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MENCIÓN EN INGLÉS Y PEDAGOGÍA EN INGLÉS

TÍTULO: A PROPOSAL OF METHODOLOGICAL STRATEGIES TO ASSESS THE
SUBJECT OF ENGLISH AS A FOREIGN LANGUAGE USING UDL TO INCLUDE
STUDENTS WITH LANGUAGE DISORDERS (DLD) IN CHILEAN HIGH SCHOOLS.

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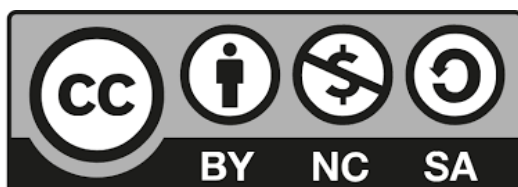
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Resumen

Este seminario se enfoca en encontrar estrategias, prácticas y metodologías que puedan ayudar a profesores de inglés a evaluar a estudiantes con Trastorno del desarrollo del lenguaje (en adelante, TDL). Además, el grupo de investigación hizo un análisis de la literatura encontrada durante los últimos 10 años acerca del TDL y la evaluación a estudiantes con Necesidades educativas especiales (en adelante, NEE o NEEs) para tener un claro entendimiento del contexto relacionado al proceso de evaluación de estudiantes con TDL. Este es una investigación de carácter exploratorio cuantitativo, que fue llevada a cabo haciendo dos encuestas con el propósito de conocer el contexto de las y los profesores de educación especial y profesores de inglés cuando se trata del proceso de evaluación de estudiantes con TDL. Finalmente, el grupo de investigación hace un grupo de sugerencias para que las y los profesores de inglés pueden implementar en sus comunidades escolares.

Palabras claves: Evaluación, TDL, NEE, DUA, Enseñanza del Inglés como Lengua Extranjera.

Abstract

This research work focuses on finding strategies, practices, and methodologies that could help English as a Foreign Language teachers (herein EFL teachers) to assess students with Developmental Language Disorder (herein DLD). Also, the research group analyzes the literature revised in the last ten years on DLD and the assessment process of students with Special Education Needs (herein SEN, SENs) to have a clear understanding of the context related to the assessment process of students with DLD. This is an exploratory-quantitative study, in which two surveys were carried out to get acquainted with the context of Special Education teachers and English as a foreign language teachers (herein EFL) regarding the assessment process for students with DLD. Finally, the research group makes a set of suggestions for EFL teachers to implement in their school communities.

Keywords: Assessment, DLD, SEN, UDL, EFL

Introduction

Developmental Language Disorder (herein DLD) is a learning disability that affects different language areas as well as the personal sphere of every person who is diagnosed with this condition. When referring to the acquisition of a Foreign language (herein FL), regarding students with DLD, little information is available since the investigations consider it difficult to determine which specific factors affect the acquisition of an FL. Consequently, the lack of knowledge generates several challenges for EFL teachers, not only in the teaching practices but also to assess students with this diagnosis.

The process of assessment should be equal for all students, for it to be integral and inclusive, all students should be assessed taking into account their needs. Notwithstanding, the research group believes that EFL teachers do not have essential support from Special Education teachers and staff, which leads to different issues. One of these problems is that EFL teachers do not possess the necessary tools or knowledge to properly assess students with SEN, specifically, students with DLD, being the last ones most affected by this issue. Therefore, the purpose of this research is to provide tools, such as guides and suggestions, to EFL teachers to accurately assess students with DLD.

In order to get a full understanding of DLD and students with SEN, it was necessary to read and investigate first about different topics that surround the investigation. For this purpose, the research group used national as well as international sources about DLD. After that, a quantitative exploratory investigation was carried out, materialized in two surveys: the EFL teachers survey and the Special Education teachers survey. This collected data was relevant to design a wide variety of assessing strategies and suggestions for EFL teachers to apply when teaching and assessing students with DLD.

The research team expects that this investigation and the material generated from it will be useful to EFL teachers since there is not much information around this topic and, therefore, all new information about this subject is groundbreaking. Ultimately, the motivation to create a set of suggestions and strategies was to diminish the inequality gap between students with SEN and their peers, specifically to have a tool for students with DLD.

Objectives

General Objective

Design recommendations of methodological strategies for formative as well as summative evaluation, appropriate for the inclusion of students with Developmental language disorder (DLD) using the guidelines of Universal Design for Learning (UDL).

Specific Objectives

- Define general concepts used in the research.
- Review national as well as international literature in order to gather relevant information related with English evaluation as a foreign language for students with DLD.
- Review national and international literature regarding Universal Design for Learning related to evaluation.
- Design and apply surveys to English teachers and Special Education teachers that have worked with students with DLD in the classroom.
- Analyze and contrast the results obtained in the surveys with the national and international literature previously reviewed.
- Suggest methodological strategies for evaluation in English including students with DLD considering UDL guidelines.

Chapter 1

A Brief Introduction to Special Education Needs

During the course of the last thirty years, the focus of education, among other things, has been on the inclusion of students with SEN; therefore, different entities have developed international agreements and treaties to support the appropriate development of this type of education. One of these entities is the United Nations (herein UN), which in 2006 organized the Convention on the Rights of Persons with Disabilities (herein CRPD). This convention attempted to recognize people with disabilities and to acknowledge and reaffirm their human rights (*The Convention on the Rights of Persons with Disabilities*, 2014). Hence, the main focus of CRPD was on human rights, "The human rights approach to disability builds on the social approach by acknowledging persons with disabilities as subjects of rights and the State and others as having responsibilities to respect these persons." (*The Convention on the Rights of Persons with Disabilities*, 2014, p. 27). Moreover, *The Universal Declaration of Human Rights*, article 26, states that "Everyone has the right to education." ("Universal Declaration of Human Rights | United Nations", n.d). Then, the United Nations in the Universal declaration of human rights (n.d) declares that "Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit."; accordingly, people with disabilities and people with SEN have the right to education.

Furthermore, it is necessary to know the origins of the term SEN. Initially, professor Gulliford of Birmingham University initiated the use of the general concept of SEN; notwithstanding, Mary Warnock was in charge of promoting and coining this concept in 1978 through the *Committee of Inquiry into the Education of Handicapped Children and Young People*, also known as the Warnock Report (Wedell, 2019). As Klaus Wedell (2019) -in Points from SENCo-Forum- mentions, "The Committee's report was highly significant because it acknowledged major developments in understanding special education needs and provision that had been taken place in the previous years." (p. 239). Therefore, as previously mentioned, this Report contributed to improving UK education policies by providing the essentials to students with SENs. In addition, the Warnock Report influenced and chaired inquires and improvements on Special Education in different countries (Wedell, 2019).

Following this idea, it becomes necessary to define the current term of SEN. Thus, the United Nations Educational, Scientific and Cultural Organization (herein UNESCO) in The International Standard Classification of Education (ISCED) (2012) defines Special Education

Needs, recently also SENs, as “Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme...” (p. 83). As this definition of SEN states, there are several reasons why a person needs additional support; however, there are some categories -which may vary- to classify the types of SEN, and they are the followings: physical disability, sensory disabilities, mental health condition, and learning disability (National Council for Special Education, 2014).

Teaching English as a Foreign Language to Students with SEN

First of all, Teaching English as a Foreign Language (herein TEFL) is a process in which a teacher imparts English, in a context where students may or may not use the language, since the chances to actually use it are low outside the classroom (Setiyadi, 2020). Teaching students with SENs directly relates to the term Inclusive Classroom because “Inclusion means we all belong. Inclusion means not having to fight for a chance to be part of a classroom or school community. Inclusion means that all children are accepted.” (Sapon-Shevin, 2010, p. 9). As students with SEN are immersed in the mainstream classroom with neurotypical students, the need of having inclusive classrooms has become essential to work in an environment in which students with SEN can learn without feeling they are outcasts in spaces shared with everyone. Furthermore, students with SEN differ in their disabilities which are divided into physical (disable or sensory), mental health, and learning disability (National Council for Special Education, 2014).

Each SEN affects the acquisition of a foreign language differently (Abdallah, 2015). First, physical disability is a condition that has an impact on a person’s mobility, physical capacity, stamina, or dexterity. Secondly, sensory disabilities, or sensory impairments, affect one or more of a person’s senses: touch, hearing, sight, taste, smell, or spatial awareness. Thirdly, a mental health condition is considered a disability if it has a long-term effect on a person’s normal day-to-day activity. This includes activities like using a computer, working set times, or interacting with people (Van Der Veen, et al, 2010). Lastly, and the most important one for this research, a learning disability is a reduced intellectual ability and difficulty with everyday activities. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information, and interact with other people (HelpGuide, 2017). The focus of this investigation is centered on the last one; nevertheless, the four of them are important in order to distinguish each student's special necessities.

TEFL and Students with Developmental Language Disorder

As stated in the previous section, students with SEN differ in their disabilities. One of the most common learning disabilities is Developmental Language Disorder (DLD) according to Tribushinina, Dubinkina-Elgart, and Rabkina (2020). Throughout the history of DLD, agreeing on the most precise terminology for the condition has not been easy. This situation has led to maintaining the focus on agreeing on the name rather than on investigating the condition in depth (Bishop, 2017). Until recently, linguists referred to it as Specific Language Impairment (herein SLI), but current discussions suggest that most experts on the subject agree on using DLD (Bishop, 2017). Many experts analyzed the term SLI in multiple investigations that culminated in the CATALISE project, which is a multinational and multidisciplinary Delphi consensus study of problems with language development (Bishop et al, 2016). In a Delphi method study, a group of experts debates around the most relevant papers and investigations around a specific area or topic, in this case, on language disorder terminology. Additionally, in a Delphi method study interventions are anonymous, so that everyone can express their views, not just major figures in the area. During this event, SLI was replaced by DLD mainly because the former was not clear and, therefore, considered misleading (Bishop, 2017).

Since the term SLI was not clear regarding the agreement on this specific term, in phase 2 of the CATALISE project event, most experts agreed on the following two statements. First, they agreed on using the term DLD when the reason for showing difficulties in language development is unclear. In their words, “The term Developmental Language Disorder (DLD) is proposed to refer to cases of language disorder with no known differentiating condition”. (Bishop et al, 2017, p. 1071) The second concept experts agreed on is Language Disorder associated with X, being X a differentiating condition such as Autism Spectrum Disorder or Down syndrome, among others (Bishop et al, 2017). It seems relevant to highlight that not all participants of the CATALISE project agreed on these terms, but most of them did. To be precise, 78% of the agreement was achieved. Because the decision was not unanimous, some researchers still use the term SLI for their investigations. Currently, there is not much information related to the specific term to describe the disorder, but documents refer to it as DLD, not DLD associated with X. Considering the Chilean context and the international agreements regarding terminology, this research team agreed to use the term DLD instead of SLI.

The vast majority of DLD investigations refer to the subject concerning children who have problems when producing and understanding language in their mother tongue, but not much research has been conducted regarding the acquisition of a FL for students with DLD (Tribushina et al, 2020). Since many factors affect the acquisition of an FL for typical developing learners, identifying when a child has DLD may depend on multiple elements too (Setiyadi, 2020); therefore, it seems difficult to identify which factor(s) may affect the acquisition of an FL for them. Nevertheless, it is highly probable that these children will have trouble learning an FL. That is to say, that “children with DLD, irrespective of their language background, may have a stronger impediment in learning an FL, because of the difficulties they already encounter in acquiring their native language” (Inge Zoutenbier & Rob Zwitterlood, 2019, p. 3).

Following this idea, not only do students with DLD have difficulties learning an FL but also teaching students with DLD is a challenge for EFL teachers. The little research conducted in the area suggests that the results of the performance of students with DLD are lower than typical developing learners (Paradis, Schneider & Duncan, 2013). Nevertheless, research also suggests that immersion settings are the most effective methodology to apply for students with DLD to learn an FL. However, investigations are not certain whether children with DLD can perform well enough in non-immersion settings with minimum exposure to the target language (Tribushinina et al, 2020). Accordingly, teaching a foreign language to students with DLD is a demanding task for educators.

Chapter 2

Functions and Purposes of Assessment

Education understands, as one of its intrinsic components, what is asserted as assessment. Whether as a grade, as feedback for students and teachers, or for the process itself, assessment has a role within the learning process inside schools no matter the ideology from which they are built upon, or if they enjoy state recognition. Throughout history, students have always been assessed, and most of the time also been graded under those assessment purposes. These last are called learning objectives, which are defined by Mitchell and Manzo (2018) as:

A commonly used metric with which students can be assessed. There are two distinct types of learning objectives: first, broad core curriculum skills, such as Empirical/Quantitative or Critical Thinking; and second, more narrowly defined course-specific skills related to content (p. 456).

That is to say, learners ought to fulfill a set of learning objectives, which are presumably achieved through a process that only goes forward. Each of the stated learning objectives is supposed to be assessed, so as to determine if students, teachers, and the context are walking through the same path. No matter their capabilities, a minimum level of requirements must be met by each student to continue with increased levels of learning objectives. Consequently, this section is built upon the need to state and understand what assessment is and how teachers assess students, with an intended emphasis on those with SEN.

At this point, it might be assumed that assessment is not just a mundane component of education. It creates realities from which students build their learning process and even becomes the why and how students study. Accordingly, Irfan Tosuncuoglu (2018), who works in the Department of English Language at Karabuk University and has researched about the acquisition of a foreign language, agrees that assessment is recognized as a transcendental constituent of education, and as such, assessments guide and direct the teaching-learning path and even control students' self-perception of their learning process. A supportive idea behind this is the results of Shihab Jimaa's investigation (2011), professor at Khalifa University of Science Technology and Research, who researched on the relationship between assessment environments and their effects

on students. As stated in the mentioned research, each assessment has its own defining characteristics; and each of them influences students' learning processes. According to the research, when teachers assess not only the content but students' critical thinking and problem-solving competencies, the results have a wider, more positive impact, and the learning outcomes produce a superior level. That is to say, whether favorable or not, assessment results become widely more important statistics; thus, they might end up turning into feedback for both students and teachers, and how they are moving along together through the means of teaching and learning.

To what concerns the Chilean context of evaluation, Decree 67 (2018) based on the "Educational General Act" (herein LGE, the Spanish acronym) from 2009 which is the framework for Chilean education, establishes a pedagogical framework for teachers and schools to work on assessment matters. It conceives assessment as the obtainment and analysis of students' outcomes regarding given contents; besides, the information about the learning process is gathered through two possible aspects: the summative and the formative. The first one is mostly sensed as a grade or qualification, and the second one tracks the educational development constantly. As stated before, students ought to fulfill a given quantity of objectives; this idea grounded in the Chilean context is considered as finished through a grade obtained by the student. This grade is strictly taken into account to consider whether they are able to continue or not with their learning process, and move forward into an advanced level of learning objectives.

Formative and Summative Assessments

In this chapter, assessment has been defined and analyzed from different perspectives; however, and regarding the purpose of this research, henceforth, assessment will be explained from two angles: its formative and summative facets.

On the one hand, formative assessment aims not to obtain a grade but to focus on the process and learning progress and students' performance, providing feedback and correcting mistakes to improve in the subject. Consequently, most of the time, it occurs not only while educators design the lesson, in the lesson plans, but also unconsciously, while the classes are developed, receiving feedback from students and teachers. Formative assessment "draws on information gathered in the assessment process to identify learning needs and adjust teaching" (Looney, 2011, p. 8). That is to say, students receive feedback, and educators adapt their teaching style according to the needs and the context.

On the other hand, as claimed by Looney (2011), the summative assessment focuses on evaluating students at the end of a specific period of time as a way to prove or measure if the learning process was successful and if the objectives were achieved or not. It often occurs at the end of a unit of contents, between semesters, or at the end of a year. However, sometimes the way educators apply summative assessment has lent adverse effects on students' behavior. As stated by Yüksel and Gündüz (2017), "It can be said that the use of traditional assessment types that have significant results for the participant may have some negative effects in terms of pedagogy." (p. 4). Nowadays, summative evaluation is considered as the result of a test or the grade from an exam at the end of a lesson or unit. Students have just one opportunity to verify and show they learned the content of a subject, and the educators must analyze the findings to enhance the teaching process. In addition, summative assessment results in classes, which can directly affect students' assurance, confidence, and motivation to learn. There is no doubt that summative assessment is to be considered different from formative assessment since the first one emphasizes the final result, and the last one values progress. In other aspects, these two types of evaluations share some similarities.

Although formative and summative assessments have been studied as two different types of evaluations, they work cooperatively to improve students' learning processes. While formative assessment provides feedback during the lessons in which students acquire the contents, summative assessment evaluates how much comprehension of the contents students have retained at a certain point during the process. As a result, these two assessments, in some way, operate together; they are complements that help not only students while they are learning but also educators, allowing them to change their teaching practices according to the needs of the class. Moreover, as Dixson and Worrel (2016) stated in the article *Formative and Summative assessment in the Classroom*, published on the Online Journal Theory Into Practice, the main "distinction" between these two assessments is directly influenced by the teacher's use of the results and findings of the evaluations. That is to say, these two evaluations can exchange purposes, being applied in both ways, a formative assessment could be applied from a summative point of view, providing grades to the progress and tasks during the process, and a summative assessment may work in a formative way, as simple activities during the lessons with no grade, but giving feedback to students. Therefore, these two assessments are connected and interact differently, with similar objectives, goals, and purposes. It could be assumed that formative and summative evaluation may

be contemplated as different evaluation perspectives and also similar viewpoints to promote a successful learning process.

As a matter of fact, according to Yüksel and Gündüz (2017), the preparation teachers receive for assessment in different programs at universities is not enough. Although educators are aware of its importance, they consider it is challenging to put into practice their knowledge of formative methodologies and strategies as they feel neither comfortable nor confident about it. Nowadays, assessment is one element positioned at the center of education (Yüksel and Gündüz, 2017). That is why it must be taught in higher education regarding pedagogies, not only focusing on summative perspectives but also on formative assessment, to intercede in students' learning process, enriching their levels of motivation and commitment with the subject throughout the process. According to what Yüksel and Gündüz (2017) stated on Formative and summative assessment in higher education: opinions and practices of instructors, teachers commonly apply standard summative evaluations, like multiple-choice tests, open-ended questions, and true or false tasks. Those assessments are excessively used because of time restrictions; it was reported that educators neither have much time to prepare new formative evaluations nor have knowledge about it, which influences the effectiveness of this type of assessment. Currently, there is a critical need to change the way educators look at assessments, granting privilege to the process of learning, preparing students to understand and apply the knowledge more than obtaining a grade at the end of a specific period.

Following the same idea of interchangeable purposes and methodologies, van der Vleuten, Sluijsmans and Joosten-ten Brinke (2017) stated that even though assessment is the process to assess students' abilities, there are three different perspectives closely related to the concepts of formative and summative assessment, and their influence on educational development: assessment of learning, assessment for learning, and assessment as learning. To begin with, the first one has to do with assessing students' knowledge at the end of each step within the process, which may be associated with the summative assessment. Afterward, assessment for learning refers to the constant evaluation of the teaching and learning process throughout itself, and it would be linked to what was described as formative assessment. The third concept merges the previous two, assessment as learning conjugates both perspectives since it perceives assessments as an integral strategy for education. These approaches are reliable in the discussion, in the view that each of them implies the teaching and learning process. While the first one focuses on the reliability and

validity of students' assessments since it judges what they have learned based on what they were exactly taught, the second and third perspectives search for improving the pedagogical procedure.

Online Assessment

According to Perera-Diltz and Moe (2014) in their article *Formative and Summative Assessment in Online Education*, online assessment is one of the biggest challenges for education. In their words, "The creation of meaningful and effective assessment, both formative and summative, is achievable through deep familiarity with and use of online education tools" (p. 4). However, most of the time, there are not enough resources to design and implement such practices. Besides, as access to the internet and electronic devices is not equal for students and teachers; there might be some inequalities at the moment of making the learning process depend on it. In addition, as stated by Tisha Bender (2012) in her article *Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice, and Assessment*, there are educators who do not support online education's effectiveness, because there is not enough interaction between students, no physical contact, no proximity, nor meaningful connections among the students nor with the teachers.

