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DEPARTAMENTO DE INGLÉS

METHODOLOGICAL SUGGESTIONS FOR SUMMATIVE ASSESSMENT OF HIGH
SCHOOL STUDENTS WITH ASD IN THE EFL FIELD IN CHILE.

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS

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SANTIAGO DE CHILE, JULIO DE 2021

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Acknowledgements

The authors involved in this research would like to extend their gratitude to the experts who validated the survey and the EFL teachers who contributed with their responses.

The completion of this dissertation would not have been possible without the active support of our guiding professor, María Eugenia Hernández Vásquez, who helped us in every step of the process, giving suggestions and providing valuable feedback.

Finally, we would like to offer our most sincere gratitude to our family and friends for their unconditional support during the process.

Table of Contents

<i>Autorización</i>	ii
<i>Acknowledgements</i>	iii
<i>Table of Contents</i>	iv
<i>Resumen</i>	xi
<i>Abstract</i>	xii
<i>Introduction</i>	1
<i>Objectives</i>	4
1. Chapter 1: Special Educational Needs and Autism Spectrum Disorder	5
1.1 Definition of Special Educational Needs	5
1.2 History of SEN	6
1.3 SEN in Chile	8
1.4 School Integration Program	9
1.5. Autism Spectrum Disorder	9
1.6 ASD in Chilean Education	11
2. Chapter 2: Evaluation in EFL for Students with ASD	14
2.1 Evaluation and Assessment	14
2.2 Summative Assessment in EFL	16
2.3 Summative Assessment in EFL for students with ASD	18
2.3.1 Implementing summative assessments in EFL for students with ASD. ..	19
2.4. State of the Art on Summative Assessment in EFL for Students with ASD ..	19
3. Chapter 3: Methodology	22
3.1 Research Design	22
3.2 Participants	23
3.3 Procedure	23

3.4 Facebook Groups	24
3.5 Design and Implementation of the Online Survey	25
3.6 Suggestions	26
4. <i>Chapter 4: Data Analysis</i>	28
4.1. Section 1: Teaching Experience and School background	28
4.1.1. Question 1.	28
4.1.2. Question 2.	29
4.1.3. Question 3.	30
4.1.4. Question 4.	31
4.1.5. Question 5.	32
4.2. Section 2: Knowledge about ASD	33
4.2.1. Question 6.	33
4.2.2. Question 7.	34
4.2.3. Question 8.	35
4.2.4. Question 9.	36
4.2.5. Question 10.	37
4.3. Section 3: Design of Summative Evaluations	38
4.3.1. Question 11.	38
4.3.2. Question 12.	40
4.3.3. Question 13.	42
4.3.4. Question 14.	43
4.3.5. Question 15.	45
4.3.6. Question 16.	47
4.4. Section 4: Applying the Evaluations	49
4.4.1. Question 17.	49

4.4.2. Question 18.	50
4.4.3. Question 19.	52
4.4.4. Question 20.	53
5. Chapter 5: Suggestions for Summative Evaluations for Students with ASD	54
5.1 Considerations before Evaluating (For EFL teachers)	54
5.1.1. Consider students' individual needs.	54
5.1.2. Consider the type of evaluation.	55
5.2. Designing Evaluations.	55
5.2.1. When designing written evaluations.	56
5.2.1.1. <i>Include different items in the evaluation tool.</i>	56
5.2.1.2. <i>Give clear instructions.</i>	57
5.2.1.3. <i>Use audiovisual prompts.</i>	57
5.2.1.4. <i>Simplify the questions.</i>	58
5.2.2. When designing oral evaluations.	59
5.2.2.1 <i>Consider the criteria.</i>	59
5.2.2.2. <i>Adapt the rubric.</i>	63
5.2.2.2.1. <i>Verbal skills.</i>	65
5.2.2.2.2. <i>Non-verbal skills.</i>	65
5.3. Applying Evaluations	66
5.3.1. Be careful of noise level	66
5.3.2. Adjust the location.	67
5.3.3. Reduce the audience.	67
5.3.4. Consider individual or collaborative work.	68
5.3.5. Consider timing.	68
5.3.6. Follow predictable routines	69

5.3.7. Allow the use of different skills (oral, written).....	69
5.4 Suggestions Drafted by This Research Team	70
5.4.1 Ask for help	70
5.4.2 Keep calm and keep learning	70
<i>Conclusions</i>	71
Findings	73
Recommendations	74
Limitations	75
Further Research	76
<i>References</i>	78
<i>Appendixes</i>	83
Appendix A: Validation Request	83
Appendix B: Original Survey Draft	85
Appendix C: Validation Letter	91
Appendix D: Survey	93
Appendix E: Formulario de Autorización SIBUMCE	100

List of figures

<i>FIGURE 1 – Multiple-choice question: Years working as an EFL teacher in Chile . .</i>	28
<i>FIGURE 2 – Dichotomous question: Special Educational Needs Program in the school.</i>	29
<i>FIGURE 3 – Dichotomous question: Specification of the SEN program.</i>	30
<i>FIGURE 4 – Dichotomous question: Student(s) with ASD in your classroom.</i>	31
<i>FIGURE 5 – Multiple-choice question: Amount of students with ASD that the EFL teacher has taught in his or her career.</i>	32
<i>FIGURE 6 – Dichotomous question: EFL teachers that have taken any workshop about ASD.</i>	33
<i>FIGURE 7 – Checkbox question: Knowledge about ASD.</i>	34
<i>FIGURE 8 – Likert scale question: Confidence in knowledge of Autism Spectrum Disorder</i>	35
<i>FIGURE 9 – Likert scale question: Desire to improve their knowledge about ASD. . .</i>	36
<i>FIGURE 10 – Likert scale question: Confidence for adapting evaluation for students with ASD.</i>	37
<i>FIGURE 11 – Checkbox question: Usual evaluation tools for evaluating students with ASD.</i>	38
<i>FIGURE 12 – Checkbox question: Items generally used in a written test.</i>	40
<i>FIGURE 13 – Open question: Items adapted for evaluating students with ASD.</i>	42
<i>FIGURE 14 – Checkbox question: Rubrics or evaluation checklists for oral evaluation.</i>	43
<i>FIGURE 15 – Open question: Items adapted for evaluating students with ASD.</i>	45
<i>FIGURE 16 – Checkbox question: Most beneficial evaluation for students with ASD.</i>	47
<i>FIGURE 17 – Dichotomous question: Adaptation for evaluating students with ASD . .</i>	49
<i>FIGURE 18 – Checkbox question: Types of adaptation for evaluations</i>	50
<i>FIGURE 19 – Likert scale question: Knowledge for evaluating students with ASD . .</i>	52

FIGURE 20 – Dichotomous question: Consent 53

FIGURE 21 – Prompt: Picture of a student reading 58

List of tables

<i>TABLE 1 – Rubric A - non-flexible criteria example</i>	60
<i>TABLE 2 – Rubric B - flexible criteria example</i>	62
<i>TABLE 3 – Rubric C - flexible rubric example</i>	63

Resumen

El objetivo de la siguiente investigación es indagar las estrategias metodológicas que los profesores de Inglés en Chile utilizan al evaluar un estudiante con TEA, con el propósito de entregar sugerencias sobre estrategias metodológicas para evaluar a los estudiantes con TEA en Chile. Esta investigación es de carácter exploratoria cuantitativa, en la cual fue utilizada una encuesta online para obtener la información necesaria para analizar y contrastar junto a la literatura, así poder entregar las sugerencias mencionadas anteriormente. El equipo de investigación cree que los resultados y recomendaciones entregadas en este trabajo serán de gran utilidad no sólo para los profesores de Inglés, sino también para toda la comunidad escolar.

Palabras Clave: Necesidades Educativas Especiales, Trastorno del Espectro Autista, Evaluaciones sumativas, adaptación.

Abstract

The objective of the following research is to investigate methodological strategies that EFL teachers utilize when evaluating students with ASD in Chile, in order to offer suggestions about EFL teachers' methodological strategies to evaluate students with ASD in Chile. This is a quantitative exploratory research in which it is utilized an online survey for gathering the mentioned data which, subsequently, is analyzed and contrasted with the researched literature for the purpose of providing the aforementioned suggestions. The research team is convinced that the results and recommendations given in this work would be of great service for not only EFL teachers but also the entire school community.

Keywords: Special Educational Needs, Autism Spectrum Disorder, Summative evaluations, adaptation.

Introduction

The teaching of English as a Foreign Language (herein EFL) is a complex discipline where numerous factors are involved at the moment of planning, creating, and teaching a class. Similarly, we can find challenges when designing and carrying out evaluations. When teachers want to observe and analyze the students progress, the main queries that we can find are what to evaluate, what to include, how to evaluate it, how to prepare evaluations with an adequate level of English, which items are going to have higher scoring, and so on.

This becomes even more challenging when EFL teachers have to guide students with Special Educational Needs (SEN), because there are more factors playing a key role in the students' learning process. For the same reason, there is a question that, as time goes by, has been gaining more and more relevance within the educational world. This dissertation inquires as to how teachers can be able to create a summative evaluation that can offer more possibilities for students who have Special Educational Needs. In other words, how to create inclusive evaluations assertively. This becomes a fundamental issue to address considering the fact that most Chilean universities that have the major teaching English as a Second Language (TEFL) have no subjects related to inclusion incorporated in their programs.

As a research team, we asked ourselves if there were any guidelines or official suggestions for EFL High Schools teachers when evaluating students with SEN in common schools in Chile. However, we realized that Chilean education lacks any official document about this topic. Therefore, we decided to investigate and take action on this issue.

This research team proposed two general objectives to attain. First, enquire into the diverse methodological strategies that EFL teachers apply for evaluating students with SEN, particularly focused on the case of students with ASD. In order to accomplish the first general objective, the research team explored the literature of the past ten years in the field. Additionally, we inquired into teachers' perspectives concerning evaluation for students with Autism Spectrum Disorder (ASD) employing a survey. Furthermore, the key concepts were

defined based on a thorough review of both national and international literature in this field, in the last ten years as well. The second general objective of this research is to provide methodological strategies to evaluate students with ASD in Chilean education. To accomplish this, the researchers analyzed and compared the theoretical framework from the reviewed literature with the data collected from the surveys.

In order to accomplish what was stated before, as a research team, we decided that our dissertation needed a quantitative methodology and that its character would be an exploratory dissertation. The information gathered through an online survey would be graphed, hence the quantitative aspect. The requirements to participate were to be an EFL teacher who has at least 1 year of teaching experience at the moment of answering this survey.

The exploratory aspect of this dissertation comes due to the fact that this research investigates how an EFL teacher can create summative evaluations and what aspects and considerations have to be taken into account when evaluating a student with Autism Spectrum Disorder (ASD). Therefore, for the purpose of answering this question, one of the specific objectives of this dissertation is to explore what methodological strategies are recommended to apply when evaluating a student with ASD.

Moreover, the concepts of Special Educational Needs and Autism Spectrum Disorder were analyzed with the objective of providing their definitions, historical development, and how these conditions have been dealt with in the educational field, in Chile.

The fundamental notions of Evaluation in EFL for students with ASD were also addressed, going from the general framework of SEN, narrowing down to the more specific concept of ASD, together with showing the similarities and differences between evaluation and assessment. Third, this research provides a current literature review about Summative Evaluation of Students with ASD in the field of EFL. In fourth place, the methodology applied in this research process was explained and the gathered data from the survey was analyzed and interpreted by the team. Then, the obtained data were contrasted with the literature, and the analysis was carried out so as to provide a set of suggestions for evaluating students with ASD. In the last chapter of the dissertation, the readers of this work may find the conclusions.

An important goal for this team was to research and design a set of general suggestions when evaluating students with ASD. This way, EFL teachers who have students within the spectrum in their classes, can take into account these considerations and can expand their notions of how to help students with ASD in the evaluation process. This knowledge can be a useful tool to make evaluations more inclusive not only for students with ASD but also useful to help out in other students' learning styles. These suggestions become even more relevant, especially considering that during the process of this investigation, the research team could notice that this issue has not been explored enough within the academic literature, especially in the case of Chile, where we found little information related to it. As a consequence, Chilean educational institutions tend to exempt students with ASD from EFL lessons and, therefore, do not provide a basic right in their education that is to be evaluated.

Objectives

General Objectives

1. To explore the methodological strategies that teachers of English as a Foreign Language use when evaluating students with ASD in Chile.
2. To suggest methodological strategies to evaluate students with ASD in the EFL field in Chile

Specific Objectives

1. To define the main concepts used in this research, such as Autism Spectrum Disorder, based on a review of the national and international literature of the last 10 years.
2. To carry out a literature review in order to gather information related to the evaluation of students with ASD in the EFL field in Chile
3. To compile information from a survey applied to EFL teachers aimed at understanding how they implement summative evaluations for students with ASD.
4. To analyze and compare the information from the surveys with the reviewed literature
5. To suggest summative evaluation strategies to evaluate students with ASD in the EFL field

Chapter 1: Special Educational Needs and Autism Spectrum Disorder

1.1 Definition of Special Educational Needs

What we know as the concept Special Educational Needs (herein SEN), was first coined by The Warnock Report (Warnock, 1978) in the Committee of Enquiry into the Education of Handicapped Children and Young People. The idea of this concept arose earlier with different organizations that defended the right to education for every individual, for instance, the IDEA (Individuals with Disabilities Act.) in the United States of America (1975).

The report indicated that the notion of handicap was limiting the support and assistance that children and young people with disabilities and learning difficulties needed. Thus, a definition of Special Educational Needs was proposed. As it was stated in the report:

We wish to see a more positive approach, and we have adopted the concept of SPECIAL EDUCATIONAL NEED, seen not in terms of a particular disability which a child may be judged to have, but in relation to everything about him, his abilities as well as his disabilities - indeed all the factors which have a bearing on his educational progress. (Warnock, 1978, p. 37).

Even though the definition of Special Educational Needs was already coined, it was not until the mid-nineties, specifically in 1994, after the World Conference on Special Educational Needs: “The Salamanca Statement on Principles, Policy, and Practice in Special Needs Education” (United Nations Educational, Scientific and Cultural Organization & Ministry of Education and Science Spain) where the term SEN began to be well known here in Latin America.

The latest development came at The Children and Families Act in the UK Government (2014) when the term became all-inclusive as Special Educational Needs and Disabilities

(SEND) stating that: “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.” This act improved drastically the treatment and sense of inclusiveness towards children and young people presenting special needs inside the classroom and in society as well.

1.2 History of SEN

Even though this report was transcendental for its impact on society and education, these recommendations and guidelines needed a legitimate background. The Education Act in the UK provided a legal framework for this inclusive and integrative approach, stating: “For the purposes of this Act a child has ‘special educational needs’ if he has a learning difficulty which calls for special educational provision to be made for him” (1981).

In addition to this, The Warnock Report (Warnock, 1978) continued its impact throughout the 1990s in the United Kingdom, as it is established by the Parliament of the UK:

The Warnock framework remained firmly in place through the 1990s. During the 1980s and 1990s, there was a considerable decline in the number of children in special schools and a gradual increase in the proportion of children both identified as having special educational needs (SEN) and given statements of SEN. (Select Committee on Education and Skills, 2006).

Furthermore, in 1994, UNESCO together with the Government of Spain held a World conference called: “The Salamanca Statement on Principles, Policy and Practice in Special Needs Education”, which ratified the idea of inclusion for all in education, increasing access to establishments that provide integrative learning, recognize differences between children and thus build an inclusive society.

In the early 2000s, another modification was made to the current legislation in the UK, to protect disabled people's rights in the provision of education. This was The Special Educational Needs and Disability Act (2001) also referred to as SENDA, in which it was established that students with SEN should not be discriminated against by the school or by any responsible bodies, including higher education institutions and local authorities.

Although the UK can be regarded as the pioneer in developing government legislation protecting students with SEN the USA was also making slow progress. As we already stated previously, in 1975, IDEA was the first public act to provide free public education to children with disabilities, this was established in their general provisions:

Since the enactment and implementation of the Education for All Handicapped Children Act of 1975, this chapter has been successful in ensuring children with disabilities and the families of such children access to a free appropriate public education and in improving educational results for children with disabilities. (Individuals with Disabilities Education Act, 1975).

Moreover, this law was reauthorized by Congress in 2004 and was also included in the Every Student Succeeds Act (2015) a new educational law signed by President Barack Obama, ensuring that students with SEN would receive the services that they need in order to thrive in an educational setting, also allowing parents to make certain their children would receive the aid that they need.

These commitments to ensure grant access to educational systems for students with SEN were made by influential countries and acted as guidelines to many countries in Latin America, especially for our country.

1.3 SEN in Chile

Despite the fact that in Europe the topic of SEN has been discussed for a considerable amount of time, in Chile, the term SEN (Necesidades Educativas Especiales in Spanish [NEEs]) just started being utilized around 2005, according to Cabrera (2015) in her work *Educación Inclusiva en Chile: La historia de los pequeños incluidos*¹.

