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TEACHING & LEARNING FOR STUDENTS WITH DYSLEXIA IN EFL
CLASSROOMS: A PROPOSAL OF PRACTICES TO FOSTER READING AND
WRITING OF ENGLISH AS A FOREIGN LANGUAGE IN THE CHILEAN CONTEXT

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS

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Resumen

Esta memoria de título tiene por objetivo indagar acerca de las implicaciones que tiene la Dislexia a nivel educativo, incluyendo las características de este trastorno, políticas educativas existentes relacionadas a él tanto en Chile como en el resto del mundo, y prácticas educativas utilizadas por educadores, específicamente de EFL. Se realiza una revisión literaria de información científica con un máximo de 10 años de antigüedad relacionada a la Dislexia y la educación, y además encuestas apuntadas a estudiantes de Pedagogía en Inglés de la UMCE y a profesores de EFL en ejercicio dentro del sistema escolar Chileno. El estudio tiene como resultado una guía con recomendaciones de prácticas pedagógicas para profesores de EFL que requieran de asistencia para abordar las necesidades de estudiantes con Dislexia dentro de sus salas de clase, cuya información puede ser usada también por profesores de otras asignaturas y/o especialidades en sus clases.

Abstract

This dissertation aims to investigate the implications of Dyslexia at the educational level, including the characteristics of this disorder, the existing educational policies related to it both in Chile and in the rest of the world, and the educational practices used by educators, specifically in EFL. A bibliographic review of scientific information up to 10 years old related to Dyslexia and education is carried out, as well as surveys directed to students of English Pedagogy at UMCE and to practicing EFL teachers in the Chilean school system. The study results in a guide with recommendations of pedagogical practices for EFL teachers who require help to meet the needs of students with Dyslexia in their classrooms, whose information can also be used by teachers of other subjects and/or specialties in their classes.

Introduction

In the last two decades, we have noticed how Special Education has gained importance in Chile alongside the efforts to provide assistance to students with Special Educational Needs (herein SEN). For example, one of the most important challenges is ordinance 170, which describes a state-funded program contained in Law 20.201. Such ordinance classifies the students with SEN who receive pedagogical support from a special educator. The special educator's role includes a variety of tasks that they may carry out, either adapting instructional material or providing needed assessments by each student according to the specifications of their SEN type. Even though it should have been done much earlier, this ordinance is a sign that displays the importance that SEN has evoked in Chilean society because the possibility that students with SEN have with these adaptations provides access to education and that, therefore, means leveling the field of education for all students.

This dissertation plans to explore, on the one part, the phenomenon of Developmental Dyslexia in all of its aspects. In other words, the motivation to write this research was to facilitate the comprehension of this disorder for EFL teachers who may encounter students with Dyslexia in their EFL classrooms. Therefore, this research explains Dyslexia in an accessible language for EFL teachers. This is illustrated mainly in the four chapters of the literature review since the research group divided the problem into specific parts to deal with each topic separately. The four chapters are the following: Dyslexia from a medical point of view; How schools deal with Dyslexia; Dyslexia in the field of TEFL in Chile, and Dyslexia in the process of Reading and Writing when learning English as a foreign language. As mentioned above, these chapters support an idea in the hopes that when reading them, the readers follow a narrative that will help understand the foundations of this disorder in learning English as a foreign language.

The lack of information about this topic in the Chilean TEFL field proved to be a challenge for the research group since we intended to create a path to provide orientations for Chilean EFL teachers. Therefore, the research group submitted the information and the findings collected to analysis to design strategies that address the needs of students with Dyslexia, underscoring that our outcomes are built upholding the students' dignity most respectfully. Furthermore, an important aspect that we would like to highlight is the participation of diverse actors who represent the academic community. The groups that participated in this research correspond to the English department students at UMCE and Chilean English teachers. Their participation in

this instance was beneficial because they provided their experience and opinions about Dyslexia by answering the questionnaires that the research group created.

- **Problem Statement**

Even though the importance of Special Education in Chile has become a public interest over time, it is difficult to find any protocols, strategies, or resources which guide EFL teachers who have students with Dyslexia in their classrooms. This can affect the work of EFL teachers who might not know how to face the difficulties in a classroom that includes students with Dyslexia. Therefore, it also affects the learning process of the English language for students with Dyslexia, which we as teachers must ensure is as optimal as possible.

- **Research Questions**

What are the strategies that EFL teachers are using in the Chilean context to teach Reading to students with Dyslexia who are learning English as a Foreign Language?

What strategies are EFL teachers using in the Chilean context to teach Writing to students with Dyslexia who are learning English as a Foreign Language?

Are EFL teachers in the Chilean context using efficient strategies to teach English as a Foreign Language to students with Dyslexia?

Objectives

- **General Objectives**

To research the strategies used by English teachers to teach Reading and Writing to students with Dyslexia in the Chilean educational context.

To propose teaching practices to address the needs of students with Dyslexia in the process of teaching and learning English as a Foreign Language in the Chilean educational context.

- **Specific Objectives**

To carry out a literature review of studies in the field of the Teaching of English as a foreign language for students with Dyslexia in Chile, in general, and how this condition affects the learning of Reading and Writing in English.

To research the existing practices of English teachers for teaching Reading and Writing to students with Dyslexia in the Chilean educational context.

To define the main difficulties in the area of Reading and Writing when learning English as a foreign language faced by students with Dyslexia, in the Chilean educational context.

To propose a set of techniques that teachers can apply to attend students with Dyslexia.

To propose a set of teaching suggestions that teachers can follow to attend the needs of students with Dyslexia.

Chapter 1: Dyslexia from a Medical point of view

- **1.1 Origins**

To clarify the main characteristics of this topic, it is necessary to understand the etymology of the word “Dyslexia” for practical purposes. This term comes from the Greek *Dyslexis*, which is divided into two elements: *Dys* + *Lexis*. The first denotes a negative meaning similar to poor, low, deficient, or lacking something essential. Meanwhile, the term *Lexis*, translated as “word,” entails the ability related to reading comprehension (The Online Etymology Dictionary. N.D).

- **1.2 What Dyslexia is**

- **1.2.1 Addressing Dyslexia**

Revising the literature available, the research group detected more than one form to address this disorder. In the first instance, Pennington & Peterson (2015) accept that the scientific community uses the terms “dyslexia” and “reading disability” for the same concept. However, for practical uses and not to create confusion, the referred study only addresses the term as “Dyslexia.” Following the same line, Kearns et al. (2018) validates that Dyslexia is “sometimes called a reading disability or disorder.” Otherwise, Snowling & Hulme (2016) opened the concept affirming that Developmental Dyslexia is a term widely accepted when referring to this disorder in their study about “Reading Disorders and Dyslexia.” Also, they use this term to describe problems in learning to decode words. Finally, Stein (2018) relates to its historical background in a study titled “What is Developmental Dyslexia” conducted in the UK. He states that Adolf Kussmaul was a pioneer because he first used the term “Word blindness” for patients who suffered a stroke and could no longer read in 1878. Later on, Rudolph Berlin settled the name Dyslexia in 1884. Finally, Pringle Morgan updated the terminology to Developmental Dyslexia in his book “congenital word blindness”. Therefore, in our opinion, the most appropriate term to address this disorder is Developmental Dyslexia because it responds to the most updated term available. However, in this dissertation, the term Dyslexia is used chiefly to convey the same meaning.

➤ 1.2.2 Defining Dyslexia

For Kearns et al. (2018), the term Dyslexia is controversial due to an endless number of different definitions in diverse areas, such as Neurology, Linguistics or Psychology. Although, there is one meeting point in which the revised literature agrees: the problem of accurately recognizing words and sounds. To talk about Dyslexia, Pennington & Peterson (2016) define Developmental Dyslexia as a disorder that creates difficulty in the reading ability, which provokes low accuracy and fluency in word recognition and spelling. For Snowling & Hulme (2016) Developmental Dyslexia has its origins in the learning process when children have their first approaches to reading or as the authors call “decoding print,” which refers to assimilating words to sounds. Therefore, it is essential to understand this concept; it defines in what ways Dyslexia occurs. Finally, Brimo et al. (2021) refer to this disorder as Neurodevelopmental and that the process to develop fluent and accurate word reading and spelling skills becomes a difficulty for the people suffering this diagnosis; they classify it as “severe” and “persistent.”

● 1.3 Symptoms

The characterization of the main symptoms for Snowling & Hulme (2016) is relatively simple because “Children with Dyslexia find it hard to recognize printed words, have great difficulties ‘sounding out’ unfamiliar words, and often also read slowly” (p.1). Basically, Pennington & Peterson (2015) point out that the decoding ability is affected; although, the rest of the abilities maintain a normal development. Moreover, Hurford, et al. 2016 add that another symptom is that “Dyslexia involves a great difficulty in manipulating the sounds of language, difficulties in assigning the sounds associated with their representative letters and decoding letters into the sounds that they represent” (p.2). The literature reviewed and the definitions mentioned previously suggest a basic consensus to determine the symptoms that characterize the cases of Developmental Dyslexia.

● 1.4 Causes

➤ 1.4.1 Family risk

It is vital to understand that Developmental Dyslexia is a disorder present in families and not only in individuals. In this way, Pennington & Peterson (2016) make it clear that, among the risk factors for those who have Dyslexia, there is the heritability of problems related to the development of reading skills. Subsequently, three aspects affect normal reading development: genes, the home literacy environment, and teaching quality. For example, children with Dyslexia who were raised in families with low levels of reading habits tend to have considerably less exposure to print, provoking a deceleration in their reading development. According to the argument exposed, its prevalence in time considers the opportunities that children and their background had during their lives because it is understood that the amount of exposure to print will determine someone's reading development. To clarify this idea, the authors of this research gather statistics from other studies and the numbers are preoccupying. Actually, in families where Dyslexia was detected, there is 44% of prevalence in their children.

➤ 1.4.2 Neurobiology

A way to understand Developmental Dyslexia is through Neurobiology, which explains the internal arrangement of the brain and how their lobes and internal regions are interrelated. According to Kearns et al. (2018), the main sections involved in the reading process are the left inferior frontal gyrus in the frontal lobe, the left temporoparietal cortex, and the left occipitotemporal region for a normal developed-reading person. Understanding the Neurobiology of Dyslexia Munzer et al. (2020) claims that it has been a challenge to find out the exact causes of Developmental Dyslexia; however, the scientific world currently accepts that there is a problem in the integration of information among the different structures in the brain.

Specifically, in Kearns et al. (2018) explanation, the sections affected by Dyslexia correspond to the occipitoparietal and the temporoparietal region, which showed less activation and a significant difference in the amount of grey matter compared to a normally developed brain. Munzer et al. support this diagnosis (2020), supplementing that cerebral structure malfunctioning translates into cognitive problems. This anomaly explains why cases of Developmental Dyslexia have problems decoding and recognizing words by sight.

- **1.5 Diagnostic**

In terms of diagnosing Developmental Dyslexia, there is an array of opinions. To start, Peterson (2015) agrees that it is necessary to use an arbitrary cutoff to diagnose Dyslexia. For example, one of them is to accomplish a 1.5 standard deviation (SD) score or less in a test to measure reading accuracy. The said test establishes that 7% of the world population have a medical prescription of Dyslexia. Afterward, he problematizes the different manners in which Dyslexia may be diagnosed by concluding that it is better to classify people with Dyslexia under the umbrella of IQ discrepancy and Age discrepancy. These measurements propose that cognitive areas are not affected, but literacy skills are. Similarly, from Snowling & Hulme's (2016) point of view, professionals need to use arbitrary criteria to determine if a person has Dyslexia or not, in this way agreeing with Peterson's propositions (2015). However, the situation is different for Brimo et al. (2021) indicate that a person can be diagnosed independently of his or her IQ level. There is no need to consider a discrepancy between an IQ level and reading accomplishment. Now the question is, how may Dyslexia be diagnosed when there is no clarity about the criteria to assess it? Besides the dropping in the IQ discrepancy, Snowling (2020) proposed four indicators to label someone with Dyslexia: to use the term Dyslexia only when decoding malfunctioning and spelling fluency be observable from early instruction and sustained through time, the incidence in school performance, comorbidity independence and to classify the diagnose in mild, moderate and severe.

➤ **1.5.1 Comorbidities**

Frequently, doctors could detect comorbidities in a patient with Developmental Dyslexia; however, it is necessary to precise this concept before we delve into the complexity it requires. Therefore, "Comorbidity refers to the co-occurrence between two (or more) disorders in the same individual." Having this in mind, we may infer that it is not an isolated disorder in some of its appearances. The comorbidities that Peterson (2015) addresses in his research are ADHD, Language Impairment, and Speech Sound Disorder. As we can see, these disorders are mainly related to writing-speaking skills. Hulme & Snowling (2016) add that "Dyslexia is more common in males, and is frequently comorbid with other developmental disorders such as specific language impairment (SLI), attention deficit hyperactivity disorder, or developmental

coordination disorder” (p.2). Interestingly, this proposal raises the idea that Dyslexia entails not only a reading-speaking impediment but emerges movement problems to the list of comorbidities, which widen its presence in the spectrum of comorbidities. Meanwhile, Brimo et al. (2020) state Developmental Dyslexia is mainly overlapped to ADHD and to DCD, although it is more frequent in inattention cases of ADHD.

Chapter 2: How educational systems deal with Dyslexia

● 2.1 Flaws of educational systems when dealing with Dyslexia.

Carrying out research in Dyslexia from a pedagogical point of view involves recognizing language disorder as an SEN and, therefore, looking for ways in which education can improve to attend to the needs of students with dyslexia. It is important that these educational ways we are looking for have been applied elsewhere and are effective in order to make classrooms a more comfortable and safer environment for Dyslexia. In addition, and as a starting point to look for solutions, we have to first look at what sort of challenges involve classrooms with students with Dyslexia.

The education agents that deal with this sort of educational challenges first-hand are the teachers, who “influence decisions, practices, and interactions regarding dyslexia, and they bear the ultimate responsibility for teaching all their students, including those identified as dyslexic” (Worthy et al., 2016, p.2). In Worthy’s (2016) research, which consisted of 54 interviews with different teachers from the state of Texas, he concerns about the little amount of information about this SEN: “There are few clear answers about the characteristics, origins, and identification of dyslexia, and researchers have identified no well-defined methods of instruction.” (p.13).

The outcome of the said research puts the topic of teacher training on the table as something crucial for attending to the needs of students with Dyslexia, something that Mortimore (2012) addresses, stating that in her case study made in a British university, the concerns also “reflect the urge to support the dyslexic trainee” (p.9). However, when scaffolding a trainee with Dyslexia, it is still worthy to consider that the “assumptions made about the difficulties that dyslexic students might encounter may, in fact, underestimate and disempower the student” (Mortimore, 2012, p.9). Therefore, besides overcoming the little amount of information on Dyslexia in teacher training, another evidently not easy challenge is to achieve an appropriate balance between facilitating success and disempowerment (Mortimore, 2012, p.9).

With the lack of teacher training towards Dyslexia being a recurrently mentioned flaw in the teaching-learning process for Dyslexic students that educational systems need to overcome, we can look for literature that addresses how other countries aid this issue and therefore, deal with Dyslexia inside the classroom.

- **2.2 What do educational systems do to face Dyslexia?**

The existence of research regarding school inclusion for students with Dyslexia from the point of view of educational policies was scarce; however, two results of our browsing across academic repositories allowed us to have an overview of how other countries address this matter. The first one is an article titled ‘Brazilian legislation and the school inclusion of individuals with communication disorders’, which is an analysis of how the Brazilian educational policies did or did not “assure the effective school inclusion of individuals with communication disorders” (Godoy et al. 2019, p.2). Godoy’s (2019) research on the Brazilian educational system followed the Salamanca Statement (España. Ministerio de Educación y Ciencia, 1994) to determine whether each law was inclusive or not, which resulted in a sample of twenty-one (21) norms, from which “thirteen (13) address disabilities in a generalized manner. The other eight (8) regulations are specific in relation to autism, intellectual disability, hearing impairment and Dyslexia” (Godoy et al., 2019, p.1). It should be noted that the four mentioned disorders in the previous quote all belong to the category of communication disorders. Now taking a closer look specifically into how this set of norms tries to assure the inclusion of students with Dyslexia, researchers find that one of these norms, identified as “Deliberation CEE n. 11/96, which reports about Dyslexia, only addresses the evaluation of this individual, not addressing the complexity of learning disorder, nor providing enablers for school inclusion” (Godoy et al. 2019, p.6). Since “professionals specialized in inclusive education report that individuals with Dyslexia need greater stimulation and motivation to practice activities that develop their expressive or receptive language” (p.6), the research is led to the conclusion that “despite the significant number of norms, the current legislation has significant gaps, is general, and thus, does not allow for real school inclusion” (p.8), and that “these people (with communication disorders) need a more specific legal support to assure the effective school inclusion” (p.8).