Additionally, regarding assessment in online education, Perera-Diltz and Moe (2014) stated in *Formative and Summative Assessment in Online Education* that it may be stressful for students and teachers to put into practice formative assessment since it needs more time to design, commitment, and monitoring during the teaching process; while on the contrary, summative assessment is performed at very precise and specific times during the process and teachers have the results immediately. When it comes to the online assessment of students with SEN, this research team believes that assessment becomes even more difficult. In Chile, there is an enormous lack of information and theory regarding best practices in this area, which triggers an enormous quantity of work for teachers and experts to do in respect of the development of new ideas, methodologies, and practices.

Assessing Students with Special Educational Needs

The learning process of students with SEN differs in each case, and the requirements to set an effective, supportive and proper learning environment are mandatory, as enforced in Decree 83 of Law 20.845 (2015). In that sense, the formative and summative assessments also need to fulfill the aforementioned characteristics to verify if the learning objectives are achieved. Assessing students with SEN demands teachers to have sufficient training and information to prepare a suitable and integrative form to measure knowledge, so as to consider those special educational needs each student might have.

In Chile, different perspectives on special educational programs have arisen having a common goal: to create an inclusive classroom. These are based on an inclusive education idea which is defined as promoting equal opportunities to children in terms of academic, non-academic, and extracurricular areas in schools to accomplish prolific learning (Chalasan, 2021).

Chilean Decree 83 (2015), also built upon the LGE declares that teachers and schools must provide flexibility in the educational responses. These and other principles are established through curriculum adjustments that align students' opportunities to succeed at each of the curriculum objectives. These adjustments are intended to reassure the fulfillment of basic competencies, which must be met by students in order to promote the continuity of the aforementioned straightforward learning process.

As well, the Chilean Program of Inclusive Education (herein PIE, the Spanish acronym), published by the Ministry of Education (herein MINEDUC) and based on the Inclusion Law (20.845) (2015), states that quality education is achieved when educational institutions develop, recognize, and value students' diversity. This Program is presented as a tool and as a pedagogical strategy for teachers and students towards equality in terms of participation, and the achievement of the learning objectives by each student. At the same time, it describes that students with SEN in Chile are those who face obstacles regarding their learning process. Therefore, and considering that assessment is the analysis of the accomplishment of given learning objectives, PIE aims to provide students impartial opportunities to succeed on it.

Moreover, PIE divides the different diagnostics of students with SEN into permanent or transitory; interpreting the former as disorders that present a type of disability that remains through the scholar trajectory, and the latter as a disorder that has a limited duration as the student is able to overcome learning challenges with a proper methodology. In the case of DLD, PIE uses SLI to refer to a language disorder that resides in the transitory category. SLI is defined in the program

as an impairment in the development of oral communication considering a slow or deflected progress of the language exclusively until the student is up to fourth grade (Law 20.845, 2015). If the impairment remains, the disorder becomes part of the permanent diagnoses category. Furthermore, permanent categories of language disorders in the program are linked to the term dysphasia, which alludes to a partial difficulty in language production and communication. Dysphasia is an expression formerly used that confuses because of the similarity to the term dysphagia, which means a disorder when swallowing, hence being worldwide replaced for the term aphasia in the research field (Worrall et al, 2016). In the program, dysphasia refers to a severe alteration of all language components and the acquisition of the linguistic systems, which affects social and scholar development. Additional permanent language difficulties are associated with other diagnostics in the program, for example, within the autistic spectrum.

Furthermore, Decree 170 published in 2010 grounds a foundation for PIE and to legally determine which students with SEN are recipients of the subsidy for special education in Chile. This Decree expresses an additional name for the term Dysphasia, called Complex or Central Language Disorder. In addition, it provides information regarding the assistance of professionals within the classroom. According to the Decree, PIE must regulate through special planning the number of hours that professionals destine to provide support to the students incorporated in the PIE; preparing pedagogical material, assessments, and lesson plans by collaborating with teachers; working with the student who needs special education, individually or in small groups; integrating the family, other professionals, and or the school management team. However, further information concerning what subjects need support, such as English, type of support, contents, or evaluations regarding students with SEN are not mentioned.

Chilean Decree 83 (2015) and the PIE apart from illustrating a general vision of the process of inclusion in schools of students with SEN through several curriculum adjustments, also paints a picture of the way teachers are assessing students with SEN. Despite their inclusive intentions, it is essential to point out that instead of equating students' performance and acquisition of certain skills, their main intention is to provide lower difficulties at achieving rather more basic competencies so they can continue with their learning process. Consequently, assessing students with SEN in Chile presents a flexible approach aiming to meet the whole range of students' different educational needs.

Assessing students with DLD

In Chilean decrees regarding assessment, grading and promotion have changed throughout the years and have taken into account students with learning difficulties and impairments. In exempt Decree 511 (1997), students that had difficulties taking a subject should have had differentiated evaluation or could be exempted from the subject. Moreover, Decree 511 was replaced by Decree 67 (2018), which altered the option of exemption establishing that no student could be exempted from any subject, having to be assessed and graded on each discipline by implementing diverse options of assessment and activities if students require. Therefore, students with DLD have to be compulsory assessed and graded, even if they show severe impairment in certain subjects.

Furthermore, the guideline to implement Decree 67 to everyday practices does not mention students with SEN. Also, PIE guidelines, which could have information about assessing students with SEN (or DLD), focus on evaluating if the students need special education and orientation for coworking and collaborative work (Law 20.845, 2015). Additional information or orientation from the MINEDUC regarding assessment for students with DLD or diversification of it are not expressed in any document.

Chapter 3

Universal Design for Learning and Assessment

Assessment following the guidelines of Universal Design for Learning (herein UDL) would help teachers set a universal standard regarding the abilities measured when assessing students with SEN (Delaney, Hata, 2020). The idea of applying the guidelines of UDL according to Delaney & Hata (2020) means to be “universal and helpful for all learners”; in addition, assessments following the guidelines of UDL should be examined regarding the criteria that teachers have to assess students for these to be integral and inclusive.

In the same line, for assessment following the guidelines of UDL, that is integral and inclusive, several aspects must be considered, such as stimulus material, learners’ response, scoring criteria, and task posed to learners, teachers should not take for granted any of the aspects regarding assessments (Novak, 2016). Since teachers may not know all students' abilities and knowledge, teachers should not assume that students know, but on the contrary, they should clarify any instruction or skills expected from them. Furthermore, explaining and clarifying instructions creates a base in which all students should have the same knowledge and face assessments in an equal manner. For instance, Novak (2016) explains that some instructions that must be clarified are the structure of the test, scoring criteria, skills expected from students, and technical aspects (as in online tests), among others.

Additionally, assessing taking into account UDL guidelines should take different forms for students to have an array of options and opportunities. According to Novak (2016), assessments, both summative and formative, can take different forms as long as these allow teachers to assess students following certain standards. Moreover, assessments in the lens of UDL should, as the word states, be “Universal” in order to make assessment accessible to all students (Delaney, Hata, 2020), not forgetting that teachers should take into account all students’ differences and capabilities.

According to Dalton and Brand (2012):

To effectively implement UDL core principles, variation in assessment is key. Varying the methods, formats, scope/range/level, product/outcome, and instructor feedback in the assessment design and process more universal, authentic, and, perhaps, more accurate assessment result for young children. (p. 12)

As stated, variation in assessment is of paramount importance to implement UDL core principles. Teachers that assess students by giving them more opportunities to express themselves through assessments, will have much more data to contrast their learning process and possibly to have a more accurate view of the knowledge and skills that students have.

UDL and DLD

There are several barriers that students with DLD can overcome when learning English as a foreign language in contexts where teachers apply UDL guidelines. According to UDL Guidelines (CAST, 2018), teachers should provide students with different means of engagement using visual, auditory, and kinesthetic stimuli. Once students feel comfortable with the proposed teaching methodologies, they should feel willing to learn English.

Taking into consideration that several difficulties appear when teaching online classes, students deal with a lack of opportunities when they have to express themselves using the target language. Moreover, as students in the present context tend to feel less comfortable and more anxious when participating -or not- in class, they have the opportunity to turn off their microphones and cameras. Further, students with speech difficulties tend to have higher levels of anxiety (Dockrell & Howell, 2015). Therefore, teachers should aim to provide engaging tools and methodologies to make students participate and overcome this obstacle. Nevertheless, teachers should not only aim to have engaging tools for teaching but also promote an environment where students can express themselves without being judged or harassed but feeling understood and supported.

In the same line, according to CAST (2018), UDL guidelines intend for students to have different means of expression and communication. When teachers focus their assessments on just one criterion or stimulus, students are more likely to feel limited, anxious, and stressed. Such scenarios can be avoided when considering the different assessment possibilities and resources available. On a practical level, this could be done by incorporating prompts to allow students to stop, take the time, and think before acting. Besides, ensuring adequate space for students to communicate and express themselves allows them to incorporate into their daily lives the most appropriate tools that they feel are closest to their learning styles. Furthermore, asking them to show and explain their work through tasks such as art critiques or portfolio reviews could lead to extraordinary results if it is done through a progressive and constant process. Other exemplifying

measures include providing checklists and project planning templates for understanding the problem, prioritizing, sequencing, and scheduling steps. Together with coaches or mentors who model thinking-aloud processes, this wide diversity of assessment possibilities can contribute brand new opportunities for knowledge acquisition for everyone in the class (CAST, 2018).

When students are given the opportunity to express their abilities and knowledge about the subject in different ways, students could become aware of their learning process and identify with what methodologies and strategies they feel more comfortable. Additionally, the relevance of taking into account the progress of the learner is of paramount importance since not all students go through the same process and some face more challenges than others. Therefore, it is imperative that schools and each educational context respect and encourage the diversity of learners in order to overcome the set boundaries within the general education system.

Last but not least, setting appropriate goals for students can help to overcome the challenges that students with DLD may experience. According to CAST (2018), teachers should guide students to develop appropriate objectives and follow certain plans that will help them progressively achieve their goals. Nonetheless, teachers' efforts will not be sufficient unless the government implements, evaluates, and supervises the necessary corresponding reforms to the current educational system.

Chilean Context

In the Chilean context, there have been many policies and decrees towards the inclusion of students with SEN. To begin with, Decree 170 defines criteria to diagnose students with SEN and provides subsidies to regular or special schools. Decree 170 not only helps schools diagnose students with SEN and support them monetarily but also tries to change the paradigm towards more inclusive education. Additionally, Dalton and Gronseth (2019) created the “Chronology of the Chilean Policy Towards an Inclusive Education” (*see Figure below*) where they expose the main details on how Chile has developed and improved its policies regarding SEN. Decree 83 defines certain criteria and orientations; on one hand, to diagnose students with SEN and, on the other hand, adjustment in the curriculum for students with SEN in the preschool, elementary, and middle school levels. This decree fosters inclusion by changing the curriculum. However, Gronseth and Dalton (2019) argue that while carrying on the implementation of an authentic UDL model in Chile, the implementation has been subject of adjustments that have led to misinterpretations. Even though Chile has improved regarding inclusive education, there is a task

as important as laws and policies, the implementation and regulation of these public policies in real life, i.e in schools and the classroom.

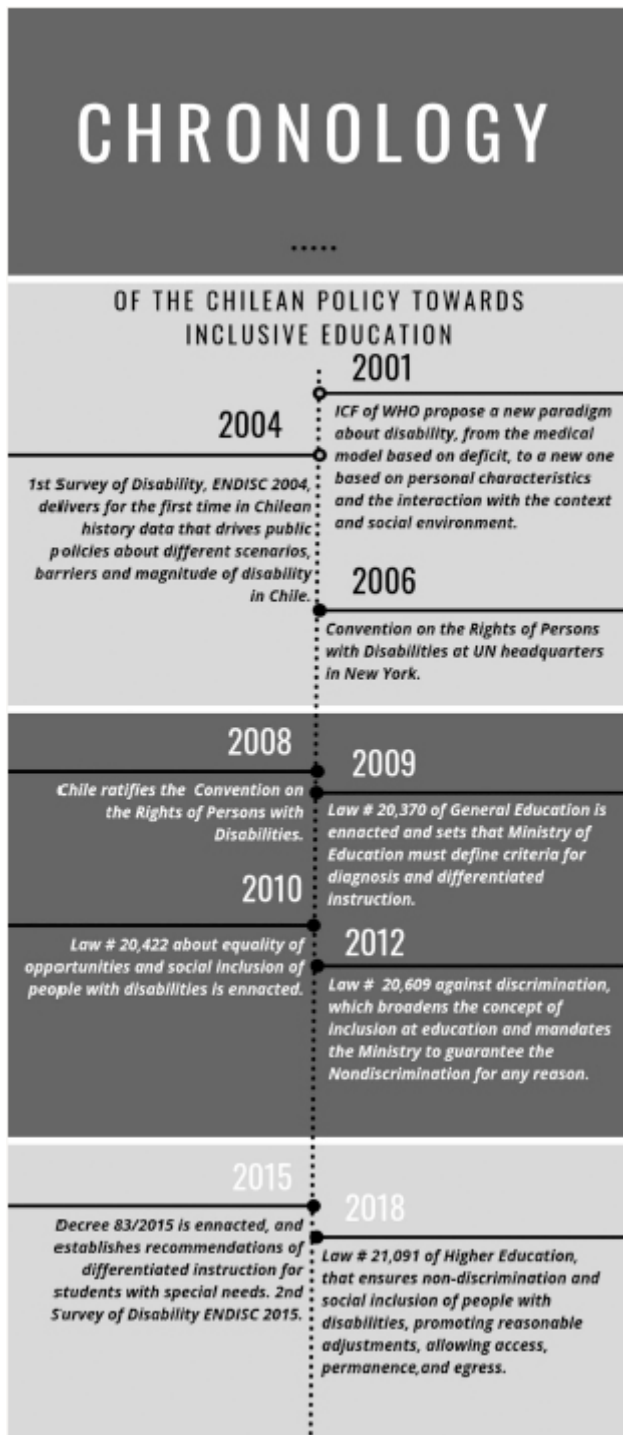


Figure: Chronology of the Chilean policies towards inclusive education, taken from *Universal Access Through Inclusive Instructional Design: International Perspectives on Udl* (Dalton & Gronseth, 2019).

Over many years, both state-funded and non-state-funded schools have had to face several challenges that, in due time, might not have been addressed within the UDL framework and the guidelines it proposes. This presents a relevant precedent where the standardization of measures and actions performed -or not- by the people in charge in schools tends to take into account only what is already written on paper. At the same time, it leaves little scope for them to act on new and diverse initiatives in order to create and foster an educational context closer to the students and the school community as a whole. In this regard, one of the great challenges still present, according to Dalton and Gronseth (2019), is to be able to move from the understanding of UDL as a strategy to the total conception of UDL as a framework from which an extensive series of strategies and methodologies can be extracted.

These strategies and methodologies seek to definitively comprehend and overcome all the obstacles and challenges present in the Chilean educational context and, particularly, in those contexts where there is a higher number of students with SEN. Along with this, it is of critical importance to see beyond the schemes and laws already proposed, where each SEN and different ability can stop to be seen and cataloged as a label that people have attached to their foreheads. In this way, the objective is to be understood as a highly necessary element to effectively build an inclusive education where the focus is not on all the limits that each SEN brings with it, but rather on the challenges that guide the process towards an inclusive instructional design that allows the school community to make progress as a whole.

Public education has encountered the precarious conditions that the neoliberal economic system has established in its laws and in the current Chilean Constitution, setting the stage for segregation and the still existing lack of pertinent educational policies. Although segregation of students with SEN is not as present in education as it was years ago, it is still a challenge for today's teachers who do their best to integrate students with SEN into regular classrooms.

Therefore, it is essential to consider all the elements present in the cultural, political, economic, and social context in which Chilean education is constantly developing and innovating. Theoretically, everything begins with the Curricular Foundations proposed by the MINEDUC in Chile. However, those in charge of putting these guidelines into practice are the teachers and multidisciplinary teams at schools. For the most part, it depends on them what, how, and why specific dynamics take place inside and outside the classroom. The point is that teachers are not isolated people who work entirely individually, but are teams that are -or should be- in constant discussion towards better teaching. That is why, as Dalton & Gronseth (2019) address, creating

spaces and instances where teachers and multidisciplinary teams can share and analyze their experiences, approaches, strategies, and pedagogical methodologies is one of the greatest opportunities to set the stage for building a community within each educational context. In this way, and throughout the conversations, teachers and multidisciplinary teams, along with supervisors, can highlight the experiences that have led to positive outcomes in order to develop assertive and inclusive alternatives in and out of their classrooms. Further, these instances can help support and encourage the teachers who are interested in all the elements that make up a genuinely inclusive education so as to improve their understanding and ways of teaching.

Nevertheless, without teachers' motivation to face the challenges already mentioned, decrees and policies are just words on paper. According to a study carried out by Valenzuela and Sevilla (2013), 20% of teachers decide to quit their jobs after 5 years of practice. Leaving this process could have many reasons, yet the study does not focus on that. In addition, Abedola et. al. (2020) found that working conditions in Chile for EFL teachers have a degree of precariousness since almost 50% of EFL teachers do not have a stable contract. Moreover, a group of students of the Andrés Bello University doing their dissertation regarding the perceptions about English teachers' working conditions found that "teachers do not have positive perceptions about their working conditions in regard to the proportion of planning and time." (Universidad Andrés Bello et al., 2015, p. 42)

In the same line, teachers who are not provided with the time nor motivated to promote inclusive practices are more likely to give up, and most of the time just repeat the same practices that have been present in education for the last years.

Furthermore, to promote motivation on teachers towards an inclusive education following the UDL framework, there has to be interdisciplinary work with Special Education teachers to work on overcoming the challenges to implement UDL in the Chilean classroom. This research team believes that EFL teachers, in particular, must have feedback from Special Education teachers as well as monitoring in order to learn about the innovations and challenges in Special education, thus implementing this shared knowledge into their teaching process.

Chapter 4

State of the Art: Language Assessment Literacy Regarding Students with DLD

Developmental Language Disorder (DLD)

Due to the global pandemic caused by the coronavirus 2019 disease (COVID-19), each country took preventive actions to minimize risks and the expansion of it. In the case of Chile, it took varied measures such as quarantines, the use of facial masks as mandatory, and diverse adjustments in different areas, such as education, health, and work. In the educational sphere, schools, institutions, and universities had to restructure the way classes were carried out, changing from face-to-face lessons to remote ones. Consequently, after a few months since the pandemic had started, the Office of the High Commissioner for Human Rights (OHCHR) (2020) provided guidance on key practices that States should take to respect the right of education of people with disabilities during the pandemic. These are the following:

Provide clear guidance to education and school authorities on the scope of their obligations and the variety of available resources when providing education outside schools; Ensure access to Internet (...) and ensure that software is accessible (...); Provide guidance, training, and support for teachers (...); Establish close coordination with parents and caregivers for early education of children with disabilities; Provide guidance and distance support for parents and caregivers (...); Develop accessible and adapted materials for students with disabilities (...); and Develop accessible educational audio-visual materials (...). (OHCHR, 2020, p. 6)

Despite this guidance, the closure of schools -physically- directly affected students with developmental disabilities - including students with DLD¹- since there was less support from

¹ Regarding students with DLD and the effects of the pandemic, any further information could not be found. For this reason, the information mentioned here is regarding students with developmental disabilities in general since DLD would apply in this category.

professionals to supply students' educational needs in a remote way. In addition, a current study published in 2021 about distant learning experiences in children with developmental disabilities, affirms the following: "Though some special education supports were in place, remote learning for children with developmental disabilities led to gaps in their therapeutic services." (Valicenti-McDermott et al., 2021, p. 50.), which means that students with DLD cannot access the same treatments -performed by speech therapists who belong to SEN staff- they had before the pandemic. As a result, students have presented more difficulties than in previous years, leading to mental health problems related to Language Impairment (herein LI).

