

UNIVERSIDAD CATÓLICA DE LA SANTÍSIMA CONCEPCIÓN

FACULTAD DE EDUCACIÓN

PEDAGOGÍA EN EDUCACIÓN MEDIA EN INGLÉS



**“A PROPOSAL TO TEACH ENGLISH AS A FOREIGN LANGUAGE TO
STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN THE CONTEXT
OF THE UNIVERSAL DESIGN FOR LEARNING FROM THE
PERSPECTIVE OF TEACHERS AND STUDENTS”**

Research Seminar to Obtain the Undergraduate Degree of Bachelor of Arts in Education

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CONCEPCION, JULY 2019

Abstract

Due to the current learning demands and the lack of preparation for teaching English to exceptional students, the aim of this research was to design a proposal to teach the subject to students with special educational needs (SEN) in the context of the Universal Design for Learning from the perspective of teachers and students. Following a case-study research design, two semi-structured interviews were conducted with three teachers and four 12th grade high-school students from a public school in Hualpen, Chile. The results of this study revealed that special needs students did not perceive English as a difficult process; in fact, they acknowledged their interest in learning it. Regarding teachers' perspectives, they perceived the implementation of UDL as possible; indeed, they had already started using this approach, but not precisely for the teaching of English. On the one hand, data collected from students' interviews encouraged the use of *realia*, music, and Information and Communication Technologies (ICTs) as core elements of the didactic guidelines proposed. On the other hand, data gathered from teachers' interviews suggested the implementation of collaborative work and multiple assessment tools and procedures. Bearing in mind those suggestions, the final proposal is based upon features of UDL framework, Task-Based Learning (TBL), feedback and ICTs. Due to the limitations of this study, further research is recommended on the fields of teaching and learning of English as a foreign language to students with special educational needs.

Keywords: Feedback – Motivation - Special Educational Needs - Task-Based Learning -

Universal Design for Learning

Resumen

Debido a las demandas educativas actuales y la falta de preparación para la enseñanza del inglés a estudiantes excepcionales, el objetivo de esta investigación fue diseñar una propuesta para la enseñanza del idioma a estudiantes con necesidades educativas especial en el contexto del Diseño Universal para el Aprendizaje (DUA) desde la perspectiva de profesores y alumnos. Siguiendo un diseño de estudio como es el estudio de caso, dos entrevistas semi estructuradas fueron aplicadas a tres profesores y cuatro estudiantes de cuarto año medio de una escuela pública en Hualpén, Chile. Los resultados de este estudio revelaron que los estudiantes con necesidades educativas especiales no percibieron el aprendizaje de inglés como un proceso difícil; de hecho, ellos reconocieron interés en aprenderlo. Respecto a las perspectivas de los profesores, ellos percibieron la implementación del DUA como posible; en efecto, ellos ya habían comenzado a usar dicho enfoque, pero no precisamente para la enseñanza del inglés. Por un lado, los datos recogidos de las entrevistas de los estudiantes incentivan el uso de *realia*, música y las Tecnologías de la Información y Comunicación (TICs) como los elementos base de las guías didácticas propuestas. Por otro lado, la información reunida de las entrevistas de los profesores, sugirió la implementación del trabajo colaborativo y la multiplicidad de herramientas de evaluación y procedimientos. Teniendo en cuenta esas sugerencias, la propuesta final se basa en características el enfoque DUA, el enfoque comunicativo, la retroalimentación y las TICs. Debido a las limitaciones de este estudio, futuras investigaciones son recomendadas en las áreas de enseñanza y aprendizaje del inglés como lengua extranjera a estudiantes con necesidades educativas especiales.

Palabras clave: Retroalimentación – Motivación – Necesidades Educativas Especiales –

Aprendizaje Basado en Tareas – Diseño Universal para el Aprendizaje

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CHAPTER I
RESEARCH PROBLEM AND OBJECTIVES

1.1. Research problem

The history of special education in Chile traces back to the year 1852 in Santiago, where the first school for deaf children in Latin America was created (Caiceo, 1988). Since then, developments and research were conducted in order to confront the problems and gaps which students with special needs were facing. Nevertheless, it was not until the year 1927 when more special schools started to be created throughout the country (Caiceo, 1988).

In the early years of these schools, students with special needs were treated as patients by teachers, and isolated from the rest of the learning community. Over the years, however, a period of transition from special to normal schools would start by issuing decree-laws on inclusive classrooms; thus, allowing students with special needs to be part of the society by participating and attending regular schools (Caiceo, 2005).

Currently, the Chilean Ministry of National Education has created a program called *Programa de Integración Escolar*, also referred to as PIE, which is aimed to enhance inclusion, provide support, and guarantee quality of education for special needs students in the different educational institutions (MINEDUC, 2009b). As a result, students are now able to be part of the learning community which they attend, and receive support from specialized professionals and educators in core areas of the Chilean curriculum, which are mathematics, language (mother tongue), natural sciences and geography.

In spite of the developments that have taken place in this matter, foreign languages, such as English, are still not considered as necessary domains of the learning process. Indeed, although pedagogical orientations and laws (MINEDUC,

2009a; MINEDUC, 2009b; Decreto 170, 2009) permit special educational need students to engage in English lessons, these do not seem to fulfill the requirements for meaningful learning. In fact, the appropriate participation in English lessons, will benefit students by developing critical language and cultural awareness (Reagan & Osborn, 2002) and by increasing their opportunities to access bilingual education (Rivers, Robinson, Harwood, & Brecht, 2013).

Therefore, this research project analyses what teachers and students' perceptions are towards the learning of English in the context of Universal Design for Learning (UDL). As a result, a methodological proposal will be designed to teach English as a foreign language in the context of Universal Design for Learning.

1.2. Justification

At present, neither the teaching and learning of English to students with special educational needs (SEN) in the Chilean context, nor the implementation of the UDL framework for the teaching of language in this country have been investigated in depth. Nevertheless, studies suggest (Karwan & Kakamad, 2016; Finnegan, 2010; Finnegan, 2013) the efficiency of this approach to teach other subjects, and have reported positive insights and teaching implications to highlight.

In view of the lack of investigation conducted in this matter, and by acknowledging the English language as a global phenomenon (Selvi & Yazan, 2013), we decided to research both teachers' and students' perceptions regarding the learning of English and the implementation of Universal Design for Learning.

Undoubtedly, the number of Second Language (SL) speakers has risen to an estimated of between 350 and 400 million people (Baugh & Cable, 2013). Thus,

allowing them not only to pursue education in other continents, but also to contemplate different job opportunities. This is the reason why we believe that special needs students should be given the chance to access not only information, but also learning, which in this case is strictly related to English. Therefore, a possible solution to this concern should not repeat what was done in the early years of Chilean teaching education. On the contrary, it must allow special needs students to be part of the regular classroom and learning community, without ignoring or neglecting their preferences and abilities. Hence, Universal Design for Learning (UDL) and its pedagogical features seem to be an alternative approach to provide an answer to this issue.

Finally, it is worth noting that this research project may contribute in didactic and methodological terms. Although the proposal will not be applied straight away due time issues, this promising model and the data collected from students and teachers' interviews can be used to encourage further research on this topic in Chile.

In this context, the research questions proposed are:

1.3. Research questions

1.3. 1. What are SEN students' perceptions about learning English?

1.3.2. What are teachers' perceptions about SEN students in the English class?

1.3.3. What are teachers' perceptions about the implementation of UDL in the English class?

1.4. Research assumptions

- 1.4.1.** Students perceive learning English as a difficult process
- 1.4.2.** Students perceive learning English as a boring subject
- 1.4.3.** Teachers perceive the implementation of UDL as possible
- 1.4.4.** Teachers perceive the implementation of UDL as a useful teaching tool

To answer these research questions the following objectives are proposed:

1.5. Objectives

1.5.1. General objective

To design a proposal to teach English as a foreign language to students with Special Educational Needs in the context of the Universal Design for Learning from the perspective of teachers and students

1.5.2. Specific objectives

1.5.2.1. To identify special needs students' perceptions about their learning demands in the context of an English class

1.5.2.2. To identify teachers' perceptions about special needs students' learning demands in the context of an English class

1.5.2.3. To propose didactic guidelines for teaching and learning English as a foreign language in the context of Universal Design for Learning from the perspective of teachers and students

CHAPTER II
THEORETICAL FRAMEWORK

Bearing in mind that the main objective of this research project is to design a proposal to teach English to students with special educational needs (SEN) in the context of the Universal Design for Learning (UDL) from the perspective of teachers and students, it is compulsory to provide a better understanding of the three main phenomena involved. Therefore, this chapter will be devoted to review the current literature related to the teaching and learning of English, methodologies to teach English in the context of Universal Design for Learning, and special educational needs related to language learning issues.

As shown by Simons & Fennig (2017), English is the third largest first-language of 372 million of speakers around the globe. Nevertheless, when it comes to the learning of English as second or foreign language, numbers and statistics significantly grow. In fact, according to a British Council's research (2013), there are approximately 750 million English as foreign language speakers and 375 million English as Second Language speakers. As a consequence, it can be inferred that the processes concerning the teaching and learning of English are generating growing demands that should be met by professionals. In order to understand how these demands and needs from 21st century students can be met, it is important to review what literature advices in this matter.

2. Acquisition of English

When discussing English as a Foreign Language (EFL), the terms acquisition and learning come immediately to mind, for they are the ones usually associated with this matter. Nevertheless, it is worth noting that these two words do not share the same meaning, for one is related to an unconscious process of the

mind, whereas the other is just the opposite. In order to understand more about this topic, information is further explained below.

2.1. Theories of second language acquisition

In regards to language learning there is not a universal truth, for there are a variety of different theories that attempt to explain how this process happens, yet this project will focus on two main theories, which are: Cognitivism and the Sociocultural perspective.