The concept of SEN in Chile is mentioned, as Cabrera states, in the work *Política Nacional de Educación Especial*² which states that:

A student is considered to have SEN if their individual educational needs cannot be satisfied by methods and resources that the teacher usually employs in order to solve the individual differences that the students have which require adjustment, resources or special pedagogical arrangements. (Ministerio de Educación de Chile, 2005).

One of the recent documents which defines SEN is law N°20370 which establishes the General Law of Education (herein LGE, the Spanish acronym). This law states that “a student will be considered as having a SEN when he or she needs help or additional resources whether human, material or pedagogical, for the purpose of guiding their developing or learning process, and to promote the achievement of the educational aims” (Ministerio de Educación de Chile, Art 23).

Another milestone in the history of SEN in Chile is Decree 83 which was enforced in 2015. This decree, which started to be implemented in 2017, changed the Chilean education status quo since it allows teachers to adjust, create new strategies, and diversify the educational curriculum in order to foster inclusion within schools and classrooms (Ministerio de Educación de Chile).

¹ Inclusive Education in Chile: The History of the little included. Translated from the original by the research group.

² National Policy of Special Education. Translated from the original the research group.

1.4 School Integration Program

Apart from the definition for SEN , another relevant program that the research team considered more than significant is the School Integration Program (Programa de Inserción Escolar, PIE in Spanish). As the Ministry of Education in Chile states in the study *Análisis de la Implementación de los Programas de Integración Escolar (PIE) en Establecimientos que han incorporado Estudiantes con Necesidades Educativas Especiales Transitorias (NEET)*³, in 1990 the government published Decree N°490/90 which established rules for implementing school integration programs so that the government would grant schools a special subsidy for each student with special needs (Ministerio de Educación de Chile, 2013).

Later, in 2010, Supreme decree N°170 was published stating which educational special needs would be accepted in the School Integration Program (herein PIE, the acronym in Spanish). In addition, in this Supreme decree, 2 more categories were created, apart from the already existing ones. These categories are special educational needs of a “permanent” nature and special educational needs of a “transitory” nature (Ministerio de Educación de Chile, 2010).

1.5. Autism Spectrum Disorder

Throughout time the perception, definition, and concept of Autism Spectrum Disorder (herein ASD) have significantly changed. Elizabeth Sinclair in the website *Applied Behaviour Analysis Programs Guide* elaborated a timeline titled *History of Autism Treatment* which helps to understand clearly the process and transition that ASD and its treatments have undergone during the last years.

³ School Integration Programs implementation analysis in institutions that have incorporated students with SEN. Translated from the original by a research group.

To get an idea of what was stated priorly, Autism changed from being used when describing symptoms of schizophrenia to the definition that the World Health Organization provides in the International Classification of Diseases (ICD):

Autism spectrum disorder is characterised by persistent deficits in the ability to initiate and to sustain reciprocal social interaction and social communication, and by a range of restricted, repetitive, and inflexible patterns of behaviour, interests or activities that are clearly atypical or excessive for the individual's age and sociocultural context (2018).

The research team decided to include a brief timeline with the milestones of the perceptions, definitions, and concepts of ASD.

1911: The term Autism was used for the first time by Eugen Bleuler when describing symptoms of schizophrenia (Sinclair, n.d.).

1944: Hans Asperger wrote his work *Die "autistischen Psychopathen" im Kindesalter*, which was translated into English by Uta Frith in 1991 with the title of '*Autistic psychopathy in childhood*'. Hans stated that autistic people are distinctly different from each other at a level of contact disturbance, intellectual ability, personality, and special interest. Moreover, all these aspects may increase or decrease as they grow up. "Nevertheless, the essential aspects of the problems remain unchanged" (Frith, 1991). For instance, social interaction.

1987: The CEO of the HARKLA, a company that sells products specially designed for people with special needs and posts blogs written by experts so people can get more knowledgeable about different topics around special needs, Casey Amess, during this year there is a change that moves from "infantile autism" to "autism disorder". Moreover, in order to aid in standardizing the diagnosing, it was specified a list of diagnostic criteria (Ames, 2018).

2013: The DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) adds the term “spectrum” and the new term “Autism Spectrum Disorder”. In this manual the concept of “spectrum” is included since “Manifestations of the disorder also vary greatly depending on the severity of the autistic condition, developmental level, and chronological age; hence, the term spectrum” (American Psychiatric Association, 2013, p. 53). In addition, the DSM-5 sets the condition of Asperger’s within the extent of autism spectrum disorder.

2018: The ICD-11 (International Classification of Diseases) shares the same scope as DSM-5 since unlike the ICD-10, published in 1994, the ICD-11 also utilizes the term “Autism Spectrum Disorder”; at the same time, the condition “Asperger’s Syndrome” is set within the category of “Autism Spectrum Disorder” (World Health Organization, 2018).

1.6 ASD in Chilean Education

To begin describing how students with ASD are included in the Chilean Educational System, we need to establish that there is no official register of people with ASD in our country, hence it is hard to determine how many of them are actually included in the educational system and whether their inclusion is determined by early diagnosis and treatment, what their ability to adapt to any school environment is and the needed infrastructure to foster inclusive conditions for them.

One of the laws that protects students with ASD from being expelled, or for being discriminated against because of their condition, is the Inclusion Law (2015), however, this legislation is not sufficient enough to secure admission, appropriate education, and assistance to them, according to Otárola, Rueda & Sarrionandia (2014) in their work *“La inclusión educativa desde la voz de madres de estudiantes con Trastornos del Espectro Autista en una muestra chilena”*⁴.

⁴ Inclusive education from the voice of mothers of students with Autism Spectrum Disorder in a Chilean sample. Translated from the original by the research group.

The entire school system: Private, semi-private, and public keep seeing the inclusion of students with ASD as an act of charity and not obeying what the law says, as Otárola, Rueda & Sarrionandia (2014) stated:

In regards to the legislation that regulates the access of SEN students to ordinary schools, just one of the participants points out to be acquainted with it, stating that knowing this has enabled her to make decisions regarding her child's educational process. However, her overall evaluation over the legislation is negative, because there is a gap between the guidelines and what really occurs in the educational system.

Another point that we need to take into account in the discussion of the inclusion of students with ASD in our school system is the academic training that pre-service teachers receive about students with SEN. Even though the legislation works towards promoting inclusion, it is difficult to implement it if pre-service teachers are not exposed to these areas of study and do not learn what they need to learn, in order to help students learn effectively. According to Tenorio (2011) in her work "Initial teacher training and special educational needs". Most of the pedagogical students agree that SEN is not included in their curriculum and therefore they do not know how to assist students with ASD, as Tenorio (2011) discloses:

Subjects about SEN and their pedagogical approach are still not part of an institutional policy that considers them essential in teacher training. In terms of weaknesses, most of the students acknowledge as a weakness their lack of preparation in regards to diversity and inclusion in the classroom, pedagogical strategies for the work with SEN students.

As we can read, not only teachers and the schools are responsible for inclusiveness inside the classroom, but there is a higher structure that concerns government policies and

curriculum improvement in Higher Education for pre-service teachers in terms of SENs. That is why foundations need to solidify and merge with theories of learning that include the variety of cases that can occur within the classroom.

Chapter 2: Evaluation in EFL for Students with ASD

2.1 Evaluation and Assessment

The concepts of evaluation and assessment may confuse educators because it is possible to find them used interchangeably. However, there is a slight difference in purpose and use when referring to them specifically. First, according to Richards & Schmidt (2010), assessment refers to a process of information gathering through different devices, to interpret students' knowledge and abilities on a subject, or to measure the success and quality of a course. Secondly, evaluation refers to a process of collecting information to make decisions regarding a certain subject (Richards & Schmidt, 2010). In conclusion, the main difference lies in the purpose that each has.

Assessment can be separated into two main categories. The first category is formative assessment, which refers to a process where the information of the ongoing learning process is collected to improve the curriculum and teaching strategies, as several authors suggest (American Educational Research Association [AERA], American Psychiatric Association [APA] & National Council on Measurement in Education [NCME], 2014; Richards & Schmidt, 2010). Hence, formative assessment focuses especially on the learning and teaching process, intending to provide adaptations. Educators may use formative assessment to receive and give feedback about students' performance on a certain matter, so they know their students' progress regarding the learning process, and what the next steps are to follow so as to help them achieve the learning objectives (Fidan, 2019).

If we refer to summative assessment, some authors, such as American Educational Research Association (AERA), American Psychiatric Association (APA) & National Council on Measurement in Education (NCME) (2014) and Richards & Schmidt (2010) may agree that this concept relates to an evaluation generally applied at the end of a content unit, which evaluates whether the learners achieved the objectives. These types of evaluation generally imply obtaining a grade (Dixon & Worrell, 2016), which teachers consider to decide if the

students pass or fail the course. Then, it can be concluded that these types of evaluations focus on the students' achievements at the end of a learning unit rather than on their learning process.

The main difference between these two categories is that formative assessment is applied to monitor the learning process and adapt the lessons to improve the students' learning experience, and summative assessment (from now on, evaluation, summative evaluation, and summative assessment will be used interchangeably for this research) is applied as a means to measure the students' accomplishments at the end of an instructional period. However, they can be sometimes used interchangeably, depending on the purpose of the evaluation. For example, a teacher may use a test to evaluate the students' progress on a certain topic, but not assign a grade, transforming a summative tool (in this case, a test) into a formative one.

There have been previous studies that highlight the fruitful results that formative assessment provides, in contrast with the ineffectiveness of summative assessment (Gattullo, 2000; Leung & Mohan, 2004). However, Mahshanian, Shoghi & Bahrami conclude that in terms of results they are both equally effective (2019). Even though they have a different implementation, Summative assessments have an equal impact on students' final achievements. Another conclusion that we can arrive at is that the combination of the two types of assessments leads to higher achievement levels than formative and summative assessment separately, that is to say, focusing on just one assessment method "cannot guarantee learners' success in ultimate achievement (Mahshanian, Shoghi & Bahrami, 2019). That is why it becomes crucial to understand how to implement both types of assessment and this way teachers can promote learning and measure students' results in a more efficient way.

Moreover, it is important to understand the difference between formal and informal assessments. On the one hand, formal assessment is carried out with "exercises or procedures specifically designed to tap into a storehouse of skills and knowledge" (Brown, 2004). In other words, formal assessment includes meticulously planned techniques that give the teacher an appreciation of students' achievement. Tests are considered a common example of formal assessment; however, not only tests are mechanisms of formal assessment, but we can also

consider portfolios, journals, among others, ways to implement formal assessment in the classroom. On the other hand, informal assessment “can take several forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student.” (Brown, 2004). In this type of assessment, there is no previous preparation and they generally emerge spontaneously as a response to students' performance. We can identify comments to congratulate: nice job, good work; to confirm: did you say can or can't? or to correct: you say people are, repeat after me, people are.

2.2 Summative Assessment in EFL

Now that we have set a theoretical background explaining the main elements of assessment, we are going to explore what the literature suggests for the purpose of applying summative evaluations in the EFL context. Zsófia (2016) provides a general framework of considerations to take into account when designing and applying evaluations. First of all, when designing an evaluation, teachers need to consider the way they taught the content during previous lessons, so the students get accustomed to a particular format and know what to expect when evaluation time comes. Secondly, the evaluation needs to be challenging and suit the students' characteristics (age, interests, etc), so they feel enough motivation to be evaluated and this way, show what they have learned. Finally, teachers should include activities that are related to their everyday life; the evaluated topics and the evaluations themselves need to be closely related to the students' immediate reality so as to create engagement and make connections between the content and everyday life. In order to do so, this research team recommends the use of evaluation techniques such as self-assessment, portfolio, and project work.

The most commonly used evaluation tools are written tests. Testing, as a general concept, can be defined as a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004). Within a test, teachers can include different types of questions according to the learning objectives: multiple choice questions, writing tasks as short essays, oral interviews with a question script, and so on. Zsófia (2016) also

provides a set of facets that teachers should pay attention to when testing their students: a) Place and equipment b) Personnel involved c) Testing time d) Physical condition. Teachers should create the necessary conditions to make these four elements familiar to their students, this way they will be able to show their achievement and obtain more accurate results.

In addition to bearing in mind the students' interest, McKay (2006) makes clear that "if the established curriculum emphasizes the learning of grammar and vocabulary in isolation, then it will be difficult if not impossible for teachers and assessors to assess children's language use ability." (p. 48). This point highlights the relevance that is given most of the time to specific areas of language (grammar and vocabulary) in detriment of others (language use) and emphasizes the need to address this issue. The evaluation process should not be devoted merely to what students know about the English language and how to use it [competence], teachers should also be worried about monitoring student's capacity to actually apply this knowledge in meaningful communicative situations [proficiency] (Canale & Swain, 1980). Therefore, to implement evaluations, it is required to set a balance between competence and proficiency, because as Bachman (1990) describes, communicative language ability is a combination of 'both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use' (p. 84).

Regarding competencies, the National Core Curriculum (2007) in Hungary states that:

The skills necessary for communication in foreign languages include the ability to understand oral messages, to initiate, conduct and conclude conversations, and to read, comprehend and create texts in accordance with individual needs.

One should also be able to use aids adequately and, as part of lifelong learning, to acquire a foreign language through a non-formal learning path. (p.8).

Along the same line, students are required to use their language competencies within meaningful contexts to apply them with real-life purposes to foster creativity and spontaneity.

Here, the use of authentic materials becomes crucial, which according to Swaffar (1985) can be understood as “an authentic text, oral or written, is one whose primary intent is to communicate meaning” (p. 17). Sometimes these types of materials carry challenges like the level of difficulty or preparation. However, they may be useful to expose students to a variety of topics in a more engaging way to simulate realistic communicative situations, this way they produce and comprehend meaning and make the learning process more significant.

2.3 Summative Assessment in EFL for students with ASD

There is not much that has been said about evaluating students with ASD in the EFL classroom worldwide. However, some authors provide different strategies to develop in the learning environment which could be adapted and applied to evaluations. Wire (2005) bases her recommendations on what is known as the “triad of impairments” (Wing, 1996, as cited in Wire, 2005) that people with ASD present. The aspects of such impairments are social interaction, unusual social communication, and lack of flexibility.

The suggestions include pairing the student with a suitable classmate; using visual prompts; addressing the students by their own name; speaking slowly; giving clear short instructions; allowing the use of nonverbal prompts; having a structured classroom with predictable routines; giving simple instructions; having a seating plan that remains constant; minimizing noise, light and several other distracting factors.

These suggestions for language lessons could be applied to evaluations in the following way. For written and oral evaluations, it is important to give simple, clear, short instructions about what the student needs to do; it is also important that students have little to no distractions, for that could alter them and make them lose concentration that is hard for them to regain. Visual and nonverbal prompts can help the students understand the instructions better, so they do not get confused about what they need to do when being evaluated, e.g. using posters in the classroom that indicate to remain silent during a test, adding images next

to the instructions could help the student understand the meaning and maybe a picture could be included in the text to enhance understanding of the notion.

Despite the usefulness of the previously mentioned suggestions, it is necessary to highlight the importance of designing individual plans for each student, for they have different necessities, as mentioned by Kuparinen (2014). Thus, the lessons and the corresponding evaluations are tailored according to the students' individual levels and specific needs. The author also highlights the importance of clear instructions, together with visual prompts, as mentioned previously in this chapter. Individual necessities could include, for example, leaving out items of a test, such as complicated questions or making sentences (if the student is still not able to do so), or allowing the student to work alone when there is a team evaluation if they do not feel comfortable working with their classmates.

2.3.1 Implementing summative assessments in EFL for students with ASD.

When implementing an evaluation, there should be some considerations about what makes a student with ASD feel distressed and what distracts them. The literature mentions factors to be considered for lessons, but they can also be applied to evaluations. Wire (2005) mentions several external factors that may be distracting to students with ASD, such as external, loud noise; flickering lights; moving doors. These factors can be controlled by the teacher, such as minimizing external noise, allowing the student to wear headphones to mute distracting noises; placing the students at the front of the classroom, avoiding distractions from classmates; and putting them in a place where the light is not too strong nor too low.

2.4. State of the Art on Summative Assessment in EFL for Students with ASD

Throughout this section, we will review what the up-to-date literature states about evaluation. The reader must note that this is a somewhat new subject, of which not much has been said worldwide nor nationally.

To begin with, several authors (such as Kuperinen, 2017; Padmadewi & Artini, 2017) highlight the importance of differentiated instruction, which Tomlinson & Imbeau (2011, p. 10) define as “an approach to teaching and learning that recognizes the inevitability of academic diversity in contemporary classrooms and guides teachers in making decisions that attend to student differences rather than ignoring them.” In other words, differentiated instruction intends to consider students’ different learning needs in the classroom; hence, the teacher adapts and plans the lessons according to their students’ various necessities and processes. Concerning differentiation, it can be implemented by using different strategies and by the adaptation of evaluations to fit the students’ needs and achievements. Some examples of applying differentiation in evaluations are “giving them extra time, offering them hints and tips, letting them answer orally, and allowing them to use the textbook and activity book for reference” (Kuperinen, 2017, p.75).