According to the previous statement, different studies have mentioned that the young population with DLD tends to have more mental health difficulties than their neurotypical peers (Francis, Deniz, Torgerson, & Toseeb, 2021). Moreover, Durkin, Toseeb, Botting, and Conti-Ramsden (2017), in their study titled *Social confidence in early adulthood among young people with and without a history of language impairment*, conclude that there is a negative association between LI, self-esteem, and shyness, since "LI makes interacting with others uncomfortable and that some children respond to this by avoiding or withdrawing from social contexts" (p. 1636), which leads to lower self-esteem. Furthermore, in the article "Parental Views of Families of Children with Autism Spectrum Disorder and Developmental Disorders During the COVID-19 Pandemic", parents have reported more isolation and restricted socialization between their children and peers (Meral, 2021) due to social distancing and remote learning. These measures may lead to unfavorable effects when developing a language. Therefore, the limited accessibility to therapeutic treatments during the school period in the pandemic, in this case, speech therapists, may have an immense impact not only on the language development but also on the personal development of each student with DLD.

Universal Design for Learning (UDL)

When talking about inclusive education, teachers must have an idea of how UDL works, however, when implementing UDL in the classroom, there are several challenges for teachers. Boothe et.al. (2018) give some recommendations to begin implementing UDL:

- (a) using PowerPoint presentations, (b) providing both traditional and online versions of the textbook, (c) utilizing online course modules, (d) including different activities into

discussions and/or assignments, such as graphic organizers, and word clouds, (e) providing individualized feedback on all course assignments (f) contacting students by phone before the course begins, and (g) hosting weekly online virtual meetings via Zoom or Twitter. (pp. 10-11)

In order to make learning much more accessible, the UDL framework focuses on reducing the learning barriers and removing obstacles for students (Guan, 2020). The three dimensions of UDL, multiple means of representation, multiple means of engagement, and multiple means of action and expression (CAST, 2018) provide teachers with the tools that they need to walk towards a more integral and inclusive education. Nevertheless, teachers must work hard on developing a strategy following the UDL framework to put into practice the theory and tools that they have. According to Gronseth and Dalton (2019), Chilean teachers have two main challenges when implementing UDL; first, there is a conceptual shift that Chilean teachers must have; Chilean teachers see UDL as a strategy rather than as a framework, where a framework is understood as a broad concept that includes curriculum, instructional planning, material, and the diversity that exist in the classroom. Second, in Chile, there is a strong use of labels when it comes to working with students with SEN, and rather than come up with accommodation for students, in particular, the Chilean curriculum should change to meet the different requirements, motivations, and ways of understanding the information (Gronseth & Dalton, 2019).

According to Guan (2020), there are several benefits when following the guidelines of UDL, some of these are: moving from teacher-centered to student-center mindset, setting a specific goal in order to have an appropriate assessment, and finally creating a much more inclusive environment.

A research carried out by the Educational Endowment Foundation in 2020, and whose objective was to analyze pedagogical methodologies during school closures in view of the COVID-19 pandemic, found five important implications regarding the matter. The first one explains that “Teaching quality is more important than how lessons are delivered” (p. 22); meaning that clear explanations of contents or assessments, and feedback is rather more transcendental than the way lessons are provided, whether on-site or via online. The second finding states that “Ensuring access to technology is key, particularly for disadvantaged pupils” (Educational Endowment Foundation, 2020, p. 22); that is to say, the lack of technological devices presents a barrier when it comes to

remote learning. The third and fourth implications describe ways in which pupils can improve their learning outcomes; on the one hand, peer interaction has proved to be highlighted since its positive impact on students, while on the other hand, independent work has also proved to have favorable effects on pupils. Finally, the last finding demonstrates that “different approaches to remote learning suit different tasks and types of content” (Educational Endowment Foundation, 2020, p. 22), which has to do with adapting the content and methodology to be as appropriate as possible to the diversity of learners' educational needs.

The aforementioned provides proper frameworks for teachers to consider when it comes to assessment. The Center for American Progress (Jimenez, 2020) describes four essential dimensions to aim for successful learning, and that became even more relevant during COVID-19 confinement. These are: “Conditions for learning, Socio-emotional needs, Student engagement and attendance, Family engagement.” (Jimenez, 2020, p. 1).

This data collection sparks a perspective about the success students can have with respect to academic performance. As explained through the same research, several students have seemed to have disappeared on account of the lack of technological devices, or for other hurdles they might face during online learning. Therefore, teachers have to adequate the previously described issues and considerations at the moment of delivering an assessment, as one critical element among learning components and which might struggle when four dimensions are not met.

EFL Assessment Strategies for students with DLD.

Regarding data of EFL assessments for students with DLD, there is no information about the English Subject specifically. The words assess and evaluate create a confusing data search, due to they are linked to the diagnosis of the LI more than the academic field. Identifying this gap in the knowledge base creates an opportunity to develop this discipline.

Chapter 5: Methodology

Considering the analysis of the literature that the research group carried out regarding the use of UDL guidelines when designing assessments (both formative and summative) for students with SEN, the research group found that there is a lack of information about didactic methodologies to assess students with SEN, (more) specifically students with DLD. Moreover, the group found that there is little literature regarding the teaching of English in Chile and the assessment of students with DLD.

This research is quantitative since the quantitative approach has its focus on measuring and statistically analyzing behavioral patterns in order to prove theories (Hernández, 2014). Additionally, this research is exploratory since it would help us discover new and interesting ideas about the investigation topic (Swedberg, 2018). Additionally, the results of the research would help to understand the knowledge, abilities, and literacy that teachers have about the methodological strategies when assessing students with DLD along with their knowledge of DLD in general.

Provided the current pandemic context, online surveys seemed like the best way to carry on with this exploratory research. Moreover, one of the advantages of online questionnaires is that they reach a broad spectrum of participants from all over the territory. Even though online questionnaires have their limitations, they provide the opportunity to gather a diverse amount of data (Lefever, Dal & Matthíasdóttir, 2007). For this reason, a questionnaire is the most appropriate method of data collection and its subsequent analysis (Dörnyei, 2003).

Participants

For this survey, the research group agreed that the participants should be EFL teachers and Special education teachers, both working in High Schools, who have had experience assessing students with DLD. The research group shared the survey in different Facebook groups requesting teachers to kindly answer it.

The list of the groups is the following:

EFL teachers' survey.

- [Chilean English Language Teachers | Facebook](#)
- [Evaluación Docente Profes Inglés Chile | Facebook](#)
- [Learning Community Of Chilean Teachers Of English | Facebook](#)

- [Chilean Teachers Of English | Facebook](#)
- [Alumni Association English Department Umce \(The Official Site\) | Facebook](#)
- [Toma Depa De Ingles | Facebook](#)
- [I Am A Teacher \(From Chile\) | Facebook](#)
- [Comunidad Estudiantes Y Ex Estudiantes Inglés Del Pedagógico | Facebook](#)

Special Education teacher’s survey.

- [Maestras Y Maestros De Educación Especial | Facebook](#)
- [Red De Educación Inclusiva | Facebook](#)
- [Técnicos En Educación Especial O Diferencial/ Chile | Facebook](#)
- [Maestros De Educación Especial | Facebook](#)

Instruments

The research group designed two surveys (*see appendix A and B*), one for EFL teachers with eleven questions and another for Special Education teachers also with eleven questions. Both surveys were divided into three sections.

The first section for both surveys was related to the personal information of the questionnaire respondents, where we asked them about their years of teaching experience and the type of school (public, subsidized, or private) where they work. Then, the second section was designed for both English and Special Education teachers containing two multiple-choice questions and one open question, regarding their teaching practices concerning their knowledge about UDL and how often they use UDL guidelines. Further, it was necessary to know teachers’ methodologies and strategies to assess students with DLD in their classes. Finally, in the third section, there were specific questions for EFL teachers and Special Education teachers concerning their methodologies when assessing students with DLD.

On the one hand, in the third section for EFL teachers, participants were asked four “yes or no” questions, where three questions were of short answers, and one multiple-choice question about their knowledge on SEN, how they use it to assess students, and if they work collaboratively with school members or staff specialized in SEN. On the other hand, the third section of the survey for Special Education teachers contained two multiple-choice questions and three open questions. Additionally, this research group wanted to become acquainted with the knowledge and inclusive pedagogical practices of SEN teachers related to the teaching of EFL. Furthermore, this section

was designed to find out whether they worked collaboratively with English teachers, how this process had been developed, which practices were used, and how these practices had changed considering the online teaching context due to the COVID-19 pandemic.

Procedure

On June 17th, the research group sent a letter requesting the validation of the instruments to Professor Michelle Paulet, from the English Department at UMCE. On June 22nd, the survey was approved. Once the instrument was validated, the survey was digitized on June 24th into the Google Forms application platform.

The group decided that the best way of carrying out the survey was through Google Forms, considering the current situation in schools and the country due to the pandemic. Moreover, teachers do not have much time to answer long interviews or questionnaires because of their long working hours and workload. Therefore, the purpose of using Google Forms was to give the respondents flexibility regarding their time to answer the surveys. This type of data collection provides a faster and concise system to analyze the information, given that it generates graphs and percentages for each of the questions (Raju, Narayanaswamy & Harinarayana, 2016). Since both surveys have three short answer questions, the group decided to include a content analysis which, “classifies textual material, reducing it to more relevant, manageable bits of data” (Weber, 1990, p. 5). That is to say, the research group classified the answers given in the three short answer questions dividing them into categories. According to the Elo & Kyngäs (2008) program, there are two approaches to content analysis, inductive and deductive. On one hand, the deductive method is used when the purpose of the study is theory testing and there knowledge about the topic (Lauri & Kyngäs, 2005, as cited in Elo & Kyngas, 2008). On the other hand, the inductive method is used when there is not enough knowledge about the topic (Kyngäs & Vanhanen, 1999, as cited in Elo & Kyngäs, 2008) Consequently, the research group decided to use the inductive approach since there is no former knowledge about the topic.

Furthermore, the research group decided to distribute surveys in schools where some members of the group were doing their professional practicums, and also by sharing links through Teachers’ Facebook groups. On August 20th, after a month of having shared the questionnaires, the group decided to create posters inviting people to participate in responding to the surveys.

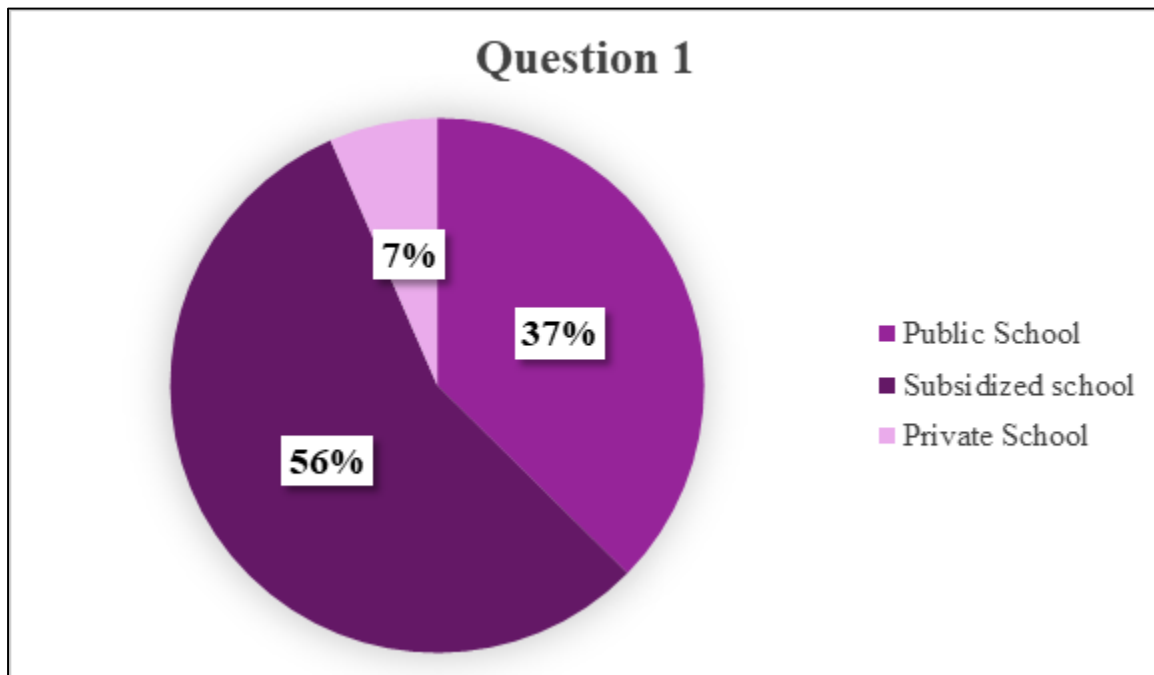
Chapter 6: Data analysis

English teacher's survey results

This section depicts the EFL Teachers' survey results, in which each question is presented through pie charts or bar graphs -accordingly- along with its corresponding data analysis.

Section 1: Personal Information

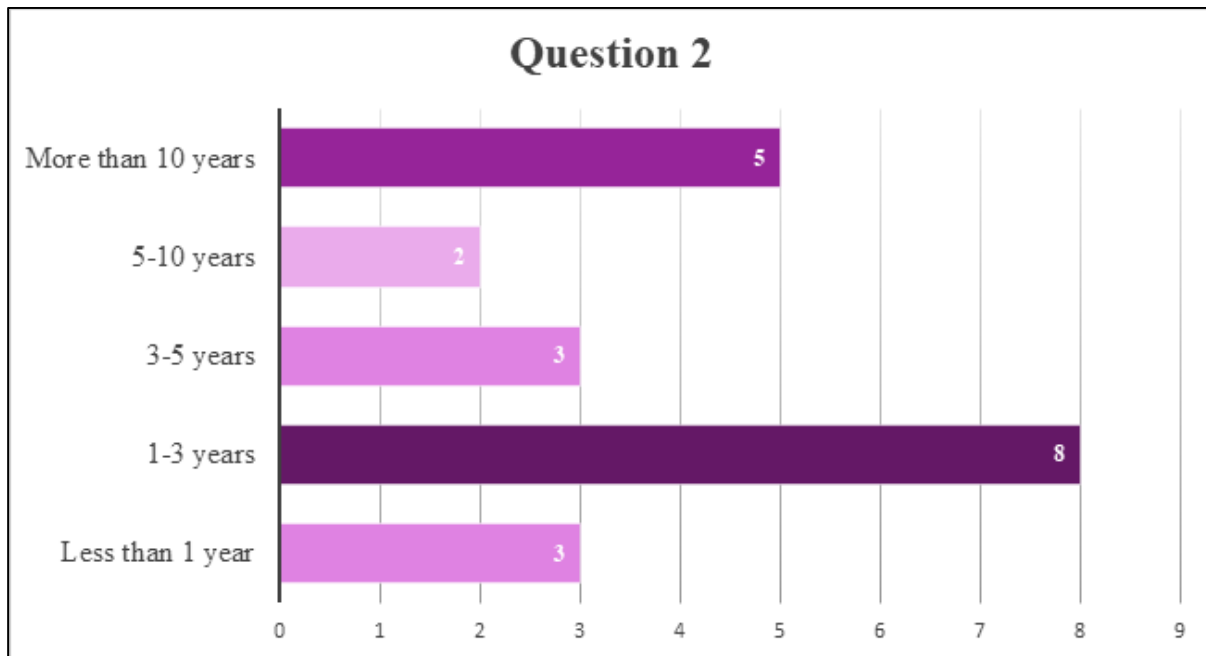
Question 1: The school where you work is:



Question 1 graph depicts the type of school where participants work, and it is divided into three categories: Public school, Subsidized school, and Private school. The majority of participants (56%) work in Subsidized schools. Then, 37% of participants work in public schools; while, 7% of them work in Private schools.

These results are in accordance with the statistics published by the Chilean MINEDUC, which confirms that the first majority of schools in Chile are subsidized, followed by Public schools and, finally, the less common type of institutions are Private schools.

Question 2: How many years of teaching experience do you have?

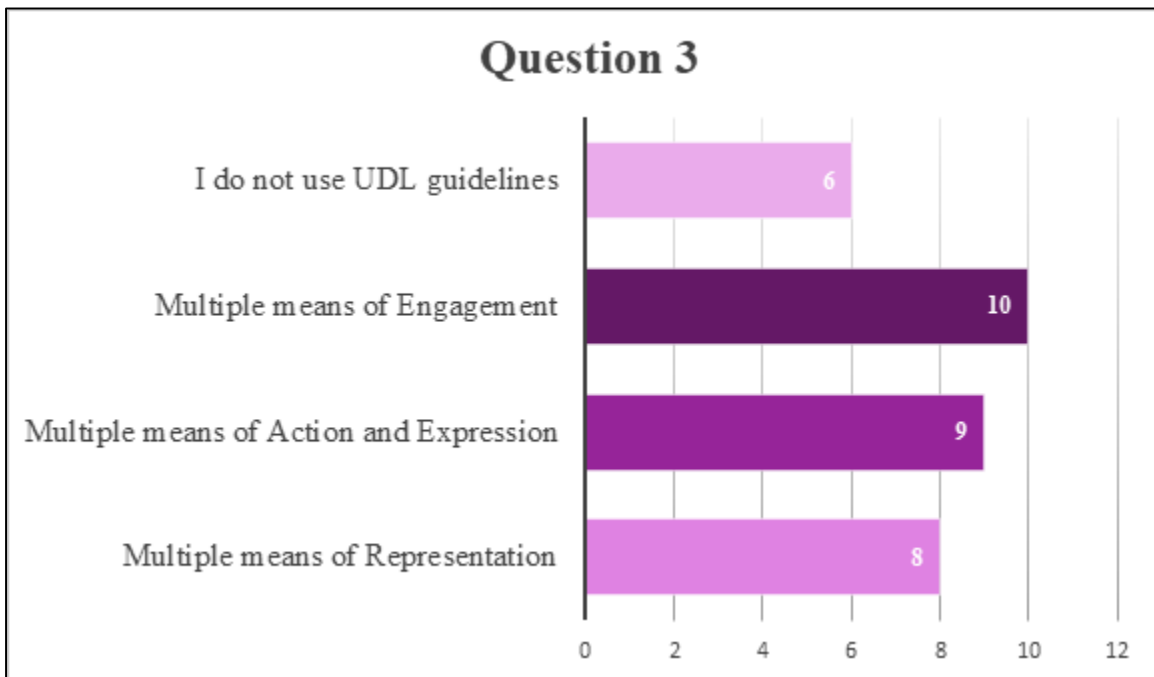


Question 2 graph portrays the years of teaching experience participants have. Out of 21 participants, 5 of them have more than 10 years of teaching experience. Then, 2 participants have been working for 5 to 10 years. Subsequently, 3 participants have worked for 3 to 5 years. Next, 8 participants have 1 to 3 years of experience. Finally, only 3 participants have less than 1 year of teaching experience.

These results validate the answers obtained from the survey since most participants have had a satisfactory amount of teaching experience. Therefore, they have had the opportunity to teach students with DLD in a face-to-face setting and also in online contexts due to the COVID-19 pandemic.