Firstly, one of theories to be considered in this matter is the one proposed by Krashen (1982), which consists in five hypotheses that aim to explain how people acquire a second language. Nonetheless, for the purpose of this research the focus will be on the one called the “affective filter hypothesis” theory, which is related to how the affective factor can be linked to the acquisition of a second language. Krashen (1982) claims that affective variables such as low motivation, little self-confidence, and high levels of anxiety influence the process of acquisition in such a way that acquirers who do not show a positive attitude will not seek input and will have a higher affective filter. On the contrary, those who show optimal attitude will receive more input and will have a lower affective filter.

Secondly, another theory worth mentioning is the “output theory” proposed by Swain (1995), which claims that “sometimes, under some conditions, output facilitates second language learning in ways that are different from, or enhance, those of input.” (p.371) From this statement, it can be agreed that output plays an important part of second language acquisition, for because of it, the learner is able to identify his gaps in the language. Moreover, when producing the language

people are testing what they have learnt and acquired, for understanding the language and producing it are two different processes.

Finally, it is worth noticing the interaction hypothesis by Long (1983), which is based upon the idea that when people use the language while interacting with each other they acquire more input in the second language, which could lead to perform better in the language. This theory is closely associated to Krashen's input theory, for Long (1983) considered that comprehensible input was key in the early stages of learning a second language, given the fact that it allowed people to acquire the language faster. In addition to this, Long (1983) claims that modifications need to be done in order to make the input comprehensible while the process of interaction occurs. It seems that it is in this particular process where participants have the opportunity to convey meaning and adapt the conversation in such a way that it is makes it comprehensible for both parties.

As a final point, and considering both the theories of acquisition and the main topic of this research which is special needs, it seems interesting to revise the concept of Exceptional Bilingualism due to the fact that this could be applied to the situation that anyone can be bilingual regardless their condition.

2.2. Exceptional bilingualism

Francis (2008) defines exceptionality as “the resulting trauma to the language centers of the brain from congenital impairment” (p. 173). Nevertheless, according to the author, exceptionality does not necessarily imply deficiency; learners may present issues that affect them when performing certain language tasks, yet it does not alter either the integrity of the language faculty or the ability to communicate. Furthermore, in regards to deaf bilingualism, the study revealed that

with the use of sign language deaf learners do not exhibit an important deficit in linguistic or cognitive areas, for most of the time sign language causes bilingualism in one or another ways.

2.3. Principles for teaching a second/foreign language

According to Brown (2007), there are twelve core principles of second language acquisition, which should be taken into account when teaching languages. Brown divides these principles into three domains, which are: cognitive, linguistic, and socio-affective. Nonetheless, this research project will only focus on the socio-affective domain, which will be further addressed below.

Accordingly, Brown (2007) explains what the feelings of the learners are when they attempt to learn a new language, and emphasizes that each learner must be considered as a unique individual. Thus, aspects such as background, learning strategies, weaknesses, strengths, learning differences, contexts and emotions need to be taken into account. Indeed, he claims that the relevance of these features cannot be underestimated, for they will affect the learners' attitude either positively or negatively; therefore, affecting the learning process. Moreover, Brown draws attention to the fact that not everybody pays full attention to students' feelings, and argues that socio-affective principles should not be neglected, for they are of extreme importance when pursuing successful learning. Indeed, if attention is not paid, learners may feel embarrassed, humiliated or defenseless, which could cause self-confidence, self-efficiency, and anxiety issues; hence, decreasing the level of the learning proficiency of the learner.

Another factor to be considered in language acquisition is practice, which is crucial in this process. Indeed, acquiring a language without practicing does not

seem reasonable, for either receiving stimulation or producing the language is needed. Thus, the theory of the output-based and input-based practices is worth mentioning.

On the one hand, there is the output practice, which Renandya and Farrell, (2011) have divided into three sub categories: mechanical practice, meaningful practice, and communicative practice. This last one refers to activities and tasks which purpose is to use and produce the language through communication among the learners. Moreover, output has a key role in the language acquisition process, for it enhances the development of fluency, intonation, coherence, the continuous production of the speech, among others.

On the other hand, there is the Input-Based Practice, to which Renandya and Farrell (2011) refers as the “oral or written language that a learner receives” (p. 5). This input, however, needs to be “meaningful, interesting, comprehensible, abundantly, frequently encountered and reliably available” (p. 5), which correlates to the idea that Krashen (1982) proposes of the same matter. Finally, it should contain language features are slightly beyond learners’ current level, and engage the learners’ attention.

2.4. Methods to teach English as a foreign language

Among the main methods used to teach English, the following can be mentioned: the audiolingual method, which is based upon the ideas of behaviorism (Larsen-Freeman, 2000); the grammar translation method, which as stated by Brown (2006) is completely grammar-oriented; the direct method, which main focus was to teach everyday language, and to leave grammatical rules and isolated vocabulary out of the classroom (Celce-Murcia, 2001).

In addition, there are four more that somehow relate to the topic of this research project. The first one is suggestopedia (Lozanov, 1978), for it is based upon the idea that there are some psychological barriers which make the process of learning a second language difficult for the learners. Therefore, the aim of this method is to lower the anxiety, and to create a teaching environment in which the learners would feel relaxed and opened to learning. Second, there is communicative language learning which is based on the idea that communicative competence, defined by Norland & Pruet-Said (2006) as “the ability to create meaning when interacting with others in the target language” (p.18), needs to be achieved in order for learning to be successful. Following with the revision, the third method worth mentioning is the total physical response method (Asher, 1977), which aims to teach vocabulary by making the learners reproduce the action meant by the word, thus reducing anxiety and keeping students interested in the lesson. Finally, Krashen and Terrell (1995) propose the natural approach, which claims that students should not be forced to produce the language until they feel ready to do so. Moreover, they argue that in order for the learners to accomplish communication effectively the affective filter should be lowered, hence feeling less anxious at the moment of producing the language.

2.5. Issues and challenges when teaching English as a foreign language

In regards to the process of teaching English as a Foreign Language, some issues and challenges may emerge. Therefore, the next section will address some of the difficulties that teachers face in order to achieve an effective teaching process in any given context.

To begin with, students previous schemata is an aspect that needs to be taken into account when teaching a second language. Abdullah (2015) asserts that students who have academic schemata will have difficulties adapting to real context situations. In addition to this, Fatiloro (2015) discusses the influence of students' first language when acquiring a second one, asserting that students' previous schemata do influence the way in which second language learning develops.

Then, motivation plays an important role in this research due to the fact that teachers need to motivate SEN students as much as any other of their learners. Krashen (1982) believed that “performers with high motivation generally do better in second language acquisition” (p. 31). Cozma (2015) also addresses this topic by asserting that in the case of adults they tend to be highly motivated, for they have a goal to achieve. Given the fact that adults are not forced to study English but do it rather willingly, they are open to participate and engage in activities, for their attitude towards learning is different. Indeed, young learners do not show high levels of motivation, for they considered English as a part of the curricula, and the main reason for them to learn is to pass exams (Khajloo, 2013).

Time is another challenge with which teachers must deal, due to the fact that the existing curricula do not pay attention to the teaching of a second language (Khajloo, 2013). Indeed, according to Straková (2015), there is not enough time dedicated to second language lessons, thus students may not receive enough exposure to the target language. Because of this, teachers tend to rely on the textbook to teach, yet it must be reminded that these are mainly focused on grammatical structures, and do not promote interaction (Khajloo, 2013).

Finally, in order for second language learning to be successful, teachers need to remind that every student learns in a different way. The relevance of mix-level classes is suggested by Khajloo (2013) while referring to students who have the opportunity to attend language classes outside the school. Indeed, he claims that “these students have higher academic level than others and listening to repetitive low-level content for them is unattractive and boring” (p.57). If attention is paid to this statement, it can be claimed that students will need different input depending on their level of proficiency. Consequently, following Krashen’s theory, if the class does not have the correct input for the ones with a higher level, the class will not be challenging their proficiency, and they will tend to stay in a certain stage. On the contrary, if the input is too advanced, students whose level of proficiency is low will not develop their language appropriately, for the input will not be comprehensible. Hence the importance of understanding and respecting learner’s level and adjust the class so every one of them receives the same quality of learning.

The next topic examined in this chapter will be Universal Design for Learning, henceforth addressed as UDL. To begin with, it should be considered what UDL is in order to fully understand the connection between this educational framework and the research project; moreover, a brief description of the principles and guidelines that underlie this approach will be offered. Last but not least, a concise reference regarding UDL and the teaching of languages will be made for the purpose of knowing what has been done in this field of study and considering it later in the final proposal of a didactic sequence.

2.6. Universal Design for Learning (UDL)

UDL appeared as an extension of the architectural movement called universal design nearly 30 years ago (Alsaksen, Bergh, Bringa & Heggem, 1997). The influence of this universal trend can be clearly observed in buildings or facilities which were designed for both people with and without disabilities, thus allowing a large number of users employ them without the need to adapt themselves. Nevertheless, it was not until 1995 that educational researchers at the Center for Applied Special Technology, known as CAST, started to articulate the concept of Universal Design in education. For CAST's researchers, the framework of UDL should aim to achieve two main goals that were not contemplated before: to adapt the curriculum and to help people to access not just information but learning (Rose & Meyer, 2002).

In fact, as stated by CAST (2011), UDL "is a framework that addresses the primary barrier to fostering expert learners within instructional environments: inflexible, 'one-size-fits-all' curricula" (p. 4). In other words, the ultimate aim of UDL is to provide all individuals equal opportunities to learn, addressing what traditional curricula often neglect: learner variability (CAST, 2011). Indeed, this approach encourages the development and design of flexible curricula which do not only meet needs of an average population, but also from a variety of learners without considering if they are gifted and talented or have disabilities.

As stated in the UDL guidelines, this framework is supported by evidence from modern neuroscience, the learning sciences, and cognitive psychology. Moreover, the framework of UDL is grounded in 3 principles that will be shortly described as follows, considering the explanation offered by CAST (2011).