As written tests and exams can be quite stressful, especially for students with ASD, for these types of evaluations generally cause anxiety, Kuperinen (2017) advises carrying out other mechanisms of assessment instead, such as class participation and homework. Additionally, recent studies (Kuperinen, 2017) have found that students with ASD perform better in oral evaluations and concrete activities such as vocabulary quizzes instead of written exams that include items such as writing long sentences or which are grammar-focused. Other suggestions are to focus the evaluation on the skill the students feel more comfortable with; to put an emphasis on oral skills, pronunciation, concrete nouns, action verbs, and gap-filling exercises; and not to focus on listening comprehension; long writing exercises; abstract grammatical items and content (Kuperinen, 2017).

Moreover, the literature suggests that one of the most important aspects to be considered when teaching and evaluating students with ASD is using visual prompts (Kuperinen, 2017; Padmadewi & Artini, 2017) in order to improve students’ focus in the instructions. Furthermore, Kuperinen (2017) suggests using not only visual prompts, but also audiovisual material during lessons and instructions. As an example, one application for this could be to include pictures next to the instructions in written tests or have the instructions written on the board when they are given orally. This need for visual help could be explained

by the high percentage of comorbidity between autism spectrum disorder and intellectual developmental disorder (American Psychiatric Association, 2013), which generally presents difficulties in abstract thinking; so visual elements make contents and instructions appear more concrete for the individuals.

Finally, it is interesting to note that achieving a peaceful classroom atmosphere (Kuparinen, 2017) is also an important aspect to consider when evaluating students with ASD, since these students generally find it difficult to concentrate when there are too many distracting factors (see Wire, 2005).

Chapter 3: Methodology

As teachers, we are expected to facilitate the learning process of students in a specific subject while developing their skills and helping them to learn effectively. This guidance includes evaluating them too. Therefore, we need to be able to do this for all of our students, focusing on addressing their individual needs. Consequently, this research team found it was extremely necessary to research on how teachers evaluate students with SEN, particularly how EFL teachers design and implement summative evaluations for students with ASD.

3.1 Research Design

Thus, the research team decided to carry out an exploratory and quantitative study. To begin with, our first discussion evaluated what type of research suited the expected results given the context of our work. We aimed to gather information about how ASD was perceived and how students with ASD were evaluated. This defines our study as an exploratory one, according to Saunders, Lewis & Thornhill (2016, p. 174) “An exploratory study is a valuable means to ask open questions to discover what is happening and gain insights about a topic of interest.” Moreover, exploratory questions are most likely to begin with ‘What’ or ‘How’ and will provide a better understanding of the investigation matter.

Additionally, our research has a quantitative quality. As stated by Saunders, Lewis & Thornhill (2016) a quantitative research design may use a single data collection technique, such as a questionnaire or survey. Therefore, we designed an online survey considering that we could obtain a bigger sample.

The research team opted for this type of investigation since our main objective is to know how teachers implement summative assessment in High School students with ASD when teaching English as a second language in educational institutions in Chile and this

approach provided a first-hand impression of how practices are carried out and what teaching practices are more common.

3.2 Participants

In the beginning, the research team considered surveying teachers of English only in the metropolitan region of Santiago, the capital of Chile. However, at a later stage, this team decided to carry out an online survey, which would allow teachers from several regions to participate; we made this decision considering environmental factors, such as printing; and access to the survey, together with the COVID19 pandemic which added health restrictions to our work.

In regards to the participants, there was one important requirement, which was to be a teacher of English as a foreign language working in a Chilean school with at least one year of experience at the moment of answering the survey. The online survey was designed and then later validated by the head of the English department at UMCE, Mr. Roberto Pichihueche (See Appendix A). Then, the link was sent through emails to teachers and school administrators and teachers' Facebook groups (see section 3.4).

3.3 Procedure

The procedure consisted of first designing the instrument, i.e. defining the elements that the team considered important to be analyzed. Upon completion of the design of the instrument, we asked the head of the English Department to revise it and make suggestions (see Appendix A: Validation Letter). Subsequently, upon receiving the validation the suggestions were corrected by the team (see Appendix B: Original Survey Draft), the instrument was sent again to the head of the English department in order for him to validate it again. Finally, with the validated instrument at hand, we created a Google Form survey containing. Then, the team proceeded to send the instrument to the participants. The data collection period was from September 8th, 2020 to October 8th, 2020.

After collecting the data, we commenced the analysis, which followed two main steps: first organizing and describing the statistics obtained in the charts, and second analyzing the answers to the open questions. The second step consisted of what is known as coding and content analysis (Cohen, Manion & Morrison, 2018). Coding refers to assigning different categories to pieces of data by using labels (Cohen, Manion & Morrison, 2018). Next, we began the content analysis, which is described by Cohen, Manion & Morrison (2018) as the stage of “coding, categorizing, (...) comparing (...) and concluding” (p. 675) from the data. Finally, after coding and doing content analysis, we started reviewing the data to draw conclusions from it, which led us to design the suggestions for summative evaluations for students with ASD (see section 3.6 & Chapter 5 of the present research).

3.4 Facebook Groups

This is the list of the facebook groups we sent the online survey to:

Chilean English Language Teachers

(<https://www.facebook.com/groups/551354324897877/>)

Comunidad Estudiantes y Ex Estudiantes de Inglés del Pedagógico

(<https://www.facebook.com/groups/2333265423582551>)

English Teachers United - Santiago de Chile

(<https://www.facebook.com/groups/550093351834424>)

LEARNING COMMUNITY OF CHILEAN TEACHERS OF ENGLISH

(<https://www.facebook.com/groups/425550997789957/>)

Profe Datos

[\(<https://www.facebook.com/groups/1042441909205889>\)](https://www.facebook.com/groups/1042441909205889)

Profe datos

[\(<https://www.facebook.com/groups/2257580474284948>\)](https://www.facebook.com/groups/2257580474284948)

PROFE DATOS CHILE

[\(<https://www.facebook.com/groups/719046914949590>\)](https://www.facebook.com/groups/719046914949590)

PROFE DATOS SANTIAGO

[\(<https://www.facebook.com/groups/960928114103120>\)](https://www.facebook.com/groups/960928114103120)

Sala de Profesores Chile

[\(<https://www.facebook.com/groups/235840106782647>\)](https://www.facebook.com/groups/235840106782647)

3.5 Design and Implementation of the Online Survey

The instrument used for this research was an online survey. This survey was carried out through the Google Forms platform. It was created to gather information about teachers' knowledge and experiences with students with ASD, and whether their lessons were adapted in cases of summative evaluations.

This survey was made up of 20 questions, divided into 4 sections. The first section was about teaching experience and school background but mainly focusing on the topic of our research. We asked the teachers if their school had a special education needs program and if they had had (or had ever had) students with ASD in their classroom. The research team decided that items such as gender, age, or the type of school where the teachers were working were unimportant to our research.

The second section was about the teachers' knowledge of ASD in terms of pedagogical formation. The first question was whether they had taken a course or workshop regarding ASD; then, with the second question, we wanted to know how much knowledge they had, and if it was just basic facts or if they had a deeper grasp on the subject. The last three questions of the section were self-reflective questions regarding their personal feelings towards their understating of ASD.

For the third section, we focused on evaluation itself: how they did it, what were the most useful tools that they used, and if they adapted any of them for students with ASD. In this section, we asked two open-ended questions where we allowed the surveyed teachers to elaborate on the adaptations that they made when evaluating students with ASD.

The fourth section sought to find out the degree of adaptations that teachers provided for in their experiences. Also, the degree of agreement in regards to students with ASD and their evaluations.

Lastly, the fifth section was a consent to use the answers with academic purposes required for the participating teachers.

3.6 Suggestions

The Suggestions for Summative Evaluations for Students with ASD chapter (see Chapter 6) was designed using the method of triangulation, which consists of studying a topic from more than one point of view, and then analyzing and drawing conclusions from those viewpoints (Cohen, Manion & Morrison, 2018), because in order to formulate all the suggestions we took into account the answers from the participants and compared them with the revised theory. There were certain suggestions in which both the literature and the surveyed EFL teachers agreed. However, the theory and the teachers' points of view sometimes differed. Additionally, we selected those suggestions that were found only in the literature review or only in the compiled data.

Analyzing the data gathered, we selected four main categories regarding evaluation, which made us look at evaluation as a cyclic process: the considerations before designing and evaluating; the design process; the implementation process; and general suggestions for further evaluation.

The first category, Considerations before evaluating, gathers the suggestions that teachers should bear in mind prior to evaluating students with ASD.

The second category, Designing evaluations, deals with the process of evaluation design and creation. This section suggests different types of assessment and steps to follow.

The third category, Applying evaluations, looks at the necessary elements to include, adapt, or eliminate from the environment when applying an evaluation to a student with ASD.

Finally, the fourth category, Suggestions drafted by this research team, includes advice from the research team to encourage teachers when evaluating students with ASD.

Chapter 4: Data Analysis

4.1. Section 1: Teaching Experience and School background

4.1.1. Question 1.

1. How long have you been teaching English in Chile? Please choose one.

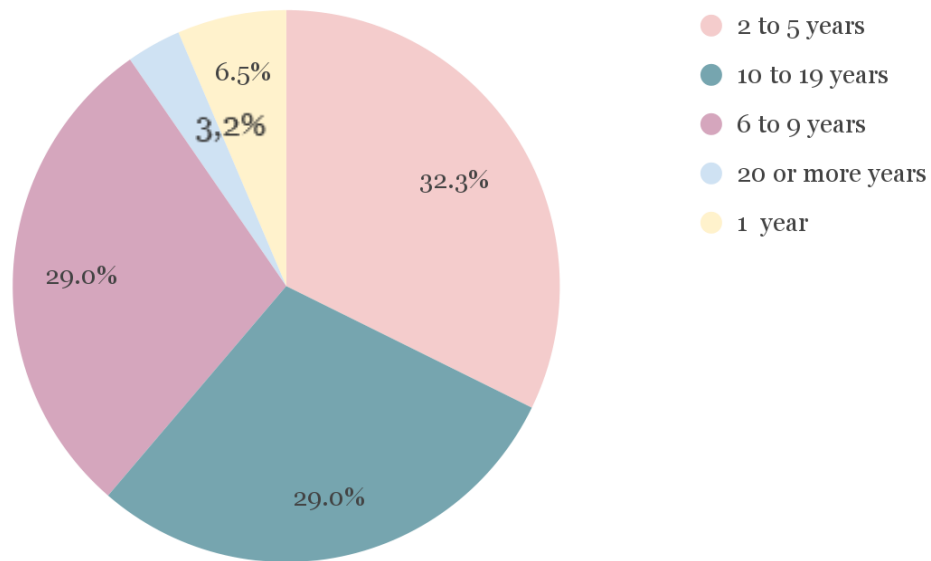


Figure 1. Multiple-choice question: Years working as an EFL teacher in Chile.

As it is observed, in question N°1 - Figure 1 the chart shows us that from the 31 teachers who answered the survey, 10 EFL teachers (32.3%) have taught from 2 to 5 years. At the same time, 9 EFL teachers have taught from 10 to 19 years and 9 EFL teachers have taught from 6 to 9 years. Then, 2 teachers have been teaching for a year. Finally, the option with the least frequency in the chart is 1 teacher, representing 2,9%, who has taught for 20 or more years.

4.1.2. Question 2.

2. Does the school where you work have a Special Education Needs Program?
Please choose one.

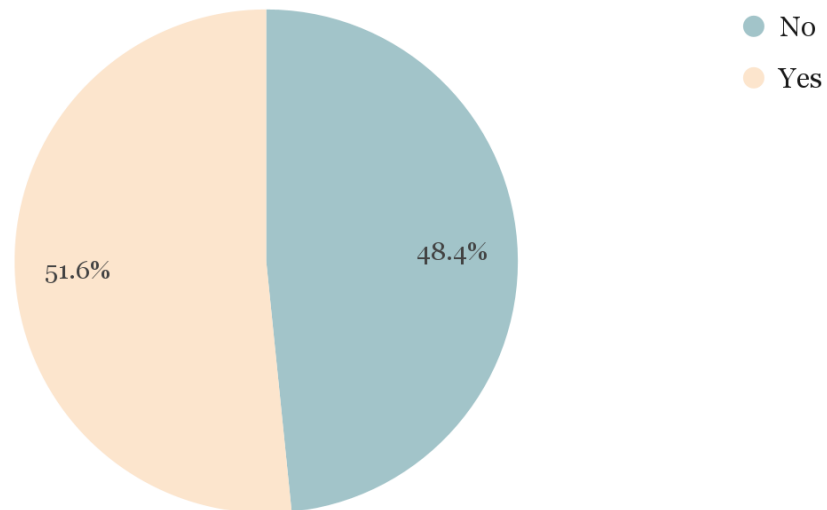


Figure 2. Dichotomous question: Special Educational Needs Program in the school.

In this pie chart showing the statistics from question N°2, it is possible to see that 16 EFL teachers (51.6%) work in a school that has a SEN program. On the other hand, 15 EFL teachers perform their job in a school that does not have any type of special educational needs program. At the same time, we found it relevant to mention that the percentages of this chart are almost evenly distributed.

It is important to note that even though the majority of respondents answered that the schools where they work have a special education needs program, there is still a considerable number of teachers who declare that their schools lack this type of program. This situation is worth mentioning, particularly, considering the legal framework provided by the state to adjust

and create different mechanisms to diversify the educational curriculum and this way promote inclusion for students with special educational needs (Ministry of Education, Chile, 2015).

4.1.3. Question 3.

3. If your answer to question 2 was "Yes", please specify below. If your answer was "No" please move on to question N.4

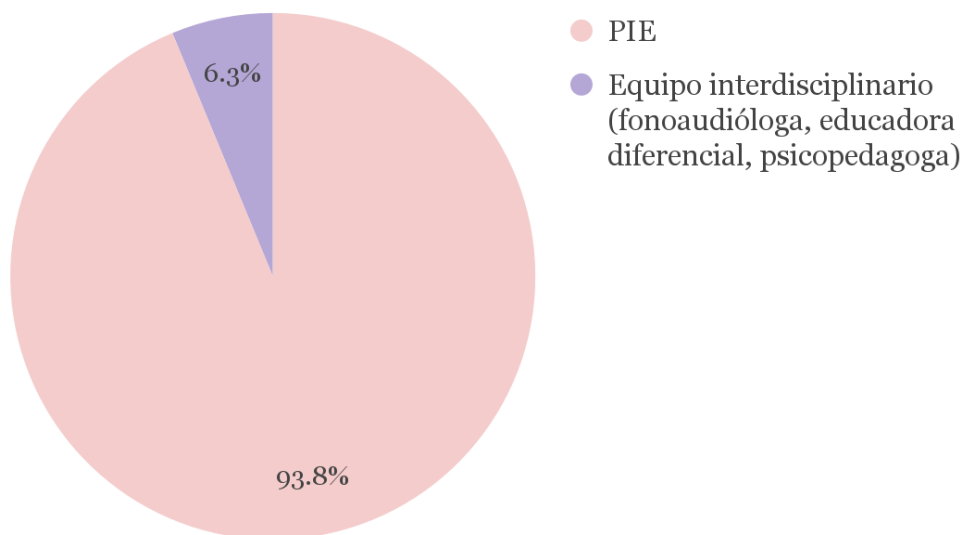


Figure 3. Dichotomous question: Specification of the SEN program.

In this question N°3, it was asked what type of Special Educational Needs program the school where they work has. Unmistakably, the answers to this question were only provided by the 16 teachers who responded YES in the prior question. Within this question, 15 EFL teachers work in a school that has PIE as a SEN program. And only 1 teacher answered that the school where he or she works has an interdisciplinary team composed of a speech therapist, a special education teacher, and an educational psychologist.

4.1.4. Question 4.

4. Have you ever had a student with ASD in your classroom? Please choose one.

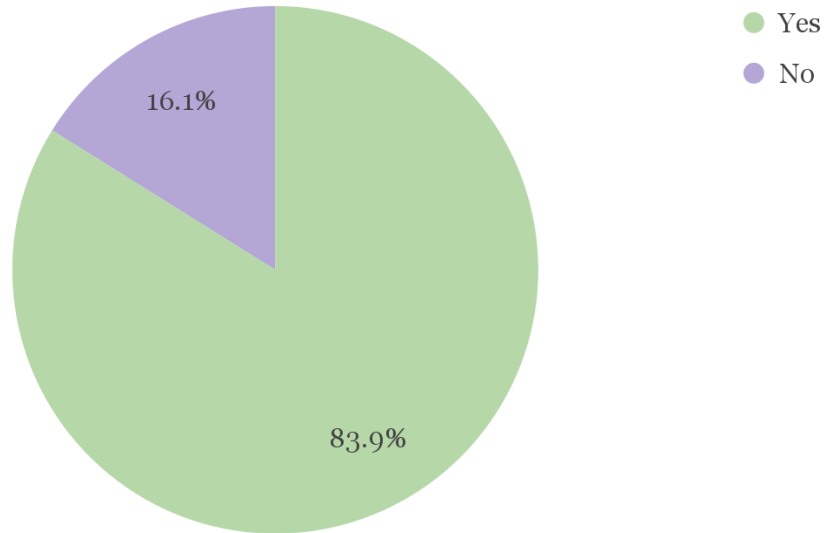


Figure 4. Dichotomous question: Student(s) with ASD in your classroom.