Section 2: Knowledge Related to Universal Design for Learning

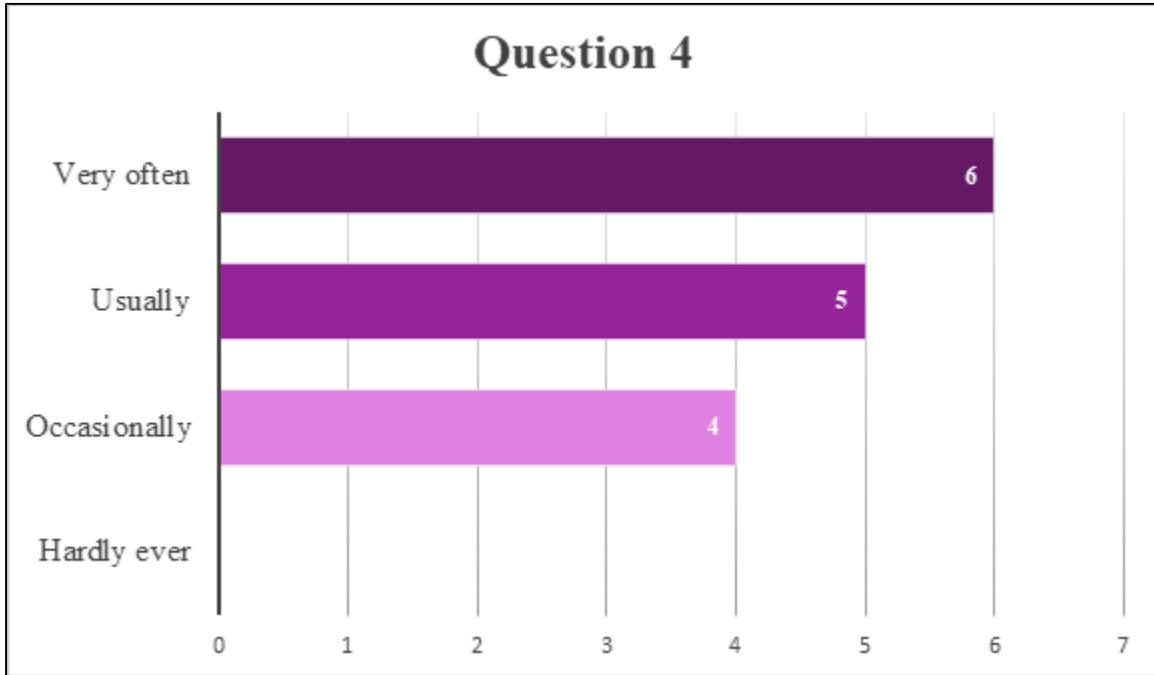
Question 3: Which Universal Design for Learning (UDL) guideline do you use to assess your students?



Question 3 graph represents which UDL guideline(s) participants apply to assess their students. In this question, participants could choose more than one option, and the results are the following: 10 participants use Multiple means of Engagement; then, 9 participants use Multiple means of Action and Expression; followed by 8 participants who selected Multiple means of representation. Finally, 6 participants do not use any UDL guidelines.

Since the Chilean education laws and decrees, as the Law 20.422 (2010) states that students with SEN should be included and given equal opportunities in the educational curriculum by applying UDL strategies, among others; it is alarming that 6 out of 21 participants still do not apply any UDL strategies to assess their students. It is important for teachers to be in continuous training since education -including SEN- and the multiple means of assessing students are constantly evolving.

Question 4: If you chose more than one option in the previous question, how often do you apply them?

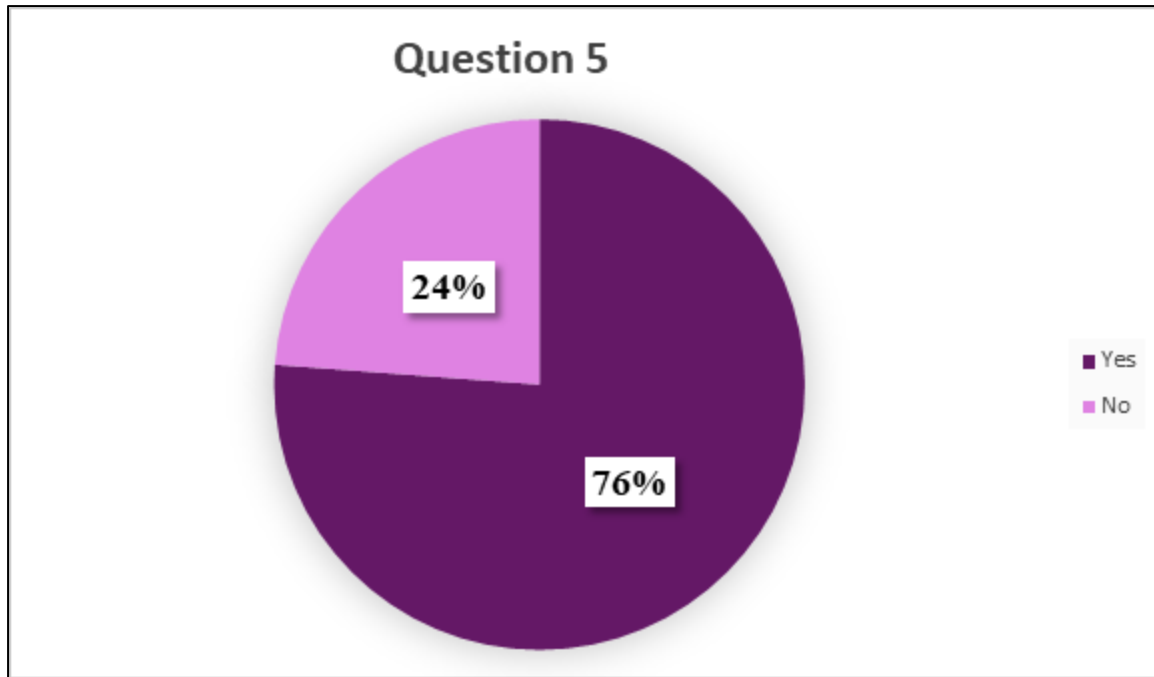


Question 4 graph presents how often participants apply UDL guidelines in order to assess students. Considering Question 3, only 15 out of 21 participants answered that they use UDL guidelines. Therefore, 6 participants admit applying UDL guidelines to assess students very often, 5 participants usually apply these instructions, and 4 participants occasionally use these guidelines. However, none of the participants selected the hardly ever option.

As well as the previous question (Question 3), it is disconcerting that 9 out of 15 participants usually or occasionally apply UDL guidelines, when they should use them very often and even always according to the Inclusion Law (20.845).

Section 3: Knowledge related to Developmental Language Disorder (DLD)

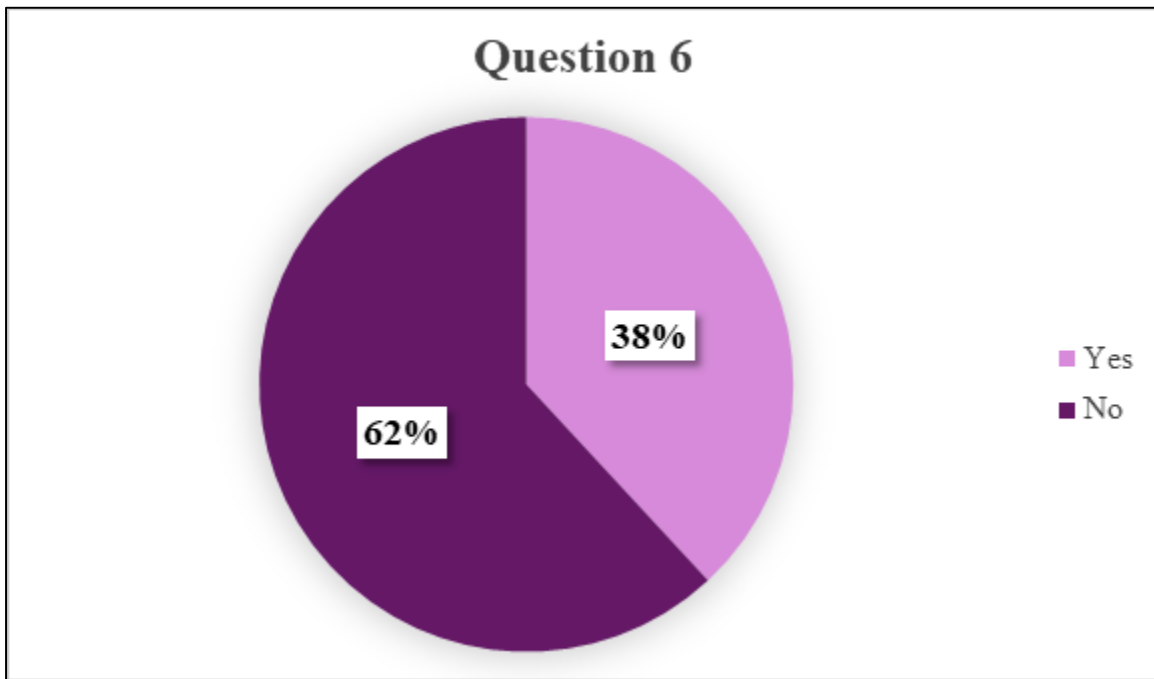
Question 5: Are you familiarized with the programme for Special Education Needs in your school (PIE)?



Question 5 graph illustrates how familiarized participants are with the PIE in their educational institutions. The vast majority of participants (76%) are familiarized with the PIE; while 24% of participants have answered they are not.

Taking these results into account, it is questionable whether the 24% of participants incorporate inclusive practices in the classroom since they are not familiarized with the PIE of their school; therefore, it is evident that -despite the fact that inclusive practices are mandatory- there is still neither monitoring nor regulation regarding inclusiveness in the classroom so that no student is left behind.

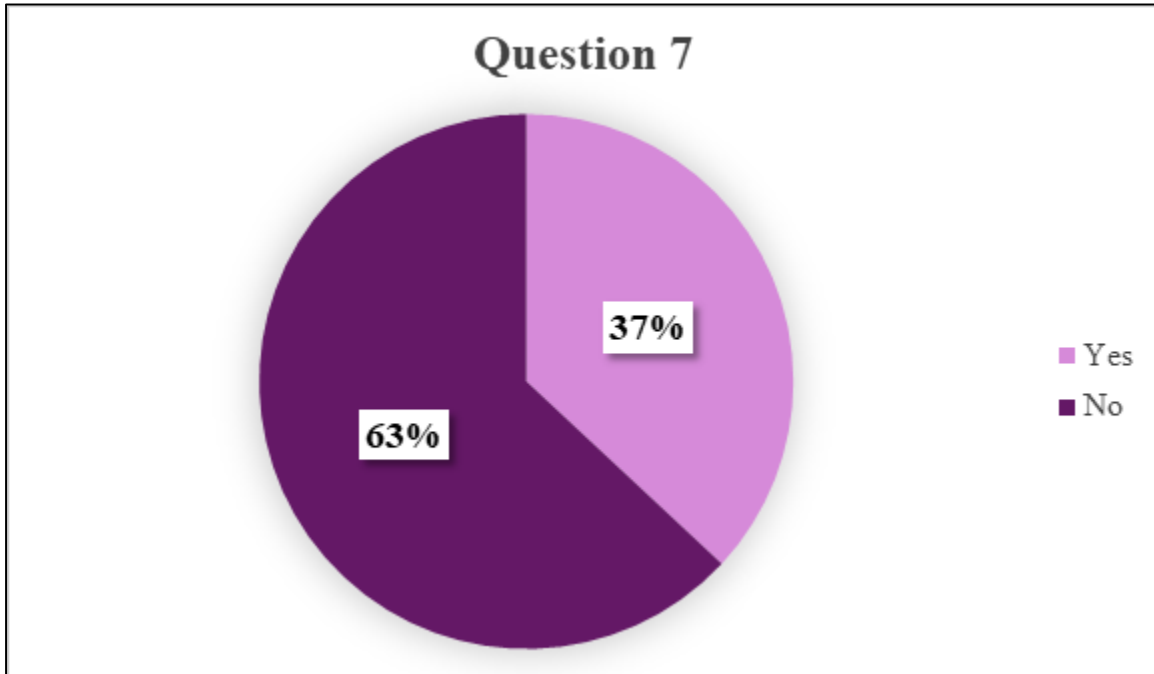
Question 6: Do you work collaboratively with members of school staff specialized in SEN and/or SEN teachers?



Question 6 graph shows whether or not participants work collaboratively with members of school staff specialized in SEN and/or SEN teachers. The majority of participants (62%) work with school specialized staff and/or teachers; while, 38% of participants do not work with any of them.

A positive aspect regarding these results is that even though schools are not required to have staff specialized in SEN, a large number of participants work together with them in order to apply inclusive pedagogical practices. Nonetheless, 38% -which is a high percentage as well- are doing their job without adapting their classes nor taking into consideration the recommendations that SEN staff could offer to the school context and students' SEN. In addition, it is not possible to identify whether the participants do not work with SEN staff because the school where they work does not have a specialized team, or if they do not work in collaboration with them because they are not interested nor motivated in doing it.

Question 7: Do you apply any type of assessment for students with DLD in your classes?



Question 7 graph demonstrates whether or not participants apply any type of assessment for students with DLD in their classes. While 63% of participants declare they do not apply any type of assessment for students with DLD, only 37% do not apply any kind of assessment for students with DLD.

On the one hand, the previous results can be directly related to Question 6, since participants who do not work with staff specialized in SEN are less likely to have the required knowledge to create and/or adapt the assessments for students with DLD. On the other hand, these outcomes can also be related to the responses to Question 3 about not using UDL guidelines. This is extremely daunting since these guidelines are used not only to set an inclusive educational environment but also to create and/or adapt the assessments required for SEN students.

Question 8: If the answer to question 7 was "Yes", which teaching strategies do you apply to assess students with DLD?

Chart 1.

The following chart displays varied categories which classify all the teaching strategies participants apply to assess students with DLD.

Categories	Answers
Visual support	<ul style="list-style-type: none"> - Multiple choice and images aids. - Images, short and clear instructions.
Assistance	<ul style="list-style-type: none"> - The SEN teacher is always with them during lessons and assessments are modified according to their needs.
Adapted material	<ul style="list-style-type: none"> - adapting contents (sic). - I use different resources to work in classes, mainly worksheets adapted to their learning process, their context and interests.
Differentiated Assessment (It refers to adapting the material used to assess students)	<ul style="list-style-type: none"> - If the assessment is oral, I try to design another one written, or I give them the chance to have more time to deliver it. - I create assessments focused on vocabulary and or general knowledge of the language trying to simplify grammar and other complex issues.
Others	<ul style="list-style-type: none"> - I ask them specific questions, emphasize what they need to do, assess short tasks paying attention to formative assessments.
Irrelevant	<ul style="list-style-type: none"> - Just pie”s suggestions (sic).

Question 9: When evaluating students with DLD, what practices, methodologies, or strategies do you use?

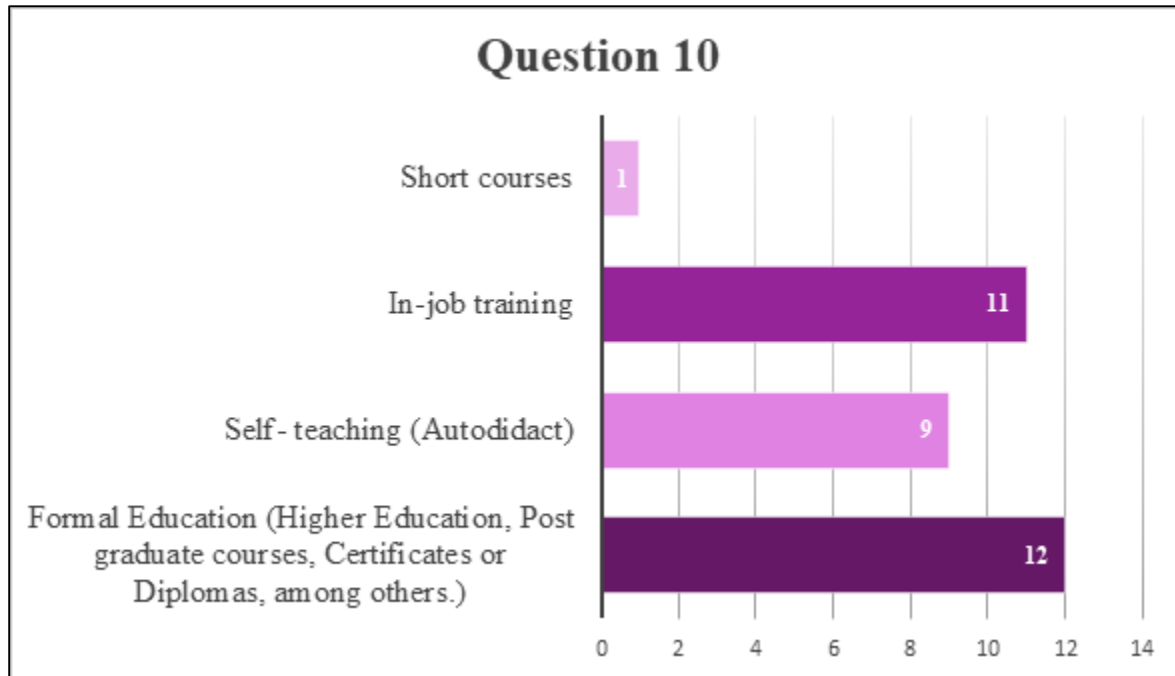
Chart 2.

The following table presents different categories which classify all the practices, methodologies, and strategies participants employ to assess students with DLD.

Categories	Answers
<p>Differentiated Assessment (It refers to adapting the material used to assess students)</p>	<ul style="list-style-type: none"> - I tried to make different assessments according to their learning level, but it is difficult because in English classes we do not have support from the PIE program, so I tried to learn by myself how to create an accurate material for them to evaluate (sic). - Consider their proficiency in English, context, and language needs (sic).
<p>Differentiated scale</p>	<ul style="list-style-type: none"> - Differentiated assessment scale. - Lower the percentage of approval.
<p>Diversified assessment (It refers to using multiple means of assessment)</p>	<ul style="list-style-type: none"> - The same that I use with other students, but as I said, with little modifications. Written test, expositions, videos, interviews.(sic) - Vocabulary assessment, mimicry, listening, group work. activities, (sic).
<p>PIE suggestions</p>	<ul style="list-style-type: none"> - Pie’s suggestion (sic).
<p>Special</p>	<ul style="list-style-type: none"> - I don’t use them (sic). Students with DLD are usually

Education teachers	<p>assessed by the PIE staff.</p> <ul style="list-style-type: none"> - SEN teachers are in charge of those evaluations.
Collaborative work	<ul style="list-style-type: none"> - All evaluations are discussed with the SEN teacher first and then some changes are made if needed.
Support Material	<ul style="list-style-type: none"> - Games and visual material. - I try to use games , oral assessment , different activities, realia. - I use more audiovisual techniques and online apps to teach and practice thr objectives (sic).
Guide tasks	<ul style="list-style-type: none"> - To guide them with instructions, doing question by question with them, mainly to explain them than to give them the answer. Usually they always stay until the end so it is easy to help them with the instructions at that point of the class, because the rest of the kids already left (sic).
Simple tasks	<ul style="list-style-type: none"> - Again, I emphasize what they need to do. Short and specific questions.
Complaints	<ul style="list-style-type: none"> - I give them extra time and explanation, I would like to have a different evaluation but the school don't have a PIE or any regulation for N.E.E students (sic).
Others	<ul style="list-style-type: none"> - Reading comprehension. - I try to use more responsive methods so as to provide students with the means to prove their understanding by their own ways (sic).
Irrelevant	<ul style="list-style-type: none"> - x - simpli (sic).

Question 10: Regarding your knowledge of inclusive teaching practices, how did you acquire this knowledge?



Question 10 graph reveals the means participants acquire knowledge about inclusive teaching practices. In this question, the 21 respondents could choose more than one option; therefore, there are 33 answers in total. The most selected option was Formal Education (12 participants); closely followed by In-job training (11 participants), and Self-teaching selected by 9 participants. Finally, the less selected option was Short courses (1 participant).

