critical-part-of-summer-fun/). Second row: "How One School in Georgia Handles the Most Important Meal of the Day" by Dr. Janey Thornton is licensed under U. S. Department of Agriculture (URL: https://www.usda.gov/media/blog/archive/tag/dr.-janey-thornton); "School back in session for base children" by Senior Airman Marissa Tucker is licensed under Official United States Air Force Website

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[56] "Face Smiley Emoticon Smile Smilies Happy Yellow" by Max Pixel FreeGreatPicture.com is licensed under CC0.

8.6.2 Timetable

Name: _____   Year: _____

Date: _____

In the morning: [57]

	Monday	Tuesday	Wednesday	Friday	Saturday	Sunday
7:00						
8:00						
9:00						

Page 1

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[57] "Historieta feliz de la cara del sol" by Karen Arnold is licensed under CC0.

	Monday	Tuesday	Wednesday	Friday	Saturday	Sunday
10:00						
11:00						
12:00						

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Appendix G: Formative and Summative Assessment Proposals

8.1 "It's Your Turn to Be a Poet!"

8.1.1 Summative evaluation: Oral presentation rubric.

Student's name:_____   Grade:_____

Category	Excellent! (4 pts)	Good (3 pts)	Almost (2 pts)	Poor (1 pt)	Score
Content Accuracy	The acrostic poem is related to the topic, its lines spell out the title and it presents at least 1 rhyme.	The acrostic poem is related to the topic, its lines spell out the title and it does not present a rhyme.	The acrostic poem is not precisely related to the topic or its lines do not spell out the title and it presents a rhyme.	The acrostic poem is barely or not related to the topic, its lines do not spell out the title and it does not present a rhyme.	
Organisation	The student has the written poem and s/he uses mimics or images to help herself/himself express difficult word sounds.	The student has the written poem and has images, but does not use them, or her/his mimics are not clear enough.	The student either has the written poem or uses mimics or images to help herself/himself express difficult word sounds.	The student neither has the written poem nor uses mimics or images to help herself/himself express difficult word sounds.	
Presentation Skills	The student recites the acrostic poem with body language and facial expressions according to the communicative intention and with audible-to-everyone voice volume.	The student recites the acrostic poem with body language or facial expressions according to the communicative intention and with audible voice volume.	The student recites the acrostic poem with either body language or facial expressions somewhat according to the communicative intention or with audible voice volume.	The student recites the acrostic poem with body language and facial expressions barely according to the communicative intention and with no audible voice volume.	
Originality	The acrostic poem exhibits student's personal view along the entire poem.	The acrostic poem exhibits student's personal view in most of the poem.	The acrostic poem exhibits student's personal view in less than half the poem.	The acrostic poem does not exhibit student's personal view.	

Total Score: _____ / 16 points.   Mark: _____

8.2 "Feel the Rhythm"

8.2.1 Summative evaluation: Artwork rubric.

Criteria	Excellent 4	Good 3	Average 2	Needs improvement 1	Rate yourself	Teacher´s rating
Artwork	The artwork is unique.	The artwork is very creative.	The artwork is fairly creative.	The artwork is somewhat creative.		
Effort	The student continues until it is complete.	The student works hard and finishes the project.	The student finishes the project within stipulated time.	The student does not finish the project.		
Attitude	The student works hard, persistently and respectfully.	The student works with a respectful and persistent attitude.	The student works with a lack of respect and persistent attitude.	The student does the minimum work required.		
Technique	The student uses material uniquely.	The student uses material in somewhat uniquely.	The student uses material in everyday ways.	The student does not use creative or appropriate material.		
					Your total	Teacher's Total

8.3 "Writing with Emojis"

8.3.1 Formative assessment: Exit card.

8.3.2 Summative evaluation: Writing rubric.

Student's name: _____ Year: _____

Category	Accomplished (4)	Needs improvement (2)	Not observed (0)
Grammar	Structures are clear and correct. Grammar is appropriate.	Few mistakes in Grammar structures. Grammar is fairly appropriate.	No clear use of grammatical structures, sentences are not correct.
Use of Contents and Vocabulary	Vocabulary of activity is fully included and according to the contents.	Use of vocabulary is poor and fairly follows the contents.	No use of the vocabulary or contents stipulated.
Creativity	Writing is original and goes further in ideas.	Some of the writing is original, uses typical ideas.	Writing is not original or innovative.
Organisation	Writing is well organised and is comprehensible and coherent.	Writing has a few mistakes in organisation, fairly coherent.	Writing has severe mistakes in organisation, not coherent, hard to follow.

Points: _____ out of 12.