2.6.1. Principle I: Provide multiple means of representation

This first postulate deals with learner variability in terms of what they learn. CAST's researchers take into consideration evidence from neuroscience, acknowledging that learners comprehend and perceive information in different ways. Therefore, what is suggested by means of this principle is that teachers should offer learners multiple representations of information in order to allow students to choose the one they find meaningful to make connections between new content and previous schemata.

2.6.2. Principle II: Provide multiple means of action and expression

The second UDL postulate addresses learner variability regarding how students learn. By this is meant, the diverse methods they choose to express and to show what they will learn. As a consequence, teachers should allow students to employ a variety of strategies, skills or modalities (written or oral) when attempting class assignments or homework in the learning milieu.

2.6.3. Principle III: Provide multiple means of engagement

Although the aforementioned postulates are equally important to take into account when deciding class activities and methods, the focus of this research will be in this third principle due to the fact that it concerns the affective domain of students when learning. Indeed, researchers from CAST (2011) acknowledge that "there are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge" (p. 5), for classroom management procedures, such as routines or type of interactions among students, should be carefully chosen by teachers and instructors. Hence, it is worth noting that they are advised to offer students multiple

options for engagement in order to embrace their different learners' preferences and needs.

2.7. Universal Design for Learning Guidelines

After reviewing what UDL is and how it is articulated, the focus will now be on the guidelines (CAST, 2011) that serve as signposts for teachers and educators when planning lessons or developing curricula using the UDL framework. It is worth noticing that there are currently two versions of them; nonetheless, the latest edition of these suggestions (see Figure 2.1) will be used here.

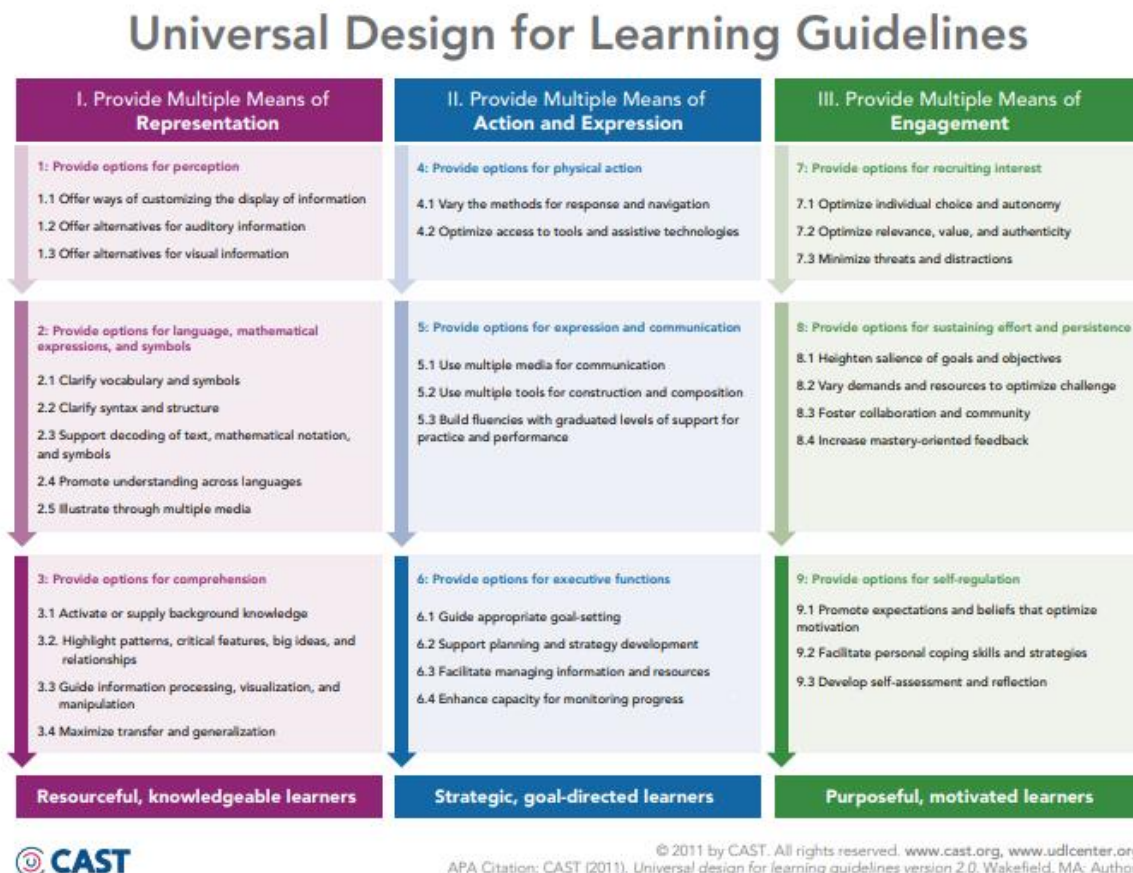


Figure 2.1 – Universal Design for Learning Guidelines. From “Universal design for learning guidelines version 2.0.” by CAST, 2011

(http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf).

In the public domain.

As it can be observed in Figure 2.1, the UDL guidelines are organized considering the three principles that explain this universal approach. Consequently, CAST researchers offer nine guidelines (three suggestions per principle), and also several “checkpoints” to illustrate better each idea proposed and to facilitate educators’ practices when incorporating UDL into their classrooms. Furthermore, characteristics that expert learners have in the context of UDL have been displayed at the end of each principle’ section so as to show the aims this framework will try to achieve.

In the same way, it was done with the principles; attention will be paid to the guidelines provided for principle number three. As it is shown in the figure, guideline number 7 asks teachers to offer learners different ways to gather information about their interests. Therefore, students should face learning situations in which they will have more autonomy for they will be given the chance to choose how they would like to access learning. Moreover, teachers are advised to design, for example, authentic tasks which should be relevant for students and allow them to value what they will learn. Recalling in some way what Krashen and Terrell (1983) stated in the affective filter hypothesis, the seventh guideline recommends that threats and distractors to the learning process should be avoided within the classroom.

Different from guideline 7, the 8th suggestion pays special attention to collaborative work. In fact, educators should foster community and teamwork for

the purpose of strengthening the value of goals and objectives. Likewise, teachers are encouraged to diversify the types of resources and demands with which they ask students to cope in order to optimize the challenges learners will face in the classroom. It should also be noted that this proposition emphasizes the need for increasing the use of mastery-oriented feedback from teachers. As Echevarria, Vogt & Short (2012) explained, “mastery-oriented feedback is the type of feedback that guides learners toward mastery rather than a fixed notion of performance or compliance” (p.228); as a consequence, teachers should concentrate on giving students meaningful feedback that may allow them to know how to improve their learning processes.

Finally, guideline 9 goes back to suggest teachers offering students options for self-regulation. Indeed, the checkpoints included in this guideline refer to what Oxford (1990), and Chamot, Barnhardt, El-Dinary, and Robbins (1999) addressed in their publications, which is learning strategies. Accordingly, it is advised that educators should facilitate the implementation of skills and strategies for their learners. Similarly, metacognitive processes understood as self-assessment and reflection, are also recommended for teachers should include them when planning lessons or developing curricula. In the same way, educators should foster positive beliefs and expectations that will increase students’ motivation.

2.8. Universal Design for Learning in the context of language teaching

This final section of the chapter will be devoted to briefly review some current research conducted in the field of language teaching and learning related to UDL applications and environments. Surprisingly, the two studies that will be mentioned here were focused on the topic of early literacy; thus, information about

other language skills and systems, such as speaking, writing, or listening will not be provided.

On the one hand, Proctor, Dalton & Grisham (2007) conducted a four-week study of the English reading comprehension of struggling readers attending a school district in southern California, United States. The recruiting participants in this research were thirty 4th-grade students, of whom 16 were Spanish-speaking English language learners and 14 were native speakers of English. In order to examine what the effect was on learners' vocabulary and comprehension growth when working in a Universal Literacy Environment (ULE), learners were provided with embedded vocabulary and comprehension strategy supports that included text-to-speech read-aloud features. After correlation analysis of the results that students showed in standardized vocabulary and comprehension tests, researchers found that "struggling readers and Spanish-speaking ELLs made use of the digitally embedded features in such a way as to promote both learning novel lexical items and effectively applying reading comprehension strategies" (Proctor, Dalton & Grisham, 2007, p.72). Even though there is no textual reference to UDL, materials and techniques used in this study exemplify the core principles of it, that is to say, multiples means of representation and engagement.

On the other hand, Lafargue et al. (2017) conducted a collaborative action research project in which a group of educators from Fredericton High School (Canada) consciously examined and incorporated the UDL approach, encouraging English language learners' reading and comprehension skills by means of eBooks (iPads). In this case, teachers were trained in matters such as UDL procedures and the implementation of this technology in the classroom. In regards to

describing the results, they acknowledged the existence of some barriers, for example, “technology integration” (p.16). However, they highlighted that the pros of implementing this digital source would compensate any logistic inconvenience or technical problem. Lastly, it should be mentioned that this experience validated the UDL principles due to the fact that it allowed educators to give students different options for self-regulation, collaboration, expression and motivation.

In conclusion, it should be acknowledge that although the UDL approach has drawbacks, the advantages of this framework vastly outweigh the disadvantages. Indeed, the lack of evidence-based research in order to prove the effectiveness of the UDL guidelines in learning environments was not ignored. Nonetheless, value to the significant contributions of UDL to the teaching and learning processes is conceded. The diminution of barriers that current curricula have, the shift of perspective from the invisible average individual to learner variability, and the expectations that teachers hold of their students’ academic performances, to name a few.

2.9. Special Educational Needs (SEN)

In this section, Special Educational Needs (SEN) will be addressed. Firstly, in order to understand what these needs are definitions will be provided to later discuss the classification system used in the Chilean context. Then, different types of adaptations will be mentioned with the purpose of comprehending the dynamics of SEN teachers within the classroom and its impact on students thus providing enlightening insights for the final proposal.