The second paper regarding educational systems and ways to attend dyslexic students’ necessities, titled “Teacher Education on Dyslexia: An Analysis of Policy and Practice in Australia and England”, compares these two educational systems in the field of inclusion for Dyslexia. Its particularity is that it is especially focused on how trainee teachers are prepared to deal with the needs of dyslexic students. After a brief description of Dyslexia, and since the

researcher is from Australia, she first reviewed the policies and practices from the Australian system, and then reviewed the ones from the English system to interpret which ones could be emulated in her country:

First, Maxwell (2019) continues stating that “Australian education is currently premised on inclusion” (p.3), and that its policies regarding inclusion aim to “remove distinctions between special and regular education in order to provide education for all children in inclusive settings” (p.3). In practical terms, this inclusive education is carried out by “both the Australian federal and state governments kept the field of learning difficulties/disabilities outside special education” (p.3). In simpler words, “the responsibility falls on classroom teachers and schools to support students with difficulties” (p.3). Unfortunately, even though “the government (Australian Government, n.d.) confirmed that dyslexia is recognized as a disability under the Disability Discrimination Act 1992” (sic) (Maxwell, 2019, p.4), “funding is not made available to support students with dyslexia, except in New South Wales [...] therefore, recognition in law does not necessarily translate into tangible benefits for students with dyslexia” (sic) (p.4). The problem that arises from this abandonment is that, “according to the extremely limited research available, teachers in Australia are insufficiently equipped to support students with dyslexia” (p.4).

Second, in the UK, as stated by Maxwell (2019):

“Due to inclusive education, the government expects that the needs of students with dyslexia and other special education needs and disabilities (SEND) will be provided for in mainstream education; teachers in mainstream classrooms in England are thus regarded by the Department for Education as being central to providing support for these students.” (p.6)

In order to justify these expectations about teachers importance, Maxwell (2019) quotes that “teachers must ‘have a clear understanding of the needs of all pupils, including those with special educational needs [...] and be able to use and evaluate distinctive teaching approaches to engage and support them” (p.6), and also that “they must have a clear understanding of the underlying difficulties causing dyslexia” (p.6). However, “despite the legal protection afforded to dyslexic students in the UK (...) research shows that teachers in England are not adequately

trained to meet the needs of their SEND students” (Maxwell, 2019, p.7), having that “[t]he majority of teachers (71.8%) said that dyslexia was ‘not covered well at all’ on their initial teacher training course” (p.7), and that “even among those teachers in England who feel confident in supporting students with dyslexia “the vast majority desire more training about dyslexia, particularly with regard to effective intervention and support strategies” (p.7).

British education also works with “dyslexia friendly schools, which are accredited by the British Dyslexia Foundation (BDA), who work with local authorities to help schools achieve this status”. Schools that “wish to be recognised as being dyslexia friendly are required to prove that:

“... teachers have received appropriate training [on dyslexia]” (BDA, 2017, p.7), that they have “a plan for on-going in-service development” (p.21) and “that training is to be updated through inservice development” (p.44) in future. In addition, at least one teacher must have diploma-level expertise in teaching and supporting students with dyslexia (BDA, 2017, p.21)” (sic). (p.8)

When talking about adopting policies, Maxwell (2019) states that “Historically, Australian education has looked to the UK and USA for guidance, innovation and best practice in education,” and that “Since policies and practices vary between states in the USA, it seems practical to consider teacher education on dyslexia in the UK, specifically England (on which most research has been carried out)” (p.6) (sic). What Maxwell (2019) considers to be the main or biggest steps to follow are:

“Firstly, it is important to ensure that better initial teacher education on dyslexia is put in place. Secondly, supporting an increase in dyslexia friendly schools would be effective since the requirements for dyslexia friendly status include well-trained teachers and ongoing updating of teacher education; schools with this status work together with the national dyslexia association as well as local authorities to ensure their teachers are well trained” (p.12).

These seem to be crucial steps to follow for any educational system that claims to have an awareness of the SENs that their students may present and aims to be inclusive towards learning disabilities, especially Dyslexia in this case. Maxwell (2019) concludes that “the valuable role of a knowledgeable and insightful teacher for children and adolescents with dyslexia should not be underestimated” (p.16).

Chapter 3: Dyslexia in TEFL and Dyslexia programmes in Chile

When it comes to allocation about Dyslexia in TEFL, it is important to understand that learning a foreign language is one of the primary issues for dyslexic students as stated by Hascoet in *Learning a Language with Dyslexia* (2016) “Firstly, a learner with dyslexia may not immediately spot the repetition of certain sequences in words” (which automatically restraint dyslexic students that already show difficulties to interpret the correct order of a sentence in their mother-tongue, she states “Secondly, dyslexic learners may struggle with how words pattern at sentence level”, which means that is difficult for students with Dyslexia create and identifying sentences in their correlative order, she finishes by explaining that many dyslexic students may appeal to memorizing phrases and constructions, and since memorizing is just one part of learning a foreign language, they restrict themselves by learning only the expressions they remember hence deterring communication. Taking into consideration that Chilean policies regarding SEN are quite unsatisfactory and recent to the actual pedagogical contexts; the investigations about dyslexia are practically minimal compared to other SEN included in the Chilean educational system. Having stated this, in order to relate the concept of dyslexia in TEFL and the measures that the Chilean state provides for educational purposes, it is necessary to focus on the educational policies established by the Chilean government in the teaching and learning of English as a foreign language and the how to considered a successful learning process in EFL for Dyslexic students.

- **3.1 Students with Dyslexia needs**

Mitchell and Myles (2004) proclaim that “The learners responded in different ways to this difficult task, some recalling and narrating content in the order they had heard it, others producing lists and plans, or even translating” (p.220). This contrasts with the Chilean educational curriculum which, structurally speaking, does not allow individual focus and in accordance with the Superintendency of Education where there is a maximum capacity of 45 students permitted per classroom. This clarifies even more why the implementations in the Chilean education system fail to meet the needs of students with Dyslexia and makes more relevant the averments stated by Delgado (2020) “dyslexic individuals need to be offered a holistic type of education rather than the traditional analytic approach.” (p.7) which means that

it is necessary to relate the content to the students' needs, perceptions, values, and worldview. Hence, the regular programs and even the integration programs like the Integration School Program (herein PIE, the Spanish acronym), a Chilean educational manual that failed to deliver dyslexic students the correct methods and practices to understand language subjects due to the overcapacity of students population within the classroom.

Additionally, Delgado's research (2020) explains that "In schools, learners are meant to prove their learning through presenting information in written word presentations. Additionally, the current schooling system heavily relies on verbal instruction giving and the students' ability to receive and process it" (p.8). Furthermore, Reid (cited by Delgado, 2020) expresses that "both are the least suitable ways for visual learners such as dyslexics to receive or share information" (p.8). Since the educational programs in Chile lack individual focus on every student, it is completely understandable why dyslexic students stand before an enormous challenge to learn English as a foreign language.

● 3.2 Definition of TEFL

Concerning language teaching, it is claimed by Setiyadi (2020) that to familiarize a language to the students, it is necessary the influence of language theories (nature of language) and learning theories (learning conditions for acquiring a language). From this point on, the relevance of teaching and learning English as a *foreign language* lies in using this language daily by applying adequate resources and pedagogical strategies. Moreover, Setiyadi (2020) states that "learning English as a foreign language refers to a conscious process of acquiring the language (learning)" (p.23), followed by the conditioning elements for the process of learning, "the three factors: Linguistic, social and psychological factors may be the ones that play important roles in determining the success in learning English". (p.24). As stated by Delgado (2020)

"Teachers are largely unaware of the possible teaching techniques, methodology and materials they can use to help their dyslexic students and equally do not know that the assessment of their work should differ to that of their peers in the time provided for its completion and in content, depending on the severity of the learning difference." (p.12).

To underpin Delgado's statement Setiyadi (2020) express that attitude towards the teaching and learning of English can be designated into three types "1) attitudes to English, 2) attitudes to English as a subject to be learned, and 3) attitudes to native speakers of English" (p.23), furthermore, "motivation can mediate any relation between language attitudes and language achievement" (p.23), in other words, learners' attitudes towards learning and teachers motivation regarding content are deterred by the tools given to teachers in order to facilitate dyslexic students ravel, to this extent, it is clear why dyslexic students show significant but yet manageable difficulties towards learning not just English as a foreign language but any foreign language.

● 3.3 Chilean Programmes that encompass Dyslexia

As stated by the Integration School Program (MINEDUC, 2016), the student's learning difficulties are strictly related to the educational establishment's resources and conditions and not related to the students' learning disabilities. From this point on, it is said that SENs are conditioned by the whole educational community, the school, the household, and the social context, and more importantly, how this community reacts to the diverse circumstances of which an SEN student is committed to during their learning processes. MINEDUC has established in the PIE that SEN can be cataloged into two categories, which can be permanent or transitory that are bundled to disabilities and learning disorders respectively, thus the assistance for the different categories are delegated for the entire educational process or just for some stages (p.10), seeing that dyslexia is considered as a learning disorder and not a disability, the efforts applied at the forefront for dyslexic students do not fulfill their necessities because dyslexia exists through the entire life of a person, in other words, dyslexia has been wrongly cataloged by the MINEDUC.

Considering the perspectives given by Delgado, the conditions proposed by the Chilean government regarding learning language as a foreign language, the categorization for students with SEN in the Integration School Programme and Setiyadi's compilation about TEFL, it is clearer to understand why there is a void between EFL teachers and the necessary procedures to make a dyslexic student success in learning English as a foreign language and the process of communication due to the conscious acquisition of the language, furthermore, the Chilean

educational programs which contemplate dyslexic students do not even go astray to categorize correctly this learning disability but also fails to deliver the correct inputs and approaches to manage their necessities, moreover, the programs concentrate to its full capacity in to make learning disorders and disabilities more generic in terms of professional aid and conceptualization.

Chapter 4: Dyslexia in Reading & Writing

One of the many challenges when teaching English in the EFL context includes teaching students with Dyslexia. There are different methods, incentives, and government investigations, mainly since UNESCO introduced Article 26 of the Universal Declaration of Human Rights (1948) that ensures education as a human right. Due to this, SENs have been gaining strength to democratize and integrate people with different needs, including Dyslexia, in the classroom. However, it is essential to be clear about some important concepts before diving into the specific topics. One of the most important stages is the diagnosis, which, when done in earlier stages, gives better groundings in further measures and can be done both from the medical and psychological point of view. However, for this research, we will focus on the psycho-pedagogical point of view stated by Ibáñez et al. (2018), which begins with suspicion indicators of dyslexia, that guide us in detecting patterns in the different stages of formal education as it appears in the next chart:

Suspicion indicators in the different educational stages

Early childhood education	Primary education	Secondary education
-Difficulties in processing, phonological awareness and syllabic segmentation. - Difficulties in spatial and temporal orientation - Fine motor difficulties - Oral language delay	-Symptomatology of the previous stage -Low reading speed and writing difficulties	-Poor general linguistic competence

Taken from Neuropsychological English learning program for students with dyslexia

As far as this chapter is concerned, we will understand dyslexia as an inability to link different brain functions due to different reasons that end up influencing reading and writing processing.

- **4.1 Dyslexia in reading**

It is important to understand which functions come into play when reading. Below, there is a brief description of each.

- **4.1.1 Neuromotor functions**

They follow specific pathways in the brain, which is why it is important to detect them early. Otherwise, they present different manifestations throughout the educational process. Ibáñez et al. (2018) indicate that they can mainly encompass basic motor, balance, and coordination movements responsible for helping the nervous system to mature correctly.¹

- **4.1.2 Visual functions**

Neuromotor functions work closely to visual functions to be able to be located in the space where they are applied. In addition to fulfilling this same role in other functions, this process would be adding another degree of complexity to the process, adding another barrier that works as the main wall that does not allow the decoding between the person and the skill that is expected to be developed. As Ibáñez et al. (2018) indicate, visual functionality is understood as the set of adequately developed visual skills that can coordinate vision with other senses.

Although reading requires relatively simple processes, this has been achieved through years of evolution and practice. The brain has commissioned specific areas of itself to identify graphemes and their corresponding sounds, creating and running the whole process. The latest studies indicate that although patients with Dyslexia may present standard or even advanced levels of literacy (related to vocabulary and cultural baggage), they continue to show reading problems in the areas of interpretation, analysis, and conclusion. As mentioned previously, this discordance is accentuated when we go from Spanish to English or to other languages where a letter may have different sounds depending on the context, bringing into play more factors and brain areas that lend themselves to confusion among dyslexic people.

- **4.2 Dyslexia in writing**

¹ Translated by the research group

Although the same functions act in reading as in writing, motor functions are more present in the latter, be it in handwriting, keyboards, or other input systems, meaning executive functions to put the language into action. This includes transcription or creation of original texts, in which the speed of processing and planning would also come into play.

Due to the phonological inconsistency of English, the teaching of the language is also proposed as a kind of early warning in what could be symptoms of this phenomenon, since as we saw, the earlier they are addressed, the better and more complete measures can be taken to not only to treat them but also to adapt and also respond on a psychological basis to the deferred development of the person since these learning difficulties can also generate demotivation in students. In a literate society like the current one, not being able to read and writing not only affects education and cognitive development but also has a great impact on emotional and social aspects, on individual well-being or access to job opportunities (Madrid con la Dislexia, 2013)

One interesting fact is that due to the communication problems in areas of the brain, people with Dyslexia also may present problems in other subjects and matters, such as Mathematics, and other aspects of language such as jokes, irony, and even certain social skills in which the literality is low. This also affects dyslexic psychology beyond the issues of adaptability in the educational system and the consequences of this situation in the classroom itself. For this reason, there are different investigations and approaches to the matter, and we believe that the Chilean educational system leaves a lot to be desired. These opportunities in which it is possible to help a sector of students who have been marginalized and explain different situations, which go beyond the classroom, are wasted, which could be sorted out and helped by different methodologies studied with Dyslexia in mind.

Here, it is important to address the investigation made by Jenaro A. Díaz-Ducca (2016), which dealt with a similar issue in the case of Katty, a 25-year-old Costa Rican woman who, due to different brain accidents and other health problems (specifically an intracerebral hemorrhage) has developed Dyslexia. The research subject, Katty, due to all the mentioned medical complications, presents the typical and basic conditions of people with Dyslexia described by Baumel (cited by Diaz-Ducca, 2016), “Inability to concentrate on written texts, inability to differentiate important from non-important information, poor spelling, frequent repetitions, fragmentation of sentences or omissions, organization problems, and difficulty when writing or copying from the board or a book.” In addition to presenting problems of sociability and anxiety, when comparing herself with his classmates, for which she was following her

education at home. Based on these details and the aforementioned characteristics of Dyslexia, a work plan was designed which included activities, workshops, and changes in the way of doing the classes, to include and improve the English skills with which he had the greatest problems, i.e. Grammar, Phonetics and global understanding of texts, related to short-term memory. The strategies used were based on the main difficulties that Katty described in her previous experience with the English course and the literature that existed on the subject, which included presenting clear objectives to the student, along with the structure which they were to follow daily. Also, maintaining this structure with the least amount of changes possible, and always keeping the knowledge or topics from previous classes fresh and relevant; everything with the idea of providing a factual basis for the content and keeping it relevant over time.

Regarding the physical organization of the class, as well as certain behaviors and techniques applied by the teacher, according to Díaz-Ducca (2016), these would include the reduction of external factors that could deviate the central objective of the class (These extended factors can involve a lot more than those that manifest themselves within the classroom) as we have already mentioned. It is important to be always close to the teacher. The teacher must always have a clear speech and diction, trying to keep it relatively concise and straightforward for the student, repeating statements if necessary.