In question N°4, we asked the teachers whether they have a student with ASD in their classroom or not. For this query, 26 EFL teachers (83.9%) replied that they have had a student in their classroom diagnosed with ASD. On the contrary, 5 EFL teachers (16.1%) answered that they have not had any students with ASD.

4.1.5. Question 5.

5. If your answer to question 4 was affirmative, how many students with ASD have you taught throughout your career? Please choose one.

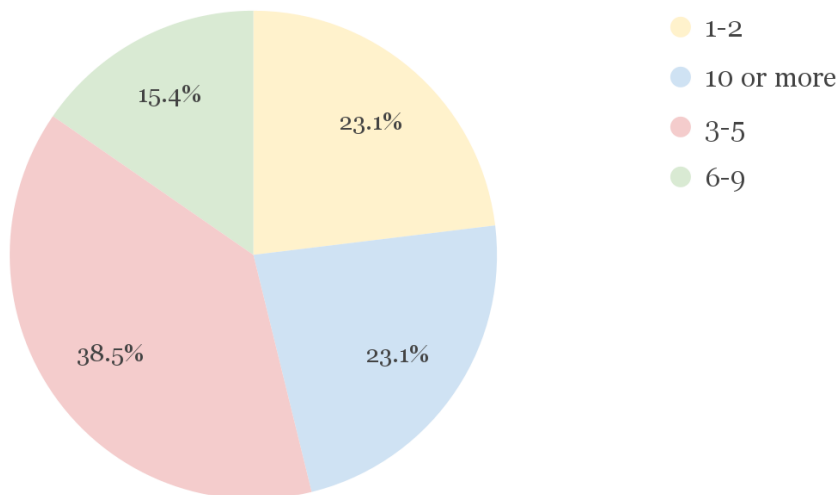


Figure 5. Multiple-choice question: Amount of students with ASD that the EFL teacher has taught in his or her career.

From the 31 teachers who responded to this survey, for question N°5, 10 EFL teachers, representing 38.5%, answered that they have taught between 3 to 5 students with ASD. 6 teachers, 23.1%, have had 1 or 2 students with ASD in their career; at the same time, 6 teachers, with the same percentage, replied that they have taught 10 or more students with ASD in their career. Last but not least, 4 EFL teachers (15.4%) responded that they have taught from 6 to 9 students with ASD.

The data collected in questions number 4 and 5 revealed that most teachers have had students with ASD. This situation shows that the possibilities for teachers of having students within the spectrum are extremely high. That is why it becomes highly relevant to encourage further research to provide tools when teachers have to deal with these students in the

classroom. This situation makes our team's research extremely significant to be considered and implemented in real educational contexts.

4.2. Section 2: Knowledge about ASD

4.2.1. Question 6.

6. Have you ever taken a workshop or course related to Autism Spectrum Disorder (ASD)? Please choose one.

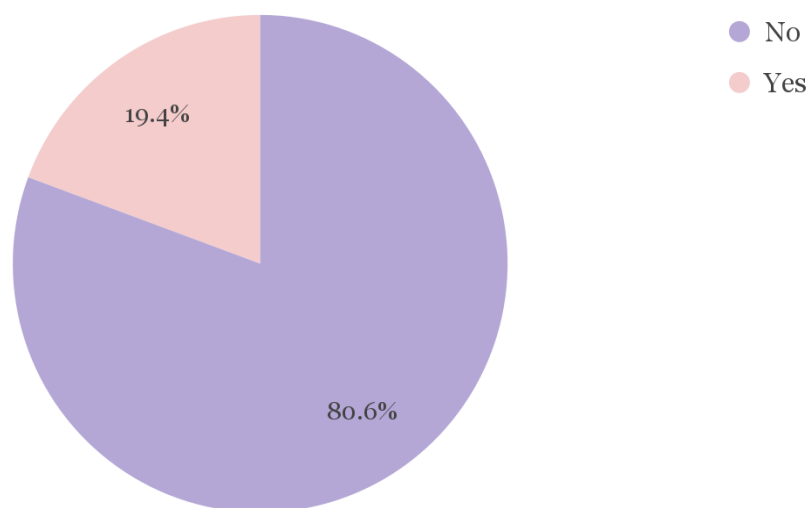


Figure 6. Dichotomous question: EFL teachers that have taken any workshop about ASD.

In question N°6, we asked them if they have ever attended a workshop about ASD. Here, at a simple glance, it is possible to observe that more than 3 quarters of the 31 people responded that they have not taken any workshop about ASD. That is, 25 EFL teachers (80.6%) answered NO and only 6 EFL teachers answered YES.

4.2.2. Question 7.

7. What do you know about Autism Spectrum Disorder? Please check on ONE or MORE of the items below.

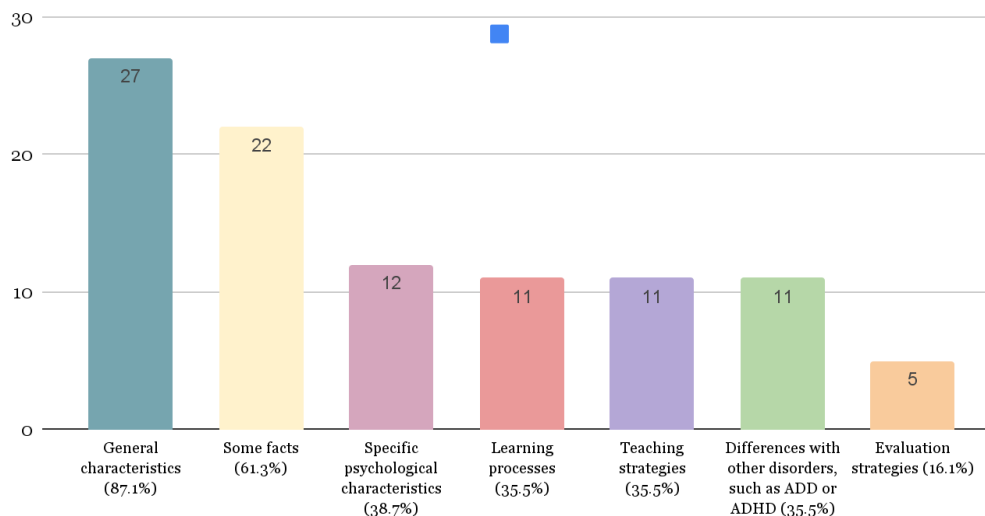


Figure 7. Checkbox question: Knowledge about ASD.

For question N°7, it was asked what teachers know about ASD. In this chart, the “*General characteristics*” column was checked by 27 (87.1%) EFL teachers. The second most frequent is “*Some facts*” with 22 (61.3%). 12 EFL teachers (38.7%) checked that they know the “*Specific psychological characteristics*” that students with ASD may have.

At the same time, 11 EFL teachers (35.5%) stated that they know about the “*Learning processes*” that students with ASD go through, the “*Teaching strategies*” that work more efficiently with students with ASD and the “*Differences with other disorders, such as ADD or ADHD*”. Finally, in this chart, 5 EFL teachers (16.1%) checked the “*Evaluation strategies*” box.

The responses in questions 6 and 7 indicate an alarming lack of knowledge about the ASD condition. Most respondents just have general knowledge about what this condition

implies. One possible cause of this may be the fact that most of the teachers who participated in the survey, manifested that they have not taken any workshop or course related to ASD. Therefore, it is evident that there is a need for deeper training in this area. That is why this research becomes highly relevant to provide a general understanding of the general characteristics of students with ASD.

4.2.3. Question 8.

8. How much do you agree with the following statement? “I feel confident with my knowledge of Autism Spectrum Disorder (ASD)”. Please choose one.

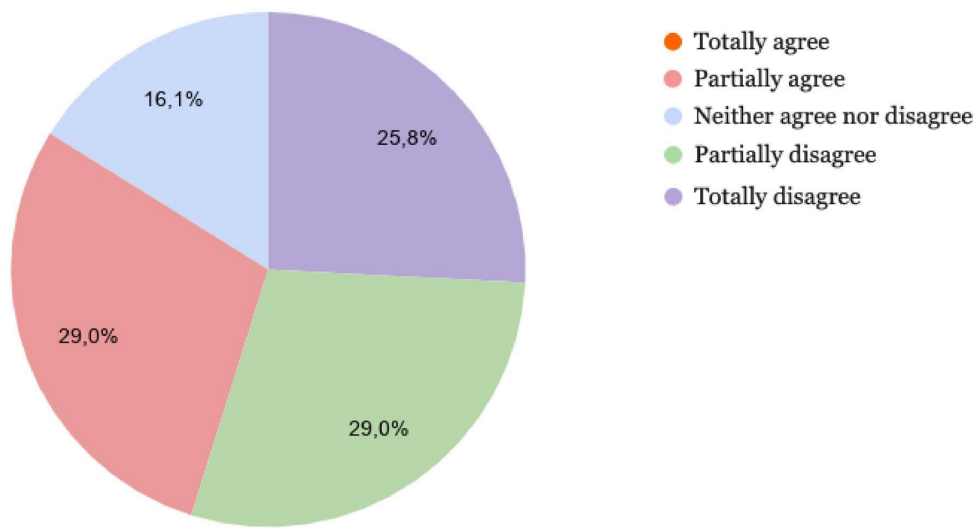


Figure 8. Likert scale question: Confidence in knowledge of Autism Spectrum Disorder

For question N°8 we asked EFL teachers to answer to what extent they agree with the statement “I feel confident with my knowledge of Autism Spectrum Disorder (ASD)”. At first sight, we could notice an important fact. There is no EFL teacher who *Totally agrees*. There are two options that have the most frequency in this chart: *Partially agree* and *Partially disagree*: both have 9 answers out of the 31 EFL teachers. On the other hand, one-quarter of

the chart *Totally disagrees* with the statement. Finally, with the least frequency, 5 EFL teachers (16.1%) neither agree nor disagree.

4.2.4. Question 9.

9. How much do you agree with the following statement? “I need to improve my knowledge about ASD”. Please choose one.

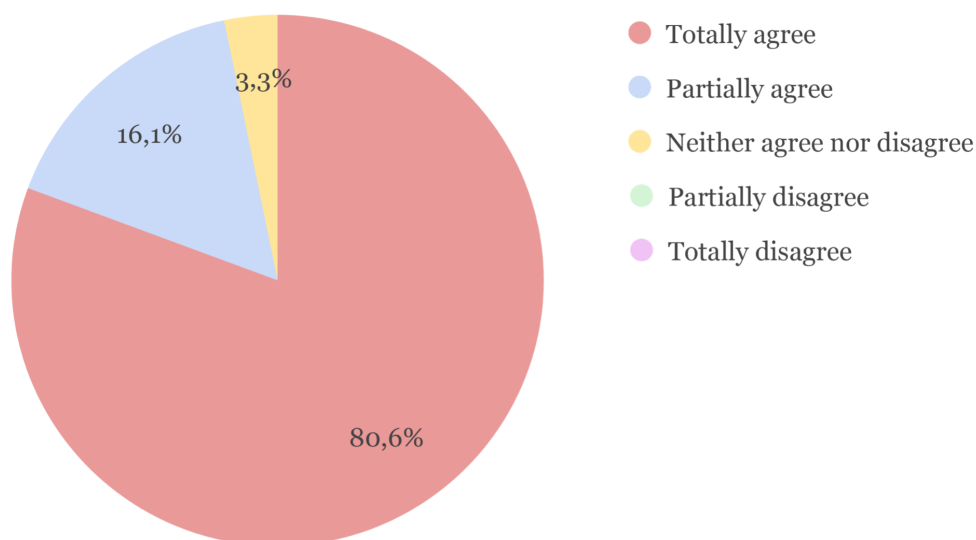


Figure 9. Likert scale question: *Desire to improve their knowledge about ASD.*

For question N°9, 25 EFL teachers (80.6%) “*Totally agreed*” with the statement “I need to improve my knowledge about ASD”. 5 EFL teachers (16.1%) “*Partially agreed*” with the statement, which makes 96.7% of EFL teachers who agreed with this idea. On the contrary, only 1 teacher (3.2%) chose the option “*Neither agree nor disagree*”.

In this chart, no one disagreed with the statement selecting whether “*Partially disagree*” or “*Totally disagree*”.

4.2.5. Question 10.

10. How much do you agree with the following statement? “I feel confident with my knowledge about ASD up to a point in which I am capable to adapt

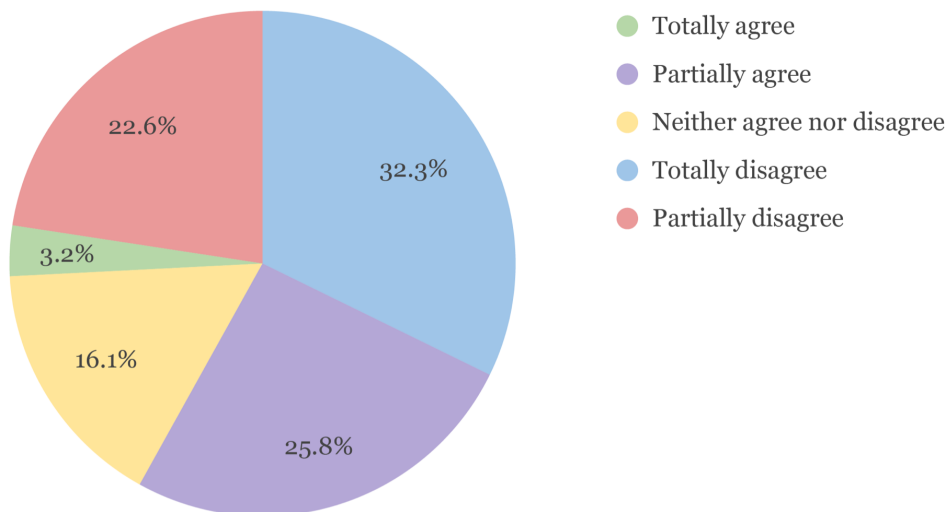


Figure 10. Likert scale question: Confidence for adapting evaluation for students with ASD.

For question N°10, only 1 EFL teacher (3.2%) “*Totally agreed*” with the statement “I feel confident with my knowledge about ASD up to a point in which I am capable to adapt evaluations for students with ASD”. 8 EFL teachers (25.8%) “*Partially agreed*” with that statement. 5 educators (16.1%) stood neutral about this statement. 7 EFL teachers (22.6%) “*Partially disagreed*” with this idea. Finally, 10 teachers (32.3%) “*Totally disagreed*” with the statement.

From questions 8 to 10, we can observe that teachers are unhappy about their lack of knowledge about ASD. They manifest a desire to improve their knowledge in this area; therefore, this research may be a contribution to provide a general understanding of ASD and what to take into account when teaching students within the spectrum. It is a factor that influences a lack of confidence that teachers manifest in their knowledge about this area.

4.3. Section 3: Design of Summative Evaluations

4.3.1. Question 11.

11. Which evaluation tools do you usually use when evaluating students with ASD? Please check ONE or MORE of the items below.

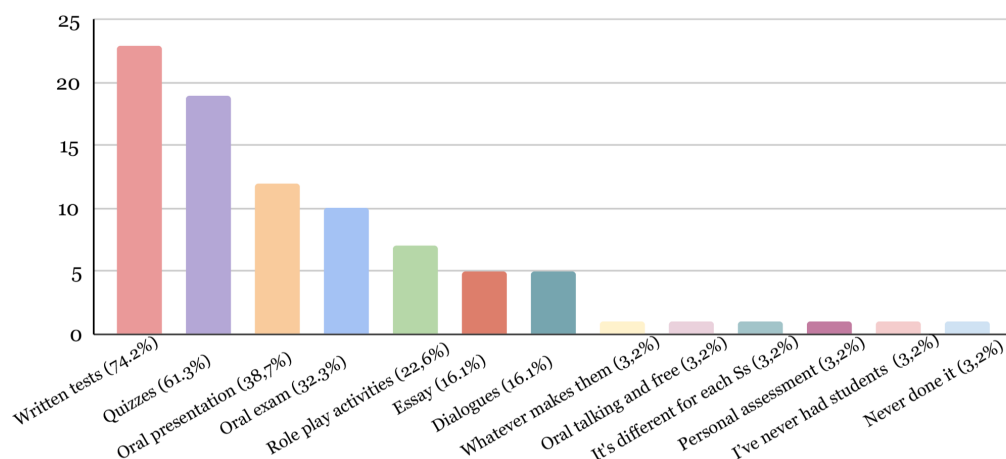


Figure 11. Checkbox question: Usual evaluation tools for evaluating students with ASD.

In question N°11, we asked them which evaluation tool they usually use when evaluating students with ASD. And the evaluation tool mostly used by EFL teachers was *written tests*, with a frequency of 23 EFL teachers (74.2%). The second evaluation tool mainly used is *quizzes* with 61.3% being 19 teachers who selected this option. Then, 12 EFL teachers (38.7%) frequently make use of *oral presentation* which is also strongly connected with *oral exams* having 10 EFL teachers (32.3%) who use it as an evaluation tool for students with ASD. The second least evaluation tool that teachers commonly use is *role-play activities* with 7 EFL teachers (22.6%) who selected this box. The least evaluation tools that EFL teachers

normally use are *essays* and *dialogues* both with a frequency of 5 teachers (16.1%) that have chosen these boxes.