2.9.1. Classification of Special Educational Needs (SEN)

Lopez & Valenzuela (2015) assert that special need students exhibit greater difficulties when learning in comparison to the rest of the class, thus requiring special attention and support in order to attain inclusion.

The protocol that allows teachers and parents to determine the type and grade of disability that students have is through applying a diagnostic test, which will also evidence the adaptations and requirements needed in order to achieve participation in the classroom. The results issued by this test can classify special needs students into two categories: transitory and permanent.

On the one hand, according to a guidebook published by Mineduc (2009), transitory special needs are related to a specific period of time during schooling; therefore, additional support and resources are needed. On the other hand, permanent educational needs are defined as barriers that affect some students in their learning process during the whole school stage. Due to the fact that these are associated with a disability, extra attention and resources would be needed in order to achieve an effective scholar learning process.

2.9.2. Adaptations and modifications

It is important to keep in mind that modifications and adaptations are recommended in order to guarantee SEN students access to inclusive learning.

To begin with, materials and methods are expected to guarantee significant learning, which implies that what is learned by students with special needs has to be applicable to their everyday life. Indeed, materials should promote both autonomy, and physical and intellectual activity, thus allowing students to have an active role (European Agency for Development in Special Needs Education, 2010).

Moreover, aspects such as physical facilities, instruments, and tools should also be adapted according to the requirements of the students in order for them to be able to participate in activities with the rest of their classmates, hence fostering communication, interaction, and inclusion.

In regards to the learning environment, the United Nations Educational, Scientific and Cultural Organization (2001), also known as UNESCO, propose to give students the chance to interact not only with classmates and peers, but also with adults within the school community. Additionally, it is suggested that learners should have the opportunity to participate in different environments adapted to them and their needs, so that their impairments can be less noticeable, as it is the case of buildings without steps. Finally, parents should be included in the teaching process and the community, helping students to learn new skills and contributing to their development.

Consequently, in order to guarantee inclusion within the classroom, techniques such as exemplifying through experiences, providing specific information, encouraging cooperation and participation among students, and developing self-esteem and confidence are advised learning strategies (Heller, Holtzman & Messick, 1982, p. 126).

Lastly, in regards to assessment, Artiles & Ortiz (2002) emphasize the importance of the participation and involvement of parents, as well as being evaluated from home thus providing more opportunities and avoiding misdiagnosis. Furthermore, according to Abedi (2006), a positive impact is shown on tests which have been modified for students with special needs. This can be achieved by

simplifying the language used, including translations, allowing the use of a dictionary or giving extra time.

CHAPTER III
METHODOLOGY

3.1. Research paradigm

This research was conducted under a qualitative paradigm. The instruments designed for collecting data aimed to analyse students and teachers' perceptions towards the learning of English and the implementation of Universal Design for Learning in a public high-school EFL class in Hualpen. Concerning the qualitative study, Denzin and Lincoln (2005) explain it as "... an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them." (p. 3). Therefore, this study aims to examine students and teachers' perceptions about the learning of English and the implementation of Universal Design for Learning, thus obtaining qualitative data, which is key when attempting the analysis and later design of the didactic guidelines to teach English.

3.2. Type of design

Bearing in mind that this research was conducted under a qualitative scope, we decided to utilize a case study research design. As claimed by Bisquerra & Sabarriego (2004), case studies are considered relevant for the development of social studies. Because this type of research design demands from researchers consistent and deep analysis of the phenomenon, the case study strategy allows researchers to carry out pertinent and contextualized inquiries.

3.3. Participants

The participants of this study were all members of the *Programa de Integración Escolar* (PIE) of a public school located in Hualpen. Within the subjects of this research, there can be found four 12th grade high-school students and three

teachers from different subjects. On the one hand, the students' ages ranged from 18 to 20 years old, who were diagnosed as having transitory special educational needs. On the other hand, the teachers interviewed were an English teacher, a Special Education teacher, and a head teacher whose years of experience ranged from 5 to 10 years of pedagogical labours. It is worth mentioning that due to school policies, particular profiles (diagnoses) of the students cannot be referenced publicly. Furthermore, due to the fact that all the participants of this study were of legal age, no additional written consent from parents was requested; nevertheless, teachers and students expressed voluntarily their agreement to participate in this research.

3.4. Instruments

The instruments designed for gathering the data in this research project were four semi-structured interviews, which were written and exclusively designed in Spanish to guarantee a better understanding of the participants. Students' interview sample was composed of 7 questions, using the same model for each participant. On the contrary, different interviews were created to collect data from each teacher. In this case, the instrument consisted of 5 questions. It should be mentioned that no personal information was collected, and the participation in this study was voluntary and anonymous. These interviews were checked and validated beforehand by four expert professors from Universidad Católica de la Santísima Concepción.

3.5. Organization and procedure of the data collection

The study was conducted in a period of two weeks, and it was divided into 2 phases: teachers' session of interviews and students' session of interviews. Before

starting, it is compulsory to state that participants were informed, both verbally and in written formats, that their participation in this study would be required.

The interviews were conducted and recorded by the researchers in the school. Students' interviews lasted between 2 to 3 minutes per participant approximately, and were conducted in the English laboratory of the school. Teachers' interviews, on the other hand, lasted between 6 to 12 minutes per participant, and were held at the staff's room of the school.

3.6. Data analysis procedure

Once the interviews were applied and recorded, the researchers took two months to analyze the data collected from teachers and students' answers, following the qualitative analysis technique known as "content analysis" (Krippendorff, 2004). It is worth mentioning that this procedure considers six steps or components within the process, which are unitizing, sampling, recording/coding, reducing data to manageable representations, abductively inferring contextual phenomena, and narrating the answers to the research questions (Krippendorff, 2004, p. 83-87).

During this process the information from each participant was analyzed and triangulated by each one of the researchers separately so that the data from each interview could be as reliable as possible.

In order for the process to be more efficient, the triangulation was divided into two parts: the first one consisted in comparing teachers' answers in order to find divergences and convergences regarding their perceptions about special need students in the English class. The second part dealt with special needs students' answers about learning English, and as in the previous step, convergences and

divergences were also analyzed. During this stage, the interviews were transcribed by each member to both Word and Excel documents, thus creating an analysis matrix, which allowed the development and further analysis of both questions and answers.

It is worth mentioning that categories for teachers and students' answers differed from one another. Indeed, to make this classification possible, this research project followed Sampieri (2003) qualitative method of categorization of the data.

On the one hand, the data collected from students' semi-structured interviews was examined considering each of the following pre-determined categories of analysis:

Table 3.1. Categories: Students' interview

	Interview categories	Definition
1	Preferences when learning English	This category aims to analyze students' opinions and choices when learning English, in other words, how students choose to approach the language (Definition proposed by the researchers).
2	Strengths when learning English	The purpose of this category is to evidence the aspects in which the subjects show more abilities when learning English (Definition proposed by the researchers).
3	Difficulties when learning English	The current category addresses the features in which students experience complications when learning English. (Definition proposed by the researchers).
4	Perceptions about marks	Perception is the way you think about something and your idea of what is like (Perception, n.d). Thus, the objective of this category is to reveal the beliefs and opinions which participants hold about their academic performance and results.
5	Activities suggested by students in the English class	In this category, it will be presented students' suggestions regarding activities in the English class. Therefore, activity will be understood as "an educational process or procedure intended to stimulate learning through actual experience" (Activity, n.d.).

On the other hand, the data collected from teachers' semi-structured interviews was examined considering each of the following category of analysis:

Table 3.2. Categories: Teachers' interviews

Interview categories		Definition
1	Students' strengths	Pre-determined
2	Students' barriers	
3	Students' pedagogical needs	
4	Curriculum adaptations	
5	UDL implementation	
6	Strategies used	
7	Other strengths (related to the school)	Emergent

CHAPTER IV
DATA ANALYSIS

The purpose of this chapter is to study the data collected from 12th grade high-school students and teachers' interviews in order to analyse their perceptions about the learning and teaching demands they can identify in the English class. Consequently, the data analysis will be carried out considering each specific objective. Moreover, evidence to analyse each category will be displayed below.

4.1. Specific objective 1: *To identify special needs students' perceptions about their learning demands in the context of an English class*

To fulfil this objective, a semi-structured interview was designed and applied to the participants, who, in this case, were four 12th-grade students from a public school in Hualpen.

The data collected from students' semi-structured interviews will be examined considering each category of analysis named and defined in chapter 3.

4.1.1. Category: SEN students' preferences when learning English

The first category aims to analyze students' opinions and choices when learning English, in other words, how students approach the language and why.

Table 4.3. *Preferences when learning English*

Participants	Evidence <i>¿Te gusta el inglés? Sí/No ¿Por qué? ¿Cómo disfrutas más el idioma inglés?: Hablándolo, escuchándolo, escribiéndolo, leyéndolo. ¿Por qué?</i>
Student 1	<i>Sí me gusta y también me llama la atención más adelante poder estudiarlo. Escribiendolo y escuchandolo. Porque escuchándolo, se pronuncia, se entiende bonito y al escribirlo igual.</i>

Student 2	<i>Sí, me gusta el inglés, porque encuentro que es bueno saber más formas de comunicarse y porque quiero viajar, entonces es bueno saber inglés. Realmente, de todas las formas, porque desde chiquitita me inculcaron el inglés, entonces me gusta hablar, me gusta escuchar, escucho pura música en inglés, leo libros en inglés.</i>
Student 3	<i>Sería sí, porque siempre he visto cosas en inglés, toda mi vida y siempre me ha gustado el idioma... Escuchándolo, porque a mi me gusta escuchar, a la vez me gusta ver transcrito por videojuegos también, ... y escucharlo con la música.</i>
Student 4	<i>Sí me gusta el inglés, porque es un idioma que se usa a lo largo de todo el mundo y sí vale la pena aprenderlo y obviamente para ser más cultural en ese ambiente. De todas las maneras, porque, uno, escribirlo, se ve bonita la letra y también es bonito el idioma encuentro yo. Igual me gustaría aprender a hablarlo, porque, por un lado, aprender español y inglés, sería como los Dominicanos, hablan inglés y español y hablan super, combinan palabras y eso se escucha super bonito.</i>

From the table above, it can be observed that all the participants displayed a clear tendency towards learning English. This statement is supported by the four answers shown in table 3. Regarding how students approach the language, there is a general agreement which denotes that listening is one of the preferred means for learning English. This can be exemplified in the answer of student 4, who said: *Escuchándolo, porque a mi me gusta escuchar, a la vez me gusta ver transcrito por videojuegos también, y escucharlo con la música que siempre escucho.* These students' preferences can be related to the input theory (Krashen,1982) in the sense that the input may determine the quality of the students' learning, if this input is enough challenging.