As previously mentioned, Formal education and In-job training were the most selected options by the respondents. These results are the evidence of the Law 20.845 (2015) and Decree 83 (2015), where courses about inclusive practices have been progressively added not only to the pedagogical programs but also to In-job training.

Notwithstanding, despite the existence of Formal Education and In-job training, Self-teaching is still relevant since it reveals the willingness of teachers -and the participants of this study- to be constantly improving in one way or another (in this case being a self-taught person) their inclusive pedagogical practices. Therefore, teachers do try to change the reality of the context where they work, despite the lack of support and the quality of the resources provided -or not- by schools.

Question 11: How have your teaching strategies changed, in the online modality, due to the COVID-19 pandemic to include students with DLD?

Chart 3.

The following table organizes different categories which classify all the participants' teaching strategies that have changed in the online modality to include students with DLD.

Categories	Answers
School and parents' support	<ul style="list-style-type: none"> - It has been difficult for sure. But some of the strategies my school has implemented are: having weekly meetings with the students and being in constant communication with their parents. As well as giving them the chance to be part of the decision making when it comes to the evaluations (sic).
ICT	<ul style="list-style-type: none"> - I apply different methodologies in order to include everyone, i take good advantage of the tics to make more fun classes (sic). - I started to work in this context so I can't say what have changed but I suppose that the use of technology as a tool to help students with DLD (sic). - I think they are more engaging due to the nature of online activities and games.
Individual sessions	<ul style="list-style-type: none"> - A lot, I have to work in individual sessions with students with DLD.
Differentiated assignments scale	<ul style="list-style-type: none"> - Mostly when I have to grade the assignments; I have another requirements scale.

<p>Flipped classroom</p>	<ul style="list-style-type: none"> - I am trying something that It is not my favourite strategy. I anticipate the learning before the classes with them. So, I send some vocabulary or material related to the next class so the students acquainted the knowledge and they are more prepare for the class, and it actually really works. But it is the only method that I am using in online modality (sic).
<p>Diversified material (It refers to providing multiple resources throughout the learning process)</p>	<ul style="list-style-type: none"> - Paying attention that the material is very explicit and with different type of exercises and formative evaluations to assess the work and change if it is necessary the strategy (sic). - Shorter classes and more specific content, diversity of material and the use of applications to practice what is taught in each class.
<p>Complaints</p>	<ul style="list-style-type: none"> - Hard to do (sic). - Honestly, I have only worked during pandemic so, I don't know. But, I believe that in this context, it could be harder to guide students with DLD and provide them effective strategies. In a normal context, according to the theory there are more strategies to work with students that have DLD or a special need, but in this current context we don't have the control over a lot of factors, and that, limit the strategies that we could use (sic). - Honestly, it's been difficult to include students in general when teaching "in-classroom" and via zoom at the same time so there's been little time to revise strategies focalize on DLD students or any SEN student. - it is more difficult to engage students with DLD (sic). - I have struggled way too much than I had expected, and it has been quite a challenge that I have still not been able to deal with properly.
<p>Others</p>	<ul style="list-style-type: none"> - I try to be even more specific when teaching, and I ask for feedback to know if they have any problem when solving tasks (sic).

	<ul style="list-style-type: none"> - It has been hard because you can't spend as much time as you did on face to face, answer doubts. There have been many tools that have helped to get close the subjects to all students! - I have focused my teaching on the four skills which provides my students with several opportunities to learn the English language (sic). - It has been really difficult. I usually give them short tasks.
Irrelevant	<ul style="list-style-type: none"> - x (sic). - yes (sic). - They changed a lot but I think it was better for both sides.

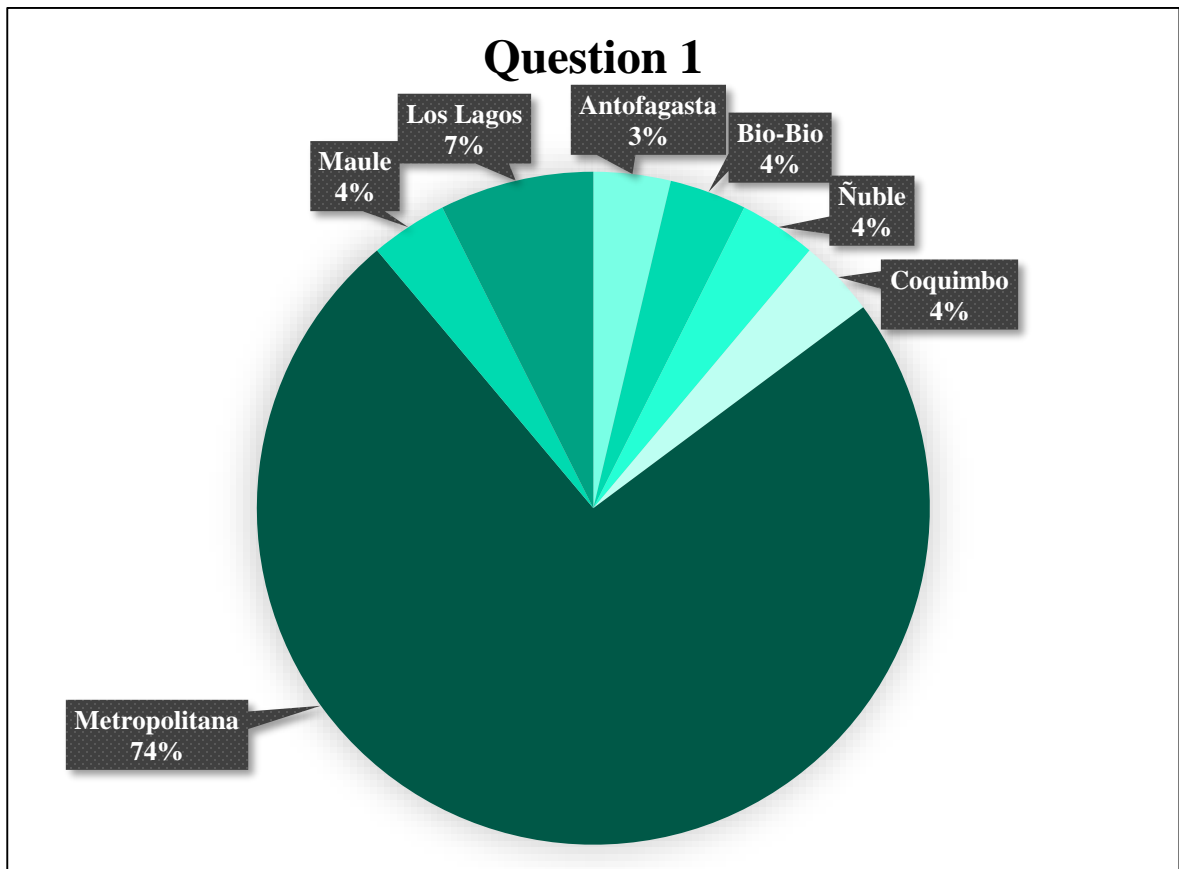
Special Education teachers' survey results.

This section presents the Special Education teachers survey results, where quantitative analysis is presented through pie charts and bar graphs. At the same time, there is content analysis done to those questions requiring short or long answers. This survey was designed and shared in Spanish. Nonetheless, the research team translated the questions and answers for better understanding of the readers.

Question 1. Mention commune or region of the institution where you work.

Question number one is divided into two graphs depicting where teachers work geographically wise. The first one shows the percentages per region while the second one shows the communes in the Metropolitan region.

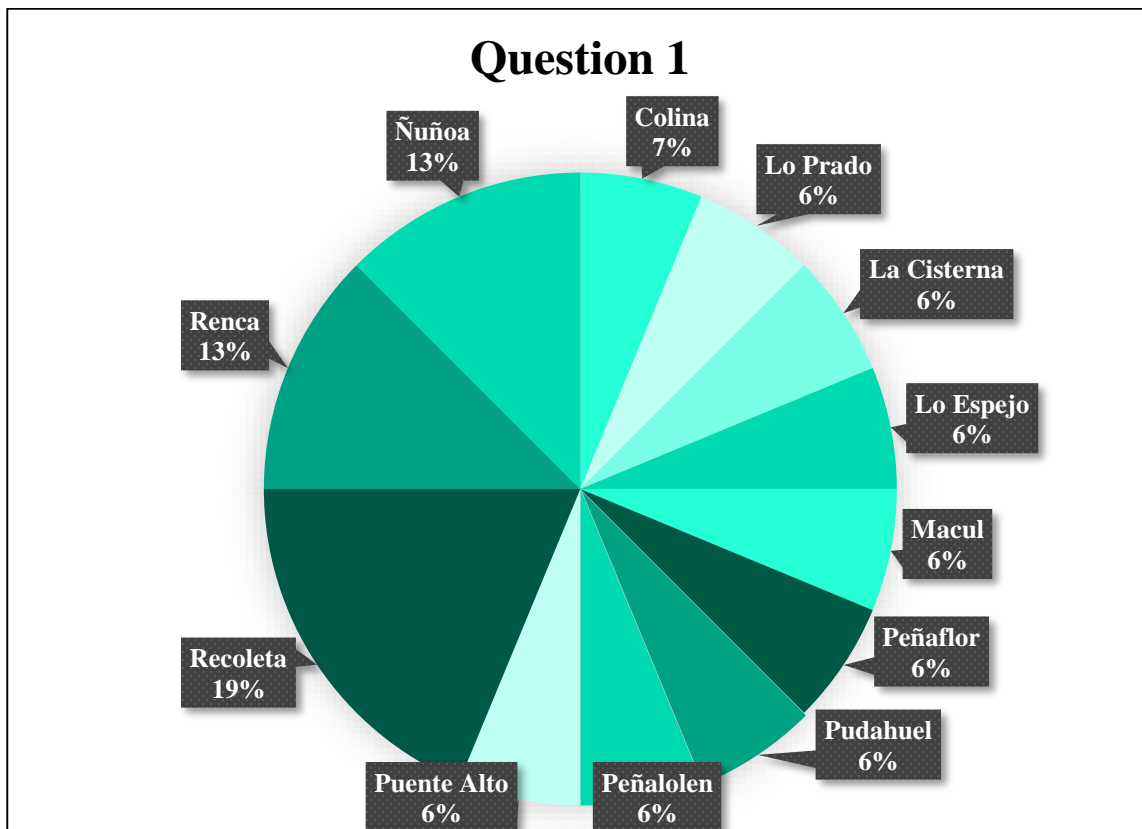
Question 1.1:



As can be observed in Graph 1, 74,1% of the participants work in the Metropolitan Region (including the Capital city of Santiago). Then, 7,4% are from Los Lagos. The rest of the participants are from Maule, Antofagasta, Bio-Bio, Ñuble, and Coquimbo, each with 3.7%.

These results might lead to considering the data from a centralized perspective due to the remarkably high percentage of teachers from the capital city, as opposed to the lack of representation of rural schools.

Question 1.2

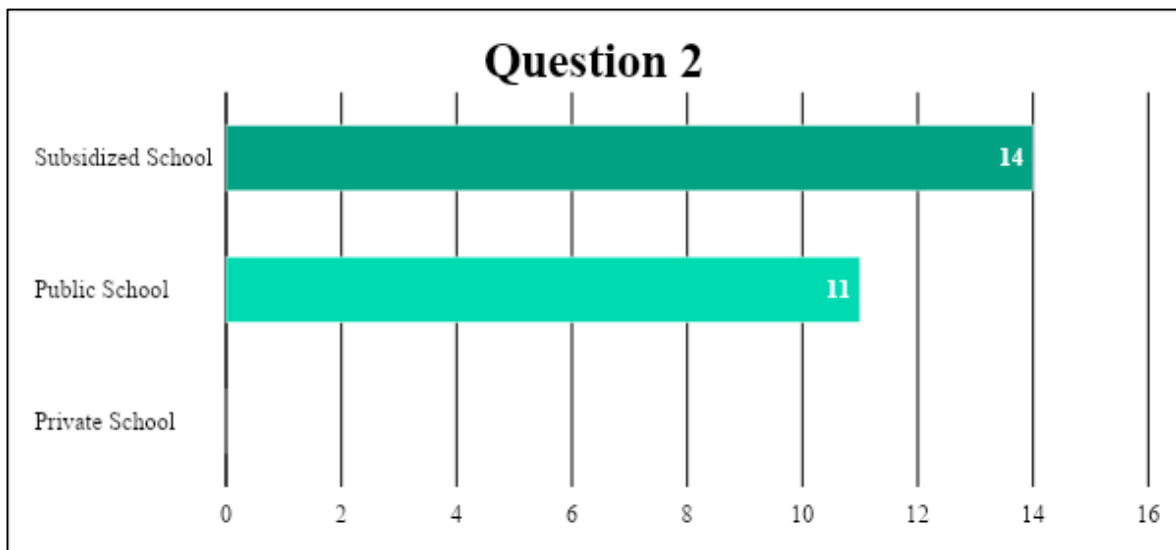


Graph 2 shows the participants who work in the Metropolitan Region divided into communes. The majority of the participants answered that they live in Recoleta, which is represented with 18.8%. Followed by Renca and Ñuñoa with 12,5% each. The rest of the participants live in Colina, Lo prado, La Cisterna, Lo Espejo, Macul, Peñaflo, Pudahuel, Peñalolen, and Puente Alto, each with 6,3%.

According to the percentage of people living in poverty from 2017 (MINEDUC), the communes of Recoleta, Colina, La Cisterna, Lo Espejo, Macul, Puente Alto, and Recoleta have a higher percentage amounting to 6.5%, while the lowest percentage is Vitacura with 0,1%. The highest percentage is 14,1% and it corresponds to La Pintana. Therefore, the majority of the

communes represented in this graph belong to an average rate in terms of their income levels which corresponds to low income sectors. Also, these communes represent the western and southeast sides of the Metropolitan Region, geographically.

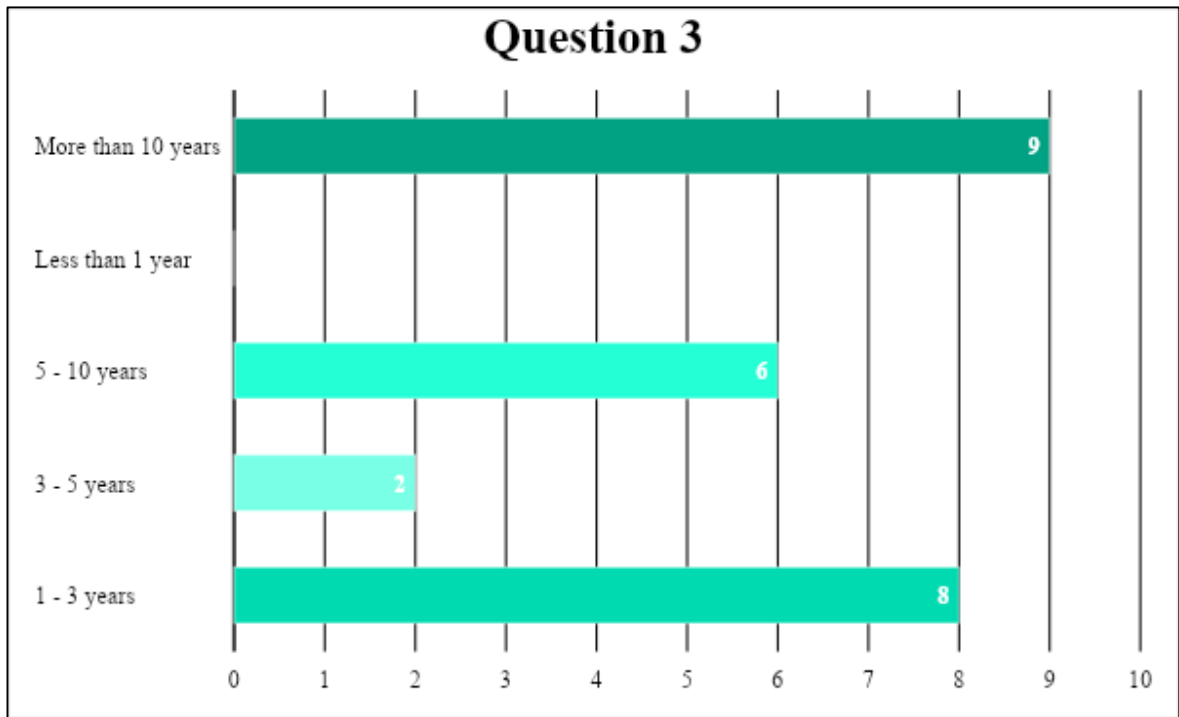
Question 2. The institution where you work is:



In Graph 2, 14 participants stated that they work in a Subsidized school. While 11 stated that they work in a Public school. Last, none of the participants claimed to work in a Private school.

In that sense, it is reasonable to not have obtained any answers from participants working in the private sector considering the document of Data of Special Education modality in Chile, which details the number of schools that have students with SEN, and the number of students enrolled in those schools. According to the document, there are 2 special education private schools, containing 45 (0,02%) enrolled pupils of the 183.373 students diagnosed with SEN in the country, a number that certainly does not include all students who have not yet been diagnosed or treated. Therefore, it is challenging to have a perspective from Special education educators working in private schools, due to the lack of employment in that sector (Holz, 2018).

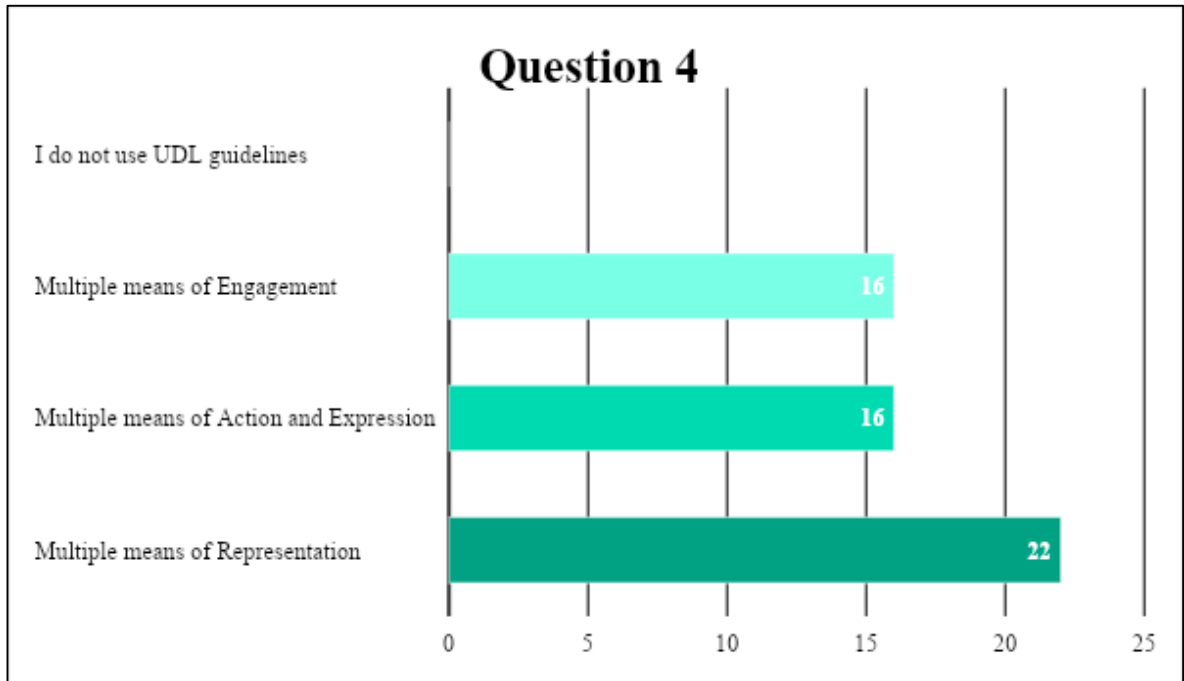
Question 3. How many years of experience do you have teaching in educational institutions?