Mark: _____

8.4 "Joining facts game"

8.4.1 Summative evaluation: General rubric.

Student's name: _____ Year: _____

Category	Exceeds Expectations (3)	Meets Expectations (2)	Does not meet Expectations (1)	Points
Working collaboratively	The student contributes in a valuable way. High level of mutual respect and collaboration.	The student is mostly respectful towards his/her classmates.	The student does not collaborate or communicate well. A lack of respect is frequently noted.	
Use of contents and vocabulary	The student applies the contents and vocabulary properly according to the unit.	The student applies some aspects of the contents and vocabulary according to the unit.	The student does not apply or use poor aspects of the contents and vocabulary.	
In-class work	The student works during the given time.	The student sometimes works during the given time, but gets distracted often.	The student does not work during the given time.	

Mark_____

8.5 "Me in a Blog"

8.5.1 Formative assessment: Exit card.

EXIT CARD

✓ This is your Exit Card, you have to establish the advance of your blog creation according to the three following criteria:

Did you finish the design? Did you organize your ideas? Did you start writing your biography?

Design	Organization of Ideas	Start my biography
•	•	•

Send your exit card to the teacher's email:
Teacher@education.com

Thank you very much

8.5.2 Summative evaluation: Blog rubric.

Student's name: Year: Date:

Criteria	5 points	3 points	0 point
Completion of task	The student completes the task.	The student completes some aspects required for the task.	The student does not complete any the aspects required for the task.
Grammar	The student uses the present and past simple tenses correctly.	The student makes a few mistakes using the present and past simple tenses.	The student does not use the present and past simple tenses correctly.
Punctuation Rules	The student uses punctuation rules correctly as seen in the unit.	The student makes a few mistakes using punctuation rules seen in the unit.	The student does not apply the punctuation rules seen in the unit.
Paragraph Structure	The student uses the structure of a paragraph correctly.	The student applies the structure of a paragraph correctly only in a few paragraphs.	The student does not apply the structure of paragraphs in any paragraph of his/her autobiography.

Points: _____ Mark: _____

8.6 "My Current Daily Activities"

8.6.1 Formative assessment: Facebook Post.
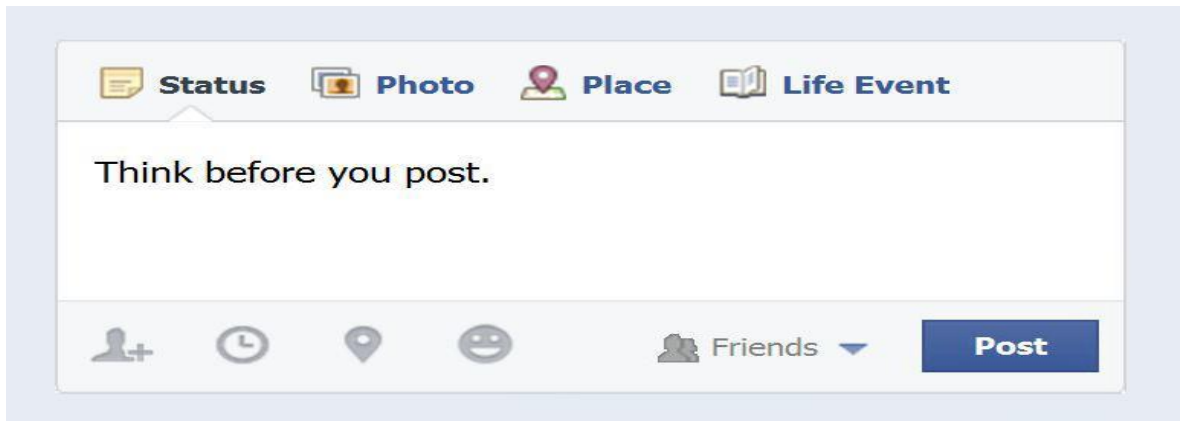
"Think Before You Post" by Senior Airman Jessica Hines, 31st Fighter Wing Public Affairs Aviano Air Base is licensed under Official United States Air Force Website CC0 (URL: http://www.aviano.af.mil/News/Article-Display/Article/724743/think-before-you-post/).

8.6.2 Summative evaluation: General rubric.

Student's name: _____

Year: _____

Category	Exceeds Expectations (3)	Meets Expectations (2)	Does not meet Expectations (1)	Points	Mark	
Grammar	The student has appropriate use of grammar in writing.	The student has few mistakes in grammatical structures.	The student has critical mistakes in grammar.			
Use of contents and vocabulary	The student applies the contents and vocabulary properly according to the unit.	The student applies some aspects of the contents but the use of vocabulary is poor according to the unit.	The student does not apply neither the contents nor the vocabulary.			
Organisation	The student has an appropriate organisation of his/her work.	The student has few mistakes in organisation.	The student has critical mistakes in organisation.			

Total Points: _____