For Díaz-Ducca (2016), motivation creates higher instances of learning, creating higher levels of motivation. In addition to students working and supporting themselves with their classmates, celebrating progress, and maintaining a positive attitude in the face of learning complications, it grants other opportunities for motivation in which the teacher is not present—also, giving students the time, they need to develop their ideas as much as possible when working on activities and the like are measures that would not only be beneficial for students with Dyslexia. It also makes other students notice that their learning process matters and deserves the attention it is receiving.

According to the study, the methods that worked the most were: working in pairs during class and workshops and sitting close to the teacher, which improved Katty's self-esteem and confidence when speaking, while receiving positive reinforcement to her progress. In addition, the items and topics worked during the process were simplified, preparing her for the testing and evaluation moments. On the contrary, the grammar and comprehension of texts, together with specific phonemes, worked specifically (/ s /, / ʃ /, and / tʃ /) and pronunciation in general presented almost zero progress.

These confusing letters have similar sounds, ignoring these minutiae of the language (like “s” and “c” sounds, and the “v” and “b” sounds). These are the areas where it is common to have problems for people with dyslexia.

As we can observe, there is still a significant amount of work to be done in the area; however, we take it as an incentive. The research team was able to recapitulate different points of view on how we understand and how Dyslexia works at different levels when it comes to reading and writing. With our research, we hope to land it in the Chilean context and create strategies and pedagogical suggestions that focus on reinforcing the union of linguistic skills necessary to develop methodologies that address different areas of English.

Chapter 5: State of the art

● 5.1. Dyslexia from a Medical point of view

Throughout the study of Developmental Dyslexia, researchers from diverse fields have posited many hypotheses to explain the features, symptoms and reasons for this learning disorder. Therefore, it is essential to expand the knowledge about Dyslexia to provide positive updates for the methods and approaches that, for example, medical doctors apply to their patients. Specifically, in education, a better understanding of the Neurobiology behind Dyslexia was developed by Munzer (2020) “A fundamental knowledge of the various brain regions that are implicated in reading disorders can guide administration of appropriately tailored interventions that may lead to an improvement in reading in those with Dyslexia” (p.37). From this perspective, Neurobiology is not a mere explanation of the diverse functions and phenomena that we can observe in the brain. Still, its correct understanding has translated into an application that enhances the quality of life of people with Dyslexia. There lies the importance of Neurobiology.

Neurobiologically speaking, Munzer (2020) sets the idea that the human brain is not predetermined to learn to read automatically since day one of an individual’s life; however, for this to be possible, there needs to be a set of complex and interrelated processes among structures in the sections of the brain. As the previous idea states, it is a long process of learning to read, which may take more than expected, in some cases, due to complex phenomena that might suppose a problem in the middle and long term of the process, such as decoding, phonemic awareness, etc. Hence, in some of these situations, we come across the case of Dyslexia. For Munzer (2020), defining the Neurobiology of Dyslexia supposes a challenge since the components involved in the phonological deficit are various and they depend on separate structures. Despite the theories explaining this disorder, nowadays, there is an agreement in the occurrence of Dyslexia. It has to do with a malfunction among the functional systems in the brain that are accompanied by a reduction in the neuroplasticity of the left region mainly in charge of reading and language; however, the right side also presents differences to a normal-developed brain (Munzer, 2020).

Other changes found in brains with Dyslexia are related to myelination of the left perisylvian cortex affecting speech production and comprehension. Likewise, we can find a reduction of grey matter, cortical thickness, and hypoactivation in some areas of the brain. Interestingly, the hypoactivation of the brain corresponds to a minor visualization of the activities that must occur in those regions, such as recognizing symbols and letters, translating sounds into phonological meaning, and associating letters with sounds (Munzer, 2020). It is important to note these changes that occur in the brain of a person with Dyslexia and the comprehension of them support an updated perspective of how Dyslexia manifests its symptoms.

When comparing children's brains, Munzer (2020) highlights that we can observe these changes even in normal children with usual delays in learning to read. These characteristics are proper for children who sustain this disorder without prejudice of typical learning delays. In this piece, Munzer (2020) claims that children with Dyslexia can improve their reading skills, but this is consistently lower than in children with normally developed brains. A point on which teachers need to focus is on the learning process of students with Dyslexia in the case of a second language. The method of acquiring a second language may even be a more significant challenge since they are in front of a new communication system. Considering the characteristics of the English language in which there is no print-sound correspondence, it may cause confusion and issues that would hinder its teaching-learning process.

The importance of on-time diagnosis turns vital for ameliorating further consequences in children. Being aware of the characteristics of this disorder will allow students with Dyslexia to avoid problems in their academic life.

- **5.2. Educational systems and Dyslexia**

As scanning through academic repositories looking for evidence of educational systems applying policies pointed towards attending Dyslexic students' needs was not as fruitful as we expected, there is not much recent information regarding these policies to discuss about. Fortunately, O'Byrne, Jagoe, and Lawler's (2019) research let us take a closer look into what people who have Dyslexia have to go through during their educational process, and how some of these people think assistance towards students with Dyslexia should work according to their necessities. Their case study focused on five third-level education students with Dyslexia

concerning their identity, self-advocacy, transition experiences, and future advice when moving towards Higher education (herein HE). Regarding the balance between facilitating success and disempowering students with Dyslexia, O'Byrne, Jagoe and Lawler (2019) highlight as a concern that "third level education often follows the medical model approach, which focuses on the person's diagnosis (e.g., Dyslexia) rather than the individual with the diagnosis, that is, how the person feels he/she is coping." (p.3). Under that premise, within the interviews, "the participants provided narratives showing distinct self-awareness and understanding of their experiences of transitioning into third level education as a student with a diagnosis of Dyslexia. Thematic analysis revealed four common themes (dyslexic identity, self-advocacy, transition experiences, future advice) (sic)" (O'Byrne et al, 2019, p.7).

Each of the four common themes provides accounts for the participating students' transition to university: Dyslexic identity, in the first place, addresses the students' personal experiences overcoming the associated challenges of Dyslexia; then, there is self-advocacy, representing how they have become their own advocates in obtaining the support they need; transition experiences, compiling what entering to Higher Education (herein HE) meant to them as students with Dyslexia; and finally what O'Byrne et al (2019) called "future advice" (p.7), containing a critical view of the support their university offers to the students' SENs and advice on how can upcoming students with Dyslexia cope with the transition to HE. Most universities and colleges in the United States address SENs with disability systems, which "provide accommodations to students who are eligible under ADA" (Understood Team, N.D.) and can be compared to the Pedagogical Resources for Inclusion Center (CREPPI in Spanish) at our university.

In the last topic common topic O'Byrne et al. mention, future advice, we can find concrete things that students with Dyslexia believe they can do to help themselves transition to HE being aware of their SENs, and how their university disability service can aid them, which can also be applied to other educational institutions or systems, when helping students with Dyslexia:

Students with Dyslexia are advised to: Have "courage to ask for required supports and resources immediately" (p.12), as Shauna, one of the participants stated that they "don't have to be afraid to ask for help, otherwise they will just end up struggling for longer than they actually need to" (p.12)

The university disability system is advised to: require their teachers to be "a little bit more cognisant of the fact that not everyone learns in the same way" (sic) (p.12), as "Dyslexia is not

diabetes, it's not like you give one medication and it works." Other participants "indicated that more one-on-one 'contact hours' should be available." In addition, there was a discussion about "the importance of consistency regarding supports and resources from secondary school into HE." Another participant suggested that "it would seem a bit more personal if the disability service was kind of run through different departments". Furthermore, the last interviewee felt that the disability service needed to act on behalf of students and become more of an advocate for people with disabilities (p.12).

This contribution to the studies in SENs, even though it is not a recent improvement in legal consideration of students with Dyslexia, can function as a guideline that is informing us, teachers, to be more aware of what these students can do on their means instead of what they might be impeded to do by this learning disorder.

- **5.3 Dyslexia in TEFL**

In Delgado's research (2020) students with Dyslexia are defined to possess a "right hemisphere learning preference" which means that the cognitive processes for dyslexic students "have to focus on developing visuals and multi-sensory focused learning materials and activities which engage the student in visual, kinetic, tactile and auditory" (p.9) as the research portrays the positive outcomes on dyslexic learners using a holistic emphasis, not only in the preferences but in the mistakes made on the learner's production.

Considering that the acquainted processes and methodologies implemented to help students with Dyslexia show us the necessity of researching for some more, in terms of methodology, Delgado states eight principles related to learning a foreign language as a student with Dyslexia, these are: "Learning is to be multisensory." According to Delgado (2020), "Dyslexic students need to use all their senses in learning, in particular visual, kinaesthetic and tactile", and their learning must be meaningful, that is to say, "The method stresses evaluating the strengths and weaknesses of each learner, and providing personalized and differentiated content where students, having a choice of appropriate tasks are provided with the sense of ownership and motivation for learning" (p.9), considering this as the primary step for positioning students with dyslexia in their correct path to begin their learning process. The second stage is "Mind mapping" which is used because it is "especially beneficial to the 3D visual dyslexic brain. It harnesses a range of cortical skills such as word, image, number, logic,

rhythm and colour spatial awareness” (sic) (p.10). This is beneficial for students with Dyslexia due to the cognitive processes developed in the right hemisphere of the brain.

Then, there are the methodologies for dyslexic learners, which focus on “metacognitive” steps guided by the teacher already knowing the preferences of a dyslexic learner; hence, repetition becomes the primary pragmatic exercise where dyslexic learners try themselves and how properly the subject is handled. As stated by Delgado (2020) “The teacher is to clearly model how to use desired language features to aid the students’ understanding of the mechanisms characterising the proper use of the new language taught”, and in terms of analysis and synthetic, students with Dyslexia need to be presented with the “structural parts of language such as sounds, syllables, words, and sentences and synthesise them back together in meaningful compounds”. That is to say, learn how to understand the different syntactic parts of the language. Afterward, considering all these prospects, there is a need for a diagnosis which in Delgado’s words is “To receive the highest possible satisfactory results in tests or examinations, students with learning difficulties should receive explicit instruction in test preparation strategies such as multisensory structured studying, mnemonic devices, mock examinations or time management.” This does not mean that there exists some structural way of considering all dyslexic learners in the classroom; thence, the teacher must assess in an informal way to monitor their learning. Finally, the learning process created by this methodology needs to be prescriptive, according to Delgado (2020). The teachers have to keep “valuating the learner’s needs and progress in the lesson; the teacher is to adapt instructions both during the lesson and in lesson planning for further teaching” (p.11)

● 5.4. Dyslexia in Reading & Writing

In recent years, the way how students with dyslexia are approached in the classroom has not changed very much. According to the research carried out by psychologists Silvia Fombella Predero and Patricia Solis Garcia (2020) in today's globalized world, the expansion of the use of English does nothing but create a larger barrier for students with Dyslexia when compared to non-dyslexic students in the same classroom.

According to the researchers, in Spain, the language has become so crucial that other subjects (such as Mathematics and Biology) are taught in the foreign language to create inclusion and familiarity with English for every day and work use. However, in doing this, students with

these special needs are left out, as there is not much research to see how this policy has affected students with dyslexia. Due to this reason, a research was carried on, taking three fifth-year primary school students diagnosed with dyslexia were chosen to see how they and people in their immediate environment responded to the methodology of their classrooms. They found that, together with the general lack of knowledge of how to approach the education of the students of parents and teachers, as the latter dealt with different techniques despite lacking the time, the means, and the necessary training, ended with the results that were positive and provided interesting details. The students who participated revealed that generally, while having problems in the subject, they tended to compensate for their performance in oral exams, showing that they had no difficulties when it came to understanding or speaking the language. It is also pointed out the little formal training of teachers when dealing with these students, which to be fair, would require another burden for them that is not always possible when planning classes. However, it is necessary to highlight it, since it prevents the application of a general model in the classroom. In this specific case, the students highlighted how difficult it is for them to understand the class books, due to the many colors and images they contain. Although these same resources are usually recommended for students with dyslexia, it can be explained that these images and colors do not follow discernible patterns for students. Due to the scope of the investigation, it is stated that the results are not conclusive but rather a gateway for further study in the area.

Chapter 6: Methodology

The research group conducted this work during the 2021 academic year. In structural terms, this research decided to choose a quantitative methodology. Following this idea, Creswell (2009) addresses quantitative research as a “means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (p.4). We considered that choosing this methodology would suffice to accomplish the objectives of our work.

The fact that there is not much evidence of previous research classifies this work as exploratory research. Consequently, Witt (N.D) illustrates this view by saying, “An exploratory design is conducted about a research problem when there are few or no earlier studies to refer to or rely upon to predict an outcome” (p.1). Additionally, the analysis of the information made by this research group, considering the available literature, only found international experiences and none related to the field of ELT in Chile.

During the analysis of the compiled information, the research group found that the study of Developmental Dyslexia has been an underlying subject of study in Chile in the TEFL context. Also, this short amount of literature available in diverse sources of information suggests that the responsible political and educational actors are not aware of its importance. This is a negative sign for developing techniques to manage TEFL in cases of Dyslexia in the classroom appropriately. Under this premise, the research group decided to design a set of techniques and suggestions for EFL teachers in the Chilean context. From the English department at UMCE university, Professor Leandro Silva validated the instruments that we implemented (see Appendices C and D). The instruments designed consisted of two questionnaires that gathered the responses of two target groups of people, with the idea of portraying their perspectives and their experiences as university students and school teachers.

● 6.1 Instruments

As explained above, the research group designed two instruments. One of those was oriented towards pre-service teachers from the UMCE English department and the other was designed to target in-service English teachers from Chilean schools.

From the first term of 2020 until the first term of 2021, the Chilean Health Ministry authorities enforced a policy in which non-essential services were forced to close to control COVID-19 rates of contagion. As educational institutions did not fall under this classification, classes at UMCE university moved to an online setting. Subsequently, using any face-to-face instruments was not an option to gather the necessary information. As a result, the research group determined that the online instruments were the most suitable way to obtain the information the research needed. Afterward, the following step was to choose an online platform that would offer the respondents an accessible platform to answer both instruments comfortably. That is why we decided to use Google Forms from many other platforms since its simplicity, practicality and the experience that we already had using this platform would make the process as promptly as possible. Following are the descriptions of these instruments.

In order to understand the focus of each questionnaire, it is necessary to delve into the properties of each one. The first had two objectives. Principally, the students at the English department at UMCE had to complete it to gather and retrieve information related to the perceptions they have about their training process. Besides, we wanted to explore the learning process in the training of preservice EFL teachers at UMCE, which was meant to be only answered by the selected group.

The first questionnaire was aimed at school teachers' knowledge and experience with students with Dyslexia who had at least one year of experience in the Chilean school system, no matter which university they had attended. The pre-service teachers' questionnaire started with a general introduction of our research, followed by questions in Spanish about the general information of the respondents. The subsequent section included seven questions that compiled information regarding their awareness, knowledge, and experiences related to Dyslexia as an SEN inside their classrooms. Unlike most of the questionnaires analyzed with the quantitative method, questions n° 2, 4, and 7 of section B were subjected to content analysis. Finally, the

last part of the questionnaires included a confidentiality agreement and an acknowledgment message including our emails if any of the respondents wanted to contact this research group.

The students' questionnaire was divided into five parts: An introduction section identifying who the team was and the research we were carrying out; a set of questions asking for general information about the respondents; the second set of questions regarding their knowledge about Dyslexia and their experiences as students related to this language disorder and the last question designed only for 3rd, 4th, and 5th-year students who had taken at least one Methodology or Practicum course. As well as the first questionnaire, the quantitative method was used to analyze most of the questions, except for question n° 2 of section B which was subjected to content analysis. Finally, the respondents had to read and complete a confidentiality agreement before sending the file. For practical terms, and since some students with fewer years in the program may not have achieved a certain level of proficiency in the English language at the time it was sent out, we decided to design this questionnaire in Spanish.

It is worth mentioning that; for the instruments to be inclusive with the LGBTIQ+ Community of the English department and school teachers who may belong to this community; the general information section of both questionnaires included two questions about “sex/gender definitions”² designed from the guidelines made available by the Gender and Sexuality Office at UMCE. As well as the rest of the general information questions, the latter were asked in Spanish to facilitate understanding for the respondents.

² Translated by the research group.

Chapter 7: Data Analysis and Results

● 7.1. Teachers' questionnaire

In the following charts is the questionnaire results that asked for school teachers' experiences and knowledge, along with the corresponding analysis of the information we retrieved from each of the twelve answers.