The third Graph displays the years of teaching experience that participants have. As observed, most participants have more than 10 years of experience. Followed by 8 of the participants who answered having from 1 to 3 years of professional practice. The remaining participants are grouped into the 5 to 10 years gap, adding to 6 participants; the 3 to 5 years group adds 2 participants. The last option, which is less than a year of teaching experience, was not selected by any participant.

Based on the different and opposite results obtained in the answers to this question, it was assumed that there was a significant contrast between the years of teaching experiences chosen by the participants. First, the most selected option reflects that experienced educators answered this survey primarily and that they have applied more than one style or methodology in the classroom to satisfy students' needs and, as a result, adapt the way they evaluate students. Second, another option that received several answers in this question was the 1 to 3 years of experience, probably selected by new educators who do not have much teaching experience inside classrooms. However, their answers are equally important since it shows the reality of schools hiring new teachers, probably recently graduated educators with less experience. Finally, as the option Less than a year was not chosen for any participants, this research has no answer from newly graduated teachers.

Question 4. Which UDL guidelines do you use in your lessons? Select all that apply.

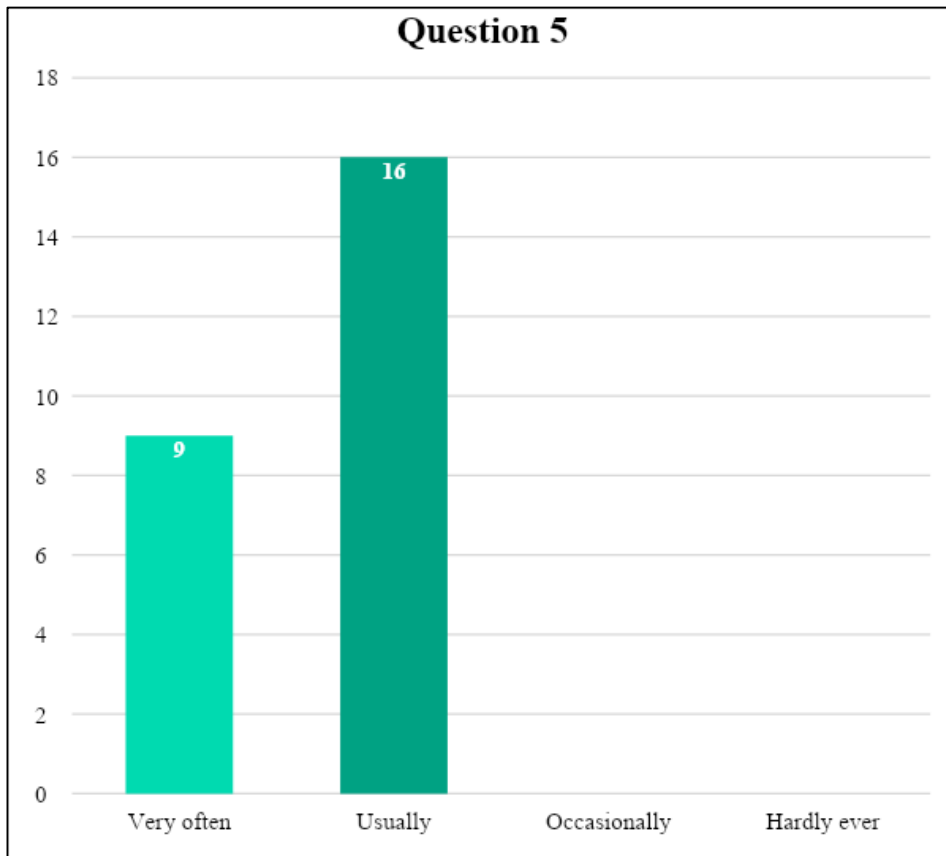


Graph 4 details which UDL guidelines are applied to assess students with SEN by the participants. Firstly, the most chosen option is Multiple Means of Representation, selected by 22 participants. Secondly, both Multiple means of Engagement, and Multiple means of Action and Expression are applied by 16 participants. Finally, none of the participants expressed that they do not use UDL guidelines.

Considering that every school should include UDL guidelines in assessing students, it was significant to know that all participants apply at least two out of the three Universal Design for Learning principles. Since Multiple means of representation was the most selected option, according to CAST (2018) in UDL and the Learning Brain, teachers are primarily reinforcing the recognition networks in students' brains, presenting the contents in different manners, and providing diverse methods to acquire the information. Then, the other two options were equally selected by the participants but in smaller quantities. On the one hand, "Multiple means of Action and Expression give students plenty of options to express what they know and provide models, feedback, and support for their different levels of proficiency" (CAST, 2010, 3:30). On the other hand, Multiple means of Engagement is directly connected with students' interests and learning styles, so what works properly for one group of students may not work for others. Every educator

must be prepared to associate and relate new content and new lessons with students' motivation and attention. Fortunately, all participants from the survey use and apply at least two principles of UDL which means that schools are conscious of the significance of transmitting the knowledge no matter how students learn. Schools should reach their learning goals.

Question 5. If you selected any of the Universal Design for Learning guidelines in question 4, how often do you use them?

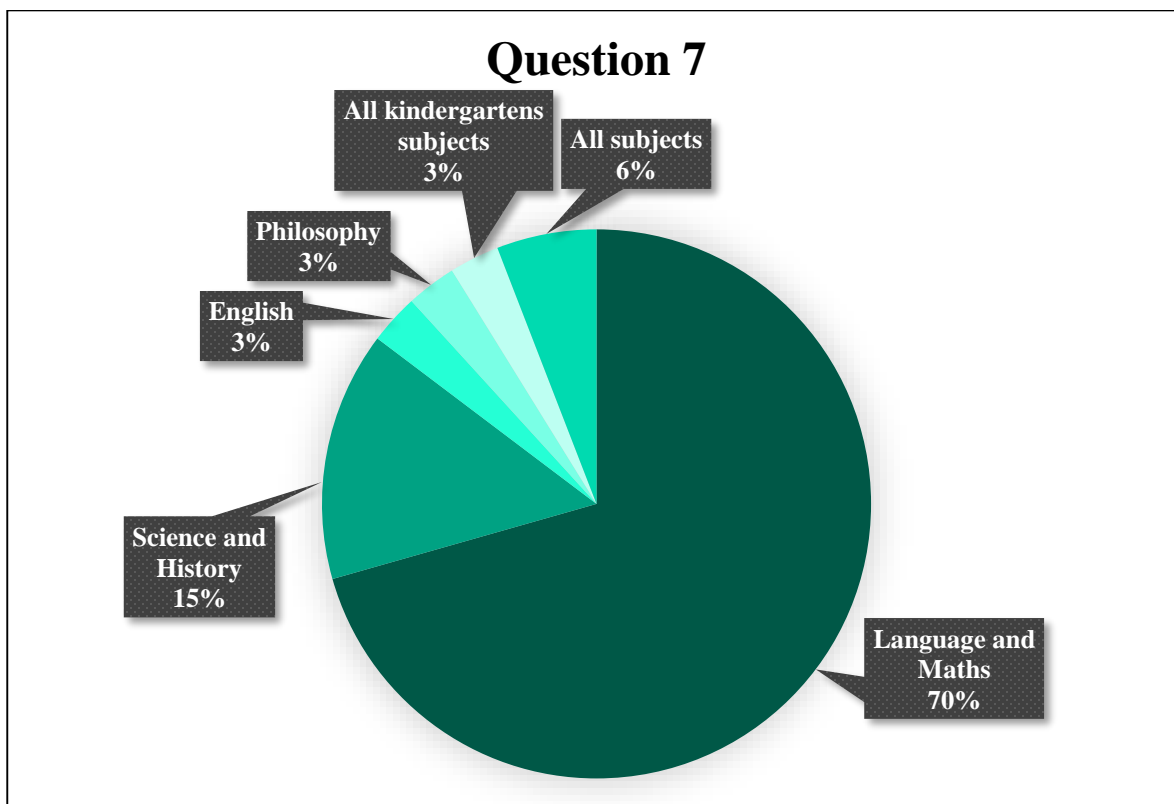


This Graph shows the answers on how often Special Education teachers use UDL guidelines in order to assess students. In the survey, 9 participants declare using UDL guidelines to assess very often, while 16 participants responded they usually use the guidelines. Finally, no participants select the options occasionally and hardly ever.

According to Eichhorn et. al (2019) it is needed that educators work collaboratively and to do it under UDL principles so as to promote students' engagement. Therefore, it is expected to find that all the participants use UDL guidelines in the classroom, since all of them are Special Education teachers. Furthermore, the Chilean context supports this statement by establishing the

same idea in Decree 83 (2015), explaining that the aforementioned guidelines promote inclusive practices within the classroom, by providing all students equal opportunities to learn taking into account their differences.

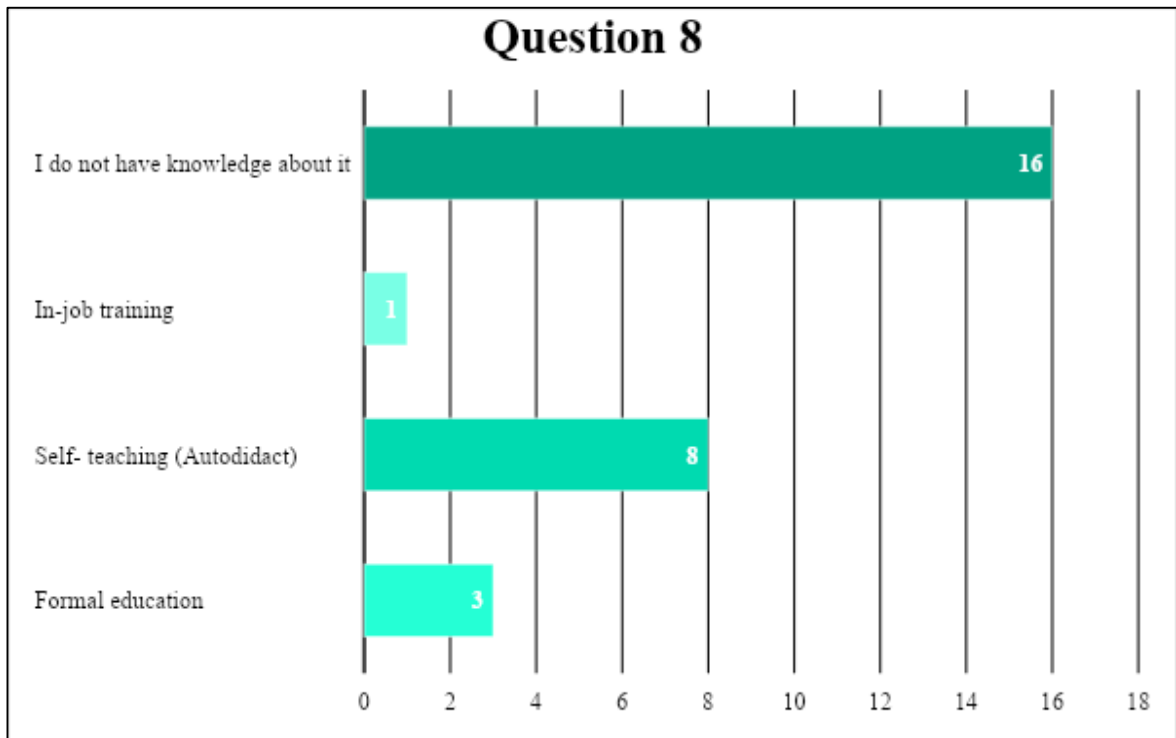
Question 7. Name the subjects in which you do individual support to students with SEN in your workplace.



As can be observed, Graph 7 shows the school subjects in which participants accompany students in order to support them academically. At first glance, it can be observed that 70,6% of the participants are present in the Language and Mathematics classes. This is followed by 14,7%, for Science and History subjects. Then, 5,9% of the participants affirmed their accompaniment throughout the whole range of subjects. Finally, 3 participants responded to different subjects, one answered English, another answered Philosophy, and one answered that they accompany all subjects in kindergarten, which represents 2.9% for each participant.

These results are consistent with the guidelines from PIE, which states that (lenguaje y comunicación) and Mathematics must receive particular emphasis regarding this program's objective (Law 20.845, 2015).

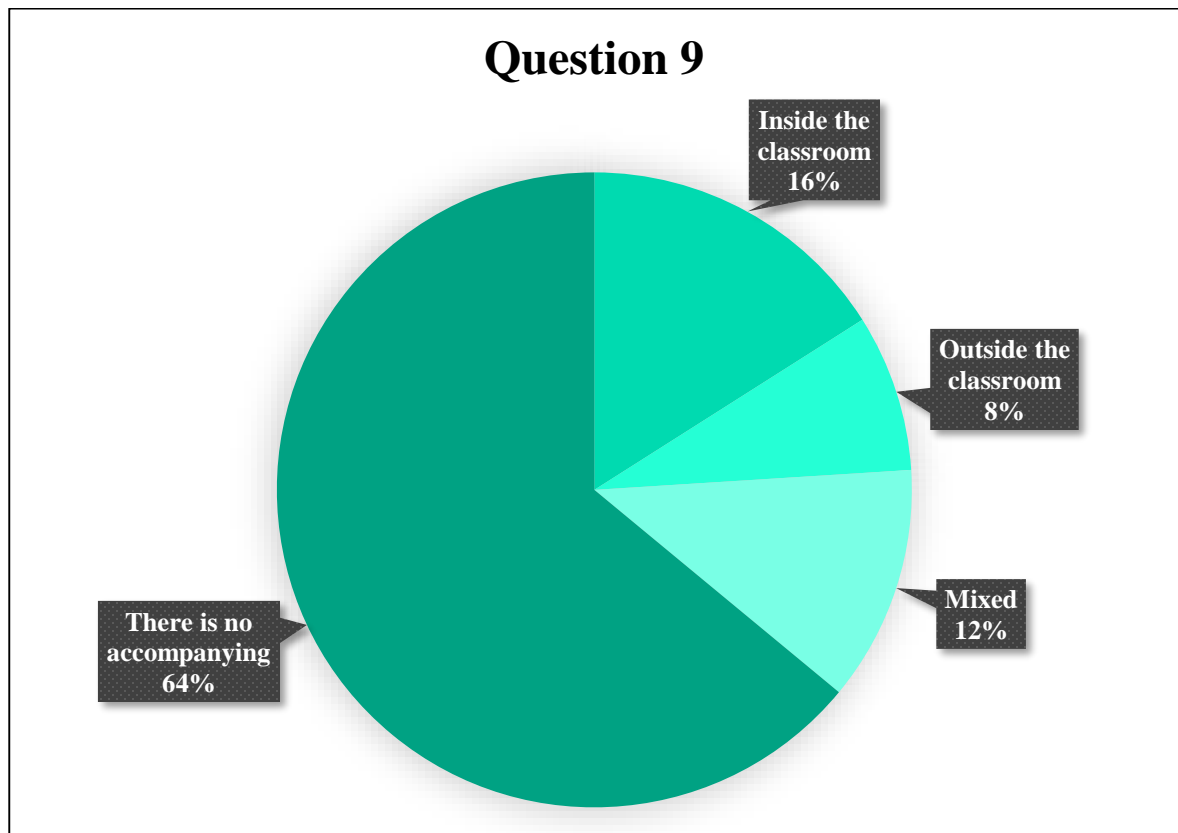
Question 8. Regarding knowledge about inclusive pedagogical practices related to teaching and learning of English, How did you acquire those practices? Select all that apply.



This Graph shows how Special Education Teachers acquired knowledge regarding the English language related to inclusive teaching practices. First, 16 participants claimed that they do not have knowledge regarding inclusive practices for the teaching of English language. Then, 8 participants marked Self-teaching meaning that it was an autonomous work. Followed by 3 participants who responded that they received English knowledge from Formal Education. Finally, 1 participant marked that they acquired knowledge from in-job training.

As the Graph shows most Special Education teachers do not have knowledge about the English language; moreover, the participants who expressed that they had knowledge about it, stated that it was self-taught. There are just 4 participants who have learnt about English in formal scenarios (formal education and in-job training). The research group could not find a theory related to this in the literature.

Question 9. In relation to the English subject in your workplace, how do you support students with **Developmental** language disorder?



According to the answers obtained for question 9, the Graph shows that 64% of the participants affirmed that there is no support to students with SEN in the English subject; 16% carry out their support to students with SEN inside the classroom, while 12% of the participants do their support outside the classroom. The remaining 8% of the participants do their support to students with SEN both inside the classroom and outside the classroom.

These results clearly show that most Special Education teachers do not give support to students with SEN in the English subject. According to Wong-Ratcliff & HO (2011), it is important that students with SEN receive support from teachers in a regular classroom along with support from a team of specialists, such as speech therapists, physical therapists, occupational therapists, and adaptive physical education teachers.

Content Analysis.

Question 6: When assessing students with Developmental Language Disorder, what practices, methodologies or strategies do you use?

Chart 4.

The following table categorizes the participants' teaching practices, methodologies and strategies they use to assess students with DLD.

Categories	Answers
Curricular adaptation	<ul style="list-style-type: none">- The first thing that must be taken into account is what area is being affected (phonetic-phonological, semantic, pragmatic, morphosyntactic) due to from there the necessary curricular adjustments for their evaluation must be made. In a general level the instructions should be simple and concise, ensure the understanding of the activities, prioritize oral instructions.- Classroom modifications, daily life examples, curricular adjustments.- Material adaptation according to their needs.
Multiple means of representation	<ul style="list-style-type: none">- Most of the time I work with multiple means of presentation of information and representation at an oral level to move on to writing.- The evaluation that I carry out is trying to use as much material as possible, always taking into account the abilities the student has as an individual and I never

	<p>consider a bad answer, because every child gives an answer in different forms.</p> <ul style="list-style-type: none"> - All kinds of strategies that serve and focus on language, pictograms, sign language, graphic representation, audiovisual media, etc. - Direct observation, flash cards. - UDL.
Differentiated evaluation	<ul style="list-style-type: none"> - I evaluate according to the abilities of the students. I use rating scales or checklists. The methodology I used to a greater extent is the IIM (integrative international methodology). - Differentiated evaluation. - Observation and evaluation of abilities. - The evaluation system must be focused on the learning styles of the groups of students, that is why they must be didactic, enhancing the visual, auditory and kinesic.
Clear instructions	<ul style="list-style-type: none"> - Clear and simple instructions, images to support the activities, videos about the topic, among others. - Task slowly, indications with few words, sing the instructions, gesturing a lot and repeating short objectives in each group observation session, individual

	<p>observation, referral to a speech therapist at the school, psycho pedagogical evaluation, anamnesis, delivery of reports and diagnosis to the family, performance of ISP (individual support plan) and classroom support.</p> <ul style="list-style-type: none"> - Spelling words, emphasize the sound of letters and syllables. - Various oral expression strategies.
Support from speech therapists. (<i>fonoaudiólogo/a</i>)	<ul style="list-style-type: none"> - Speech therapist assesses, works on phonological awareness, articulatory points, in front of each other and in front of the mirror, among others.
Gamification	<ul style="list-style-type: none"> - Throughout “games” or with digital tools such as kahoot, among others.
Conventional assessments	<ul style="list-style-type: none"> - Tests, school work. - Generally, school works with rubrics are carried out.
Ambiguous (not clear)	<ul style="list-style-type: none"> - Generally modelated.
Irrelevant	<ul style="list-style-type: none"> - I work with students with I.D. Back then I used Tepsi. - I do not work with that type of students.

(Translated by the research group)

Question 10. If in question 9 you answered that you do any type of individual support to students in the English lesson, what practices, methodologies or strategies do you apply when designing or suggesting strategies to assess students with DLD?

Chart 5.

The following table categorizes the participants' teaching practices, methodologies and strategies they apply to assess students with DLD.