Concerning the reasons underpinning students' preferences, it can be observed some variations. For instance, student 1 has interest in the characteristics of the language, while student 2 sees English as a way of

communication and travelling. Interestingly, student 3 affirms that his interest in the language is linked to a constant exposure to English, which is related to what Long (1983) claimed regarding the importance of comprehensible input. In fact, he believed that the process of language acquisition would be facilitated if learners had early exposure to comprehensible stimulus.

4.1.2. Category: SEN students' strengths when learning English

The purpose of this category is to evidence the aspects in which the subjects show more abilities when learning English. (Definition proposed by the researchers).

Table 4.4. *Strengths when learning English*

Participants	Evidence <i>¿Qué materia/contenido se te hace más fácil al aprender inglés?</i>
Student 1	<i>El verbo "to be" Sí, porque lo he visto harto.</i>
Student 2	<i>Los verbos, me los sé casi todos de memoria.</i>
Student 3	<i>No tendría ninguna en específico. Esque no se me ha complicado tanto como espero en alguna materia, esa es la verdad.</i>
Student 4	<i>Es que en sí el inglés no es complicado. El problema es cuando se añaden diferentes términos, pero en sí, nada es complicado. Inglés es super fácil, si la cosa es saber el significado y cómo hay que utilizarlo.</i>

It is interesting to note that students agree in not acknowledging to themselves any strength in learning the language. However, they recognize that English is not difficult, and it seems that for them it is a matter of knowing the vocabulary. It can be inferred that the participants evidence a pragmatic approach

towards the learning of vocabulary in English (Nation & Yamamoto, 2012). According to the participants' answers, it is evident that memory plays an important role in the learning of the language. For example, some of them refer to their ability to remember the verbs, which is mainly associated to memorization (Proctor, Dalton & Grisham, 2007).

4.1.3. Category: SEN students' difficulties when learning English

The section addresses the features in which students experience complications when learning English. (Definition proposed by the researchers).

Table 4.5. *Difficulties when learning English*

Participants	Evidence <i>¿Qué materia/contenido te cuestan al aprender inglés?</i>
Student 1	<i>Lo del pasado simple. Sí, los tiempos verbales..</i>
Student 2	<i>Los pasados. El pasado participio, todo eso. Sí, el pasado continuo, el presente continuo, todos esos me cuestan. Los tiempos verbales.</i>
Student 3	<i>El presente perfecto que a veces se me olvida un poco.</i>
Student 4	<i>Los verbos, esos que se usan entre medio, son los más complicados. Es lo que más me complica de todo este año.</i>

From the evidence displayed in table 5, it is evident that the four students consulted agree on the fact that tenses in second language are the most difficult aspect to learn. This may seem like a contradiction to the answers shown in table 4, but it is not. In the previous table, they declare that verbs were easy to learn, but in table 5, they claim that they have problems when conjugating verbs. This difficulty related to the grammar aspect is described by Francis (2008), who

suggested that students who have specific language impairments are more likely to face grammar issues related to phonological, morphological aspects and syntax. Additionally, Fatiloro (2015) argues that these syntactic, phonological, semantic or morphological problems derive from the impact of students' mother tongue when they acquire a second language.

4.1.4. Category: SEN students' perceptions about their marks

The objective of this category is to reveal the beliefs and opinions which participants hold about their academic performance and results (Definition proposed by the researchers).

Table 4.6. *Perceptions about marks*

Participants	Evidence <i>¿Tienes buenas notas en la clase de inglés? Sí/No ¿Por qué?</i>
Student 1	<i>La primera nota no fue buena porque no estudié, la segunda mejoré, porque tomé conciencia del primer puntaje y decidí estudiar. Pero así como tu rendimiento en general, en inglés los años anteriores, ¿te va bien, te va mal? Bien.</i>
Student 2	<i>Sí, sí igual tengo buenas notas en inglés, porque, una que me gusta, y dos desde chiquitita mi mamá me inculcó aprender inglés, porque es como el idioma mundial realmente ahora, entonces por eso.</i>
Student 3	<i>Sí. Porque sé inglés.</i>
Student 4	<i>Sí, sí tengo buenas notas. Porque no es complicado, o sea, obviamente hay algunos que les complica más, el pronunciarlo, el aprenderlo, pero es cosa de darle tiempo porque yo por ejemplo, escucho música en inglés y hartas cosas en inglés, y uno se acostumbra.</i>

It is worth noting that there is a positive perception of students regarding their performance in English. The motivation that participants declare about their

performance is related to Krashen's (1982) idea regarding the role of motivation in the acquisition of a language. Indeed, Krashen claimed that "performers with high motivation generally do better in second language acquisition" (p. 31).

When analyzing the reasons they have for this, it can be observed that their answers may vary. Nevertheless, none of them evidence demotivation to learn English, which differs from Khajloo's (2013) ideas concerning the problems that students face when learning English. Indeed, he asserts that young learners do not show high levels of motivation, for they considered English as a part of the curricula, and the main reason for them to learn is to pass exams.

4.1.5. Category: SEN students' suggestions about activities

In this category, it will be presented students' suggestions regarding activities in the English class. Therefore, activity will be understood as an educational process or procedure intended to stimulate learning through actual experience (Activity, n.d.).

Table 4.7. *Activities suggested by students in the English class*

Participants	Evidence <i>¿Qué actividades deberían haber o te gustarían en la clase de inglés? ¿Qué podría hacer el profesor de inglés para que tú participes más o aprendas más inglés?</i>
Student 1	<i>Yo creo que deberían ser clases que sean como el tipo "KAHOOT", porque así entretenidas y didácticas. No sé, sería una clase más entretenida, no tan común.</i>
Student 2	<i>Me gustaría más que hubieran más listening, para que aprendiéramos, porque uno puede saber inglés, pero si uno le hablan en inglés y no entiende, no le sirve nada saber hablar inglés. No sé realmente, es que considero que aquí igual se enseña bien inglés, porque dan hartas guías, hartas actividades y eso al practicar, uno aprende mejor que cuando le pasan materia.</i>

Student 3	<i>De años anteriores sí. Fue cuando la profe había sacado una aplicación de la Google Play, no me acuerdo, ¿Kahoot creo que era? Sí, esa cuando la había ocupado acá, si me acuerdo, era entretenida. Sípu como, le empiezan a preguntar cuestiones y aquí se veía todo y eso era.</i>
Student 4	<i>Por ejemplo, tiene que ver con la letra de las canciones no sé, una actividad poniendo canciones, pero viendo letras subjetivas y ahí darle un poquito más de idea, hacerlo un poquito más fácil y dinámico con el alumno. ¿Incluir más canciones? Sí, eso mismo.</i>

From the evidence displayed above, it is evident that students' suggestions regarding activities in the English class are mainly related to the implementation of practical tasks. Participants 2 and 4 refer to the idea of including listening activities within lessons because they make classes more engaging and serve as sources of input for learning English. Participant 2 explains this by stating: *Me gustaría más que hubieran más listening, para que aprendiéramos, porque uno puede saber inglés, pero si uno le hablan en inglés y no entiende, no le sirve nada saber hablar inglés.* This is supported by Renandya and Farrell (2011) who allude to the role of input- and output-based practice when learning a second or foreign language. Concerning the input-based practice, the authors state that the stimulus needs to be “meaningful, interesting, comprehensible, abundantly, frequently encountered and reliably available” (p. 5). Although the authors assert that both forms of language practice are equally important, Renandya (2013) emphasizes that “Extensive exposure to comprehensible language, either through reading or listening, is critical for language acquisition.” (p. 6).

In addition, participants 1 and 3 suggest the use of ICTs in the English class for they change the dynamic of the lesson. This can be exemplified in the answer of participant 3: *Yo creo que deberían ser clases que sean como el tipo*

“KAHOOT”, porque así entretenidas y didácticas. No sé, sería una clase más entretenida, no tan común. With regard to this idea, Lafargue et al. (2017) implemented technology and practical activities in a classroom within the UDL approach, thus encouraging English language learners’ skills. From their research, they suggest that the combination of these two elements would offer students different options for self-regulation, collaboration, expression and motivation.

4.2. Specific objective 2: To identify teachers’ perceptions about special needs students’ learning demands in the context of an English class

To fulfil this objective, three semi-structured interviews were designed and applied to the participants, who, in this case, were three teachers from different subject areas.

The data collected from teachers’ semi-structured interviews will be examined considering each category of analysis named in chapter 3.

4.2.1. Category: SEN students’ strengths in the English class

The purpose of this category is to evidence the aspects in which students show more abilities when learning English from teachers’ perspectives (Definition proposed by the researchers).