Section A

1. How many years have you been teaching?

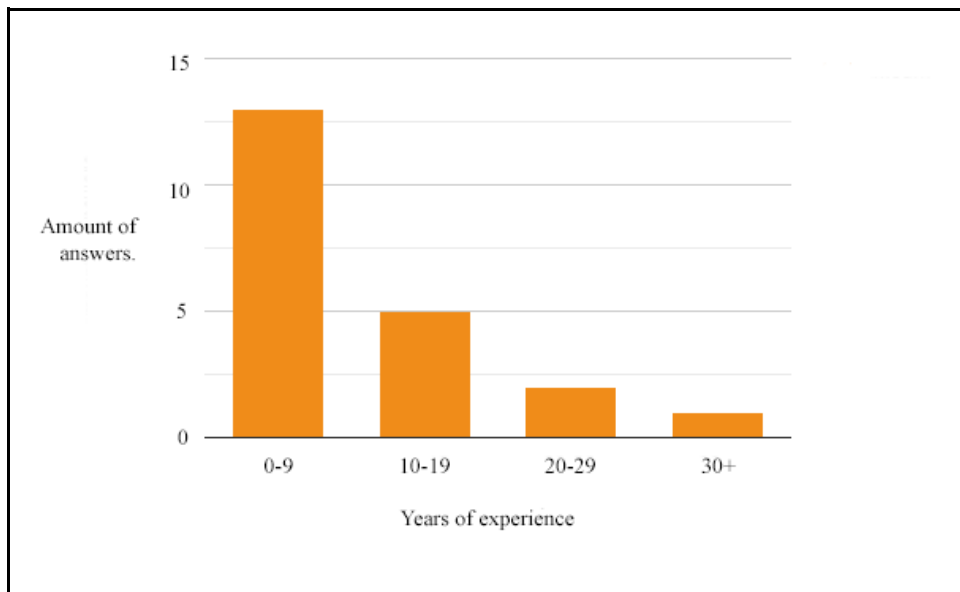


Chart 1 shows the number of years of experience the respondents have working in schools. In order to obtain an excellent visual representation of the experience of our respondents, we decided to distribute their answers in four ranges: The vast majority (13) were in the range of 0 to 9 years of experience; a relatively small amount (4) had between 10 and 19 years of experience; an even lower group of respondents claimed to be in the 20 to 29 years working range; only one of them had more than 30 years of experience.

2. In what type of educational establishment do you work?

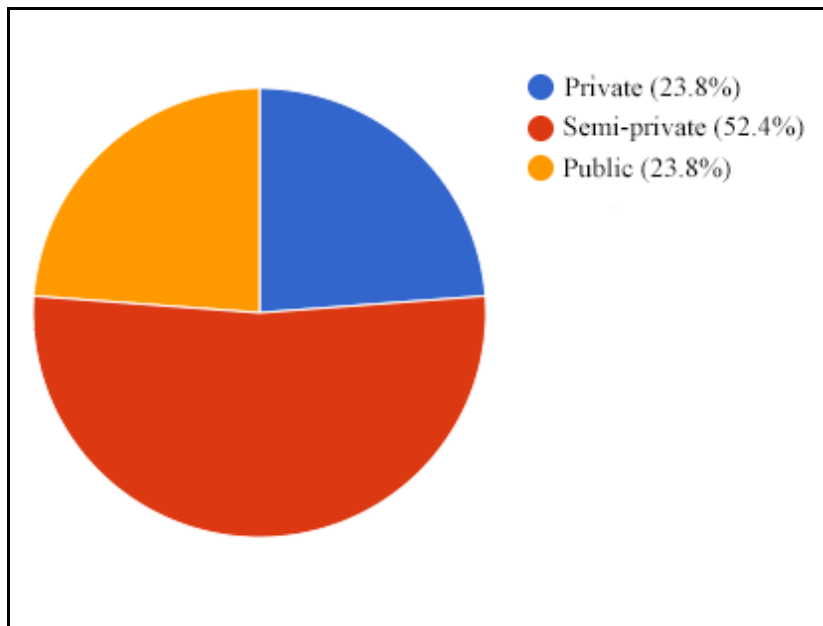


Chart 2 contains the types of schools in which the teachers were working at the time of answering the survey. The options available consisted of three types of educational institutions: Private schools that are self-organized and funded; Semi-private or subsidized by the government and public schools which depend on local services of administrations- which are state-funded. The results depicted that five teachers were working in private institutions. Then, in semi-private establishments, eleven teachers belonged to the teaching staff or 52.4% of them. Finally, five teachers, 23.8%, were working in public establishments.

**3. What is the location of your current educational establishment?
(District/Commune/Locality)**

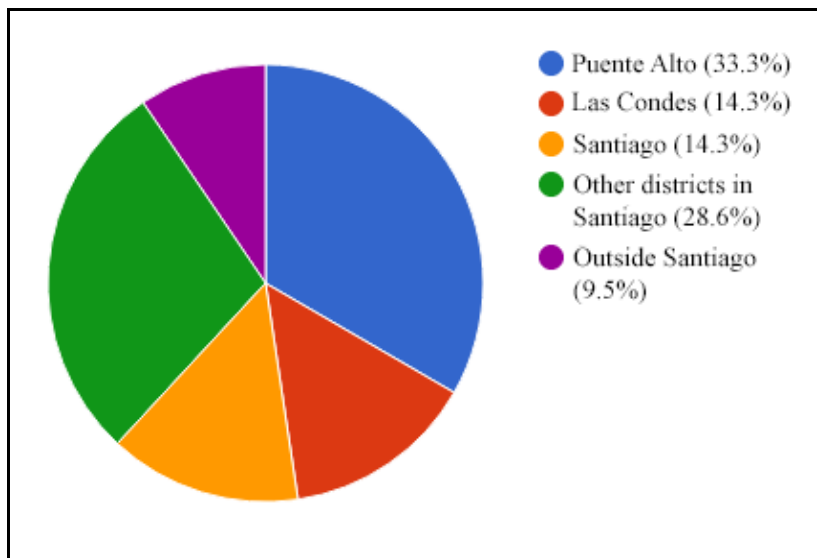


Chart 3 shows in which district/commune/locality the places of work of the surveyed teachers are. Almost all of them are from the Santiago metropolitan region except for two. Here we can see that 33.3% of the surveyed teachers are from Puente Alto, 14.3% from Las Condes, 14.3% from Santiago district, and 28.6% from other districts inside the Santiago region, including San Bernardo, La Pintana, San Miguel, Pudahuel, Vitacura, Maipu, and finally 9.5% of teachers were from outside the region, including Los Angeles and Temuco.

4. Sex/gender classification

4.1. Check the alternative with which you identify your sex:

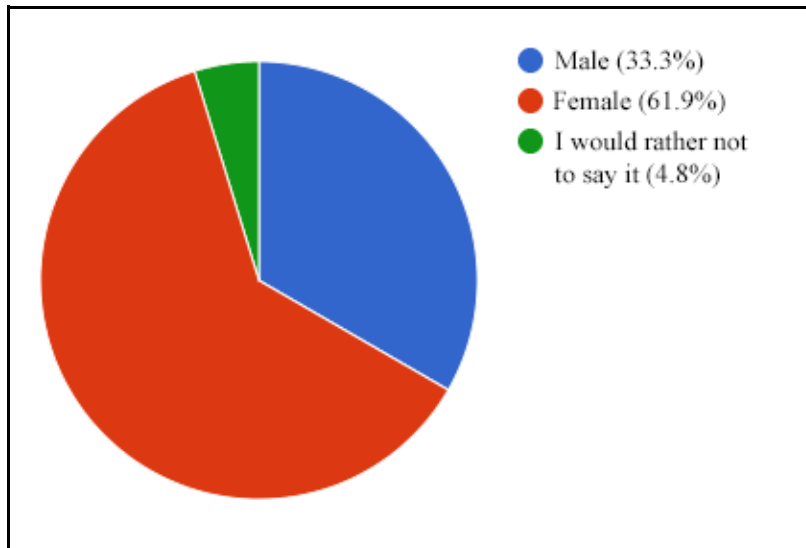


Chart 4.1 shows a classification according to the biological sex of the teachers surveyed. The participants who provided an answer in this section cast the following results: 13 people defined themselves as women, eight as men, and one person marked the option I would rather not say/ Not applicable.

4.2. Check the alternative with which you identify your gender:

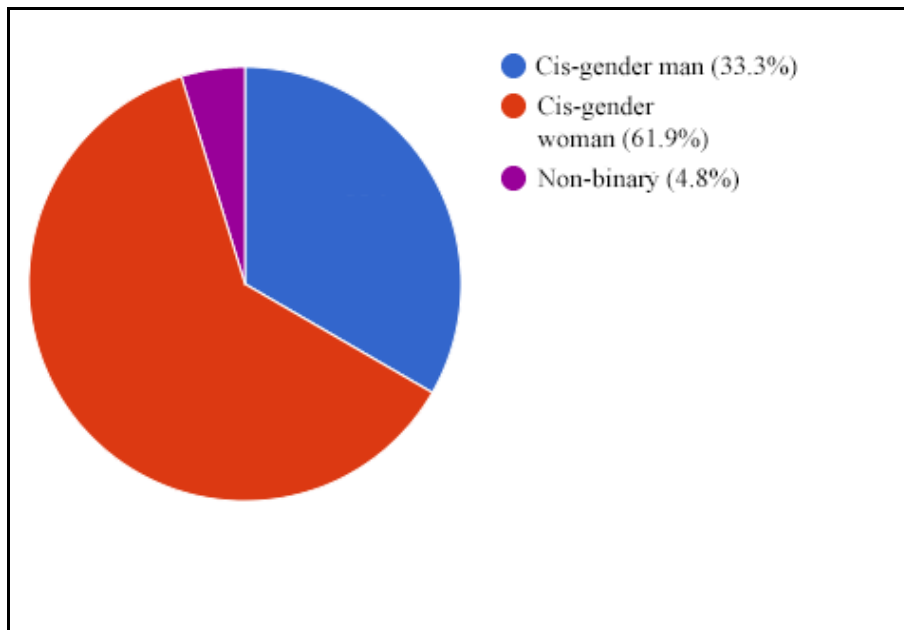


Chart 4.2 shows the gender with which the teachers surveyed identify themselves. The results obtained were 61.9% of people who answered Cis-gender woman, 33.3% Cis-gender man and only 4.8% marked non-binary gender.

Section B

1. Are you aware of the needs of Dyslexic students inside the classroom?

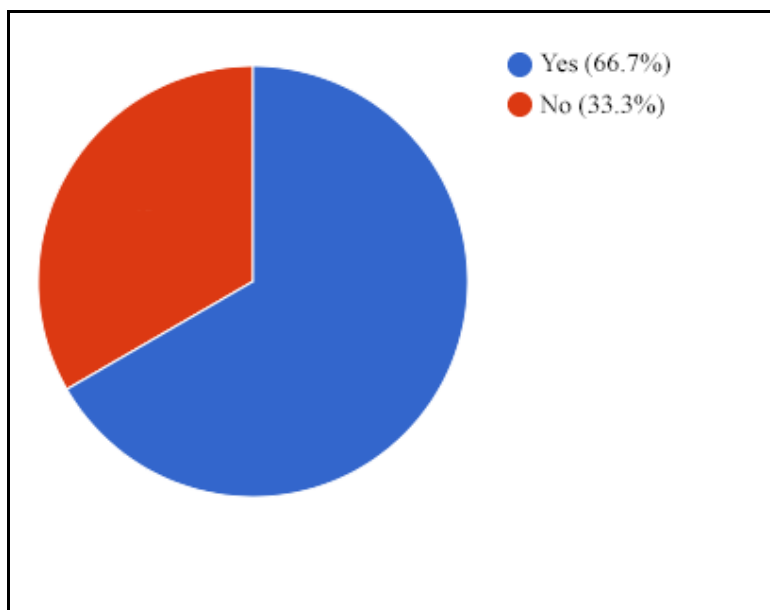


Chart 1 of section B shows the awareness of teachers of dyslexic students' needs inside the classroom. The teachers who answered Yes represent 66,7% which amounts to 14 teachers, while the teachers who answered No are not aware of how to identify the needs of students with Dyslexia. They represent 33,3% of the sample, i.e., seven teachers. This research team considers it is essential to understand the difference between awareness and suffice. While one is looking only to identify, the other adapts material and tries a more holistic approach to dyslexic learners.

According to Delgado (2020), “awareness of the presence of SEN learners in the schools has been increasing and researchers are working tirelessly to develop learning tools including techniques and materials to help these students” (p.5), yet there is a vast void amidst the efforts and the production of techniques and material to include dyslexic learners in a classroom.

Moreover, the problem lies in “the way foreign languages are traditionally taught in public schools that is setting SEN students who need explicit, direct and metacognitive instruction to fail.” (p.5). Hence, we can say that the poor handling of Chilean educational politics regarding not only Dyslexia but also every other type of SEN is responsible for this phenomenon.

2. Do you know any of the characteristics a student with Dyslexia has? Which ones? (Otherwise, choose No).

Classification/Categories	Answers
Scrambling letters (Mixing up letters when reading or writing)	• Letter reversals in reading and writing. • They used to change letters. • Alteration of the order of the letters when writing or reading. • Confusion with similar letters/graphemes (like d and b), difficulty with reading aloud and spelling, difficulty with time management and directions.
Problems when reading and writing.	• They confuse letters; they don't express well and avoid reading; handwriting is difficult to understand and messy. (sic) • Difficulties in reading. • Difficulty with reading • They confuse letters when writing • Typing mistakes, difficulties in the speed of writing, making differences in how a word is pronounced and confusing them with others due to the different spelling, information processing. • I think students who have dyslexia confuse letters when they read or write. • Problems with the way they process texts • Students have difficulty reading and writing, because

	they cannot easily identify/distinguish graphemes (changing them, confusing them, etc)
Phonological problems	• Reading difficulties with fluency and difficulties with pronunciation. • They usually have trouble relating sounds to words, which causes problems with spelling. • Struggling to read due to moving/changing letters. Difficulty to access phonological memory, thus phonological awareness not being properly developed.

We divided the answers into two groups, the ones who answered sharing characteristics (71.4%) and those who did not (28.6%) to know about specific features of students with Dyslexia; then, we created subsets. We identified two main ones: Scrambling letters (26.7%) and Problems with reading and writing (73.3%) out of the total of affirmative answers. From the last one, we created the subcategory Phonological problems, which corresponds to 27.3 % of respondents' responses who identified problems when reading and writing.

We see that the vast majority of surveyed teachers know about the main characteristics of Dyslexia, with Problems when reading and writing being the most prevalent. This shows that despite the lack of preparation, they cover at least the basic spectrum of identification of symptoms of the condition, as described by the British Dyslexia Association:

“Specific learning difficulty that mainly affects the development of literacy and language-related skills. It is likely to be present at birth. (...) It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counseling.” (Nijakowska et al., 2013, p.9)

3. Have you had difficulties in the teaching learning process of English with students with Dyslexia?

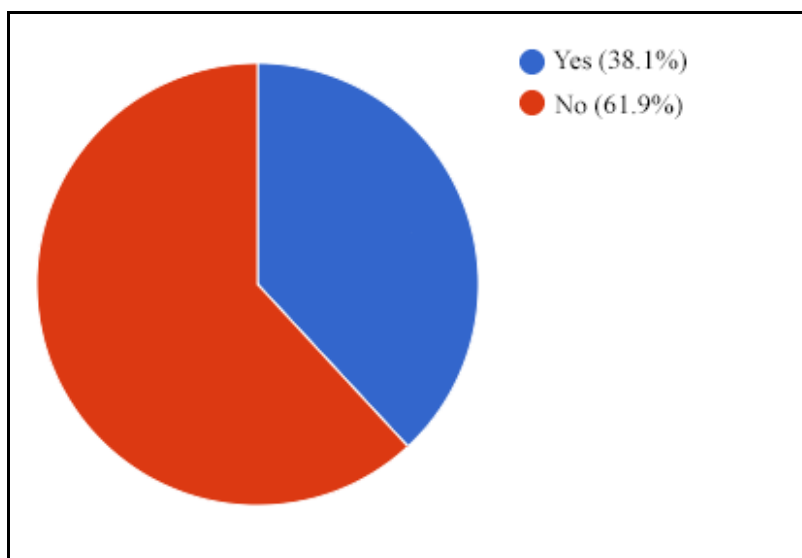


Chart 3 of section B represents if there have been difficulties when it comes to the progress of learning processes of the English language with students with Dyslexia. Thirteen teachers answered No which means 61,9% of the total, while eight teachers answered Yes which represents 38,1% of the total.