At the same time, for this question, the option of OTHER was available, where they could write which evaluation tools they usually apply for their students with ASD. The answers that they shared are: “*Whatever makes them feel comfortable and challenged*”, “*Oral talking and free writing expressing main ideas. Also I try to agree with what the student feels comfortable to do*” (sic), “*It's different for each Ss*” (sic), and “*personal assessment*”. Besides those teachers, 2 teachers stated that they have never evaluated students with ASD, having 1 EFL teacher who answered “*Never done it*” and another EFL teacher who responded, “*I've never had students diagnosed with ASD, and consequently, I've never adapted an evaluation*”.

As we have observed, students with ASD may not be able to show their acquired knowledge in an archetypical way; therefore there are some summative evaluations that are more appropriate for them to facilitate their learning process. Written tests and quizzes are revealed to be the most used when evaluating students with ASD, as these are easier to modify by making a simplified language version of it or by simplifying instructions, however, students with ASD may experience certain difficulties when taking a written test or a quiz and these types of evaluations can cause distress for some students. For example, if an item of the test is presented in a different form than what they have seen in class or studied, they can be confused, and even though they know the material, they may provide a wrong answer. On the other hand, some students with ASD can find it easier to answer a written test because of clear instructions rather than an oral presentation or oral exam where the situation can be socially confusing for them. This answer to this question shows us that there is an inclination for written evaluations, but we cannot determine if this is the right evaluation for all students with ASD.

4.3.2.Question 12.

12. When designing a written test, which items do you generally include? Please check ONE or MORE of the items below.

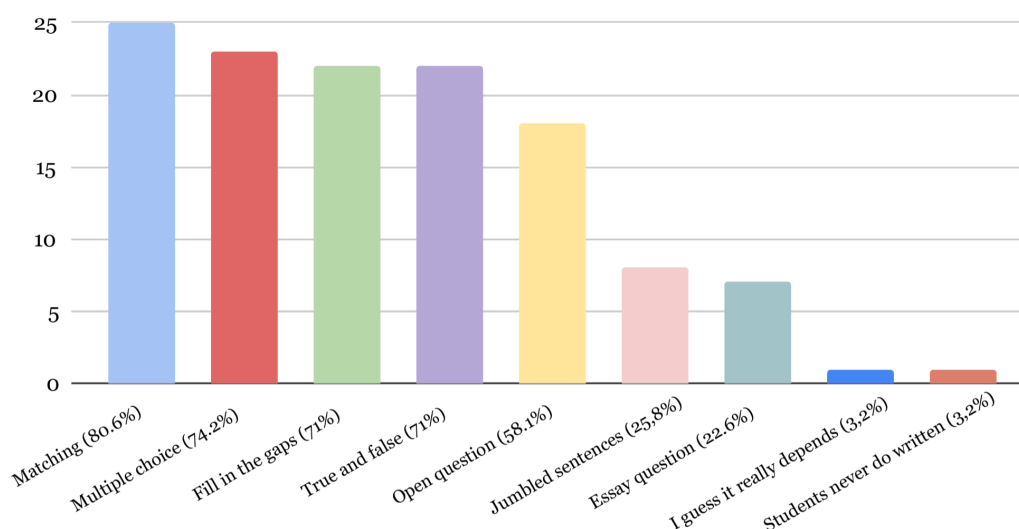


Figure 12. Checkbox question: Items generally used in a written test.

In question N°12, we asked them which items they generally include when designing a written test. The most utilized type of exercise in tests for students with ASD is *Matching*, where 25 EFL teachers (80.6%) selected this column. The second item mostly used by the EFL teachers is *Multiple choice* with a frequency of 23 out of 34 (74.2%). The third most chosen types of exercise in this chart are *True and False* and *Fill in the gaps* with an amount of 22 EFL teachers (71%) choosing them. These 4 types of exercise amount to more than 70% in terms of frequency. The *open questions* column was selected by 18 EFL teachers (58.1%). On the other hand, the second least selected type of exercise is *Jumbled sentences* with a frequency of 8 (25.8%). And the item that teachers use the least is *Essay questions* with a frequency of 7 (22.6%).

Just like the previous question, this one has the OTHER option, in which the respondents could add what other items they normally include in their tests. The answers that

they wrote are: *“I guess it really depends on the students and their characteristics and or preferences for learning.”*, *“Students never do written tests in my class”*.

As it is possible to observe, the types of exercise most utilized in a written evaluation are *matching*, *multiple-choice*, *fill in the gaps*, and *true and false*. On the other side, the types of exercises least utilized are *jumbled sentences* and *essay questions*. This is a great landscape since these two items are more abstract, and longer exercises are more difficult for students with ASD to solve. Besides, it is better to try not to focus on these types of exercises, as Kuparinen states (2017). Therefore, as it was previously mentioned, it is a good thing to observe that EFL teachers commonly do not apply these two items, but that they use the other four items in their written tests. The reason for stating this is that these four types of exercises are more advantageous for students with ASD. These four types of open-ended exercises are uncomplicated to change or to adapt in order to facilitate and help students with ASD in their evaluation process.

4.3.3. Question 13.

13. Which item(s) from question 12 do you adapt for evaluating students with ASD? How do you adapt it/them? Please explain below.

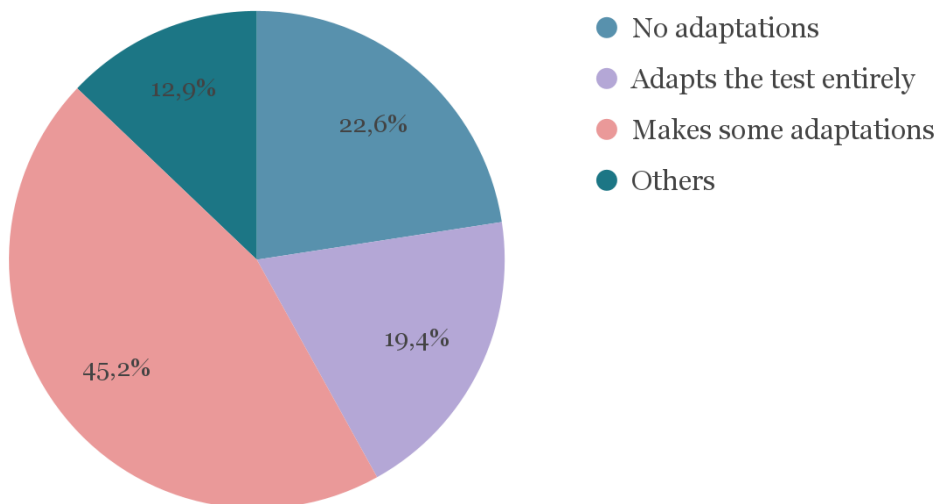


Figure 13. Open question: Items adapted for evaluating students with ASD.

Question N°13 is an open-ended question. Here, we asked participants “Which item(s) from question 12 do you adapt for evaluating students with ASD?”. 20 EFL teachers answered that they make adaptations in written tests to some extent. Among these respondents, 6 teachers declared that they fully adapt the tests, and the other 14 replied that they make some adaptations. In summary, it is possible to observe that from the 31 EFL teachers, 64,6% of them make adaptations whether adapting everything or adapting some parts. On the contrary, 7 EFL teachers answered that they make no adaptations to tests for students with ASD. Finally, 4 of the responses from the EFL teachers do not fit within any of these categories.

This was an open-ended question so the responses we obtained were diverse and most of the teachers made some adaptations, preferring some items above others. We can conclude that all of them agree in giving concrete, clear and short instructions in written tests, even in the case of participant 15, who did not make adaptations, states: “*I usually don't adapt them,*

but I do try to be as concise and objective as possible for all students to understand” and agrees with the generalizations being made. This also means avoiding lengthy or essay questions, which was the least chosen alternative in question 12. On the other hand, there was a 22,6% who did not make any adaptations to their evaluations. This can again evidence the lack of preparation teachers have in terms of adaptations for students with ASD, as was shown in the answers to question 9, where 25 teachers said that they need to improve their knowledge about ASD, which brings us to an important point. If teachers do not have the proper training regarding evaluations (or teaching strategies) with students with ASD, how can we be certain of the effectiveness of the adaptations that 64,6% of teachers made? Learning in students with ASD is highly difficult to measure, that is why it is complex to affirm that these adapted evaluation methods may not present the correct or desired output, since every case is different.

4.3.4. Question 14.

14. When designing an oral evaluation, which items do you generally include in the rubric or evaluation checklist? Please check ONE or MORE of the items

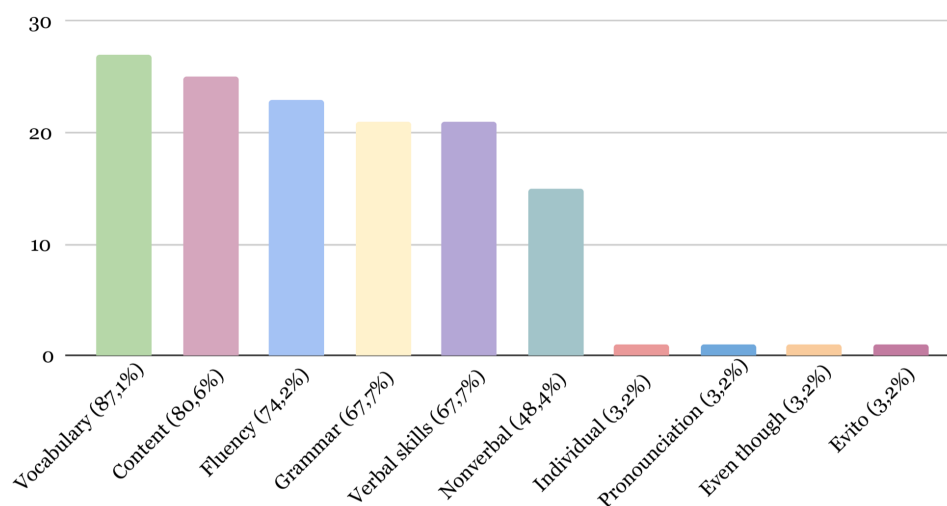


Figure 14. Checkbox question: Rubrics or evaluation checklists for oral evaluation.

For question N°14, we asked the EFL teachers which items they generally include in their rubrics or evaluation checklists when designing oral evaluations. The item most utilized in their rubrics is *Vocabulary*; 27 EFL teachers (87.1%) checked this item. The second item commonly present in their rubrics is *Content*, being selected by 25 teachers (80.6%). *Fluency* is another item that 23 EFL teachers (74.2%) usually assess in an oral evaluation. There are 21 EFL teachers (67.7%) who claim to normally include both *Verbal skills* and *Grammar* in their rubric for assessing oral evaluations. The item used the least in Teacher's rubrics is *Nonverbal skills*, only 15 educators (48.4%) included this item.

This question has the OTHER option where teachers wrote additional items that they normally include in their tests. The answers that they wrote are: "*Individual progress*", "*Pronunciation*", "*Even though non verbal skills might be difficult for some ASD students, you can always work with what is comfortable for them*", and "*I try to omit oral evaluations*".

We believe that it is positive to see that most EFL teachers include *Vocabulary* and *Content* in their rubrics because these items are concepts that are precise concepts and not abstract. Therefore, students with ASD can feel more secure due to the fact that they can be aware that they will be evaluated in an aspect that they probably feel confident about.

We also believe that it is good that there is, in general, an intention of creating inclusive classrooms instead of merely having integration.

4.3.5. Question 15.

15. Which item(s) from question 14 do you adapt for evaluating students with ASD? How do you adapt it/them? Please explain answer below.

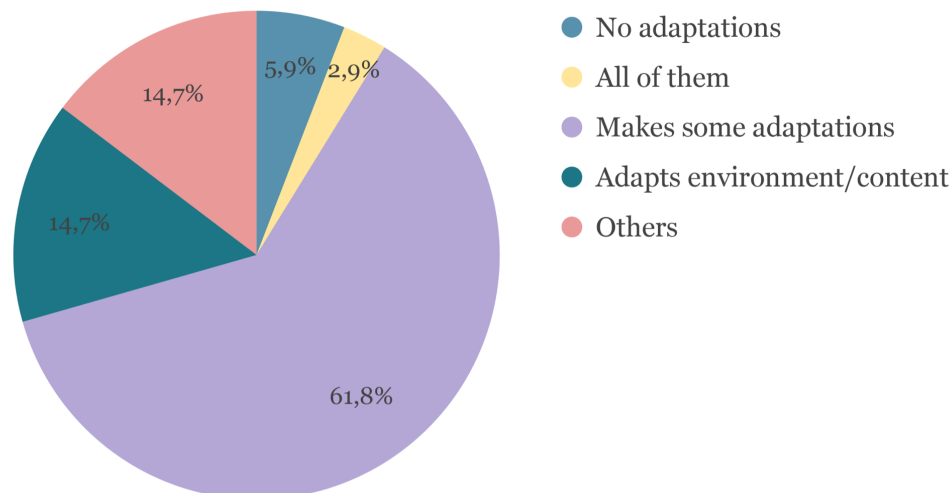


Figure 15. Open question: Items adapted for evaluating students with ASD.

Question N°15 is an open-ended question in which we asked the participants if they adapt any aspects of the ones mentioned in the previous question (#14) and if so, how do they adapt those aspects. 22 EFL teachers declared that they adapt oral evaluations, to some extent, for students with ASD. Within this result, 21 stated that they adapt certain aspects, and just 1 EFL teacher adapted them completely. Besides, 5 EFL teachers made adjustments to the environment where oral evaluations take place. On the contrary, two teachers make no adaptations for students with ASD. Finally, 5 of the respondents do not fit in any of the previous categories mentioned.

Within these responses, it is possible to observe that from the 31 EFL teachers, 24 of them make adaptations to be more empathetic with students with ASD. There are many answers in which we can observe that they are flexible with certain items in the rubric when evaluating an oral exam. Moreover, there are some responses stating that they omit a certain

item within the rubric. All of what has just been mentioned is in accordance with what Kuparinen mentions (2014). For instance, “[I adapt] Verbal skills, I change the rubric according to them. I'm more flexible with the level of performance.” (Participant 3).

At the same time, there are 5 answers in which it is stated that the EFL teacher adapts either the environment or the context, which is what Wire suggests to do (2005). We can observe this disposition from some EFL teachers in which they stated “I adapt the evaluation itself, giving the chance to reduce the audience, or the option to present just in front of me. Also, for some students, I have to replace the evaluation *for* a written one....Always depends on the student” (*sic*).

On the other hand, there are only two EFL teachers who do not make any adaptation when evaluating an oral exam for students with ASD. We believe that it is not possible that all the teachers prefer to make adaptations or just do not do them because there are all types of teachers with different priorities and values in our country. However, we foster the reader and other EFL teachers to be able to be open-minded with these topics because of their relevance, and because we strongly believe that teachers should be at the service of students.

4.3.6. Question 16.

16. In your own experience, which type of evaluation do you think is more beneficial for students with ASD? Please check ONE or MORE of the items

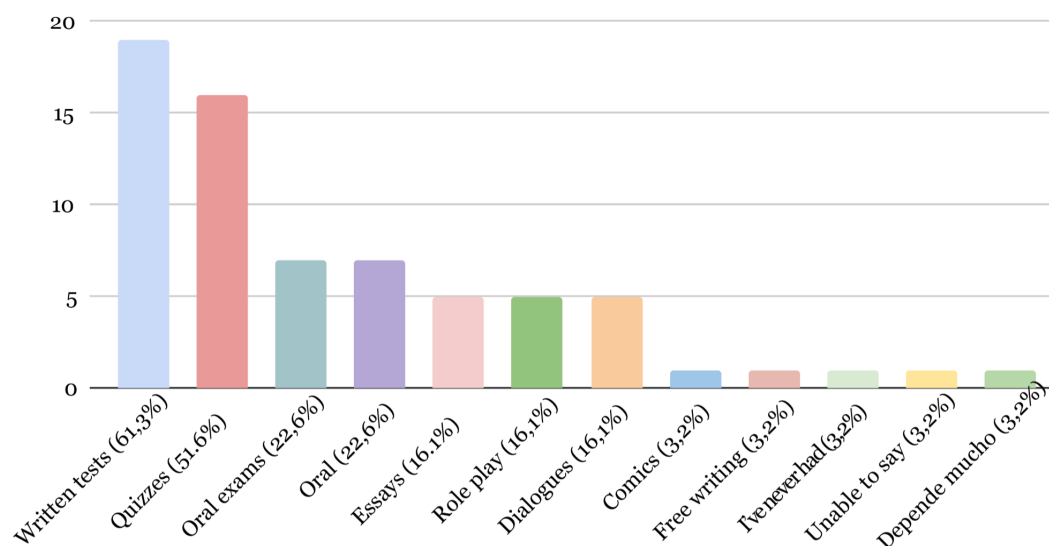


Figure 16. Checkbox question: Most beneficial evaluation for students with ASD.