Table 4.8. Students’ strengths

Participants	Evidence <i>¿Qué fortalezas considera usted que poseen los alumnos que participan del Programa de Integración Escolar (PIE) con respecto a la enseñanza del inglés?</i>
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Special Education Teacher	<i>Una fortaleza de ellos, hoy, es poder aprender a través de las canciones que a ellos les gustan, algunas formas de pronunciación y de aprender un poco más el inglés.</i>
Head Teacher	<i>Las facilidades que tienen ellos, las fortalezas, es que trabajan bastante con el inglés y lo ven en todos lados, en los medios de comunicación, y como están en cuarto medio cierto, ellos ya mantienen un vocabulario bastante amplio en cuanto al inglés y lo pueden ir mejorando. Los videojuegos, entonces ellos tienen una base del inglés bastante fuerte, pueden comprender bastante vocabulario.</i>
English teacher	<i>Las fortalezas de los niños que tenemos es que quieren aprender y quieren participar y ellos se sienten felices de poder participar en la clase y no ser sacados, como pasa generalmente en otros establecimientos. Entonces, la fortaleza de ellos es la motivación.</i>

First of all, it is worth noting that the three teachers attribute strengths to their students. On one hand, the English teacher, for example, affirms that students' motivation to learn and to participate in the class is their main strength, as supported by Krashen (1982). On the other hand, the head teacher assigns students' strengths to their exposure to the language (Long, 1983) and the increasing amount of vocabulary they know (Nation, 2001).

As it can be observed in the participants' answers, their perceptions and attitudes towards students' strengths appear to be positive and enthusiastic. Notwithstanding the level of students' disabilities, SEN students are not excluded from the regular classroom, thus strengthening their motivation for learning. This correlation between teachers' attitudes and students' disabilities was addressed by Cook (2001), who asserted that "it appears that teachers' perceptions of severity of disability influence the attitudes they hold toward their included students with disabilities" (p. 212).

4.2.2. Category: SEN students' barriers in the English class

The current category addresses the obstacles that students face when learning English (Definition proposed by the researchers).

Table 4.9. Students' barriers

Participants	Evidence <i>¿Cuáles son las barreras que enfrentan los alumnos que participan del Programa de Integración Escolar (PIE) con respecto a la enseñanza del inglés?</i>
Special Education Teacher	<i>“yo creo que la fundamental barrera que yo he visto en varios de nuestros alumnos que vienen de diferentes colegios, de que ellos no han participado nunca en inglés, ellos están eximidos de inglés y no tienen noción ni siquiera de lo más básico de inglés”.</i>
Head Teacher	<i>“una de las barreras que dificultan acá por lo menos en este liceo son los atrasos y el ausentismo. Nosotros si no tenemos a los alumnos acá de forma presencial, no los podemos abordar y la mayoría de los estudiantes con necesidades educativas especiales, están bastante pegados a su familia, entonces las familias como que no los dejan mucho salir”.</i>
English teacher	<i>“Muchas veces ellos llegan y dicen que no han hecho inglés en la educación básica, y por primera vez se enfrentan a una clase de inglés acá, pero sí vienen descendidos en la asignatura”.</i>

It is interesting to note that even though teacher-participants identify barriers that impact SEN students' learning of English, they do not associate the limitations to their students themselves. Actually, they suggest that barriers for learning are related to different circumstances students face during school life, such as lack of English instruction or truancy. For instance, the head teacher expresses that *“una de las barreras que dificultan acá por lo menos en este liceo son los atrasos y el ausentismo (...)”*. In relation to this, Straková (2015) claims that “the lower amount

of teaching foreign languages in school setting means the lower exposure” (p.2.437). As a consequence, she implies that the problem with this situation is that if students do not receive enough exposure to the target language, thus their performances may not show a significant increase.

4.2.3. Category: SEN students’ pedagogical needs in the English class

This section takes into account students’ needs within the English classroom from teachers’ perspective (Definition proposed by the researchers).

Table 4.10. *Students’ pedagogical needs*

Participants	Evidence <i>¿Cómo cree usted que se puede apoyar en la clase de inglés a sus alumnos con necesidades educativas especiales (NEE)?</i>
Special Education Teacher	<i>“Lo que más hacemos es preocuparnos de que ellos tengan un buen conocimiento al menos de lo más básico que tiene que ver con el inglés, de que aprendan cosas cotidianas, como... cosas importantes de su sala, su cuaderno, su estuche, lo que es más cotidiano para ellos tratar de que al menos eso logren asimilarlo y manejarlo para tener algún conocimiento básico por lo menos”.</i>
Head Teacher	<i>“Todos nuestros alumnos tienen distintas formas de aprender, ¿ya?... Por lo tanto, yo creo que se deberían considerar sus estilos de aprendizaje al momento de diseñar o implementar cualquier cosa. Por ejemplo, algunos son auditivos, otros son más de comprensión, otros son de escritura, de buen manejo del vocabulario, etcétera.</i>
English teacher	<i>"El tiempo de ese trabajo personalizado que necesita ese alumno. Afortunadamente, siempre tengo la ayuda de docentes en práctica y ellos apoyan a estos estudiantes, pero sí, a veces estoy sola y quisiera tener más tiempo para trabajar con ellos".</i>

The data has shown that all the participants agree on the fact that there are pedagogical elements that special needs students require. When it comes to deciding on which teaching aids they need, answers vary significantly due to the

perspectives that participants offer from their different subject fields. On one hand, the English teacher recognizes that time devoted to personalized teaching is a need she can identify concerning special needs students. On the other hand, the special education teacher indicates that helping students to manage basic and frequent-use vocabulary is the primary concern she tries to address. This idea is related to what the European Agency for Development in Special Needs Education (2010) suggested regarding significant learning; what is learned by students with special needs has to be applicable to their everyday life (“Teaching Methods and Materials”). In other words, teachers should focus their instruction on finding meaning and a purpose to what their students assimilate in the classroom.

Moreover, the head teacher suggests that attention should be paid to students’ learning styles and preferences. This answer is related to the third principle of UDL, that is to say, providing multiple means of engagement. As affirmed by CAST (2011), “Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine.” (p. 5). Therefore, capturing students’ attention by means of different methods is advised when teachers design instruction in order not to neglect the unique characteristics of their students.

4.2.4. Category: Curriculum adaptations for SEN students in the English class

The next category considers the modifications made to the existing curriculum in order to guarantee the teaching of English to all students (Definition proposed by the researchers).

Table 4.11. Curriculum adaptations

Participants	Evidence <i>¿Qué adecuaciones curriculares (Materiales y recursos, organización del espacio, contenidos, metodologías, estrategias, actividades y evaluación) contempla el Programa de Integración Escolar (PIE) en relación a la enseñanza del inglés?</i>
Special Education Teacher	<p><i>Las adecuaciones que hacemos con respecto a materiales, como le decía depende de lo que tengamos que enseñar normalmente usamos todo lo que es más concreto. Osea si le vamos a enseñar de cosas materiales, tratamos de tener todos los instrumentos que vamos a ocupar. Pues, si va aprender de útiles escolares, tratamos de tenerlos en la mano para que él se familiarice. [...] a través del método global, que es lo mismo que te estoy diciendo, pero con ayuda visual. Por ejemplo, con cartas que demuestren lo que estamos viendo, el artículo que está viendo. Tipo de adecuación, más que nada en la forma de evaluar. Ver las fortalezas del alumno.</i></p> <p><i>El PACE es una adecuación curricular que se usa con los alumnos que están muy descendidos, cuando ya no logran con las otras estrategias que se han ocupado, poder tener un conocimiento más pleno y poder evaluarlos también. Entonces, el PACE es una adecuación personal que se hace para cada alumno que están descendido, sobre todo los alumnos permanentes.</i></p>
Head Teacher	<p><i>Una variedad de instrumentos de evaluación, yo creo que por ejemplo en este colegio, la miss encargada de inglés, ella hace listening, hace reading, pruebas escritas, etcétera, osea ella va a utilizar casi todas las herramientas que podamos tener para poder ver cuáles son las habilidades de los alumnos. El tema de usar los videos, de usar la música, todo eso va ir ayudándoles a los alumnos a comprender mejor la clase.</i></p>
English teacher	<p><i>Hay adecuaciones en las guías de trabajo. También se hace adecuación con las notas. Se les exige un 50%. En el caso de los alumnos permanentes, la nota mínima parte de un 3, y los transitorios un 2. En cuanto a la evaluación hay diversos instrumentos de evaluación. Evaluamos comprensión auditiva, comprensión lectora, expresión oral, expresión escrita y ellos siempre se destacan en un área y con esta variedad de instrumentos de evaluación, ellos tienen la oportunidad de aprender, de demostrar lo aprendido, a través de cualquiera de estos instrumentos.</i></p>

From the answers displayed above, it can be observed that the three teachers refer to adaptations related to assessment procedures and instruments. Indeed, they mention the plurality of instruments and methods used at the school

to assess the different skills of the language in order to offer every student alternatives that suit their needs. As Artiles & Ortiz (2002) explained, it is crucial that teachers make important adaptations of the instruments the same way they should use different tools and strategies for assessing the learners. With regard to this, Abedi (2006) claimed that there is a positive impact when the tests are modified for students with special needs, among them are the simplification of the language used in a test without affecting it itself, the accommodation of a test including translations or allowing the use of a dictionary for the completion of the test.

Concerning adaptations to the teaching and learning materials, there exist divergences among teachers' answers. On one hand, both the special education and head teachers refer to the use of didactic materials, such as flashcards, *realia*, videos or music, when teaching in order to facilitate the familiarization of the content. On the other hand, the English teacher suggests curricular adaptations regarding the grading scales and the use of worksheets, as it can be observed in her answer: *Hay adecuaciones en las guías de trabajo. También se hace adecuación con las notas. Se les exige un 50%. En el caso de los alumnos permanentes, la nota mínima parte de un 3, y los transitorios un 2.*

4.2.5. Category: UDL implementation in the English class

In this category, the knowledge and use of UDL will be analyzed from teachers' perspective (Definition proposed by the researchers).