Here, concerning the answers to question two, although the teachers have some knowledge of the characteristics of Dyslexia, the vast majority have problems when planning classes, since these exceptions often create a break, especially when it is carried out in classrooms with a large number of students:

“Another important factor to be pondered is the group size: a smaller group (ten students or less) could have better results in terms of the amount of attention dedicated to Katty (a student with dyslexia) (sic), considering that she demands double explanations and extra support. As indicated, constant peer interaction also caused her to feel at ease in the classroom.” (Díaz-Ducca,2016, p.26)

4. If your answer to question 3 was Yes, can you provide an example (or examples) in the area of Reading and Writing?

Classifications/Categories	Answers
Changing letters	• Had a student that often confused A and I and couldn't read at the level of their peers. He very read slowly. (sic) English was hard for him, because we had trouble with his native language that weren't sorted at the time. (sic) • it is very difficult to make them write and they don't like reading aloud. They don't understand simple texts. • Students who confuse sounds, or at the time of writing, change words, or do not handle the reading in Spanish, the more difficult it is in English. • I think reading in isolation could be a problem. They twist the words, sometimes and change the meaning of a sentence, when reading out loud. • They used to change the order of the letter in some words not only when writing but also in reading.
Understanding ideas	• They cannot understand the whole idea or ideas by isolation. For them, reading and writing is difficult in their native language. Then, it's more difficult to read in English. I mean, understand sentences when they got confused is very difficult, even. (sic) Finally, they don't understand the whole idea of a sentence.
Producing ideas	• When asking students to produce sentences themselves in their notebooks, and students with dyslexia find it difficult to write the correct spelling or forms. (sic)

Lack of resources	• Time and resources to facilitate the focused work with these students. (sic)
Other Answers	• I plan with UDL.

We divided the answers according to the type of difficulties that the respondents experienced while having classes with students with dyslexia. The common factors that could be observed were Scrambling letters (60%), Understanding Ideas (10%), Producing Ideas (10%), Lack of resources (10%), and Other Answers (10%), respectively to the percentage of people who answered yes in question 3.

Continuing with the same analysis as question 3, we now see the most common difficulties for teachers, which is Scrambling letters, with different variations of reading and writing problems. Interestingly, in question two, those who responded to knowing about Dyslexia were relatively dispersed. In question two, we can observe a notable inclination to reading problems and the ability to identify certain sounds and graphemes. This implies a need to generate other learning instances:

“(...) students with dyslexia will require slow learning and explicit, direct, cumulative and intensive instruction through multisensory learning (Multisensory Structured Language), which implies the use of visual, auditory, tactile and kinesthetic pathways simultaneously to improve memory and learning of written language.” (Ibáñez et al., 2018, p.439)

5. Does your workplace have professionals or protocols to support students with Dyslexia? (Psychologists, Speech therapists, Special education teachers, School Integration Program (PIE), etc.)

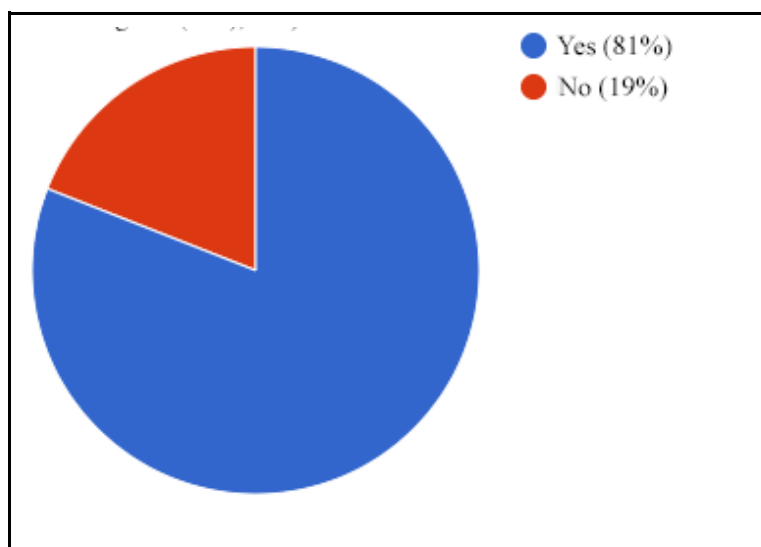


Chart number 5 of section B displayed the obtained results when the research group asked about the professionals who intervene in the students with Dyslexia's learning processes in each of the respondents' workplaces. The results suggest that in most educational institutions where the surveyed teachers work, they have a professional in charge of SENs. Surprisingly, 81% of the respondents claimed that these professionals were available in their workplaces, while in 19% of the cases, there were no professionals in charge of SENs. It is concerning that a significant number of students do not have access to SENs professionals because they are not obtaining instructional material adapted to their needs.

We see that in question 5, the vast majority of respondents have some professional or protocol available in their schools to address having a student with SENs. However, there is a percentage who declares they have not. This is still a concern in terms of presenting the content of the class to all students. Despite having positive numbers, they do not match the percentage of teachers who did have difficulties with students with Dyslexia, which exceeds the respondents who declare not having measures to accept them. In the end, a difference of 19.1% of the respondents had problems teaching. In addition to the fact that their schools do not have the

relevant protocols. Although this situation may be overwhelming, it is good that base knowledge exists in the community as a starting point, especially with the absence of policies in the area. Puigserver (2017) states that promoting this knowledge “is not an impossible task if both student and FL educator are aware of the dyslexia student’s difficulties and can find appropriate solutions to FL learning problems” (p.47). Hence, despite seeming difficult, this is one of the possible manners to address this SEN in the current context.

6. On a scale from 1 to 5, how supported do you feel by the professionals mentioned in question 5 and school authorities? 1 being Not supported at all and 5 being Very supported.

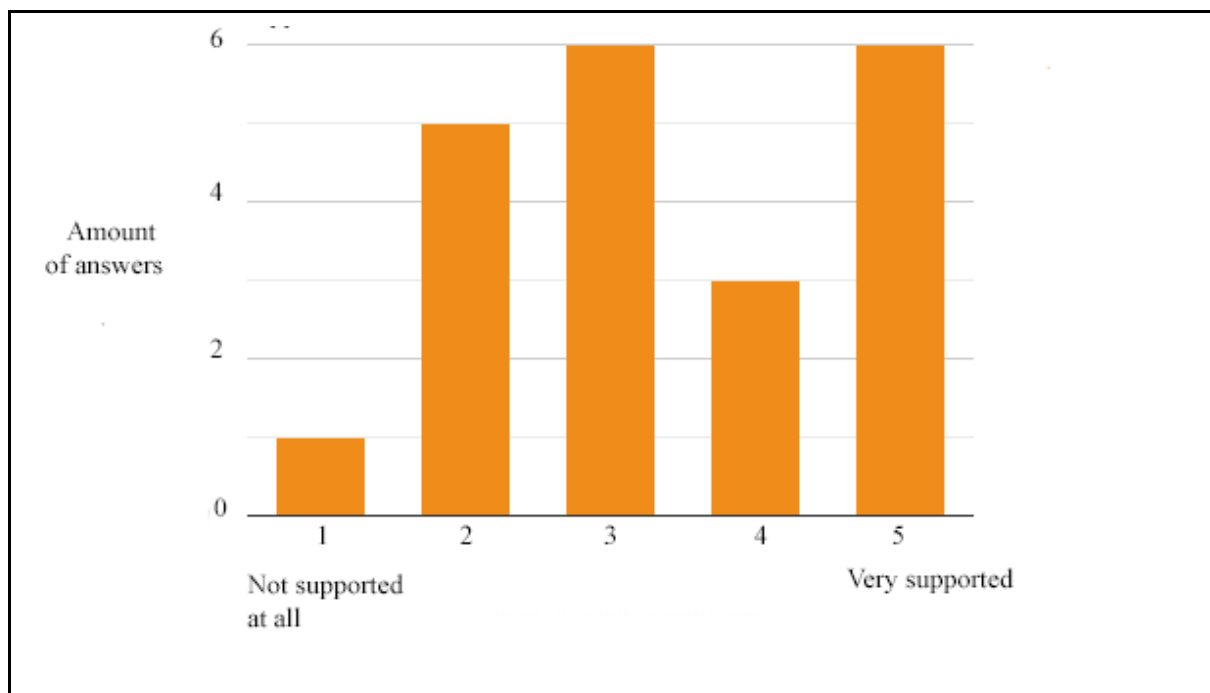


Chart 6-Section B shows the distribution of the levels of satisfaction on the supporting protocols and professionals for students with Dyslexia in each teacher’s workplace. The results are that one of them does not feel supported at all (1 point), 5 feel little backed (2 points), 6 feel slightly supported (3 points), 3 feel properly supported (4 points), and 6 feel very supported (5 points) by these professionals and protocols.

Here, we can observe that most respondents are supported by professionals and protocols mentioned in question 5, which sets a good precedent. However, 6 of them feel medium to no support from these entities or programs related to the data and analysis previously exposed, which shows a gap regarding pedagogical help in these cases

7. In your experience, what has helped you the most in terms of strategies, methods or approaches to help students with Dyslexia in the process of teaching English as a Foreign Language?

Classifications/Categories	Answers
Different Activities	● I believe that if we, teachers, can read books and get informed is easier to help students when they need extra help. We can help them knowing ways from a theoretical point of view. I think the best strategy are diversifying tasks (evaluate dialogs, some writings, videos, podcasts, not only paper and pencil tests about grammar) and making barriers lowers in order to everyone can learn in a easy way and having the same chances to produce new knowledge/contents. (sic) ● Flashcards, rhymes, tongue twisters (when making progress), constant repetition, routines (like talking about the date, the season, the weather, etc, and counting (forward and backwards). ● Semi control word/sentence rehearsal.

Nothing/ No experience	● I really do not know if I have had a student with dyslexia, so I have not used any strategy. ● I have not had the opportunity to teach English to students with dyslexia. ● I haven't had students with Dyslexia yet.
Ask for professional help	● I'm not sure if I've ever had students with that condition; however, I always try to ask to PIE professionals about the diagnostics of PIE sts (sic). Besides, I work with 11th and 12th graders, which is less frequently to find students that present Dyslexia at that levels (not impossible, of course) ● Take courses in which I was taught what the problems were and how they can be tackled. Teacher training on this should be promoted so that everyone does something similar and share it with colleagues. (sic) ● I think we are specialist on language teaching and we should focus on that, whereas the special needs educator has to diagnose and provide with strategies for SEN's students when co-teaching ● I haven't had any student showing this difficulty (but I know if I'd, I'd totally be assisted by the team previously mentioned). ● My own knowledge and when I meet a student in need I have to work on how to help them. (use own knowledge) ● Adapt material Witherspoon the help ofrece PIE professional. (sic)
Slower pace	● More guidance in the process of reading/writing, being patient, giving more time for the tasks, and having

	more instances of direct oral feedback. (visual/ auditory aids)
Use visual/ auditory aids	● So far, I have not had students diagnosed with Dyslexia in my classroom. However, I know that we have to accommodate fonts for them to differentiate words and letters easier. We can also present contents more directly and slower, to not confuse them or distract them for what we want them to learn. (slower pace) (sic) ● Showing them pictures related to vocabulary or actions to let them contextualise, comprehend, and relate better. Also telling them aloud the difficult words for them in order to let them understand the word and create the mental map. ● It has helped asking them to look at their student's book when they want to write a word they are already unfamiliar with, or use a ruler for reading. Unfortunately, I haven't done any deep research owing to a lack of time. ● What helped me the most was to change the vocabulary into pictures, avoiding the need of care about word and letters. Also I adapted tests. (sic) ● Giving more time to answer and let them not to write but just speak what they want to express. (sic) ● Focus on vocabulary, adapt the material by simplifying it, reading aloud. ● Listening.

In question 7 we categorized the responses into strategies, methods, or approaches to help students with Dyslexia in the process of Teaching English as a Foreign Language. We were able to identify five categories of answers with shared characteristics; among these: Different Activities (14.3%); Use visual/auditory aids (33.3%); Slower pace (4.8%); Ask for professional help (28.6%); and Nothing / No experience (14, 3%).

Here we see that most respondents use various resources such as visual and auditory to teach English to students with Dyslexia, which seems a suitable alternative. However, a significant number resorts to professional help (which is acceptable, however, it shows certain inexperience or lack of tools when teaching) together with the inexperienced teachers and those who do not use any methods.

“In this sense, from the educational field, it is necessary to apply measures that help students with needs to improve in their difficulties and that predisposes them to the acquisition of curricular competencies according to their needs (Romero, Castaño and Córdoba, 2016). Considering also that teachers are a fundamental piece to guarantee the success of the implementation of inclusive education” (Fombella et al., 2020)

- **7.2. UMCE English pedagogy students' questionnaire**

In the following charts are the results of the questionnaire that asked for UMCE English pedagogy students' perspectives and notions about Dyslexia, along with the corresponding analysis for each of the eight questions.

Section A

1. Age

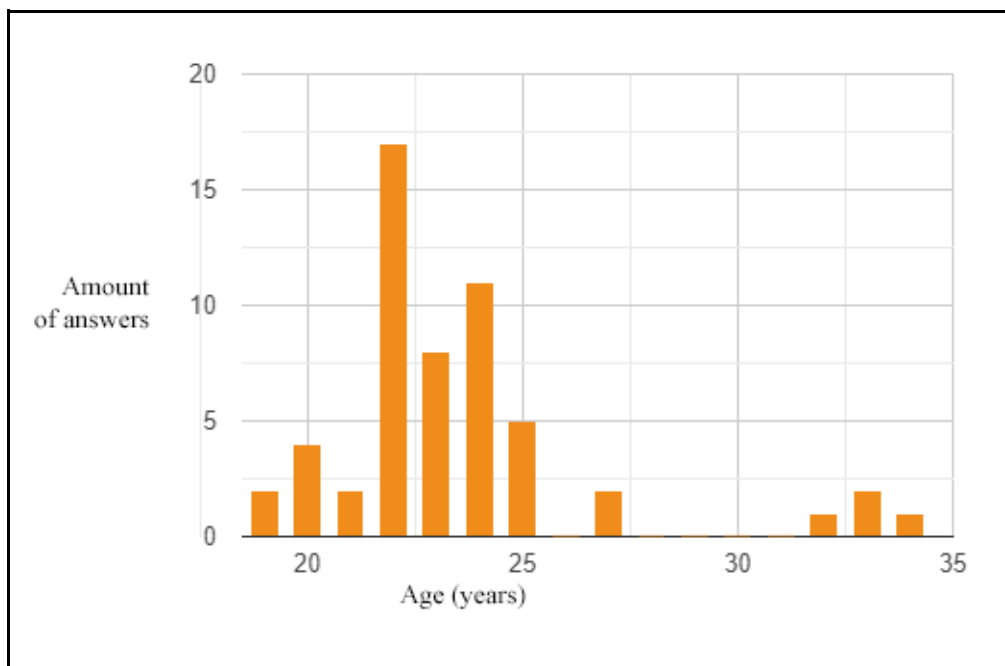
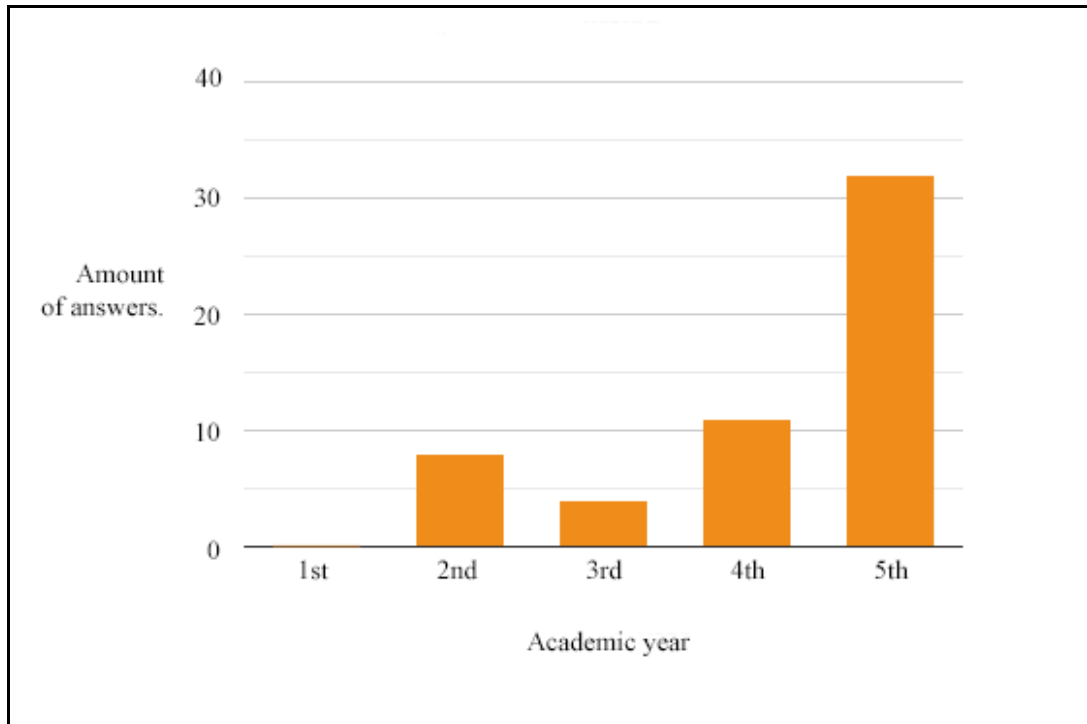


Chart number 1 of section A corresponds to the students' questionnaire about their personal information. The chart contains a range of ages between 19 years old and 34 years old. Predominantly, we found that in the English department at UMCE, the age range of most students is in the range of 19 to 25 years old. However, we found gaps in the range from 28 to 31 years old that could be an indicator of a fact not necessarily connected to our study, which is that older generations are not entering to study pedagogical programs at UMCE.