For question N°16, we asked them which type or types of evaluations they think are more beneficial for students with ASD. From this chart, it is possible to observe that 19 out of 31 EFL teachers (61.3%) believe that *Written tests* could be more advantageous for students with ASD. While 16 out of 34 of them (51.6%) think that *Quizzes* are better for their students with ASD. 7 EFL teachers (22.6%) consider that both *Oral exams* and *Oral presentations* could be beneficial.

There are 3 types of evaluation that 5 EFL teachers (16.1%) believe are advantageous for students with ASD. Those 3 evaluations are *essays*, *role-play activities*, and *dialogues*.

This question has the OTHER option in which the respondents could share other evaluations that are more beneficial for students with ASD. The answers that they wrote: “*Comics (drawing included)*”, “*Free writing*”, “*It depends*”. Despite those EFL teachers who

responded positively, other teachers responded more negatively, stating that *“I’ve never had students diagnosed with ASD, and consequently, I’ve never adapted an evaluation.”* and *“Unable to say”*.

In this question we can observe that the evaluation mostly used for students with ASD is also the one that teachers think is the most beneficial; however, this brings out an important point; are written evaluations really the most beneficial, or are they only the most commonly used? The reviewed literature suggests that it is not only important to give clear and concrete instructions but also to provide visual prompts, which is something that we have not observed in these answers. We do not know if the teachers who rely on tests add images along with the instructions; moreover, only one teacher chose the option “Comics” (drawings) as a form of evaluation which can be an easier form to evaluate students with ASD.

Even though the results that we got lean towards written evaluations (including tests, quizzes, essays, and free writing) as the most beneficial ones, we cannot be certain of that since the needs of every student with ASD are different. Some may benefit from written evaluations and others from oral evaluations, we also need to take into consideration external factors which may distract students when they are being evaluated, and that may affect their results.

4.4. Section 4: Applying the Evaluations

4.4.1. Question 17.

17. Do you adapt the environment for students with ASD before an evaluation takes place?

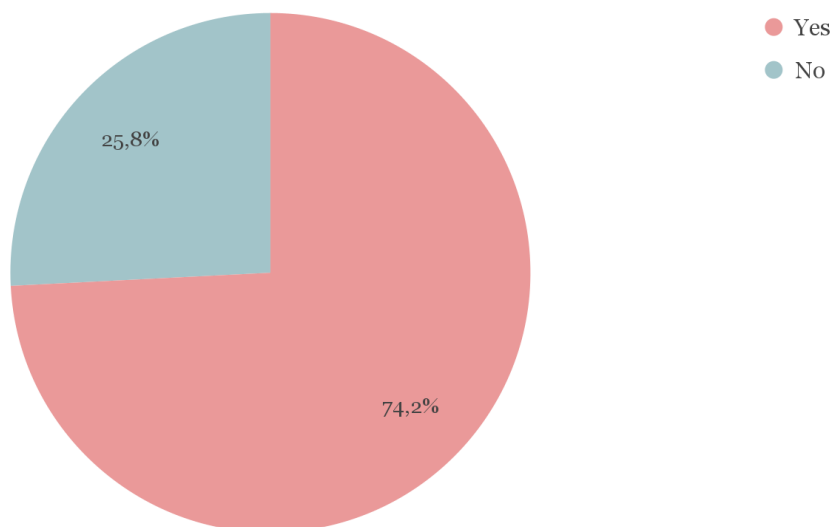


Figure 17. Dichotomous question: Adaptation for evaluating students with ASD.

In question 17, we asked the participants whether they adapted the environment for students with ASD before evaluating them. As it may be appreciated, around 3 quarters of the 31 EFL teachers (74.2%) responded affirmatively to this question. On the contrary, 8 EFL teachers (25.8%) answered that they did not adapt the environment for evaluating students with ASD.

On the one hand, these results show us that there is a considerable number of teachers who make an effort to improve how students with ASD feel when taking a test, adapting the learning environment to some degree in order to do that. It is important to acknowledge that,

even though teachers do not feel prepared enough, they do understand the importance of the students having different needs in regards to the learning and assessing environment.

On the other hand, the results also show there are a number of teachers who do not adapt the learning environment of the students when taking a test. This could be due to the lack of preparation they expressed in question 7; or to the fact they have not had students with ASD, hence they have not had the opportunity to adapt. For further research, a follow-up question about this topic could be asked in a survey for understanding the reasons behind the teachers' answers, to understand why they answered as they did. This would be a completely new survey and topic of discussion.

4.4.2. Question 18.

18. If your answer to question 17 was "Yes", what aspects of the environment do you adapt? Please check ONE or MORE of the items below.

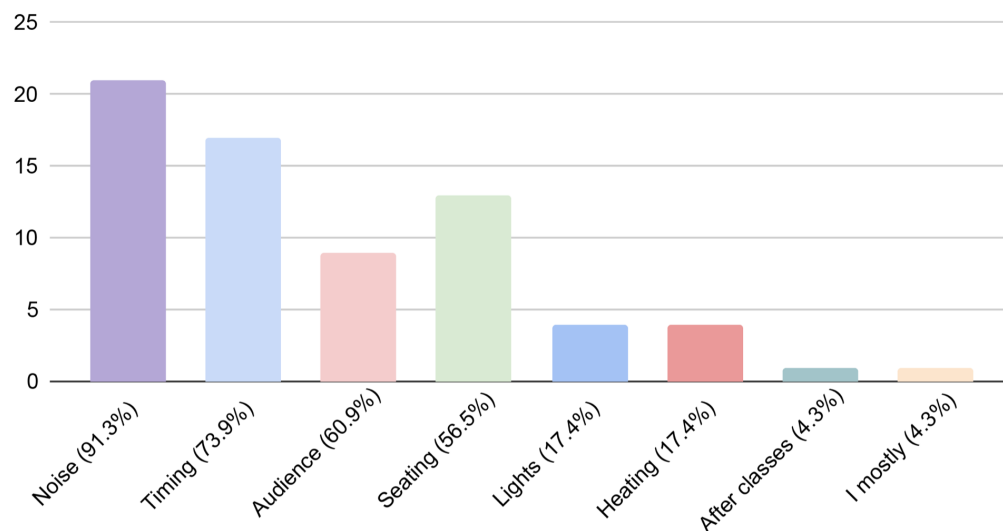


Figure 18. Checkbox question: Types of adaptation for evaluations.

In this question, we asked the EFL teachers who answered "YES" in the previous question to check which aspects of the environment they adapt, before taking a test for students with ASD. The aspect that most of them consider for evaluating their students with ASD is *Noise* with 21 EFL teachers (91.3%) choosing this option. *Timing* is another aspect that 17 EFL teachers (73.9%) adapt. Another 2 aspects that more than the 50% of the 31 EFL teachers take into account for evaluating students with ASD are *Audience (for oral evaluation)* and *Seating arrangement*, being 14 (60.9%) and 13 EFL teachers (56.5%) who checked those boxes in their answers respectively. The 2 with least frequency are *lights* and *heating* having 4 EFL teachers who checked these aspects.

This question had the option "OTHER", in which the participants could write which other aspects they adapt in order to evaluate their students with ASD. Some of the answers they wrote are: "*I mostly prepared the students, settled timing, when to start, when to finish*" (Participant 12) and "*After classes, in the place where they choose to perform the evaluation. Sometimes (it) is in the PIE room, or the English Department, or also they sit in the yard and I'm sitting next to them in case of doubts*" (*sic*)(Participant 13).

From these answers, it may be inferred that teachers have an idea of what aspects of the environment may be disturbing and, hence, distracting for students with ASD. As it is shown, the main aspect that is modified is noise because it is one of the characteristics that is well known to affect students with ASD and people with ASD in general. Furthermore, teachers also modify the seating arrangement, which depending on the classroom environment, could disturb the students if not handled properly.

It is also interesting to note that the participants show a high level of consideration towards their students, for they ask them what could be done to improve their level of comfort during a stressful event such as an evaluation.

4.4.3. Question 19.

19. How much do you agree with the following statement? “I have profound knowledge about the considerations that a student with ASD needs when taking

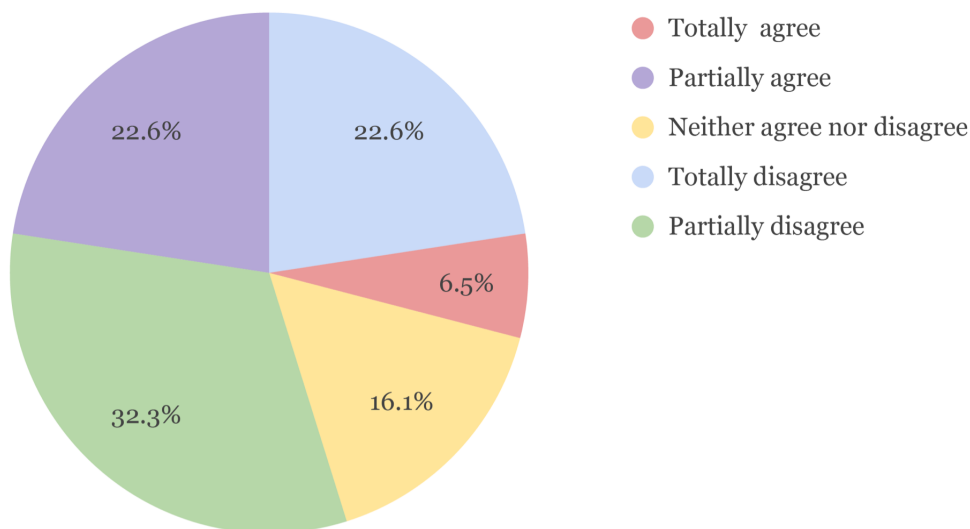


Figure 19. Likert scale question: Knowledge for evaluating students with ASD.

In question 19, we asked EFL teachers to choose how much they agreed with the statement “I have profound knowledge about the considerations that a student with ASD needs when taking a test”.

As it can be observed, 54.9% of EFL teachers disagree with the statement whether choosing *Partially disagree* or *Totally disagree*. 10 EFL teachers (32.3%) *Partially disagree* and 7 educators (22.6%) *Totally disagree* with this idea. On the other hand, 7 EFL teachers *Partially agree* and 2 EFL teachers (6.5%) *Totally agree* with the statement. Finally, 5 educators (16.1%) are neutral about this idea.

It is interesting to note that these answers correlate with what has been discussed previously in this chapter. There is a general feeling of insecurity regarding evaluating students with ASD and their needs because teachers do not feel they have sufficient

knowledge about the condition nor the methodology that best works for students with ASD. There are several factors that may explain this feeling of insecurity, such as the preparation on the subject in the pedagogy programs in Chilean universities; the relative newness of the topic and the little information available about it; and also the integration policies fostered by the state and governments, which do not focus on teacher preparation.

4.4.4. Question 20.

20. By choosing "Yes", I consent to the use of my answers for academic purposes.

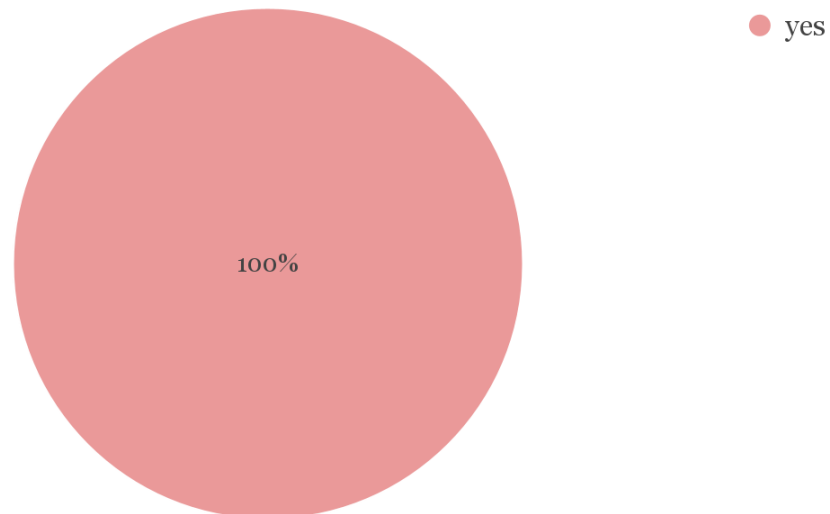


Figure 20. Dichotomous question: Consent.

In question 20, we asked them for their consent to use their answers for academic purposes. As it is possible to observe, all the 31 EFL teachers gave their consent.

Chapter 5: Suggestions for Summative Evaluations for Students with ASD

In this section, our research team presents a variety of suggestions for EFL teachers to take into account when planning and applying summative evaluations. As we could identify from the data, most teachers have had students with ASD; therefore, it becomes fundamental to bear in mind a set of considerations from where teachers can start to create their summative evaluations. The most used evaluation tools for teachers when evaluating students with ASD are written tests, quizzes, oral presentations, and oral exams. This is why the suggestions provided in this research are divided into two categories: written and oral evaluations and the suggestions for applications are for both oral and written assessment.

5.1 Considerations before Evaluating (For EFL teachers)

In this section, we present important aspects to consider before you start planning the evaluations to be taken by students with ASD, based on the available literature and the answers provided by the participants of the present research.

5.1.1. Consider students' individual needs.

Before you begin reading the following suggestions, bear in mind that each student has their own individual needs, so what works for one student, may not work for another. Consider their skills and abilities, and the circumstances in which they feel more comfortable. Talk to them, to their parents, and to the special needs team that is responsible for supporting them. This is highly important, as the participants of this research also mentioned, together with several authors revised for the present research project (see Chapter 2).

5.1.2. Consider the type of evaluation.

When preparing and taking an evaluation for students with ASD, these methods are the most recommended evaluation tools by teachers:

1. Written tests (61.3%)
2. Quizzes (51.6%)
3. Oral exams (22.6%)
4. Oral presentations (22.6%).

Most of the recommendations provided by EFL teachers correspond to what the literature suggests since recent studies (Kuparinen, 2017) have found that students with ASD perform better in oral evaluations and concrete activities such as vocabulary quizzes instead of written exams that include items such as writing long sentences or which are grammar-focused. As mentioned by the literature, it is important to use evaluations that imply specific and concrete tasks instead of abstract ones, such as written tests, despite the fact that most teachers do use written tests. A possible explanation for this is that it may be easier for them to design said tools.

Examples of oral exams and oral presentations are:

Oral exam: The teacher asks questions about the topic to be evaluated and the students answer orally.

Oral presentation: students choose a topic, research, and present it orally.

5.2. Designing Evaluations

In the following section, we are going to provide several different suggestions that may benefit students with ASD when designing and adapting evaluations meant for them.

5.2.1. When designing written evaluations.

5.2.1.1. *Include different items in the evaluation tool.*

Within written evaluation tools, the most included items by teachers when evaluating students with ASD are:

1. Matching (80.6%)
2. Multiple choice (74.2%)
3. Filling in the gaps (71%)
4. True and false questions (71%)

Item 1: Connect the pictures with the correct words.

[dress picture] shoes

[shoes picture] dress

Item 2: Choose the correct answer

1 What color is the DRESS in the picture?

a. Red b. Yellow c. Green

Item 3: Fill in the BLANK spaces with the words from the box.

am is are am not isn't aren't

1. The dress _____ yellow

Item 4: Look at the following pictures. Decide if the statement is true or false

[picture of a yellow dress]

1. The dress is red TRUE FALSE

5.2.1.2. Give clear instructions.

It is important that instructions are present in the evaluation tool and stated shortly and clearly. When instructions are explained, it is recommended to speak slowly.

Consider this example: *Read the text and answer the questions.* In this first example, what text are we talking about? What questions should the student answer? It is important not only to be concise but also to be precise and give as little space to confusion as possible. Now, compare with the following example: 1) *Read Text number 1 titled xxx.* 2) *Answer questions 1, 2, 3, and 4 found beneath the text.* In this example, the text and the questions that need to be answered are cleared, and there is no linking word that could confuse the students.

5.2.1.3. Use audiovisual prompts.

The use of images, sounds, and written texts are encouraged both by teachers and the literature (Wire, 2005; Kupařinen, 2017; Padmadewi & Artini, 2017), because students with ASD often lack abstractness, so they need concrete examples of what they are asked for, and to activate prior knowledge. Take, for example, participant 21 who includes pictures in vocabulary quizzes, so their students can understand and perform the task: *“When I adapt evaluations for students with ASD I try to include colorful pictures (...)”*.

The authors not only encourage the use of images but also the use of audiovisual material (Kupařinen, 2017), such as reading the instructions out loud for the students.

For example, when designing a written test about a reading comprehension exercise, you could add a picture next to the instruction which shows a student reading.

Instruction: Read the following text. Answer questions 1, 2, 3.