Categories	Answers
Diversified assessment	<ul style="list-style-type: none"> - We try to do interdisciplinary work, we articulate the learning objectives and activities. It is applied to all students, in this way it can be a really inclusive practice and not only focusing on students with SEN. Besides, we use more than one instrument to assess, and students choose the one they feel most comfortable with.
Differentiated evaluation	<ul style="list-style-type: none"> - Strategies and differentiated evaluation are suggested. - The methodology to use depends on the student. - Diversified activities depending on the DLD level. - Currently I do not carry out this individual support, but in a moment, the evaluations were made in the resources room and procedurally.
Curricular adaptation	<ul style="list-style-type: none"> - Curricular adaptation, sometimes, significant. - To reduce the objectives. - Playful. Daily direct observation. Evaluation of specific

	contents.
Irrelevant	- I do not interfere in the English subject.

(Translated by the research group)

Question 11. How have your inclusive practices changed with online lessons?

Chart 6.

The following table categorizes the participants' inclusive practices during online lessons and how they have changed during this time.

Categories	Answers
Adaptation for online classes	<ul style="list-style-type: none"> - To personalize even more the lessons in order to cause interest and motivation over learning, to look for digitalized platforms related to games. - It demands more concentration on topics in less time and teaching approaches that allow to teach only through the screen, being 100% more playful and focused on the learning objectives. - We use the diversification of the activities. - By using every means of communication and applications (apps) that allow us to approach all of the learning styles. - They have changed so as to promote students' learning. - They have been strongly adapted, and functional learning is prioritized as much as possible.

	<ul style="list-style-type: none"> - It has been an arduous work since, even though the work is personalized, working hours are multiplied in order to cover all needs. - Not many changes, they have been rather adapted to online settings. - They are much more playful. - By bringing them to technological use. - By incorporating virtual resources, which enable students with intellectual disability to comprehend and to participate. - I have used digital tools more frequently.
<p>Individual support and reinforcement</p>	<ul style="list-style-type: none"> - Individual support is provided, via Google Meet or Jitsi 1 working hour for each student. - Support is provided through online lessons and with reinforcement workshops. - We make individualized lessons.
<p>Accessibility</p>	<ul style="list-style-type: none"> - It has been difficult, some students do not have access to this modality.
<p>Difficulty regarding interaction</p>	<ul style="list-style-type: none"> - Significantly, since interventions are centered on the interaction in order to enhance students' speech, as a group, which is difficult to achieve through the camera. - On students' interactions, as we are not in the same place, it is difficult to create a bond to build learning. - It has been complex because addressing diversity through an online or remote modality is harder mainly because there are few bonds with children, and that requires paying

	<p>more attention to aspects and in the classroom there is an instance more to determine them.</p> <ul style="list-style-type: none"> - The contact with my students was too difficult and we decided to return to face to face lessons once a week with students per grade, who belong to PIE. - Very much, since there is no co-teaching.
Ambiguous	<ul style="list-style-type: none"> - It has become more difficult to apply them. - It is more exhausting.
Irrelevant	<ul style="list-style-type: none"> - Very much.

(Translated by the research group)

As a result, in the future, it could lead to a new interesting and valuable investigation, with backgrounds from new generations of recently graduated teachers, following modern trends, methodologies, and strategies.

Chapter 7: Suggestions

Oxford Learner's Dictionary defines suggestion as "an idea or a plan that you mention for somebody else to think about" (Oxford Learner's Dictionary, n.d.). Thus, the purpose of the following suggestions is focused on sharing and teaching how teachers and educators can assertively, respectfully, and carefully assess students with DLD, considering the context and educational resources of Chilean classrooms. Therefore, the research group recommends applying these suggestions on a daily basis throughout the learning context.

The research group decided to gather the suggestions and divide them into two tables. The first one contains the information extracted from the literature and from the surveys, while the second one exposes the suggestions that the group proposes, after all the research done regarding DLD. Additionally, the research group divided the suggestions in three categories: methodology, strategies, and assessment.

Methodology

This group of suggestions are related to the way in which the school community and teachers relate with students with DLD. These proposals have to do with the process within the educational context which means that these are long term suggestions. Moreover, teachers have a role, which is to foster the implementation of these suggestions within the school community, yet they need the help of the entire school community to take on this process.

Strategies

In this category we looked at the specific strategies that teachers should use in order to meet the needs of students with DLD. These suggestions have to do with the way in which teachers deliver information, or the way that they plan their lessons and activities, always in consideration of the needs of their students.

Assessment

In this group of suggestions we included all the practices that teachers should use to provide students with an assessing process that aims to be equal and fair. For this, there are suggestions related to the way in which teachers assess their students taking into consideration all their needs and abilities. We also included specific assessing activities that we gathered from the surveys.

Co-teaching strategy

According to Aliakbari and Nejad (2013) in their article titled “On the Effectiveness of Team Teaching in Promoting Learners’ Grammatical Proficiency”, co-teaching is “a general term referring to the pedagogical setting where two teachers share their pedagogy, information, and assessment” (p. 8). Furthermore, Friend and Cook (1995) identified six different co-teaching models which are:

- One Teach, One Observe: One teacher acts as the head teacher, while the other one observes and collects information about students' learning. The teachers' roles can change according to the Subject or their interests.
- One Teach, One Assist: One teacher is the main teacher while the other one supports the learning process of the students. The co-teacher supervises students' behavior and work, assisting them with material or answering some questions and doubts.
- Station Teaching: Teachers divide their class into small groups to give lessons at different stations.. This approach reduces the number of students per teacher, improves student collaboration, and effective student monitoring.
- Parallel Teaching: Teachers divide the class in half and teach the same material. This model helps teachers to maximize collaboration and reduce behavioral problems.
- Alternative Teaching: One teacher manages a huge group of students while the other one teaches a small group for a specific educational purpose.
- Team teaching: Both teachers are in charge of the class, sharing primary instructional responsibilities, but having different roles. This approach can increase teachers' creativity, encourage participation, and energize students.

Based both on the surveys and on the research gathered, we consider that the co-teaching strategy that suits best when teaching students with DLD is “One Teach, One Assist”. This particular strategy works best for the reason that it does not isolate or separate students with SEN but rather includes all students by making them work and learn together as a group. The assistant teacher plays a key role in this model since they provide the necessary support so that no student is left behind. Thus, the second teacher helps to keep the learning process flowing.

Theory and teachers

The following table compiled suggestions based on the information collected throughout this investigation, together with the results obtained in the surveys, both from EFL and Special Education teachers. This table is divided into three categories: methodology, strategies, and assessment.

Chart 7.

The following table categorizes the suggestions obtained from the surveys and the literature.

<p>Methodology: Related to the process within the educational context.</p>	<p>Effective and more individual support for students.</p> <p>Given the data analysis of the survey and the reviewed literature, it is evident that students need more support from Special Education teachers in the English subject; furthermore, the school community should take on this task to provide students with the conditions to meet all their learning needs.</p> <p>Support students with the help of speech therapists.</p> <p>As suggested by the participants of the survey, teachers should support students with DLD with language techniques provided by a speech therapist, which students have to practice in order to improve their language performance. Moreover, EFL teachers should have in consideration these techniques in the process of teaching a new language to students with DLD.</p>
<p>Strategies: Related to specific strategies used</p>	<p>Clear and short instructions.</p> <p>Students with DLD have difficulties acquiring their native language; consequently, learning a FL is more challenging due to these difficulties. Therefore, teachers should provide students</p>

in the classroom.

with simple directions to complete their tasks, and emphasize what the task asks for.

Curricular adaptation

It was suggested for several teachers in the surveys to modify some aspects of the curriculum to meet all students' needs. Nowadays, the MINEDUC proposes its program named Curricular Prioritization (or *Priorización Curricular* in Spanish), as a response to the problems and circumstances caused by the pandemic, providing prioritized learning objectives (or *objetivos priorizados* in Spanish) to make the learning process easier and more effective. To modify certain aspects such as the scoring criteria or the lessons' objectives were ideas obtained from the surveys.

Use of games

The use of games is an inclusive and diverse way to do activities for students since they are asked to practice what they are learning in class while playing a game. Also, the wide variety of games, such as language and online games, allows students to use the language skill with which they feel more comfortable. Following the same line, given the variety of games, students may have the possibility of choosing whether they want to play individually or in groups.

Online apps

A rather modern and innovative strategy is the use of online apps. It is a way to enhance students' participation by trying to combine the contemporary use of online games, apps, and social media with the class. Additionally, as the use of apps has rapidly become

	<p>more common, there is a wide variety of them that teachers can use, depending on the context and activity planned.</p>
<p>Assessment:</p>	<p>Scoring criteria:</p> <p>According to the students’ needs, lowering the percentage score of approval in the assessment and adapting the learning objectives would be significant modifications during their learning processes.</p> <p>Diversification of assessment:</p> <p>Give students multiple options to present an evaluation. Example of assessments recommended by teachers:</p> <ul style="list-style-type: none"> - Written-test: <p>Students with DLD are more likely to complete the task in a writing assignment.</p> <ul style="list-style-type: none"> - Interviews: <p>It is another way of assessment in which students with DLD can express themselves in a safe and comfortable environment since only three people (two students and teacher) participate at most.</p> <ul style="list-style-type: none"> - Videos: <p>Through videos, students can have more than one opportunity to speak and deliver a clear message whenever they are ready. However, teachers must be aware that students might feel insecure or uncomfortable with their self-image. Therefore, teachers should give students the possibility to edit the video as many times as they want to. Also, students have the chance to use or add images, and any other resource that might be useful for the task. Moreover, it encourages and motivates students to be creative.</p> <ul style="list-style-type: none"> - Oral presentations:

Oral presentations help students to deliver a message and/or information with the support of material created by themselves, such as PowerPoint presentations, images, and infographics, among others.

- **Group activities:**

Group activities promote student collaboration when working with classmates, which can foster students who have more knowledge about a specific subject and help the ones who have more difficulties.

- **Use of games:**

The use of games is an inclusive and diverse way to assess students formatively, since students are asked to apply what they have learnt in classes while playing a game. Also, the wide variety of games, such as language and online games, allows students to play a game which lets them use the language skill with which they feel more comfortable. Following the same line, given the variety of games, students may have the possibility of choosing whether they want to play individually or in groups.

- **Online apps:**

A rather modern and innovative assessing technique is the use of online apps. It is a way to enhance students' participation by trying to combine the contemporary use of online games, apps, and social media with the class. Additionally, as the use of apps has rapidly become more common, there is a wide variety of them that teachers can use, depending on the context and the assessment they plan.

Specific practices when assessing:

- **Extra time:**

Giving students extra time to complete their assessments would help them to feel more relaxed and less anxious because they can use this extra time to resolve any doubt that might appear in order to complete the given assessment.

- **Multiple-choice questions:**

According to the participants of the surveys, multiple-choice questions help students if they are also used together with images. In this way, the answer options are more limited, which reduces the scope for doubt. However, it should be kept in mind that, in most cases, teachers still add distractors to the alternatives to make the answer less obvious. Therefore, questions and answers must be well focused and well designed.

- **Short and specific questions:**

Short and specific questions help students to focus better on what the assignment deals with. Also, it helps students to neither overthink nor get confused by long or inadequately formulated questions.

The research group suggestions.

The following table gathers the suggestions that the group formulated by means of the data previously collected and analyzed, which is combined with our teaching experience and reflections. These suggestions have also been divided into methodology, strategies, and assessment, respectively.

Chart 8.

The following table categorizes the suggestions formulated by the research group.

Methodology	<p>More collaborative work with Special Education Teachers:</p> <p>Transversal accompaniment of Special Education teachers to educators of every subject would improve the performance of students with SEN, since they must receive cross-sectional support in order to have an appropriate learning process, through the fulfillment of their educational needs. Yet, this is related to economics and policies regarding government and state laws which are outside the scope of possibilities that each school community has.</p> <p>Focus more on formative processes to have successful summative results:</p> <p>A broad formative perspective of the teaching learning process benefits the teacher and, most importantly, it benefits students as well. As Decree 67 (2018) states, evidence provided by this type of assessment must be considered to make choices about the learning process. Identifying both beneficial and unfavorable aspects during the process itself represents an opportunity to improve emerging issues. Therefore, if feedback has been constantly provided, the evaluated outcome for students with DLD should not represent an arduous task for them to achieve.</p>
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<p>Strategies</p>	<p>Use UDL depending on the context: Multiple means of engagement, representation, and expression:</p> <p>Educators must be conscious of including as many UDL guidelines as possible in their lessons, providing the opportunity to meet the curricular goals even if the class has a diverse group of students (CAST, 2011). However, depending on the level of SEN, teachers need to make changes and adaptations to the tasks and assessments to accomplish the lessons' objectives. As it was explained previously, UDL should be used in all classrooms, but according to the context, sometimes it is not feasible due to the different circumstances or resources that both teachers and students need during the lessons.</p>
<p>Assessment</p>	<p>Differentiated evaluation (assess students taking into account their abilities):</p> <p>Teachers need to give students the opportunity to be evaluated according to their abilities. Moreover, Gosselin (2012) states that differentiated evaluation “allow students of different ages, backgrounds, abilities, and skills to reach common educational goals via different paths” (p. 239). Thus, the evaluation process should be more equal and fair.</p> <p>Diversification of assessment and students choose which one to take:</p> <p>EFL teachers can present students with diverse options of assessment, so that they can choose with which one they feel more comfortable. As an illustration of this, a teacher presents their students three options of assessing the same topic: a written test, a comic, or an oral presentation. Therefore, using this strategy</p>

	<p>allows the student to be the one in charge of knowing and focusing their abilities, in order to select the proper assessment.</p> <p>Differentiated rubrics:</p> <p>Using different rubrics for one assessment, considering SEN in the points assigned for each criterion and the criterion itself. For instance, students with DLD have a tendency to not recognize syntactic constructions or grammatical groups (Ndiaye & Camaco, 2021). In that sense, not assessing grammar in a rubric for students who have trouble in that area is a form of contemplating SEN.</p> <p>Images:</p> <p>Use of key images to clarify the understanding of instructions.</p>
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In order to improve their performance, teachers ought to learn and implement different teaching methodologies, strategies, and activities. The aforementioned suggestions are explained to contribute to the said process taking into account both teachers' experiences and what the literature informs. Following this idea, teachers and students are social beings who respond differently to each stimulus and who belong to a diversity of contexts; therefore, there is not only one formula which would actually work in every classroom. Consequently, this research team suggests being aware that these proposals have not been implemented. Thus, there are probabilities that they may prove to be successful or need adjustments defined by the teachers and their specific contexts once implemented.

Conclusions

After searching for literature regarding DLD, we found numerous articles and studies related to it, but these viewed it as a medical diagnosis that had little to do with education, which was our approach. Moreover, we found that there is little literature related to DLD when teaching a second language and even less literature regarding assessing students with DLD. Furthermore, the literature regarding teaching or assessing students with DLD from Chile was virtually nonexistent. Nevertheless, there is a lot of research done regarding inclusive practices when teaching and assessing students with SEN. We had to use what we had found about students with SEN and extrapolate it for students with DLD to carry on this dissertation. Despite the little literature, the research group was able to achieve the objective; we came up with suggestions to assess students with DLD. This was possible thanks to the recommendations from the surveys and the arduous work done by the research group finding theory related to SEN.

To provide the suggestions, the research group had to combine the recommendations done by teachers, the literature, and ideas that came up during the investigation. These suggestions provide general tips, like the use of UDL inside and outside the classroom having into consideration the context. In the same line, schools should foster collaborative work between Special Education teachers and EFL teachers. Also, we concluded that the school should give students more effective support throughout the entire learning process. Additionally, there are more specific suggestions such as assessing students with an array of material, and if it is possible having them choose which assessment to do or even assess students with different rubrics. Finally, there are specific suggestions of practices to do when assessing students with DLD, such as using multiple-choice questions, short and specific questions, along with extra time to answer the assessment.

In regards to the current Chilean context, and understanding that UDL guidelines have been proved to be effective and necessary when including SEN into a lesson, the group observed that there is a number of EFL teachers who do not apply UDL guidelines, even though it is mandatory. Similarly, most of the teachers do not work collaboratively with Special Education teachers or staff specialized in SEN. Therefore, there is a lack of consistency between Chilean laws and the reality of Chilean education, where most students with SEN do not receive enough support. This last situation might be increased by the focus mainly given on Language (also called *Spanish*) and Maths Subjects by the PIE, which leads to non-existing support during the English subject.

Moreover, in terms of formal education regarding inclusive practices in TEFL, Special Education teachers have few or no tools to support students in that specific subject. This lack of pedagogical instructions leads to a limited work between EFL and Special Education teachers. Indeed, the results of the research showed that a vast majority of Special Education teachers do not support students during the English lesson. In the opposite scenario and according to the results, EFL teachers neither work collaboratively with Special Education teachers, which might respond to the aforementioned factors including PIE guidelines.

Each of these situations has led to an inconsistent form of teaching and learning English for students with SEN including DLD. Chilean reality has a long path to achieve what the laws declare in terms of inclusion.

Limitations

While investigating and gathering information about students with DLD, the research group realized that there is a lack of Latin American data related to this topic. Moreover, when researching the Chilean context regarding DLD related to the acquisition of a FL, in this case English, the number of available studies is reduced. Therefore, this situation did not allow us to compare previous experiences related to DLD with the obtained results in this research. In addition, given that most of the studies related to DLD were conducted on children, and that the main focus of our research was on adolescents, the process of gathering data was limited.

Another limitation that the team faced while investigating was that, in Chile, students with DLD are diagnosed and treated until 4th grade. After that, students become part of a much larger group which includes students with different special education needs, such as Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). As a consequence, the starting point of the research group was the information obtained from data until 4th grade, which led to an imprecise investigation, but at the same time valuable for the area, since there are not many studies about DLD around this age group.

The COVID-19 pandemic context in which the surveys (for EFL and Special Education teachers) were conducted, directly affected the number of respondents. The research team believes that the lack of participation corresponds to the overwhelming teaching scenario for teachers in Chile during this pandemic, in which they have had to work online for many hours a day.

Therefore, the numbers were not as (we) initially expected, which may lead to uncertain results and conclusions in this research.

Furthermore, the pandemic not only affected the number of teachers who participated but also limited the way in which this research was conducted. One of these limitations was that the research team was not able to gather information from a non-virtual context regarding performance and behavior. This is due to the data obtained being only collected from remote observations, and analysis of what the teachers answered in the surveys. Therefore, this situation restricted our research to not being able to compare a non-virtual context to what teachers responded. Consequently, testing in situ the different results and strategies that this research group has gathered, created, and shared would allow a closer and more meaningful pedagogical approach to the students with DLD in the educational reality in Chilean classrooms.

Findings

This study was developed aiming to provide different suggestions to assess the English subject in high schools, including UDL guidelines; it was not a differentiation for students with language disorders, applying the same assessments to the entire class. The research team gathered information from different subjects of the literature in order to collect as much existing information as possible regarding the topic. In addition, the team asked groups of teachers to answer the surveys. After the compilation of information and the analysis of the results we agreed the following findings:

First, according to the suggested inclusive strategies obtained from the literature and the teachers' answers in the surveys, these approaches work not only in the English Subject but for all subjects, even when the answers were given only by EFL teachers. In the same line, several inclusive practices have been applied only for the 24% of the Special Education teachers, and the rest answered that they are not even familiarized with PIE. Besides, the use of UDL -which directly supports inclusive practices- is low in Chilean classrooms, even when it is mandatory.

Second, regarding individual support, the results of the surveys showed that 64% of the teachers do not execute it, while the rest of the schools have individual support most of the time only in Language (also *Spanish* subject) and Maths. In addition, Chilean law does not demand to have specialized teams to support students with SEN; however, there are some schools that take into account this model and have specific people in charge of it.