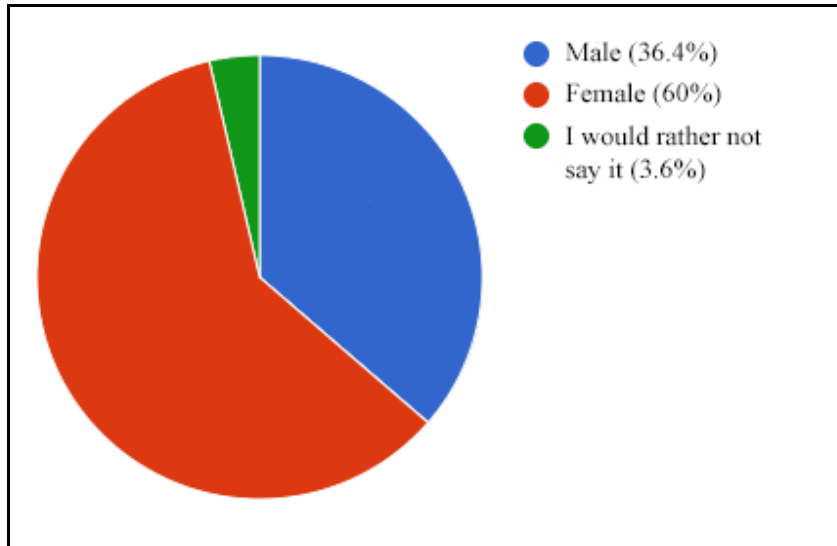
2. Academic year the respondents are in



This bar chart describes the current academic year of the respondents at the moment of answering this survey. Unfortunately, there were no respondents from the first year of our program. There were eight respondents in the second year. In the third year, the number of students showed a significant decrease of only four students. Meanwhile, in years fourth and fifth, the number of students who provided their answers was 13 and 32.

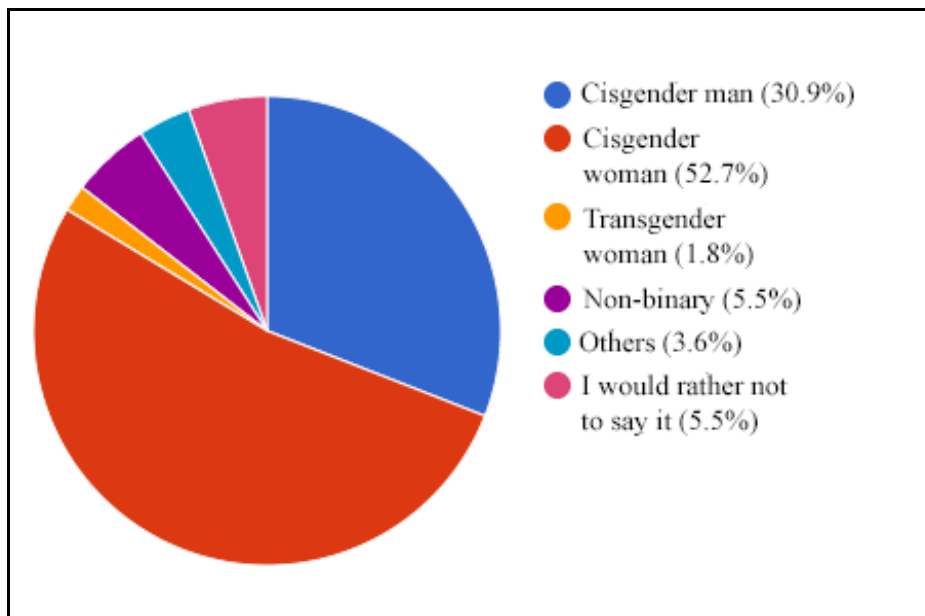
Sex/ generic classification

3. Check the alternative with which you identify.



In Question 3 of Section A, the students had to choose which biological sex they identify with and they had three options: Female, Male and I would rather not say it. Consistently, the largest group answering this questionnaire was the Female option with 60%; that is to say, more than half of the preferences, or 33 people in total. Subsequently, the number of respondents decreased to 36,4% for the option Male, which amounts to 20 people. The last answer corresponds to I would rather not say it option, with a 3.6% of the preferences, which meant 2 people.

4. Check the alternative with which you identify your gender.



In Chart Number 4 the respondents had to state their gender identification. The options were Cisgender man, Cisgender woman, Transgender woman, Non-binary, Others and I would rather not say it. The majority of the respondents answered Cisgender woman who represents 52,7% of the total, which amounts to 29 respondents, then Cisgender man with 30,9% being 17 respondents of the total, followed by Non-binary and I would rather not to say it sharing the same statistic 5,5% represented by three respondents in each category; then only two respondents answered with other gender identities, being 3,6% of the total, and finally, the Transgender woman represents 1,8% of the respondents.

Section B

1. When reading any kind of text. Have you ever experienced problems that impede you from reading accurately said text? For example, letter confusion, numbers or confusing letters in a different way, confusing spatial orientation, such that finally turns into other words?

Type of answer	Category	Answers
Yes	Line spacing	● Not really. I can read without major problems. But if I could mention something, it is that sometimes when I read small print texts, besides tiring my sight, I confuse the lines of text that I have to read next, but nothing apart from that. ● Yes, there are times when I confuse the space orientation of the lines of the paragraph, they end up having no sense and I have to read the paragraph again. ● Confusing the line that is mine to read and sometimes losing concentration while I am reading. ● Sometimes confusing spatial orientation, but only when reading too fast and not understanding ● Confusion in what line of the text I was located.

	Word order or confusion	• Most of the time I read fluently and understand the main idea of the paragraphs, but from time to time I experience something strange and that is that some words change places and I have to read a second time. It is not a serious problem at all in my opinion, since most of the times I have experienced this is when I am tired or feel stressed. • From time to time I use to confuse one word for another given the similarities they may have • From time to time I confuse words that are spelled similarly or with the same letters.
	Letter confusion	• Sometimes it happens to me that I confuse letters in a different way, the A's and the E's, but it is when writing more than reading.
	When writing/reading	• It happens to me, not only when reading, but also when writing. Throughout my life I have had problems because of it. • No, it happens to me when I write, not when I read • Yes, but more often when I read aloud.

Negative answers	• Never anything like that, just skip a line of text or repeat the same line you were reading. • I have never experienced nothing of the stated before. (sic) • No, I haven't experienced that. • Not generally. • No, none. • No, never. • No. (x21)
Not relevant	• Yes, I confuse the numbers. I've always had a hard time calculating math because of the same thing. • Probably, but nothing that impedes my learning process. • Yes, but it has never hindered my ability to read properly. • Yes, even in English has happened to me. • It rarely happens to me.

Question number 1 of section B contains the percentages of the answers provided by 55 students of the English department of the UMCE. These answers cast the following: No (36.3%) and Yes (20%). The research group opted to divide both options into different variations of the answers Yes and No, including different annotations and observations. In the first instance, option Yes was divided into line spacing, word order or confusion, letter confusion, and writing/ reading.

On the other hand, we have the negative questions that represented students who did not present a difficulty in the areas mentioned and were not relevant. These answers were related to what the research group did not understand or relate to what we asked

2. Has any health professional (psycho-pedagogues, psychologists, speech therapists, neurologists) ever diagnosed you with Dyslexia throughout your life?

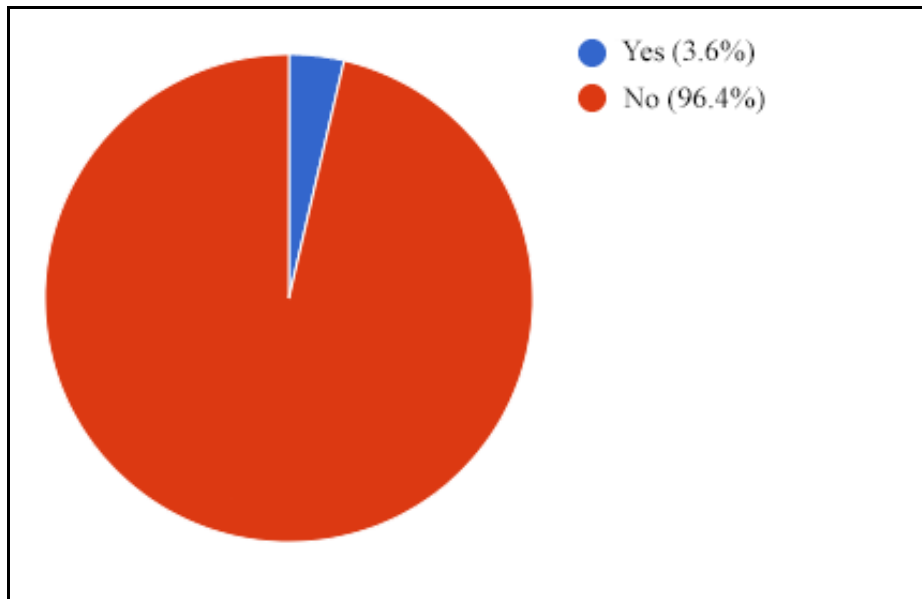
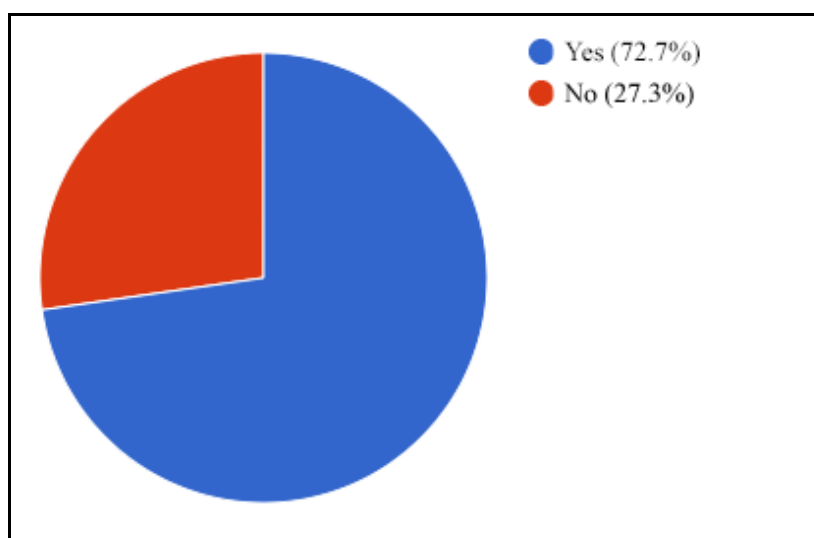


Chart 2 of section B displays information related to being diagnosed with Dyslexia by a health professional and the options were 2: Yes, depicted in blue, and No in red. The outcomes were dissimilar, while 96.4% of the respondents assured never to have been diagnosed with Dyslexia, only 3.6% of them have had this diagnosis at some point in their lives by a health professional.

The results present wide differences because only 3.6% of the respondents declared that they had been diagnosed with having Dyslexia, which could have been a scale model if we had obtained more answers from the English Department population with this disorder. Furthermore, it may mean that there is a low concern for finding medical treatment on the part of the students or that they are simply not aware of having Dyslexia.

Delving into the statistics, Brimo et al. (2020) present evidence holding that between 3-10% of the population is diagnosed with Dyslexia; although, these numbers vary depending on the criteria that a professional may apply. The previous proposition appears to be an adequate explanation of this phenomenon since the question results fall into the range that the literature notes.

3. From your own knowledge, are you capable of giving a definition about what is Dyslexia and what are its main characteristics?



In chart 3 the research group proposed to measure the level of understanding and comprehension about the characteristics of this learning difficulty. The chart consisted of 2 alternatives, of which each received a 72.7% for the option “Yes” signaled in blue. While the opposite option, “No” had 27.3 % of the results.

There is a disparity in the result of this question because they assure that the respondents are able to deliver an informed opinion of the fundamentals of Dyslexia. This leads the research group to coincide in two possible causes of these results: the students of the English department at UMCE are aware of the fact that students with Dyslexia may face problems in EFL classes by their own means or the English department at UMCE is being efficient in integrating this disorder into its curriculum.

However, even though 72.7% can be considered a considerable majority (three-quarters of the respondents), most are aware of students who have Dyslexia necessities in the language learning classroom. We find that 27.3% (the percentage of respondents who do not have knowledge about these needs) is still quite concerning since Maxwell (2019) highlights the understanding of the needs of all students as a characteristic that teachers must have to make their classes supportive for students with SEN. Something that can diminish this concern about the results is that the students who responded “No” might not have been in any TEFL Methodology course yet. In any case, the amount of students who obviously have not been in

any of these courses (14.5%) is lower than those who claim not to know about the needs of students with Dyslexia. We can interpret this as that it is very likely that some of the pre-service teachers who are not aware of these needs have had at least a course or two in TEFL Methodology courses at this point of their studies, which justifies the concern of this research team.

4. In this academic field, have you ever received any type of training reading, methods, strategies, techniques, etc., oriented towards classes with students that have Dyslexia?

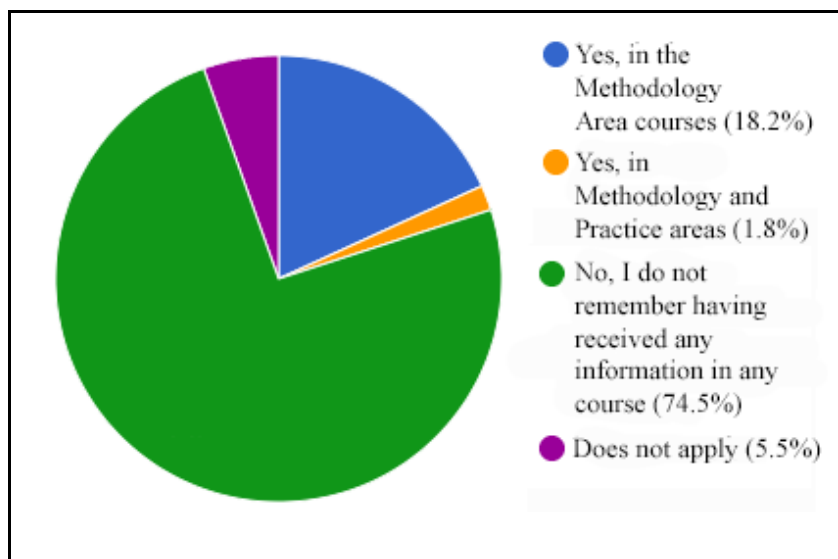


Chart number 4 contains the numbers of pre-service teachers who declared to have received academic training to help students with Dyslexia in the classroom during their university studies. The numbers portrayed above are represented in percentages and distributed in 4 categories. 18.2% of the total number of the respondents answered that they have received information on this topic in the TEFL Methodology area courses; 1.8% claimed that they have

received this kind of information in both TEFL Methodology and Practicum Courses; 74.5% of the students represent the majority who claim that they do not remember having received any information about Dyslexia, in any course in particular; 5.5% of the respondents chose the Does not apply option. We believe this is so because they may not have attended any of the stated courses yet.