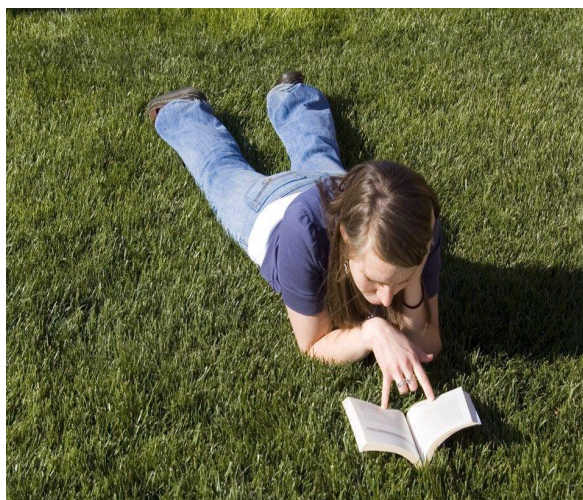


Figure 21. Prompt: Picture of a student reading
(Day, n.d.)

5.2.1.4. Simplify the questions.

As mentioned previously, students with ASD are often very concrete and literal in their thinking, so it is important that questions and alternatives are simplified. For instance, several participants mentioned that they do not include open questions, and they reduce the number of possible answers in multiple-choice exercises (Participant 21, 22, 24, 26).

Compare the following examples for evaluating colors and clothes:

1. What color is the daughter of Samantha's (Anna) dress?

a. It is red b. The dress is yellow c. Black and blue d. It's purple e. The dress is pink

2. What color is Samantha's daughter's dress? What color do you think is prettier?

3. What color is Anna's dress?

a. red b. yellow c. pink

5.2.2. When designing oral evaluations.

5.2.2.1 Consider the criteria.

When designing rubrics for oral evaluations, you have to thoroughly evaluate which criteria you are going to consider. Just as a recommendation, the most included items for teachers when evaluating students with ASD are:

Vocabulary (87.1%)

Content (80.6%)

Fluency (74.2%)

Grammar (67.7%)

Compare the following rubrics for evaluating an oral presentation about clothes.

Table 1. Rubric A - non-flexible criteria example

Criteria	Level of achievement			
	1	2	3	4
Vocabulary	Relevant vocabulary is rarely used.	Relevant vocabulary is sometimes present.	Relevant vocabulary is present most of the time.	Relevant vocabulary is frequently used.
Content	One or no required elements are present.	Few required elements are present.	Some of the required elements are present.	All required elements are present.
Fluency	Not able to express clearly and fluently.	Not fluent speech, with constant hesitation.	Fluent speech all the ideas exposed, with little hesitation.	Fluent speech in the ideas exposed.
Grammar	Grammatical structures are rarely used appropriately .	Grammatical structures are sometimes appropriately used.	Grammatical structures are appropriately used most of the time.	Appropriate use of grammatical structures.

Non-verbal skills:	Eye contact	makes no eye contact. Looks at the ground, hands, or board all the time.	makes little eye contact. Looks at the ground, hands, or board sometimes.	makes eye contact most of the time. Looks at the ground, hands, or board rarely.	makes eye contact most of the time. Does not look at the ground, hands, or board.
	Body Language	does not move around. Does not move hands or hands are in the back of his body all the time.	does not move around. move hands to explain sometimes.	moves around a little. uses body language sometimes: moves hands, relaxed body posture.	moves around the space. Uses body language to explain what is presented: moves hands and body, relaxed body posture.
	Voice Volume	Voice volume is not loud enough to be understood.	Voice volume is loud enough for the people closer to the student. Sometimes inaudible.	It is loud enough for the majority of people to hear.	Voice volume is appropriate for the space. It is heard by every person in the classroom.

Table 2. Rubric B - flexible criteria example

Criteria	Level of achievement			
	1	2	3	4
Vocabulary	Relevant vocabulary is rarely used.	Relevant vocabulary is sometimes present.	Relevant vocabulary is present most of the time.	Relevant vocabulary is frequently used.
Content	One or no required elements are present.	Few required elements are present.	Some of the required elements are present.	All required elements are present.
Fluency	Not able to express clearly and fluently.	Not fluent speech, with constant hesitation.	Fluent speech in all the ideas exposed, with little hesitation.	Fluent speech in the ideas exposed.
Grammar	Grammatical structures are rarely used appropriately.	Grammatical structures are sometimes appropriately used.	Grammatical structures are appropriately used most of the time.	Appropriate use of grammatical structures.

Notice that in Rubric A, there were aspects included that in rubric B were dismissed:

Non-verbal skills: Considering the characteristics of students with ASD, Non-verbal skills typically have difficulties dealing with non-verbal communication. For example, they generally cannot make and maintain eye contact with other people. As a consequence, it is preferable not to consider this criterion when evaluating students with ASD.

Creativity: it is not included in this rubric. However, it is important to mention that it is not possible to evaluate creativity quantitatively. Observable indicators of creativity are not objective and can be subject to interpretation. Therefore, it is not recommendable to consider creativity in summative evaluations.

5.2.2.2. Adapt the rubric.

Table 3. Rubric C - flexible rubric example

Criteria	Level of achievement			
	1	2	3	4 (optional)
Vocabulary	Relevant vocabulary is rarely used.	Relevant vocabulary is sometimes present.	Relevant vocabulary is present most of the time.	Relevant vocabulary is frequently used.

Content	One or no required elements are present.	Few required elements are present.	Some of the required elements are present.	All required elements are present.
Fluency	Not able to express clearly and fluently.	Not fluent speech, with constant hesitation.	Fluent speech in all the ideas exposed, with little hesitation.	Fluent speech in the ideas exposed.
Grammar	Grammatical structures are rarely used appropriately.	Grammatical structures are sometimes appropriately used.	Grammatical structures are appropriately used most of the time.	Appropriate use of grammatical structures.
Improvement	Makes little progress comparing previous presentations.	Makes some progress considering previous presentations .	Makes considerable progress considering previous presentations.	

When evaluating oral production, it is important to consider the different levels of skills the students may present. We advise you to use a flexible rubric in terms of the level of achievement that students may attain in each criterion. This becomes particularly relevant

when evaluating verbal and non-verbal skills, since students with ASD may struggle with those more than with other aspects of language. Check table 1 of the present Chapter.

To evaluate with a more flexible rubric, as you can see in table 3, the teacher should consider just three points as the highest level of achievement. Moreover, it is recommendable to evaluate the student's progress taking into account previous presentations.

5.2.2.2.1. Verbal skills.

Some students with ASD may perform better in aspects such as fluency and pronunciation, but some others may struggle with the above-mentioned. How necessary is it to include them in the rubric? Several teachers mentioned they tend to be more flexible in this aspect, considering students' individual skills. Participant 9, for example, states that

I am more flexible in pronunciation and fluency, but again, and in my experience, ASD students show a great performance, even becoming the top students of the English class. So, most of them don't have many issues in terms of grammar or vocabulary, their problem is mainly communicative. (Participant 9).

Check section 5.2.2.1 of the present Chapter

5.2.2.2.2. Non-verbal skills.

Most teachers in the survey highlighted the importance of being more flexible in terms of non-verbal skills such as eye contact, body language, voice volume, etc. For instance, participant 12 declares: “ I used to be more flexible with those two [verbal and no verbal

skills], as if the message was delivered and understood enough, It was great”. Wire (2005) describes how students with ASD generally perform in terms of non-verbal skills:

These pupils’ voices may be too soft or loud, they may have speech that is garbled and long-winded, or too brief, and there may be elective muteness, or echoing of words and phrases. Some find direct eye contact with others difficult, even painful, and may focus on the mouth or a point beyond the face, but this does not mean they are not noticing everything through their peripheral eye vision (Wire, 2005).

Bearing this in mind, the main focus when evaluating oral performance in students with ASD should be the understanding of the message. Check section 5.2.2.1 of the present Chapter.

5.3. Applying Evaluations

These suggestions can be implemented both for written and oral evaluation because they are mostly related to the environment of the evaluation rather than the methodological design. When applying evaluations, the most considered aspects to be adapted by teachers when evaluating students with ASD are noise, timing, seating, and audience.

5.3.1. Be careful of noise level.

First, it is important to mention that people with ASD generally present sensitivity to sensory input (Wire, 2005), especially regarding noise and sounds, so it becomes important that, when teaching and evaluating, the teacher considers this aspect and intervenes in the environment in order to reduce the noise level as much as possible. Some examples of this

could be allowing the student to wear headphones that minimize external noise; removing items that may cause distracting noise, such as a ticking clock; and some other alterations that will be explained in the following sections.

5.3.2. Adjust the location.

Considering the students' sensitivity to external sensory input, we recommend that you adjust the location where the evaluation takes place, for the purpose of minimizing distractors, so that students with ASD feel comfortable when performing the evaluation. Several teachers have stated that they allow the students to take the evaluations in empty classrooms, the PIE room, the teacher's office, or a place at the school where the student feels more comfortable. For instance, when the students prepare an oral evaluation, participant 5 suggests "inviting them to present in the PIE room with just a couple of people. Or in a place where my Ss feels comfortable [*sic*]". Moreover, if moving from one room to another is not possible or necessary, the seating arrangement could also be adjusted, such as placing the students in the front of the classroom or away from distracting elements.

5.3.3. Reduce the audience.

Knowing that students with ASD generally present difficulty in social communication and interaction, it may be difficult for them to speak in front of other people, so we recommend you to give students the opportunity to reduce or eliminate the audience to whom they present, which may be beneficial for the students in terms of minimizing discomfort level. For example, teacher participant 9 says "I adapt the evaluation itself, giving the chance to reduce the audience, or the option to present just in front of me".

5.3.4. Consider individual or collaborative work.

At this stage, it is important to remember that each student is a unique individual, with their own skills and necessities, so we present you with two opposed ideas to consider and encourage you to talk to your students to find out which one would be better for them.

As we have stated, people with ASD present an “impairment” (Wire, 2005) in social interaction and communication, so they might not feel comfortable working with other people, or with people who they do not know, as mentioned by Wire (2005). If this is the case, it is advisable to let the students work with fewer or no classmates for an evaluation that is meant to be in groups or pairs, as participant 8 mentions, so that students do not feel too much pressure.

However, it is highly important that students develop social skills, so if they do feel comfortable with one or two classmates, it is advisable to encourage them to work together, assigning or pairing them with a suitable classmate to guide them (Wire, 2005).

5.3.5. Consider timing.

According to the literature, it is recommended that students with ASD are given extra time to finish an evaluation in case they need it (Kuparinen, 2017). Moreover, EFL teachers who answered the survey also recommend giving students all the time that they need to finish a task, even after class, if necessary (Participant 13). For example, a student outside the spectrum may need 1 hour to complete a written, multiple answers, and fill in the gaps test, whereas your student with ASD may need 2 hours to do the same, due to different difficulties encountered while being evaluated.

5.3.6. Follow predictable routines.

People with ASD generally need established routines (Wire, 2005), so it is important to follow those in the classroom as well, preparing the students for what is to come. Tell them when beforehand that there is going to be an evaluation and what the steps to follow will be, so they feel prepared. How to accomplish this? We suggest you organize your time if possible, and present a calendar or checklist to the students at the beginning of a unit, so they know what to expect in each lesson, and also when they will be evaluated. There are also different routines you can establish throughout the semester, that can be used for evaluations as well, such as:

- Greeting the students at the door.
- Presenting the class objective, even if it is a test.
- Read the instructions together, step by step.
- State the time the students have left to finish the assignment.
- Announce what is to come before it occurs: “when you finish the test, you will give it back to me”, “next class, we will have a test”, “next class, we will review the test”.
- Introduction of the norms/rules of the class (every class) (attitudinal functions)

5.3.7. Allow the use of different skills (oral, written).

Students can be more proficient in one skill over the other, sometimes with one skill not being developed at all, so it is of significant importance to allow them to use their different skills when evaluating. For example, one student may feel comfortable speaking the language, but very distressed when writing due to a difficulty in motor skills, so when they are presented with a test, they fail not because they do not understand, but because they cannot write, so in this case, it would be recommended to assess the student orally or vice versa. Take the examples of participants 9 and 24 who say that “ depending on the student's reality, I assess

some items [of the written evaluation] orally” (participant 24) or that “ for some students, I have to replace the [oral] evaluation for a written one” (participant 9).

5.4 Suggestions Drafted by This Research Team

Together with the methodological suggestions that were designed throughout the research, we hereby give you extra suggestions that are not related to the methodology, and although they may seem evident, they are important to stress and remember.

5.4.1 Ask for help.

The implemented survey showed that most schools where the participants work have a SEN program (PIE) and they generally ask for advice when presented with a student with special needs. So the research team suggests that, if possible, you look for support and advice on how to address students with ASD from a colleague or the special education support team.

5.4.2 Keep calm and keep learning.

Autism spectrum disorder education is a topic that has just started to be studied, due to the recent integration of these students into the classrooms; hence, it is understandable not to feel fully prepared when teaching them. This is the case of most EFL teachers from this research, who manifested a lack of knowledge about the ASD condition and, as a consequence, they manifested their lack of knowledge about adapting or planning lessons according to their students’ learning needs. Therefore, it is important that teachers become aware of the general aspects of ASD so they create appropriate lessons for what these students require, and this way teachers can continue developing their understanding of them.

Conclusions

Even though the topic of SEN within Chilean education has been addressed and discussed for the last two decades, this process can be recognized in legislation and is not seen profoundly in the curriculum for most universities or applied in schools. As we begin to explore the SEN treatment that the country gives in general; we can realize that almost half of the teachers surveyed express to not have a special program or regulation (known as 'PIE') in the matter of students with SEN. Moreover, more than 80% of them indicated to have had a student with SEN in their classrooms. A worrying setting if we take into account that there is no official legislation to ensure that students will be properly inserted and included into the educational system.

As an aftermath of not having specialized preparation during pedagogical formation, many teachers decide to continue their education, after they already have the experience of having a student with SEN in their classroom, whether with a workshop or a course dedicated specifically to improve their knowledge and eventually applied it to their lessons. In addition, the guidelines given by the MINEDUC are that students with SEN should be integrated into schools with a PIE program, however, there are not many schools that actually have this program or if they have them, they do not fulfill the needs of students in order to learn effectively or assure inclusive practices in the classroom. Unfortunately, these guidelines are not mandatory, nor represent a legal obligation to schools, that is why the overall coverage of the PIE programs are not fulfilling the need correctly.

After reviewing this national problem and analyzing the different aspects that it entails, the group firmly believes that our research is urgently expressing the need for a specialized formation when it comes to SEN in Chile. There is an understanding of the current situation concerning SEN, and also the necessity to have a more profound SEN outlook in the national curriculum to adapt content and lessons effectively.

Intending to accomplish the general and specific objectives of this work, the research team analyzed in detail the existing literature about Autism Spectrum Disorder and EFL summative evaluations for students with ASD. While there is ample information about this condition from the medical point of view, and foremost in early childhood, it seems that in the field of education there is not a lot of research and information, especially on how schools can include students with ASD in their classrooms.

In our country it was very difficult to find academic information on SEN evaluation methods, which led us to believe that research was extremely necessary; not only for us as pre-service teachers but that our perspective and knowledge on the subject could help others. Hence, the necessity to suggest educational strategies that help teachers, and consequently students.

In the interest of understanding how EFL teachers here in Chile adapt their evaluations for students with ASD, our team considered the importance of gathering information from the perspectives teachers could provide whether working in private, public, and /or semi-private schools. Thus the instrument was designed to include as many educators as possible. This would provide us with a thorough perspective of the situation. The instrument was an online survey carried out through Google forms, which allowed us to fulfill the purpose of having different viewpoints and made our recollection of data easier within this scenario of the COVID19 pandemic.

Following the data recollection carried out with the survey, the next step was to compare the findings obtained from it and contrast them with the information we had compiled in the literature review. This brought to light that even though students with SENs and specifically students with ASD are immersed in our school system, it does not mean their needs are met. This is a conclusion we arrived at especially when most of the educators who answered the survey revealed that they have not received proper training to assess these students; hence, their lack of confidence to evaluate students with ASD. Despite this discouraging reality, most of the educators agreed with the importance of improving their knowledge of ASD in order to adapt their lessons and evaluations for students. Although they

do not have the formal training in this matter, we could find that teachers adapted their evaluations according to what is recommended for students with ASD; most of them modified written tests, which is one of the evaluations that can cause anxiety in students with ASD. Furthermore, teachers also pay close attention to giving short, clear instructions when evaluating, which is proven to be beneficial for students' concentration when sitting for an evaluation.

The final part of our research was to design suggestions taking into account that students with ASD have different needs and abilities. Each and every student presents different challenges for teachers. Written tests and quizzes are the most recommended way to assess students with ASD, along with oral exams and presentations. Another important aspect to consider is that evaluations have to contain items that are short and straightforward. Moreover, there is a very close relationship between the students' needs and the type of evaluation chosen to assess that particular student. The awareness of students that teachers need to develop is extremely important. There is also detailed and special communication which has to take place with parents and the supporting team that the school should have implemented through a special integration program or the school integration program (PIE, in Spanish).

Findings

After completing our data collection process and analysis of the results, we can state the following observations.

The results revealed that 15 EFL teachers work in a school that does not have any Special Educational Needs Program (PIE) which was almost half of the surveyed teachers. There was an 83.9% of the sample that answered that they have had students with SEN, so it is a very common situation that teachers have to cope with, even though the school they work in is not prepared to receive students with SEN or ASD for that matter.