Third, the diversification of assessment was a repeated factor in most of the literature read for this research, in order to satisfy all students' needs and assess them no matter their skills. However, based on the Chilean teachers' experiences at the moment of assessing, there are only different evaluations, which are modified to simplify the tests and make them easier for students with SEN students. Nowadays, there are no adaptations nor creation of diverse evaluations for students with SEN, and the most common suggestions provided by the teachers in the surveys were, to use short questions, multiple-choice questions, and sometimes evaluate students with different rubrics.

Finally, it is significant to highlight the relevance of the knowledge that teachers must have in order to put into practice all the suggestions provided in this research. Unfortunately, the teachers' training has not been focused on the inclusion of students with SEN and, as a result, teachers do not have the sufficient knowledge or the tools to develop an inclusive environment inside the Chilean classrooms.

Further research

Since this investigation was conducted during COVID-19 pandemic in which teachers were overwhelmed by a lot of work, the quantity of teachers that took the time to answer the survey does not contemplate a large number of samples. Following this line, to apply the same surveys in a normal (non covid) context would hopefully provide more accurate results.

It would be tremendously fruitful if the suggestions obtained from this research could be applied in order to corroborate their effectiveness.

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Appendices

Appendix A: Survey for English teachers.

Survey English Teachers

This survey was created by EFL teachers from UMCE applying for their Bachelor's degree. The purpose of this survey is to gather information about methodological evaluation strategies regarding Developmental Language Disorder (DLD) for High School students.

This survey contains eleven (11) questions divided into 3 sections:

- A) Personal information.
- B) Knowledge related to Universal Design for Learning (UDL)
- C) Knowledge related to Developmental Language Disorder (DLD)

Section 1 - Personal Information

1. The school where you work is:

Choose one option.

- Public School
- Subsidized school
- Private School

2. How many years of teaching experience do you have?

- Less than 1 year
- 1 - 3
- 3 - 5
- 5 - 10
- More than 10

Section 2 - Knowledge related to Universal Design for Learning

3. Which Universal Design for Learning (UDL) guideline do you use to assess your students?

Select all options that apply.

- Multiple means of Representation
- Multiple means of Action and Expression
- Multiple means of Engagement
- I do not use UDL guidelines

4. If you chose more than one option in the previous question, how often do you apply them?

Choose one option.

- Very often
- Usually
- Occasionally
- Hardly ever

Section 3 - Knowledge related to Developmental Language Disorder (DLD)

5. Are you familiarized with the programme for Special Education Needs in your school (PIE)?

Choose one option.

- Yes
- No

6. Do you apply any methodological assessment for students with DLD in your classes?

Choose one option.

- Yes
- No

7. Do you work collaboratively with members of school staff specialized in SEN and/or SEN teachers?

Choose one option.

- Yes
- No

8. If the answer to question 8 was "Yes", which teaching strategies to assess do you apply?

Short answer

9. When evaluating students with DLD, what practices, methodologies, or strategies do you use?

Short answer.

10. Regarding your knowledge of inclusive teaching practices, how did you acquire this knowledge?

Select all options that apply.

- Formal Education (Higher Education, Post graduate courses, Certificates or Diplomas, among others.)
- Self- teaching (Autodidact)
- In-job training
- Other...

11. How have your teaching strategies changed with the online modality to include SENs ?

Short answer

Appendix B: Survey for Special Education Teachers.

Encuesta Profesores de Educación Especial

Esta es una encuesta creada por estudiantes de Pedagogía de Inglés de la UMCE, en el proceso de Seminario de Título, la cual tiene como propósito recopilar información sobre estrategias metodológicas de evaluación en estudiantes con Trastorno del Desarrollo del Lenguaje (TDL) en Enseñanza Media.

Esta encuesta tiene 11 preguntas y 3 secciones divididas en:

- A) Información Personal
- B) Conocimientos relacionados con Diseño Universal de Aprendizaje (DUA)
- C) Acompañamiento de profesores/as diferencial a estudiantes con Trastorno del Desarrollo del Lenguaje (TDL)

Sección 1 - Información Personal

1. Indique comuna o región del establecimiento donde trabaja.

Texto de respuesta corta

2. El establecimiento donde trabaja es:

- Público
- Subvencionado
- Privado

3. ¿Cuánto tiempo tiene de experiencia trabajando en establecimientos educacionales?

- Menos de un año
- 1 - 3
- 3 - 5
- 5 - 10
- Más de 10

Sección 2 - Conocimientos relacionados con Diseño Universal de Aprendizaje (DUA)

4. ¿Qué directrices del DUA utiliza para las evaluaciones de sus clases?

Seleccione todos los que correspondan.

- Múltiples Medios de presentación y representación.
- Múltiples Medios de ejecución y expresión.
- Múltiples Medios de participación y compromiso.
- No utilizo directrices del DUA

5. Si seleccionó alguna directriz del Diseño Universal del Aprendizaje de la pregunta 4, ¿Qué tan frecuente lo/las utiliza?

- Muy frecuentemente
- Frecuentemente
- Ocasionalmente
- Raramente

6. Al momento de evaluar a estudiantes con Trastorno del Desarrollo del Lenguaje, ¿Qué práctica, metodología, o estrategia ocupa?

Texto de respuesta corta

Sección 3 - Acompañamiento de profesores/as de educación especial a estudiantes con Trastorno del desarrollo del lenguaje.

7. Nombre las asignaturas en las cuales realiza acompañamiento a los estudiantes con necesidades educativas especiales en su lugar de trabajo.

Texto de respuesta corta

8. En cuanto al conocimiento sobre prácticas pedagógicas inclusivas referente a la enseñanza y aprendizaje del Inglés, ¿De qué manera recibió formación en relación a dichas prácticas?

Seleccione todos los que correspondan.

- Educación formal.
- Aprendizaje autodidáctico.
- Capacitación en su lugar de trabajo.
- No tengo conocimiento sobre prácticas pedagógicas inclusivas.
- Otro: *(indique cual)*

9. En relación a la asignatura de Inglés en su lugar de trabajo, ¿Cómo lleva a cabo el acompañamiento a estudiantes con Trastorno del Desarrollo del Lenguaje (TDL)?

- El acompañamiento se realiza dentro del aula.
- El acompañamiento se realiza fuera del aula.
- El acompañamiento es mixto.
- No se realiza acompañamiento.

10. Si en la pregunta 9 respondió que realiza acompañamiento en clases de inglés, ¿Qué prácticas, metodologías, o estrategias aplica al momento de evaluar a sus estudiantes con TDL en la asignatura de inglés?

Texto de respuesta corta

11. ¿Cómo han cambiado sus prácticas inclusivas con la modalidad de clases online?

Texto de respuesta corta

Muchas gracias por su participación, si tiene cualquier pregunta por favor contacte a Gabriela Tobar al: gabriela.tobar2015@umce.cl

Appendix C: Content Analysis of Special Education teachers' survey results (Spanish/Original).

Pregunta 6. Al momento de evaluar a estudiantes con Trastorno del Desarrollo del Lenguaje, ¿Qué práctica, metodología, o estrategia ocupa?

<p>Adaptación Curricular</p>	<ul style="list-style-type: none"> - Lo primero que se debe tomar en cuenta, que área es la que está siendo afectada (fonético -fonológica, semántico, pragmático, morfosintáctico) ya que a partir desde ahí se deben hacer las adecuaciones curriculares necesarias para su evaluación. A nivel general las instrucciones deben ser simples y concisas, asegurar la comprensión de las actividades, priorizar instrucciones de manera oral. - Modificaciones en el aula, ejemplos a vida cotidiana, adecuaciones curricular. - Adaptación del material acorde a lo que necesiten.
<p>Multiple Medios de Representación</p>	<ul style="list-style-type: none"> - La mayoría del tiempo trabajo con multiples formas de presentacion de la informacion y representación a nivel oral para pasar a lo escrito. - La evaluación que realizo es tratar de ocupar la mayor cantidad de material posible, siempre de acuerdo a las habilidades que posee el estudiante, de manera individual y nunca considero una respuesta mala, ya que cada niño da respuesta en diferentes formas - Todo tipo de estrategias que sirvan y se enfoquen el lenguaje, pictogramas, lengua de señas, representación gráfica, medios audiovisuales etc. - Observación directa, tarjetas flash card - DUA
<p>Differentiated evaluation</p>	<ul style="list-style-type: none"> - Evaluo de acuerdo a las capacidades de el o la estudiante. Utilizó escalas de apreciación o listas de cotejo. La metodología que

	<p>utilizó en mayor medida es la MII (metodología internacional integrativa)</p> <ul style="list-style-type: none"> - Evaluación diferenciada - Observación y evaluación de capacidades - El sistema evaluativo debe ir centrado en los estilos de aprendizajes de los grupos de estudiantes, es por esto que deben ser didácticos potenciando lo visual, auditivo y kinésico
Clear instructions	<ul style="list-style-type: none"> - Instrucciones claras y simples, imágenes para apoyar las actividades, videos acerca del tema, entre otros. - Hablar lento, pocas palabras en la indicación, cantar instrucciones, gesticulando mucho y repitiendo objetivos cortos en cada sesión observación grupal, observación individual, derivación a fonoaudióloga del colegio, evaluación psicopedagógica, anamnesis, entrega de informes y diagnóstico a la familia, realización de PAI (plan de apoyo individual) y apoyo en aula. - Deletreo de palabras, recalcar el sonido de las letras y de las sílabas. - Diversas estrategias de expresión oral.
Support from speech therapists. <i>(fonoaudióloga)</i>	<ul style="list-style-type: none"> - Fonoaudióloga evalúa, se trabaja conciencia fonológica, puntos articulatorios, frente a fente y frente a espejo entre otros
Gamification	<ul style="list-style-type: none"> - A través del "juego" o con herramientas digitales como kahoot, entre otros.
Conventional assessments	<ul style="list-style-type: none"> - Pruebas, trabajos - Generalmente se realizan trabajos con rubrica
Ambiguous (not clear)	<ul style="list-style-type: none"> - Modelado generalmente

Irrelevant	<ul style="list-style-type: none"> - Trabajo con estudiantes con D.I. En su momento utilicé el Tepsi - No trabajo con ese tipo de estudiantes
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Question 10. Si en la pregunta 9 respondió que realiza algún tipo o tipos de acompañamiento en clases de Inglés, ¿Qué prácticas, metodologías o estrategias aplica al momento de diseñar o sugerir estrategias para evaluar a los estudiantes con TDL, en la asignatura de inglés?

Diversified assessment	<ul style="list-style-type: none"> - Intentamos hacer trabajos interdisciplinarios, articulamos los objetivos de aprendizaje y las actividades. Se aplica para todos y todas los/las estudiantes, de esta manera puede ser una práctica realmente inclusiva y no apuntando solo a estudiantes con nee. Además, utilizamos más de un instrumento al momento de evaluar, y los/las estudiantes escogen con el que se sienten más cómodos/as.
Differentiated evaluation	<ul style="list-style-type: none"> - Se sugieren estrategias y evaluación diferencial - Depende del alumno la metodología a usar. - Actividades diversificadas dependiendo del grado de su TDL - Actualmente no realizo este acompañamiento, pero en su momento las evaluaciones las hacía en aula de recursos y procesualmente
Curricular adaptation	<ul style="list-style-type: none"> - Adecuación curricular, a veces significativa - Disminuye los objetivos - Lúdicas. Observación directa diaria. Evaluación de contenidos puntuales.
Irrelevant	<ul style="list-style-type: none"> - No intervengo en inglés

Question 11. ¿Cómo han cambiado sus prácticas inclusivas con la modalidad de clases online?

<p>Adaptation for online classes</p>	<ul style="list-style-type: none"> - Personalizar aún más las sesiones para causar interés y motivación por el aprendizajes, buscar plataformas digitales asociadas al juego. - Exige mayor concentración de temas en poco tiempo y didácticas que permitan enseñar solo por pantalla, siendo 100% más lúdica y puntual con objetivos. - Utilizamos la diversificación de actividades. - Utilizando todos los medios de comunicación y aplicaciones que nos permitan abordar todas las formas de los estilos de aprendizajes. - Han cambiado para favorecer el aprendizaje de los estudiantes. - Se han adecuado mucho, y se prioriza lo mas posible, los aprendizajes mas funcionales. - ha sido un trabajo muy arduo, ya que si bien el trabajo es más personalizado las horas se multiplican para poder cubrir todas las necesidades. - No muchos cambios, más bien han debido ser adaptadas a la modalidad online - Mucho más didácticas. - Llevandolas al uso tecnológico. - Incorporando recursos virtuales, que facilitan la comprensión y participación de mis estudiantes con D.I. - He utilizado con mayor frecuencias herramientas digitales.
<p>Individual support and reinforcement</p>	<ul style="list-style-type: none"> - Se realiza apoyo individual, vía meet o jitsi 1 hora de trabajo por estudiante. - Se hace el apoyo en las clases virtuales y con talleres de reforzamiento. - Realizamos sesiones individuales
<p>Accessibility</p>	<ul style="list-style-type: none"> - Ha costado mucho, no todos los estudiantes tienen acceso a esta modalidad.

<p>Difficulty regarding interacción</p>	<ul style="list-style-type: none"> - Notablemente, ya que las intervenciones se centran en la interacción para potenciar su discurso, de manera grupal, lo que es complejo a través de la cámara. - En la interacción con estudiantes, al no estar en el mismo lugar se hace difícil en ocasiones generar un vínculo para construir aprendizajes. - Ha sido complejo porque atender a la diversidad de manera online o remota es mas difícil sobre todo porque a veces existe poco vínculos con los niños y eso requiere poner mas atención en aspectos que en el aula existe una instancia mas para poder determinarlos. - Fui demasiado difícil el contacto con mis estudiantes y tomamos la opción de volver a clases presenciales una vez por semana cada curso con niños de integración escolar. - Muchísimo, ya que no existe una codocencia
<p>Ambiguous</p>	<ul style="list-style-type: none"> - Se ha vuelto más difícil poder ponerlas en práctica. - Es más agotador.
<p>Irrelevant</p>	<ul style="list-style-type: none"> - Muchísimo

Appendix D: Validation Request.



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

Santiago, Junio de 2020

Señora:
Michelle Paulet R.
Universidad Metropolitana de Ciencias de la Educación
PRESENTE

Somos estudiantes cursando los últimos semestres de la carrera de Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés de la Universidad Metropolitana de Ciencias de la Educación. Actualmente, nos encontramos desarrollando nuestro Seminario de Título que lleva por nombre “Propuestas de estrategias metodológicas para evaluar en la asignatura de inglés para propiciar la integración de estudiantes con trastorno del desarrollo del lenguaje (TDL) usando las directrices de DUA”. Esta investigación tiene como objetivo principal proponer estrategias metodológicas para evaluar a estudiantes con trastorno del desarrollo del lenguaje en la asignatura de inglés usando las directrices de DUA. Por medio de la presente, y para fines del correcto desarrollo de nuestro seminario, es que solicitamos a usted asistencia en la validación de los instrumentos de **investigación adjuntos (Survey English teachers y Encuesta profesores/as educación especial)**.

Agradecemos de antemano su tiempo y colaboración.

Saludan atentamente,

M. Contreras, T. Esquivel, C. Gatica, J. Fernandez, I. Ortiz, C. Rebolledo, G. Tobar,
A. Veas.

“Propuestas de estrategias metodológicas para evaluar en la asignatura de inglés para propiciar la integración de estudiantes con trastorno del desarrollo del lenguaje (TDL) usando las directrices de DUA”

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

Appendix E: Validation letter.



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

Santiago, Junio de 2021

Profesoras/profesores en Formación

M. Contreras, T. Esquivel, C. Gatica, J. Fernández, I. Ortiz, C. Rebolledo, G. Tobar, A.

Veas. Universidad Metropolitana de Ciencias de la Educación

PRESENTE

Junto con saludar y esperando se encuentren bien, envío la presente carta para validar los instrumentos adjuntados (**Survey English teachers y Encuesta profesores/as de Educación Especial y Educadores diferenciales**) para revisión en el marco de la investigación de Seminario de Grado “Propuestas de estrategias metodológicas para evaluar en la asignatura de inglés y propiciar la integración de estudiantes con Trastorno del Desarrollo del Lenguaje (TDL) usando las directrices de DUA”.

Los instrumentos se encuentran bien contruidos, sin embargo se agregaron algunos comentarios para revisar en los formatos revisados. Todos los instrumentos fueron revisados y validados.

Saludos Cordiales

Michelle Paulet R.
Profesora de Inglés

Appendix F: Invitation message to participate in the surveys for EFL teachers.

Letter for English Teachers

Dear EFL teachers,

We are a group of students from the English Department at Universidad Metropolitana de Ciencias de la Educación (UMCE), we are currently working on our Dissertation, entitled “A proposal of methodological strategies using UDL to include students with language disorders (DLD) in Chilean High Schools”.

The main objective of our research is to propose methodological strategies for English teachers and Special Education teachers to assess students with developmental language disorder using the guidelines of UDL. This survey aims to gather information from English teachers about the methodological practices when assessing students with developmental language disorder in English as a foreign language in high school.

Your participation in this survey is crucial for the completion of this research study and all of the information you provide will be kept confidential. No personal information will be revealed about the data you offer. Any questions you can write us to: gabriela.tobar2015@umce.cl

https://docs.google.com/forms/d/e/1FAIpQLSeWI0MxtPYM9w7UsejapTTH4GiEM_e4_5qaOVrkKxRZ8LgmBQ/viewform?usp=sf_link

Appendix G: Invitation message to participate in the survey for Special Education Teachers.

Estimados/as profesores/as

Somos un grupo de estudiantes del Departamento de Inglés de la Universidad Metropolitana de Ciencias de la Educación (UMCE) que actualmente estamos trabajando en nuestro seminario, titulado "Propuestas de estrategias metodológicas para evaluar en la asignatura de inglés para propiciar la integración de estudiantes con trastorno del desarrollo del lenguaje (TDL) usando las directrices de DUA".

El objetivo principal de nuestra investigación es proponer estrategias metodológicas para los profesores de inglés y los profesores de educación diferencial para evaluar a estudiantes con trastorno del desarrollo del lenguaje utilizando las directrices de DUA. Esta encuesta tiene como objetivo recopilar información de los profesores de inglés y de los profesores de Educación diferencial sobre las prácticas metodológicas a la hora de evaluar a los estudiantes con trastorno del desarrollo del lenguaje en inglés como lengua extranjera en educación media.

Su participación en esta encuesta es crucial para completar este estudio de investigación y toda la información que proporcione se mantendrá confidencial. No se revelará información confidencial que usted nos entregue. La encuesta estará disponible para responder hasta el día 6 de Septiembre.

Muchas gracias por su participación, si tiene cualquier pregunta por favor contacte a Gabriela Tobar al: gabriela.tobar2015@umce.cl

https://docs.google.com/forms/d/e/1FAIpQLSdcct7mX3zEXtF4dd8G1w_oSYDW8268jxOaoUfcMCO2_5RyQ/viewform?usp=sf_link

INCLUSIVE SUGGESTIONS TO ASSESS STUDENTS WITH DLD



Methodology

1. Focus more on **individual support** for students with DLD.
2. Ask for the help of a **Speech Therapist** if possible.
3. Work collaboratively with **SEN teachers**.
4. Focus more on **formative assessment** to have better summative results.



Strategies

1. Use **clear and short** instructions.
2. Make **curricular** adaptations.
3. Use **games** or online **apps**.
4. When possible, use **UDL guidelines** (multiple means of engagement, representation, and expression).



Assessment

1. Lower the **percentage of approval** and/or adapt the **learning objectives**.
2. Use a **differentiated rubric**.
3. **Diversify** the assessments (interviews, videos, use of games or online apps, etc).
4. Take into consideration your **students' abilities** when using a different evaluation. If possible, make them **choose** which one to take.
5. Use **specific practices** (extra time, short and specific instructions, multiple-choice questions, etc).
6. Use **images** for instructions.