Chart number 4 helped the team corroborate what was stated in the literature review regarding Dyslexia in Chilean education. If we compare the first category, "Yes, in the (TEFL) Methodology Area courses" and the third category, "No, I do not remember having received any information in any course", we can understand why there is a lack of instructional instances to inform and explain what Dyslexia is, and how to help students with Dyslexia. Supporting this idea, we can mention Delgado's perspective (2020) about teachers dealing with Dyslexia. Delgado states that teachers are unaware of techniques, Methodology and materials which may help students with Dyslexia. This is not the teachers' insufficient training, at the very least in Chile; it is more related to the policies implemented by the Chilean Government than to the lack of professionalism.

Chapter 8: Proposal of teaching practices

To fulfill the main objective of this research and to propose a set of teaching practices, we took into account that most likely, the majority of the students in a class do not have this learning disorder; therefore, these practices need to be inclusive and non-invasive. Additionally, we must maintain a balance for these practices to not be neither insignificant nor represent an overload of work for the teachers. Regarding these considerations, we propose a set of techniques and suggestions that will be helpful for English teachers of the Chilean educational context that may need assistance to attend to students with Dyslexia.

● 8.1 Techniques for classwork

It is important to clarify the concept of “Technique” before examining its further implications and relevance. As stated in Cambridge Dictionary (2021), a technique is “a way of doing an activity that needs skill”(n/d). This conceptualization cannot be understood as a mechanism that grants the skills that students need to complete a task; however, it facilitates the proper employment of a skill involved in a certain task to them. In other words, the students depend on their effort to improve their skills with the support of mechanisms defined as techniques. Techniques work as a pattern that needs to be followed and it does not interfere with the holistic input, In Delgado’s research (2020) it is expressed that “Equally, with the so far researched teaching methods for Dyslexia largely not harnessing the power of the 21st century technological development in aiding SEN students” (p.12) which says that technologies need to be embraced by methodologies in order to generates an efficient change in the learning process of students with Dyslexia; moreover, “further research needs to be conducted on newly developed, holistic language learning methods utilising modern technology, exploring their productivity and if found effective, encouraging their use in more institution for the benefit of the maximum amount of learners” and regardless it is expressed that “none of these encompass the need of the Dyslexic brain for holistic input and way of teaching that would help each student understand such abstract concepts as, for example, learning the tenses of the English language.” (p.12) Thus, a holistic approach to the class content and students’ needs is more suitable than any other to accomplish EFL learning.

1.- To adjust expectations, although it is common and beneficial to have learning goals for students, in the case of students with Dyslexia it is necessary to set these to the abilities and the previous formation they have received, which many times is not the best (19% of teachers who participated in the questionnaire answered that they did not have professionals or protocols to support students with Dyslexia), due to grammatical structures and vocabulary is particularly difficult for them, which implies a more gradual and limited development. To achieve this, it is recommended to reduce the speed at which the class is spoken and taught in general, to reduce possible confusion, as well as replace them with other educational resources if the extension of time is not possible or feasible, such as to focus on oral expression or listening activities or see what skills or interests the student in question has to relate the class to that. Along with this, it is also recommended tutorials and/or class summaries where the essential factors of these are compressed, or in the case of proposing more specific objectives, go one step at a time and feed positive feedback and constant accompaniment. The latter can be difficult for the teacher since other students require his attention, but this can be done passively, reducing the number of distractions in the classroom and putting tips or information to take into account. account in the room, or the same guides when certain activities require specific skills and informing and asking for help from the parents at home.

2.- To design a comprehension test that contains several texts to identify which letters they confuse or scramble to work on the specific language difficulties. As most teachers who answered the questionnaire claimed that changing letters was one of the principal characteristics they evidenced during their professional practice, this research group sees it important to identify the most common letters that are confusing for students with Dyslexia. The following quotes are the teachers' responses who participated in the questionnaire; their opinions are the following:

“Alteration of the order of the letters when writing or reading.”; “They used to change letters.” and “Confusion with similar letters/graphemes (like “d” and “b”), difficulty with reading aloud and spelling, difficulty with time management and directions.”

The beneficial aspect of these tests is that teachers create a pattern of confusing letters to work throughout the terms. Hence, this works as a working guide to plan how to address the necessities of the students with Dyslexia to take into account what they struggle with most.

Additionally, teachers may apply this technique in a test format to gauge the other basic competencies they estimate necessary, such as oral comprehension, writing expression, or listening comprehension.

3.- To focus on activities to improve speaking skills through phonemic awareness in students with Dyslexia. According to Wright Group Lead 21 (2021) “Phonemic awareness is the ability to distinguish and manipulate the individual sounds (phonemes) in spoken language.” Phonemic awareness focuses on the oral aspects of a language, specifically with sounds or phonemes, due to this Wright Group Lead 21 (2021) claims that Phonemic awareness is determinant at the time of learning to read resulting in either success or failure and some of the skills included in Phonemic awareness are separating the first sound of a word, to combine sounds into a whole word, to separate a word into individual sounds and to eliminate and to manipulate sounds into a word.

As these skills are competencies that we can note in a neurotypical person, they are not equally developed in students with Dyslexia. Therefore, these are exercises that teachers can easily implement in their classrooms in order to develop them. The following examples are an extract of the teachers’ questionnaire and it is portrayed that reading has two important aspects, fluency and pronunciation; “Reading difficulties with fluency and difficulties with pronunciation.”, “Students have difficulty reading and writing because they cannot easily identify/distinguish graphemes (changing them, confusing them, etc) while identifying and distinguishing graphemes is an important problem for students with Dyslexia, as the teacher claims.”

4.- To use fonts that facilitate understanding written texts for students with Dyslexia in designing our teaching material. As Ibañez et al (2018) indicate, Neuromotor and Visual functions have to be linked and work together in processing reading, therefore, visual aid of this sort can be helpful for students with Dyslexia in the classroom. Besides, some of the school teachers who took part in our questionnaire claimed to recognize the adaptation of material as a way to attend these SENs, one of them by saying the following:

So far, I have not had students diagnosed with Dyslexia in my classroom. However, I know that we have to accommodate fonts for them to differentiate words and letters easier. We can also present contents more directly and slower, to not confuse them or distract them for what we want them to learn. (slower pace) (sic)

A remarkable benefit of this technique is that those students who do not have Dyslexia have no problem reading a font that is thought for helping the understanding of people with Dyslexia, so instead of creating a different material which is adapted specifically for your students that present this language disorder, you can use the same one for all your students, which promotes inclusion. In addition, adapting your written material to benefit the reading process of your students with Dyslexia can be done for free using fonts such as OpenDyslexic, which is “a typeface designed against some common symptoms of Dyslexia” (OpenDyslexic, n.d.). Below, is an example of the font created by OpenDyslexic:

This is an example of a paragraph written with OpenDyslexic font. Features like unique letter shapes to help prevent confusion; heavier and consistent bottoms to indicate direction and keep the reader’s brain from rotating letters around; and wider letter spacing and a unique italic style, make this font one that is easy to read by people with Dyslexia (OpenDyslexic, n.d.).

Along with this technique, the teachers in charge may apply a double line spacing (2.0) instead of the regular of 1.5 or 1.15 to maintain a delimitation among the lines of a paragraph. A line spacing below the suggested could be confusing due to their proximity. This is stated in the teachers’ questionnaire as follows “Struggling to read due to moving/changing letters.” Therefore, a form to avoid problems when the students read is mentioned above. This technique helps since the letters in a line will not interfere with that underneath or above.

5.- To identify syllables that have sounds in common, since pronouncing is one of the main problems that people with Dyslexia have, but both classes and activities with visual support can be done. For this, it is recommended to use similar sounds from Spanish to teach English

pronunciation (exemplifying with the pronunciation of Spanish words with sounds in English) as well as focus on specific sounds to practice and understand, taking into account that this is one of the most difficult areas for students with Dyslexia, so it could be difficult and take time, factors to consider when planning and doing the class.

- **8.2 Suggestions**

Additionally to the techniques stated previously, we propose the following suggestions, which are more than concrete and immediate actions to apply in our teaching practices. Still, they are situations to have in mind to improve teachers' work when addressing the needs of students with Dyslexia. As well as the previously exhibited techniques, these suggestions are supported by the literature we reviewed and the information we retrieved from the questionnaires:

1.- The first suggestion advocates for a change of approach intentionally to focus more on supporting the development of the speaking skills of your students with Dyslexia. In the Chilean EFL context, there are two skills that this field tends to focus on, leaving aside the others. Therefore, this research group urges for a change of approach in order to set improvements in the learning of students with Dyslexia. As mentioned above, these skills correspond to reading and writing, which represents a more demanding challenge for them. In their research, Fombella & Solís (2020) highlight that three test subjects students demonstrated to have developed consistent oral and listening skills to supply the lack of efficiency in the other skills. Delgado (2020) gathers the Dyslexic strength not only in educational purposes but in physical, auditory, and visual aspects: “Since the obstacles dyslexic learners face have been discussed thoroughly, it is vital to equally recollect the strengths that the Dyslexic mind has to offer in terms of both learning and life skills before moving on” (sic) (p.8) becoming eager to focus on the strengths and not in the weaknesses.

Besides, this idea presents the notion that working with students with Dyslexia based on what they are capable of doing instead of the barriers they may have is an empowering practice for them in the way to reach inclusion, something that Mortimore (2012) highlights as something to take into consideration when attending SENs.

The students from the English department at UMCE who participated in our questionnaire, when asked about the problems they have experienced when reading, were not limited to sharing only their reading difficulties but also mentioned difficulties in writing which were directly related to the ones we asked for. One of these answers was:

“It happens to me, not only when reading, but also when writing. Throughout my life I have had problems because of it”.

Otherwise, among the rest of the answers for the same question, we only found one which was remotely related to speaking:

“Yes, but more often when I read aloud”

However, the problem with speaking comes directly from a reading difficulty, hence, it is not enough to classify it as a speaking problem related to Dyslexia.

School teachers who answered the questionnaire also provided examples of how we can perform this change of focus.

“... I think the best strategy are diversifying tasks (evaluate dialogs, some writings, videos, podcasts, not only paper and pencil tests about grammar) (sic)... ”, and “What helped me the most was to change the vocabulary into pictures, avoiding the need of care about word and letters (sic)... ”

These are just two examples of the most relevant answers regarding activities to develop speaking skills.

2.- To improve social awareness regarding the situation of students with dyslexia, since one of the main factors that turned out to be positive for students according to Díaz-Ducca (2016) with Dyslexia was the support and help of classmates, teachers, and other educational entities, both when receiving support in classes and group work, as well as receiving positive feedback from the progress they make throughout the year. Related to this, it also proves important that the community is aware of the educational needs of students with dyslexia, to respond efficiently and different opportunities (including outside of class, since emotional support towards students is generated beyond the academic field) to generate opportunities for a comfortable atmosphere, inclusion, and more importantly, integration, so that they do not feel like separate or different elements within their educational process. This case proves to be delicate since as we mentioned before, many times, schools do not present standards or programs to deal with

students with dyslexia in establishments, so we believe that there should be integration programs that do not expose students in such an obvious way. In the absence of these, the community must take action on the matter to generate spaces, opportunities and changes to be able to adapt to them, which is not ideal, but in the absence of specific programs, it is necessary. In accordance with the necessities of students with dyslexia and the permanent existence of this language disorder within them, it is pivotal to provide an accurate description of what Dyslexia is. The definition given by the Ministry of Education lacks any assertive statement of addressing this properly. The SIP manual explains that there exist two types of necessities which are permanent and transitory. Along with the investigation and the learning aspects of students with Dyslexia, it is broadly proven that it is a permanent disability that is presented throughout a person's entire life. And the definition given is at the same time, another student will require specialized support only during a stage of his school career, in this case we will speak of transitional SEN. Which culminates in a series of wrong procedures to impulse the learning process of students with Dyslexia; hence, the procurement of enhancing, including and suffice Dyslexia have never been arrived at in the Chilean educational system.

As mentioned in proposal number 2, it may be relevant to delve into the letters and sounds that cause confusion in the students. Teachers may be aware of the sounds and letters they struggle with from these results. Besides, this idea suggests a classification may depict a range that represents the lowest to the highest disruptive sounds and letters. It is necessary to carry out this research during regular times because there were a lot of factors that hindered its normal development. The research group estimates that a different setting would affect the outcomes significantly since the quarantine and the restrictive measures taken by the political authorities represented problems in various aspects, for example, we could have had face to face interviews that would have allowed to retrieve more information or to ask for details to the respondents or explained, personally, the characteristics of our research.

Conclusions

As stated during the literature review of this research, Dyslexia has not been taken into account as much as other types of SENs. This affects any student who has this disorder to face academic, social, and psychological difficulties during their life. The present situation, which is even more evident in the Chilean context, granted the research group plenty of room to work on possible solutions or suggestions to help in this matter.

Fortunately, the outcomes of this research were fruitful for our objectives and it will be helpful for the TEFL community in Chile. The importance of our results lies in the fact that this was exploratory research and there were no previous papers or research related to designing guidelines for Chilean EFL teachers with students with Dyslexia. In our opinion, EFL teachers benefit from this research because it proposed a set of suggestions to help when designing inclusive lesson plans.

The group has comprehended how this disorder has gained importance throughout the last decade from the literature review carried out in this research. An example of this recognition corresponds to decree 170 and the SIP which establishes a subsidy for each student with SEN and the proper categorization of cases. Notwithstanding their shortcomings that may not comply with all the requirements the Chilean educational community expects, they still represent a huge step for educational inclusion.

Another important aspect that we found was that our scopes were correctly aimed towards addressing the problems that students with Dyslexia endure during their formal education. At the beginning of this work, our suppositions about the current situation of Dyslexia as an SEN in Chilean schools were unsustainable yet accurate. Since the existing theoretical framework is scarce, the only action we could take was to research more. Hence, the contributions of this research consist of techniques and suggestions instead of methodologies or instructional courses. The primal needs of students with Dyslexia must be handled with a pragmatic perspective so the results may be analyzed to create finer methods, in order to secure a proper EFL teaching environment for students with Dyslexia.

In our opinion, with the amount of data we gathered, most teachers have approaches for teaching English to students with this disorder. However, most of these initiatives start with general knowledge on the subject or the establishments' programs instead of larger-scale programs pushed by experts in the area. While this is a step in the right direction, there is a considerable group of teachers who have neither the knowledge nor the needed support of the establishment where they work. Taking these two circumstances into account, we compiled techniques and suggestions that may be used for teachers who have support and/or knowledge, and for those who do not. We point to give teachers ideas for working in classrooms with students with Dyslexia alongside the students who do not present this language disorder.

Thus, we retrieved information from different sources to generate a deep understanding of what Dyslexia is and how it affects a person's English learning process. This occurs mainly in the area of grammar and, together with this, the areas of reading and writing. Here, there are problems such as letter identification and sounds. That is why, there are moments and instances in which the pronunciation of vowels and consonants are confused, due to hand-eye coordination difficulties, which also branches into other problems in other areas, such as mathematics; where a symbol (or grapheme, regarding language) can have more than one interpretation. For this, it is recommended to use other resources such as images and games to teach words and concepts -which has been mentioned previously- and other paths of logical thinking to avoid confusion in students with Dyslexia. Additionally, teachers need to adjust the requirements and time allotted, complemented with workshops and tutorials to support weaker skills.

Overall, and to conclude, our research achieved the objectives proposed, as we successfully managed to explore the problems regarding how Dyslexia is treated as an SEN in an insightful manner. Subsequently, we designed suggestions and techniques for any teacher that may require help in this matter. With these outcomes, we expect to contribute to the field of SENs and TEFL and the much-needed attention students with Dyslexia deserve.