The survey also brought to light that 17 EFL teachers out of 31, a little bit more than half, do not feel confident when adapting evaluation for students with ASD. This was an

interesting response since before carrying out the survey we, the research group, thought that nearly all the EFL teachers would say that they do not feel confident when adapting an evaluation for a student with ASD.

A relevant and surprising finding was that, as mentioned in Chapter 5, there is literature that states that students with ASD perform better in oral evaluations; however, most of the EFL teachers believed that written tests and quizzes were more beneficial for them, which contradicts with what we found in the literature review.

The results also revealed that not only is it important for educators to adapt their evaluations, but also to make adaptations to their environment when taking a test for students with ASD; around three-quarters of the EFL teachers considered it beneficial for them, which was something that the literature also gave a great deal of importance to.

All things considered, educators are aware of the requirements that students with ASD have when giving an evaluation and most of them made adaptations to evaluations based on the basic knowledge they have. However, without proper preparation, this can lead teachers to not making the best choices for the students' learning process.

Recommendations

First of all, our foremost recommendation is that the suggestions designed by the research team are made available to as many schools as possible and within reach of every EFL teacher. Furthermore, we believe that not only are these guidelines useful for teachers but also for other members of the school community that accompany students with ASD's learning process. Therefore, we recommend sharing this knowledge with members of the school community, whether translating these suggestions or just telling them the suggestions that the reader finds useful for their school community.

The research team strongly recommends considering the provided suggestions in Chapter 5 when preparing and evaluating students with ASD. At the same time, it is not

exclusively for students with ASD; these guidelines can also be beneficial for students who have not been diagnosed with any special educational needs considering they might have one without anyone knowing it or because they have not been diagnosed yet. Moreover, these suggestions can be advantageous to many students because we have to take into consideration that there are various types of intelligence. Therefore, these suggestions may help not only students with ASD but also students with various types of special educational needs.

Additionally, we recommend consulting and using these suggestions whenever an EFL teacher is planning not only an evaluation but also a lesson, as several of the suggestions can be of help when creating a more inclusive classroom by giving importance to the classroom environment and providing clear instructions to all students.

Finally, we also encourage EFL teachers to share this information and the suggested guidelines with other teachers and colleagues, even if they are not EFL teachers. As was stated at the beginning of this work, the teaching community must be generous when sharing information, especially when this knowledge might help students in any manner. As teachers, we have to be generous and humble and not be selfish with our knowledge.

Limitations

While working on this research, there were certain issues the group struggled with. For instance, due to the fact that this research was made in the context of a pandemic, the survey had to be answered online. This situation limited us to the extent of not being able to answer questions that our respondents may have had. At the same time, this situation made it more complex to gather the data since there were some EFL teachers' answers that appeared up to three times due to technical issues. However, we were extremely careful and aware that this may occur. Therefore, after receiving their responses, we thoroughly checked and corrected these issues.

Furthermore, another limitation that we had to cope with was that due to the pandemic, we were not able to access physical books nor any library. As a consequence, we had to only

use online material, which most of the time was complex because a significant amount of literature had to be purchased to get access to them.

Another issue is that in the survey, we could only obtain answers from 31 EFL teachers. It would have been better if we had obtained a larger sample and, therefore, more data of what is happening in the city of Santiago or other regions of Chile.

Finally, and also related to the pandemic is the fact that as a research team we were not able to arrange to meet anyone in any other way than online, which made it more complex to contact each other. We always had to depend on how good the internet connection was. It was more complex when having discussions, organizing and distributing our duties, and seeing each other's progress, to name a few problems.

Further Research

There is a certain amount of topics that we suggest as further research. For instance, interdisciplinary research could be carried out with special educators for giving methodological suggestions for students with SEN when evaluating them. It is essential to be aware that all teachers are part of a tremendous community in which all have to share our knowledge and help each other since we are all working and teaching with similar purpose, to teach in the way that we consider it will be more beneficial.

An interesting area of research that is strongly connected to one of the above-mentioned limitations is that, in the survey, we obtained a sample from Santiago only. Therefore, further research could encompass the reality throughout all regions of Chile.

As it is mentioned in Chapter 4, section 4.4.1, a further research topic that we suggest is to investigate more deeply on how teachers (can) adapt the learning environment for students with ASD to create a more inclusive environment for everyone in the classroom and the reasons to do so.

Finally, research that can spawn from this work could be about putting in praxis the recommended suggestions resulting from this research. It is relevant that all of this information, which can help not only students with ASD but also EFL teachers, does not remain just as a piece of undergraduate literature, but instead, that the information contained in this dissertation needs to be tested, implemented, and expanded, in order to discover which recommendations are more effective and provide more solutions to real class problems.

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Appendixes

Appendix A: Validation Request

Ref.: Solicitud de validación de
instrumento de investigación



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

Santiago, 18 de Agosto, 2020

Señor:

Roberto Javier Pichihueche Mellado

Director Departamento de Inglés

Universidad Metropolitana de Ciencias de la Educación

PRESENTE

Somos estudiantes de quinto año de la carrera de Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés de la Universidad Metropolitana de Ciencias de la Educación. Actualmente, nos encontramos desarrollando nuestra Memoria de Título que lleva por nombre “Sugerencias metodológicas para la evaluación sumativa de estudiantes con TEA en la asignatura de inglés en enseñanza media en Chile”. Este proyecto tiene como finalidad sugerir estrategias metodológicas que sirvan de apoyo a realizar evaluaciones sumativas a estudiantes

con TEA de enseñanza media en la asignatura de inglés como lengua extranjera en establecimientos educacionales de Chile.

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

Agradecemos de antemano su tiempo y colaboración.

Saludan atentamente,

Hormazábal, Manríquez, Mora, Ojeda

“Sugerencias metodológicas para la evaluación sumativa de estudiantes con tea en la asignatura de inglés en enseñanza media en Chile”

Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés.

Appendix B: Original Survey Draft

“Sugerencias metodológicas para la evaluación sumativa de estudiantes con TEA en la asignatura de inglés en enseñanza media en Chile”

Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés.

We are a group of students from the English Department at Universidad Metropolitana de Ciencias de la Educación (UMCE) who are currently working on our Dissertation. The title of our research is Methodological suggestions for summative assessment of High School students with ASD in the EFL field in Chile.

The aim of this survey is to collect statistical information in order to suggest methodological strategies which will help teachers to evaluate High School students with ASD in schools in Chile.

We kindly ask you to fill out the following form, it should take no longer than 15 minutes. Your participation in this survey is fundamental for the completion of this project and all of your responses will be kept confidential. No personal identifiable information will be associated with your responses or with any reports, ensuring the analysis of the data collected.

Part 1 - Teaching experience and school background

1. How long have you been teaching English in Chile?
 - a. 1 year
 - b. 2 to 5 years
 - c. 6 to 9 years
 - d. 10 to 19 years
 - e. 20 or more years

2. Does the school where you work have a Special Education Needs Program?
 - a. Yes

b. No

If yes, please describe below:

☐ PIE

☐ Other: _____

3. Have you ever had a student with ASD in your classroom?

a. Yes

b. No

4. If your answer to question 3 was affirmative, how many students with ASD have you taught throughout your career?

a. 1-2

b. 3-5

c. 6-9

d. 10 or more

Part 2 - Knowledge about ASD

5. Have you ever taken a workshop or course related to Autism Spectrum Disorder (ASD)?

a. Yes

b. No

6. What do you know about Autism Spectrum Disorder? Please check on the items below

☐ Some facts.

☐ General characteristics.

☐ Specific psychological characteristics.

☐ Learning processes.

☐ Teaching strategies.

☐ Evaluation strategies.

☐ Differences with other psychological disorders, such as ADD or ADHD.

☐ Other(s): _____

7. How much do you agree with the following statement? “I feel confident with my knowledge of Autism Spectrum Disorder (ASD)”

- a. Totally agree.
- b. Partially agree.
- c. Neither agree nor disagree.
- d. Partially disagree.
- e. Totally disagree.

8. How much do you agree with the following statement? “I need to improve my knowledge about ASD”

- a. Totally agree.
- b. Partially agree.
- c. Neither agree nor disagree.
- d. Partially disagree.
- e. Totally disagree.

9. How much do you agree with the following statement? “I feel confident with my knowledge about ASD up to a point in which I am capable to adapt evaluations for students with ASD”

- a. Totally agree.
- b. Partially agree.
- c. Neither agree nor disagree.
- d. Partially disagree.
- e. Totally disagree.

Part 3 - Design of Summative Evaluations

10. Which evaluation tools do you usually use when evaluating students with ASD? Check those you use:

- ☐ Oral exams
- ☐ Oral presentations
- ☐ Written tests
- ☐ Essays
- ☐ Role play activities
- ☐ Dialogues
- ☐ Quizzes
- ☐ Other(s): _____

11. When designing a written test, which items do you generally include?

- ☐ True and false
- ☐ Matching
- ☐ Fill in the gaps
- ☐ Multiple choice
- ☐ Jumbled sentences
- ☐ Open questions
- ☐ Essay questions
- ☐ Other(s): _____

12. Which item(s) from question 12 do you adapt for evaluating students with ASD? How do you adapt it/them?

13. When designing an oral evaluation, which items do you generally include in the rubric or evaluation checklist?

- ☐ Vocabulary
- ☐ Content
- ☐ Fluency
- ☐ Grammar
- ☐ Verbal skills
- ☐ Nonverbal skills
- ☐ Other(s): _____

14. Which item(s) from question 14 do you adapt for evaluating students with ASD? How do you adapt it/them?

15. In your own experience, which type of evaluation do you think is more beneficial for students with ASD?

- ☐ Oral exams
- ☐ Oral presentations
- ☐ Written tests
- ☐ Essays
- ☐ Role play activities
- ☐ Dialogues
- ☐ Quizzes
- ☐ Other(s): _____

Part 4 - Applying the Evaluations

16. Do you adapt the environment for students with ASD before an evaluation takes place?

a. Yes

b. No

17. If your answer to question 16 was Yes: What aspects of the environment do you adapt?

☐ Lights

☐ Seating arrangement

☐ Noise

☐ Heating

☐ Timing

☐ Audience (for oral evaluation)

☐ Other(s): _____

18. How much do you agree with the following statement? “I have profound knowledge about the considerations that a student with ASD needs when taking a test”.

a. Totally agree.

b. Partially agree.

c. Neither agree nor disagree.

d. Partially disagree

e. Totally disagree.

Appendix C: Validation Letter

Santiago, 7 de septiembre de 2020

Estudiantes Hormazábal, Manríquez, Mora y Ojeda

PRESENTES

Habiendo revisado la propuesta de encuesta para recopilar información en el contexto de su Memoria de Título, que tiene por objetivo sugerir estrategias metodológicas que sirvan de apoyo para realizar evaluaciones sumativas a estudiantes de enseñanza media con TEA en la asignatura de inglés como lengua extranjera en establecimientos educacionales de Chile, me permito aseverar que se logra percibir la finalidad del uso del instrumento de recolección de datos. En otras palabras, el instrumento permitirá hacer la debida triangulación de datos, aspecto esencial en este tipo de investigación.

La única enmienda que deben hacer es en las preguntas 12 y 14, donde dice lo siguiente:

Which item(s) from question 12...

Which item(s) from question 14...

En esas preguntas debe decir lo siguiente:

Which item(s) from question 11...

Which item(s) from question 13...

En base a lo mencionado anteriormente, valido el instrumento y les deseo mucho éxito en el desarrollo de su investigación.

Se despide muy atentamente,



Prof. Roberto Pichihueche Mellado

Director Departamento de Inglés

UMCE

Appendix D: Survey

“Sugerencias metodológicas para la evaluación sumativa de estudiantes con TEA en la asignatura de inglés en enseñanza media en Chile”

Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés.

We are a group of students from the English Department at Universidad Metropolitana de Ciencias de la Educación (UMCE) who are currently working on our Dissertation. The title of our research is Methodological suggestions for summative assessment of High School students with ASD in the EFL field in Chile.

The aim of this survey is to collect statistical information in order to suggest methodological strategies which will help teachers to evaluate High School students with ASD in schools in Chile.

We kindly ask you to fill out the following form, it should take no longer than 15 minutes. Your participation in this survey is fundamental for the completion of this project and all of your responses will be kept confidential. No personal identifiable information will be associated with your responses or with any reports, ensuring the analysis of the data collected.

Part 1 - Teaching experience and school background

1. How long have you been teaching English in Chile?
 - a. 1 year
 - b. 2 to 5 years
 - c. 6 to 9 years
 - d. 10 to 19 years
 - e. 20 or more years

2. Does the school where you work have a Special Education Needs Program?

a. Yes

b. No

If yes, please describe below:

☐ PIE

☐ Other: _____

3. Have you ever had a student with ASD in your classroom?

a. Yes

b. No

4. If your answer to question 3 was affirmative, how many students with ASD have you taught throughout your career?

a. 1-2

b. 3-5

c. 6-9

d. 10 or more

Part 2 - Knowledge about ASD

5. Have you ever taken a workshop or course related to Autism Spectrum Disorder (ASD)?

a. Yes

b. No

6. What do you know about Autism Spectrum Disorder? Please check on the items below

- ☐ Some facts.
- ☐ General characteristics.
- ☐ Specific psychological characteristics.
- ☐ Learning processes.
- ☐ Teaching strategies.
- ☐ Evaluation strategies.
- ☐ Differences with other psychological disorders, such as ADD or ADHD.
- ☐ Other(s): _____

7. How much do you agree with the following statement? “I feel confident with my knowledge of Autism Spectrum Disorder (ASD)”

- a. Totally agree.
- b. Partially agree.
- c. Neither agree nor disagree.
- d. Partially disagree.
- e. Totally disagree.

8. How much do you agree with the following statement? “I need to improve my knowledge about ASD”

- a. Totally agree.
- b. Partially agree.
- c. Neither agree nor disagree.
- d. Partially disagree.
- e. Totally disagree.

9. How much do you agree with the following statement? “I feel confident with my knowledge about ASD up to a point in which I am capable to adapt evaluations for students with ASD”
- a. Totally agree.
 - b. Partially agree.
 - c. Neither agree nor disagree.
 - d. Partially disagree.
 - e. Totally disagree.

Part 3 - Design of Summative Evaluations

10. Which evaluation tools do you usually use when evaluating students with ASD? Check those you use:

- ☐ Oral exams
- ☐ Oral presentations
- ☐ Written tests
- ☐ Essays
- ☐ Role play activities
- ☐ Dialogues
- ☐ Quizzes
- ☐ Other(s): _____

11. When designing a written test, which items do you generally include?

- ☐ True and false
- ☐ Matching
- ☐ Fill in the gaps
- ☐ Multiple choice
- ☐ Jumbled sentences

- ☐ Open questions
- ☐ Essay questions
- ☐ Other(s): _____

12. Which item(s) from question 11 do you adapt for evaluating students with ASD? How do you adapt it/them?

13. When designing an oral evaluation, which items do you generally include in the rubric or evaluation checklist?

- ☐ Vocabulary
- ☐ Content
- ☐ Fluency
- ☐ Grammar
- ☐ Verbal skills
- ☐ Nonverbal skills
- ☐ Other(s): _____

14. Which item(s) from question 13 do you adapt for evaluating students with ASD? How do you adapt it/them?

15. In your own experience, which type of evaluation do you think is more beneficial for students with ASD?

- ☐ Oral exams
- ☐ Oral presentations
- ☐ Written tests
- ☐ Essays
- ☐ Role play activities
- ☐ Dialogues
- ☐ Quizzes
- ☐ Other(s): _____

Part 4 - Applying the Evaluations

16. Do you adapt the environment for students with ASD before an evaluation takes place?

- a. Yes
- b. No

17. If your answer to question 16 was Yes: What aspects of the environment do you adapt?

- ☐ Lights
- ☐ Seating arrangement
- ☐ Noise
- ☐ Heating
- ☐ Timing
- ☐ Audience (for oral evaluation)

☐ Other(s): _____

18. How much do you agree with the following statement? “I have profound knowledge about the considerations that a student with ASD needs when taking a test”.

- a. Totally agree.
- b. Partially agree.
- c. Neither agree nor disagree.
- d. Partially disagree
- e. Totally disagree.

Appendix E: Formulario de Autorización SIBUMCE

Anexo 1: AUTORIZACIÓN PARA REPRODUCCION SIBUMCE

Se solicita esta autorización a los autores de la investigación con el fin de alojar y publicar el trabajo en el Repositorio Digital SIBUMCE, a fin de dar libre acceso electrónico a las tesis, memorias y seminarios generados en la UMCE y así contribuir a su difusión, preservación digital y mayor visibilidad en la comunidad académica y público interesado.



IDENTIFICACION DE TESIS/INVESTIGACION

Título de la tesis,
memoria o seminario : Methodological Suggestions for Summative Assessment of
High School Students with ASD in the EFL Field in Chile

Fecha: 30/07/2021

Facultad : Facultad de Historia, Geografía y Letras

Departamento : Departamento de Inglés

Carrera : Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés.

Título y/o grado : Licenciado/a en Educación y Profesor(a) de Inglés

Profesor guía/patrocinante : María Eugenia Hernández Vásquez

AUTORIZACIÓN

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