Table 4.12. UDL implementation

Participants	Evidence <i>¿Considera que el Diseño Universal para el Aprendizaje (DUA) puede ser implementado en la clase de inglés? Sí/No ¿Por qué?</i>
Special Education Teacher	<i>Sí, puede ser implementado porque nos da cierta didáctica, cierta dinámica, que se necesita con los alumnos con necesidades educativas especiales y por qué debe ser utilizado, porque es un aporte para nosotros. El DUA es un modelo que nos da la posibilidad de interactuar de otra manera con los niños, de hacer algo más personal con ellos.</i>
Head Teacher	<i>Sí estamos trabajando porque esto como ya estamos hablando de inclusión en el alumnado tenemos que incluir los contenidos para los alumnos y desarrollar estrategias de aprendizaje que vayan a abordar a todo el universo de estudiantes que tenemos. No son discapacidades, son necesidades educativas diferentes solamente y ahí tenemos que abordar todo el universo y eso es lo que tratamos de hacer con los diseños de clase inclusiva acá en el establecimiento, acá por lo menos en inglés y en lo que yo destaco de la miss es que no hay personas que se excluyan del ramo.</i>
English teacher	<i>Sí, yo pienso que es así, y bueno, actualmente también lo hacemos. En el fondo sí, porque diseñamos diferentes instrumentos de evaluación, diferentes estrategias para desarrollar las distintas habilidades, entonces, sí, sí puede ser implementado.</i>

The answers provided reveal that all the participants acknowledge the implementation of UDL as possible within the English class. Indeed, the head teacher and the English teacher indicated that UDL has been used by the institution when teachers design inclusive lesson plans. Concerning the reasons to implement UDL in the English class, answers vary among participants. On one hand, the special education teacher argues that UDL works as a support for the work of the teachers adding didactic to the class and offers different ways of interacting with the learners. On the other hand, the head teacher established that it allows participation and inclusion for all students, for she states that “(teachers) *tratamos de hacer con los diseños de clase inclusiva acá en el establecimiento,*

acá por lo menos en inglés y en lo que yo destaco de la miss es que no hay personas que se excluyan del ramo”. Moreover, the English teacher points out that UDL fosters the use of different strategies and assessment instruments. Accordingly, the second principle of UDL advocates for the provision of multiple means of action and expression to students (CAST, 2011), which can be exemplified, as stated in the answer of the participant, when teachers offer learners more than one alternative to carry out assessment procedures, allowing students the possibility to choose how they would demonstrate what they have learned.

4.2.6. Category: Strategies used to teach English

This section will address what strategies teachers implement in the classroom (Definition proposed by the researchers).

Table 4.13. *Strategies used*

Participants	Evidence <i>¿Qué estrategias considera usted que son más efectivas para la enseñanza del inglés a alumnos con necesidades educativas especiales (NEE) para: comprender contenido, demostrar lo que sabe o participar en la clase?</i>
Special Education Teacher	<i>Si le vamos a enseñar de cosas materiales, tratamos de tener todos los instrumentos que vamos a ocupar. Pues, si va aprender de útiles escolares, tratamos de tenerlos en la mano para que él se familiarice cierto, que cómo se nombra el lápiz, cómo se nombra el cuaderno, osea tratar de trabajar lo mejor que se pueda en cuanto a lo concreto con ellos. [...] a través del método global, que es lo mismo que te estoy diciendo, pero con ayuda visual. Por ejemplo, con cartas que demuestren lo que estamos viendo, el artículo que está viendo. Eso va tomado igual, como te decía como estrategia con el asunto en concreto.</i>
Head Teacher	<i>Bueno ahí podemos usar bastante el tema de las tics. Las técnicas (tecnologías) de la información cierto, las podemos usar bastante con el tema, y que son efectivas, porque los alumnos trabajan mucho en computación, tienen mucho dominio por el mismo tema de los videojuegos, escuchan bastantes noticias relacionadas con el inglés,</i>

	<i>también el tema de los papers, que puedan por ejemplo en mí área, que yo soy de ciencias naturales, el poder leer y entender los textos científicos en inglés, que son los que vienen ahora como primicia, ellos lo pueden hacer y va a ir como a complementar todo el tema del aprendizaje del inglés.</i>
English teacher	<i>Por cada actividad que ellos realizan, se les da un punto, un punto de prueba. También, porque ellos reciben algo a cambio, hay un refuerzo positivo con ese premio. El trabajo grupal, donde ellos generalmente trabajan con un alumno más aventajado, entonces ahí pueden potenciar las habilidades de ellos y apoyarlos en los contenidos que más les cuesta comprender.</i>

Based on the data collected, it can be observed that all the teachers agree on the use of strategies for the teaching and learning of English. However, each participant mentioned a different strategy to address these processes. In the case of the head teacher, she suggested the integration of ICTs within the lesson by asserting that *Las técnicas (tecnologías) de la información cierto, las podemos usar bastante con el tema, y que son efectivas [...]*. This evidence is in accord with Kasper (2000) who advised that using information technology resources may improve learners' linguistic and thinking skills (p. 97-98).

When it comes to the English teacher, she declared the use of positive reinforcement by giving extra points for tests and providing rewards to the students when they complete their activities. In this line, Grossman (2004), cited in Degeling (2012), argued that "students are more likely to do things they will be rewarded for than punished for" (p. 3). Additionally, another strategy declared by the English teacher is the implementation of peer tutoring (Hott, Walker & Sahni, 2012) in which higher performing students are paired with lower performing students in order to assist them performing classroom tasks.

4.2.7. Emergent category: Strengths related to the school

The last category of the data analysis presented itself after examining the already existing data. The objective of this category is to highlight the positive aspects of the teaching community in regards to the teaching and learning of English within the school (Definition proposed by the researchers).

Table 4.14. *Other strengths*

Participants	Evidence
Special Education Teacher	<i>En este establecimiento, le puedo decir que la mayor fortaleza que tenemos nosotros es el trabajo colaborativo que tenemos con ella (profesora de inglés), porque ella trabaja mucho con el equipo PIE, es una profesora que está en integración, y es una profesora que lleva años trabajando con nuestros alumnos.</i>
Head Teacher	<i>No hay ninguna persona que pueda eximirse en este liceo de inglés, entonces eso es una bastante buena decisión que se tomó, para poder abordar a todos los alumnos por igual, por lo tanto ahí no podríamos quitarle al alumno el derecho de aprender inglés, cada uno va a aprender a su ritmo, pero lo va a hacer desde la misma forma, no va a haber separación entre estudiantes. Eso puedo destacar de acá del establecimiento.</i>
English teacher	<i>Una fortaleza, pero que es de nuestro sistema educativo, es parte de nuestro proyecto y es que acá en el Liceo Simón Bolívar no eximimos alumnos, independiente de que tengan trastornos permanentes o transitorios, todos son beneficiarios de las clases de inglés.</i>

There is a general trend which denotes that all the participants agree on the fact that the school exhibits strengths that have an impact on the teaching and learning processes of their students. An example of this can be observed in the answer of the English teacher who affirmed that *Una fortaleza, pero que es de nuestro sistema educativo, es parte de nuestro proyecto y es que acá en el Liceo Simón Bolívar no eximimos alumnos [...]* Regarding this matter, the head teacher pointed

out that *No hay ninguna persona que pueda eximirse en este liceo de inglés, entonces eso es una bastante buena decisión que se tomó, para poder abordar a todos los alumnos por igual, por lo tanto ahí no podríamos quitarle al alumno el derecho de aprender inglés [...]* Both comments may allude to the leading role of the school when it comes to offer equal opportunities for the whole universe of students (Wight, 2015; Reagan & Osborn, 2002). Similarly, CAST (2011) remarked that the ultimate goal of UDL is to provide all individuals equal opportunities to learn, approaching their diversity and preferences rather than their limitations.

On the other hand, the special education teacher stated that collaborative teaching between her and the English teacher is another strength they have as a school. In fact, Artiles & Ortiz (2002) established that it is crucial for teachers to work as a team, notwithstanding their expertise areas so as to support and discuss among them the best ways to articulate strategies and methods for their students. In the same way, the eighth guideline of UDL pays special attention to collaborative work (CAST, 2011), suggesting that educators should foster community and teamwork for the purpose of strengthening the value of goals and objectives.

4.3. Specific objective 3: *To propose a didactic sequence for teaching and learning English as a foreign language in the context of Universal Design for Learning*

In order to foster successful and meaningful learning experience to all students, including the ones with special needs, the researchers propose the following didactic guidelines. It is worth noticing that these are based upon the Task-Based Learning (TBL) lesson shape and the UDL framework, thus the

implementation of three different diagrams which purpose will be further explained below.

To begin with, the subsequent diagram illustrates the fundamental aspects of a Task-Based Learning (TBL) lesson.

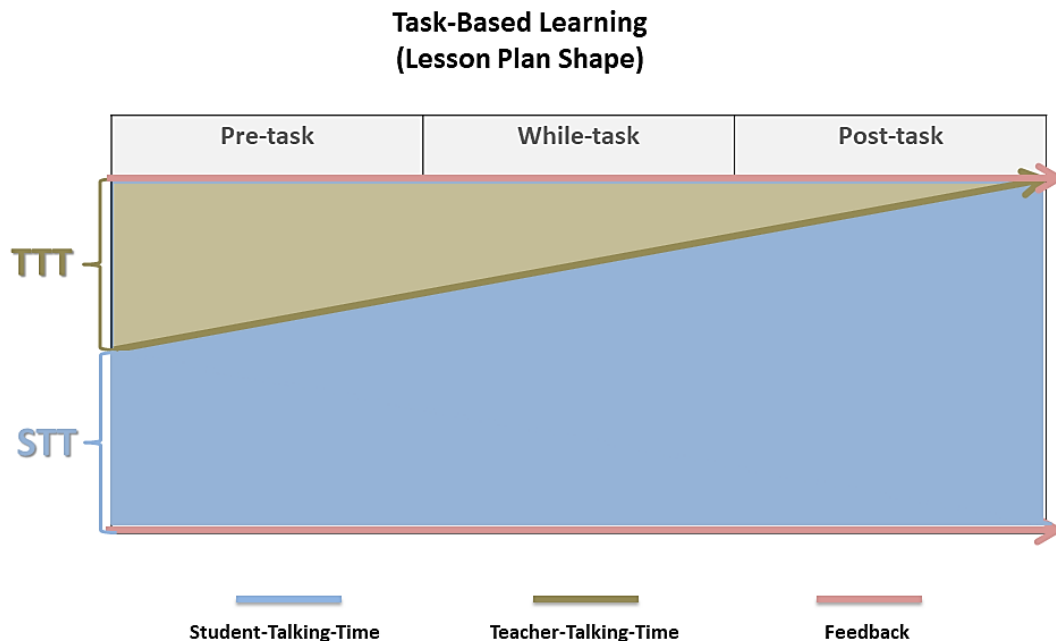


Figure 4.2 – Task-Based Learning Lesson Shape, by Cea, M., Pérez, M. and Ulloa, C. (2019).