Limitations

Carrying out this research in the middle of a global pandemic such as COVID-19 implied facing difficulties as soon as we started the process. Due to the long-lasting measure of restricting face-to-face classes in most educational institutions, including ours, an important amount of time was spent on organizing the times and procedures in which we worked in this research, which ended up being done entirely using online platforms of communication.

One of the obstacles that we found when looking for literature on Dyslexia is that there were no methods, programs, or research conducted in Chile regarding the subject to be able to base our work. This depicts carelessness towards students with Dyslexia that they undergo during their formal education. Due to this, all of the sources that we consulted were foreign, which is not ideal since they do not consider the Chilean context and educational system. Despite this, these sources provided valuable information for our work.

As a consequence of the COVID-19 pandemic and the government's quarantines, it was impossible to have physical contact with the respondents to have a more practical approach when trying to spread the questionnaires to the most significant number of people. This represents a deterrence since there is no genuine appreciation of the material given to answer. Thus, the respondents had to complete the questionnaires online. On the other hand, the low rate of participation that the instruments received demonstrated to the research two important conceptions. Firstly, there is still a lack of interest in the pedagogical field towards Dyslexia in TEFL.

Because of this situation, we used social media as a medium to encompass a larger scope aiming to spread the instruments, even though social media is not conceived for retrieving information or for academic purposes.

Nonetheless, there was still the possibility of finding respondents who could provide us with important and accurate information for the research. However, as there is no further research on the subject here in Chile, we believe that the conclusions we obtained should not be discarded, but complemented with other studies in the future as an important support to advance in the study of students with Dyslexia and TEFL.

In the case of the in-service teachers, we had to contact each one of them personally and this was a significant delay of time since most of them have long workdays. Due to this, we had to depend on their spare time to require them to answer the questionnaire and, unfortunately, some of them promised to read and fill out the survey but disappeared without notifying us, leaving it undone. And in the case of the English department students, this was expeditious because we belong to the same department and most of us know each other. It was relatively simple to contact the students we knew through social networks, which had a low number of answers; however, this was not enough, as explained before. To address this situation, the research group made an effort to find representatives from the student body from each academic year who helped promote the answering of the questionnaire.

Further Research

When we started gathering information about our topic, we realized there was not much information related to the Chilean context. Therefore, this research turned gradually into an exploratory nature, collecting the greatest possible amount of material to generate a good base for future studies.

From this base, there is still much room for future developments in the area, for example, the creation of new methodologies or programs with greater scope and development in the Chilean educational system. Another possible contribution to this field of study is to elaborate representative statistics of students with Dyslexia in Chilean schools, which will help to understand their current situation in a better way.

An aspect that is worth researching is the importance that Dyslexia as an SEN has in the English pedagogy programs in the Chilean universities and how the English department at UMCE is coping with Dyslexia. This is founded on the fact that an important number of students of our program had the feeling that the time invested in SENs is not significant.

On the other hand, it is important to obtain in-service English teachers' beliefs and opinions about their training since many of the participating teachers stated that they did not know ways to teach students with Dyslexia more effectively. This is consistent with the participating students from the English department at UMCE stating that they have not received training in

this matter. Hence, there is the possibility of further modifying the curriculum, which regards more hours studying and researching the diverse aspects that make up this disorder. This type of contribution may lead to a resignification of the needs of students with Dyslexia, advancing further in creating a more welcoming educational environment for them.

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Appendices

- **Appendix A: Carta de solicitud de validación de instrumentos**



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

Santiago, 22 de Junio de 2021

Señor Leandro Silva Bravo

Profesor del Departamento de Inglés

Universidad Metropolitana de Ciencias de la Educación

PRESENTE

Estimado profesor,

Somos estudiantes de la carrera de Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés, cursando el último año de la carrera. Actualmente nos encontramos realizando nuestra Memoria de título: “El proceso de enseñanza –aprendizaje de Inglés como lengua extranjera de estudiantes con Dislexia: Una propuesta de técnicas para promover el aprendizaje de lectura y escritura en la asignatura inglés, en el contexto chileno.”

Como parte del proceso de compilación de información en el marco de esta investigación, hemos diseñado dos cuestionarios para indagar sobre cuáles son las percepciones que tienen, por una parte, los Profesores de Inglés del sistema escolar chileno y, por otra parte, los y las estudiantes de la carrera Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés, del Departamento de Inglés, en UMCE sobre la Dislexia y las implicancias de esta condición en el aprendizaje de la lecto-escritura en Inglés como LE.

En su calidad de experto, solicitamos sea partícipe de esta investigación a través de la revisión y validación de los instrumentos que adjuntamos. Una vez realizada esta gestión por su parte, haremos todas las correcciones que estime pertinente y compartiremos la encuesta mediante formularios de Google Forms.

Quedamos atentos a sus observaciones y agradecemos de antemano su tiempo, disposición y colaboración.

Se despiden atentamente.

Kevin Recart, Guido del Valle, Martin Vega, Sebastián Vidal

“El proceso de enseñanza -aprendizaje de inglés como lengua extranjera de estudiantes con Dislexia: Una propuesta de técnicas para promover el aprendizaje de lectura y escritura en la asignatura inglés, en el contexto chileno.”

Licenciatura en Educación con Mención en Pedagogía en Inglés

Resumen de la propuesta investigativa según consta en la inscripción de la Memoria

Esta memoria tiene como objetivo indagar sobre la Dislexia en el área de aprendizaje de Inglés como lengua extranjera y los principales desafíos que enfrentan los profesores de Inglés en el proceso de lecto-escritura del idioma inglés con estudiantes disléxicos. Además, indagaremos en la concepción de este trastorno del aprendizaje que poseen los y las estudiantes del Departamento de Inglés de la UMCE. Esta condición afecta a los y las estudiantes durante el proceso de aprendizaje de escritura y lectura; consecuentemente, esta dificultad también se traslada al aprendizaje de la lectura y escritura en Inglés. Esta es la principal razón que ha motivado a este grupo de investigación a compilar información desde la literatura existente en el área de Inglés como Lengua Extranjera (EFL, por sus siglas en inglés) con el propósito de aportar con estrategias específicas a la práctica docente existente.

Junio, 2021

- **Appendix B: Validation Letter**



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

Santiago, 9 de julio, 2021

M. Vega, K. Recart., S. Vidal, G. Del Valle
Profesores en Formación
Departamento de Inglés
Universidad Metropolitana de Ciencias de la Educación
PRESENTE

A través de la presente, luego de revisar que los cambios propuestos fueron realizados, valido los instrumentos de investigación (encuestas) propuestas para la Memoria de Título “El proceso de enseñanza –aprendizaje de inglés como lengua extranjera de estudiantes con Dislexia: Una propuesta de técnicas para promover el aprendizaje de lectura y escritura en la asignatura inglés, en el contexto chileno.” bajo la tutoría de la Profesora María Eugenia Hernández.

A photograph of a handwritten signature in green ink on a light-colored background. The signature appears to be 'Leandro Silva Bravo'.

Leandro Silva Bravo, MA
Profesor Asociado
Departamento de Inglés
Universidad Metropolitana de Ciencias de la Educación

- **Appendix C: In- service students questionnaire**

Questionnaire for English School Teachers about SENs

Dear English teachers, we are a group of students of the English Pedagogy program in the last year of our studies. We are currently carrying out research for our dissertation titled "The teaching-learning process of English as a foreign language of students with Dyslexia: A proposal of techniques to promote the learning of Reading and Writing in the EFL context, in Chilean schools."

In the context of our research, this questionnaire was designed to obtain information about what EFL teachers know regarding Dyslexia within their classrooms. We ask you to kindly answer the questions in the spaces provided. We believe it will take you no more than 10 minutes to answer it.

This survey has 2 sections. The first section, SECTION A, is related to Personal Information for statistical purposes and it is in Spanish. The second section, SECTION B, is related to the topic of Dyslexia and it is in English. In the last question we will ask you to consent to the use of this information as stated in the Confidentiality agreement.

***Obligatorio**

Section A: Información General

1. 1. ¿Cuántos años ha ejercido la docencia? *

2. 2. ¿En qué tipo de establecimiento educacional se desempeña? *

Marca solo un óvalo.

- ☐ Particular
- ☐ Particular Subvencionado
- ☐ Municipal
- ☐ Administración Delegada

3. 3. ¿Cuál es la ubicación de su actual establecimiento educacional? (Comuna) *

4. Clasificación sexo/genericas

4. 4.1. Marque la alternativa con la cual identifica su sexo: *

Marca solo un óvalo.

- ☐ Hombre
- ☐ Mujer
- ☐ Intersexual
- ☐ Prefiero no decirlo/No corresponde

5. 4.2. Marque la alternativa con la cual identifica su género: *

Marca solo un óvalo.

- ☐ Cis género femenino
- ☐ Cis género masculino
- ☐ Transgenero femenino
- ☐ Transgenero masculino
- ☐ Género no binario/e
- ☐ Otros
- ☐ Prefiero no decirlo

Section 2: About Dyslexia

6. 1. Are you aware of the needs of Dyslexic students inside the classroom? *

Marca solo un óvalo.

- ☐ Yes
- ☐ No

7. 2. Do you know any of the characteristics a student with Dyslexia has? Which ones? (Otherwise, type "No"). *

8. 3. Have you had difficulties in the teaching learning process of English with students with Dyslexia *

Marca solo un óvalo.

- ☐ Yes
- ☐ No

9. 4. If your answer to question 3 was Yes, Can you provide an example (or examples) in the area of Reading and Writing?

10. 5. Does your workplace have professionals or protocols to support students with Dyslexia? (Psychologist, Speech therapists, Special education teachers, School Integration Program (PIE), etc.) *

Marca solo un óvalo.

☐ Yes

☐ No

11. 6. On a scale from 1 to 5, how supported do you feel by the professionals mentioned in question 5 and school authorities? 1 being Not supported at all and 5 being Very supported. *

Marca solo un óvalo.

	1	2	3	4	5	
Not supported at all	☐	☐	☐	☐	☐	Very supported

12. 7. In your experience, what has helped you the most in terms of strategies, methods or approaches to help students with Dyslexia in the process of teaching English as a Foreign Language? *

Confidentiality agreement

The information compiled in this survey will be used for academic purposes only and will be shared respecting the anonymity of the respondents. The answers will be considered completely confidential and the respondents cannot be identified individually or in any other way. At the end of the survey, you will consent to the use of the information in the manner stated in this agreement by clicking in the space provided which reads SUBMIT.

We thank you very much for your collaboration. If you would like to make any additional comments, suggestions or anything you think should be considered by this research team, please write to any of the following : Martin Vega (martin.vega2015@umce.cl), Sebastián Vidal (sebastian.vidal2017@umce.cl), Guido del Valle (guido.delvalle2016@umce.cl) Kevin Recart (kevin.recart2017@umce.cl)
By clicking SUBMIT in the space provided you agree to the Confidentiality agreement.

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- **Appendix D: Pre-service English teachers questionnaire**

Cuestionario para estudiantes de la carrera Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés sobre Necesidades Educativas Especiales (NEEs)

Estimadas y estimados profesores de Inglés en formación, somos un grupo de estudiantes de Licenciatura en Educación con Mención en Inglés y Pedagogía en Inglés, en el último año de la carrera. Actualmente nos encontramos realizando nuestra Memoria de título: "El proceso de enseñanza –aprendizaje de Inglés como lengua extranjera de estudiantes con Dislexia: Una propuesta de técnicas para promover el aprendizaje de lectura y escritura en la asignatura Inglés, en el contexto chileno." Como parte del proceso de esta investigación, hemos diseñado este cuestionario para, en primer lugar, indagar sobre cuáles son las percepciones sobre la Dislexia que tienen los y las estudiantes de la carrera y en segundo lugar, indagar sobre el aprendizaje de la Dislexia como una Necesidad Educativa Especial (NEE) en el proceso formativo de las y los profesores en formación.

Finalmente, este trabajo tiene como propósito diseñar recomendaciones y/o estrategias didácticas para fomentar la inclusión de estudiantes con Dislexia en el aula.

Es por eso que solicitamos que nos ayuden contestando esta breve encuesta que no les tomará más de 10 minutos.

Acuerdo de confidencialidad:

Los datos recabados en esta encuesta tienen carácter confidencial, serán usados para fines académicos solamente y serán compartidos respetando la anonimidad. En este sentido, al finalizar la encuesta, ustedes podrán consentir a estos fines y en ningún caso se podrán difundir los datos de índole personal proporcionados de modo tal que permitan identificar a las personas encuestadas. Finalmente, lo que recabaremos solamente será usado con fines estadísticos y de investigación, por lo tanto, los datos que nos entregues serán completamente confidenciales.

Esta encuesta cuenta con 2 secciones; en la primera, Sección A deberás llenar los espacios con tu información personal la cual se utilizará para fines estadísticos, y en la segunda Sección B deberás contestar las preguntas relacionadas al tema de Dislexia. Al finalizar el cuestionario, solicitaremos consientas de acuerdo a lo expresado en el Acuerdo de confidencialidad.

*Obligatorio

A) Sección I

1. Edad *

2. Año académico que está cursando *

Clasificación sexo/genéricas

3. 3. Marque la alternativa con la cual identifica su sexo: *

Marca solo un óvalo.

- ☐ Hombre
- ☐ Mujer
- ☐ Intersexual
- ☐ Prefiero no decirlo/No corresponde

4. 4. Marque la alternativa con la cual identifica su género: *

Marca solo un óvalo.

- ☐ Cis-género femenino
- ☐ Cis-género masculino
- ☐ Transgenero femenino
- ☐ Transgenero masculino
- ☐ Género no binario/e
- ☐ Otros
- ☐ Prefiero no decirlo

5. 1. Cuándo estás leyendo un texto de cualquier índole, ¿Has experimentado algún problema que te impida leer de manera adecuada dicho texto? Por ejemplo, ¿confundir las letras, números o combinar letras de manera distinta, confundir la orientación espacial, tal que finalmente se convierten en otras palabras? *

6. 2. ¿Alguna vez un profesional de la salud (psicopedagogos, psicólogos, logopedas, neurólogos) te ha diagnosticado Dislexia a lo largo de tu vida?. *

Marca solo un óvalo.

- ☐ Sí.
☐ No

7. 3. ¿A partir de tu propio conocimiento, te puedes dar una definición sobre qué es la Dislexia y cuáles son sus principales características? *

Marca solo un óvalo.

- ☐ Sí
☐ No

La siguiente pregunta debe ser contestada por estudiantes que estén en 3er, 4to, o 5to año de la carrera y que hayan cursado asignaturas en el área de Metodología o Práctica. Si no perteneces a este grupo, marca "no aplica".

8. 4. ¿En el ámbito académico, has recibido algún tipo de información, lecturas, métodos, estrategias o técnicas, etc., orientadas a clases con estudiantes que tienen Dislexia? *

Marca solo un óvalo.

- ☐ Sí, en los cursos del Área Metodología.
- ☐ Sí, en los cursos de Práctica.
- ☐ Sí, en ambas áreas.
- ☐ No, no recuerdo haber recibido información en ningún curso.
- ☐ No aplica

Acuerdo de confidencialidad

Autorizo a que la información compilada sea utilizada solo con los fines expresados y bajo los términos del acuerdo de confidencialidad establecidos en esta encuesta y el marco de esta investigación.

Agradecemos su colaboración. Si quisieras hacer algún comentario adicional, suferencia o mencionar cualquier cosa que creas que deba ser considerada por el grupo de investigación, por favor escríbenos a cualquiera de los siguientes correos electrónicos: Martin Vega (martin.vega2015@umce.cl), Sebastián Vidal (sebastian.vidal2017@umce.cl), Guido del Valle (guido.delvalle2016@umce.cl) Kevin Recart (kevin.recart2017@umce.cl). Al hacer clic en ENVIAR justo abajo aceptas el acuerdo de confidencialidad.

Muchas gracias por tu participación, si tienes cualquier pregunta o quisieras hacer algún comentario sobre otros aspectos que piensas deban ser considerados en esta Memoria de título, por favor envía un correo a cualquier miembro del equipo: Martin Vega (martin.vega2015@umce.cl), Sebastián Vidal (sebastian.vidal2017@umce.cl), Guido del Valle (guido.delvalle2016@umce.cl) Kevin Recart (kevin.recart2017@umce.cl)

Junio, 2021

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