According to Brown (2007), TBL is a perspective within the Communicative Language Teaching framework, which aims to achieve a task through communication. Therefore, students are expected to use the language they already acquired, for it will be throughout the lesson that new vocabulary and structures will be fostered. Within the TBL lesson shape, three stages can be found: pre, while,

and post-task. The first one deals with setting the task, delivering instructions and materials, and providing examples of the task to be achieved; then, students develop the main task while being monitored by the teacher; finally, learners are asked to present their final artifacts with the aim of being assessed, while teachers clarify or review the target language.

With regards to the role of teachers, Brown (2007) emphasizes their importance in order to achieve successful learning. Thus, the main focus of this perspective is on students' participation rather than the teachers', indeed, as it can be observed in figure 4.2., student-talking-time, represented by the blue area, surpasses teacher-talking-time (green area of the diagram). In addition to these features, and following Tee & Ahmed (2014) take on feedback, to which they refer as a crucial element of second language acquisition, the researchers propose to include this process all throughout the lesson. In fact, as illustrated in the diagram above with red arrows, feedback is advised to be part of each stage of a TBL lesson from teachers and students' roles.

Due to all that was explained above, we consider TBL to be the most suitable option for teachers when addressing SEN students for two main reasons. First, a TBL lesson plan allows to meet the communicative needs of exceptional students, for it offers them the possibility to use the language without feeling threatened. Secondly, this perspective provides a window to include, which for us is one of the most relevant features of UDL, flexibility into lesson planning. Indeed, when combined, these two offer multiple means of expression to both teachers and students, meaning that they are not restricted to only one path for learning.

Subsequently, the following diagram illustrates the role of the ICTs within the context of TBL and UDL.

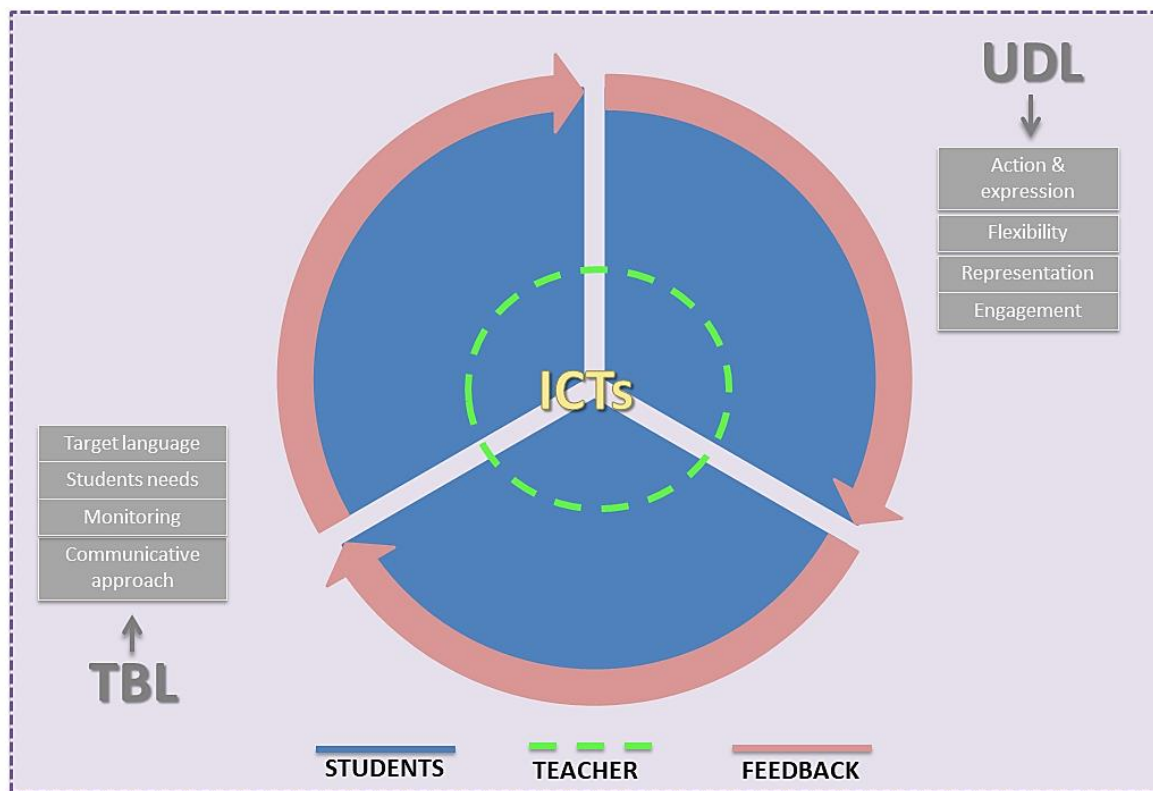


Figure 4.3 – Information and Communication Technologies within the didactic guidelines, by Cea, M., Pérez, M. and Ulloa, C. (2019).

As stated by Kasper (2000), the use of ICTs may improve learners’ linguistic and thinking skills (p. 97-98). Therefore, as observed in figure 4.3., these tools are located in the center of the diagram due to the fact that they foster motivation, facilitate development of tasks, and provide input, which are fundamental factors to consider at the moment of learning a second language.

It is worth mentioning that TBL elements are not being addressed in this section, for they were previously discussed; nonetheless, the main feature of UDL

will be further acknowledged hereunder. Despite the fact that there are four key elements of UDL, it seems that the one that encompasses the others is flexibility. The reason behind this is that, not only do teachers have a variety of options for presenting the content, but also students have the opportunity to demonstrate their knowledge, which may result in them exhibiting a higher level of engagement. In addition to this, it can be noted that feedback is represented by a continuous arrow which circles around the interaction between teacher and student, meaning that feedback is provided throughout the entire lesson. It can also be observed that students' role predominates the learning process, for they are given a more active role, whereas the teacher takes the role of a facilitator allowing the students to work autonomously.

Due to all that was explained above, we consider that ICTs are both theoretically and empirically proven to be effective. The main reason behind this is that data analysis shed light on the fact that students exhibit interest in these tools when learning English, for they transform the atmosphere in the classroom into a more playful one. Indeed, teachers seemed to agree with this statement, because ICTs facilitate the teaching of a second language and trigger students' motivation.

Finally, the diagram below demonstrates the final proposal for this research, which intends to provide guidelines for teaching and learning English to exceptional students.

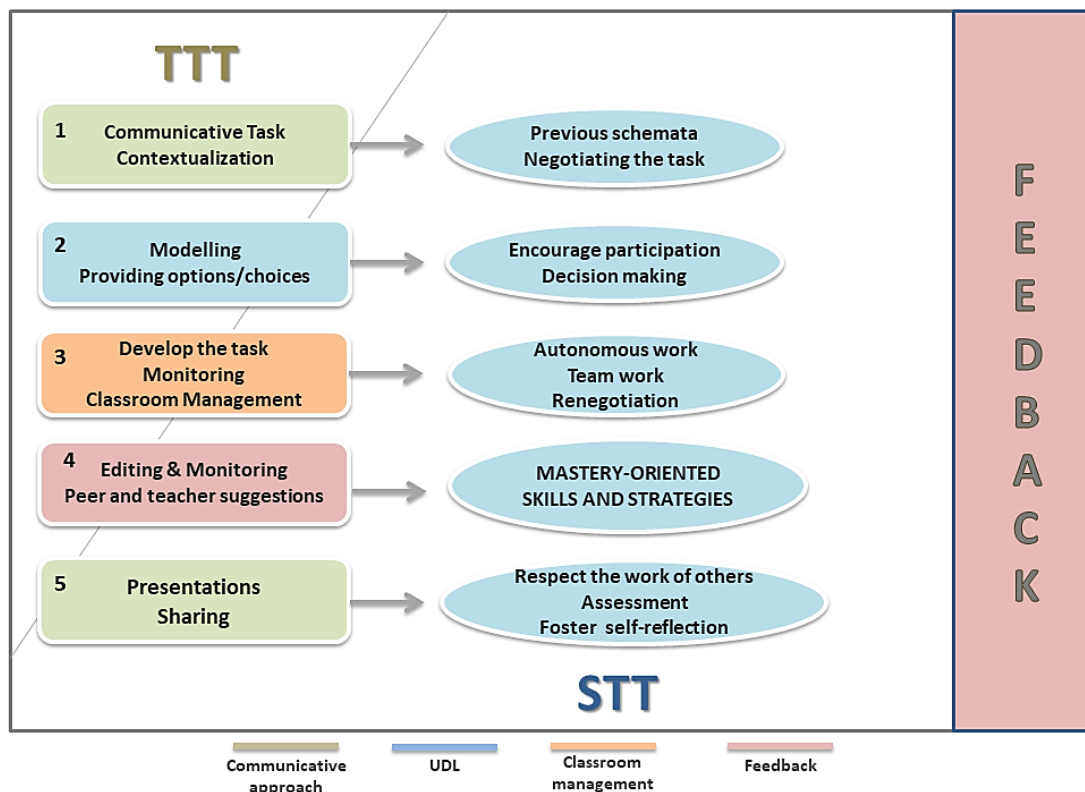


Figure 4.4 – Didactic guidelines for Teaching and Learning English to SEN students, adapted from Tapia, M., Correa, R., Ortiz, M., & Neira A. (2012).

From a general perspective, it can be observed that figure 4.4. is divided into three main parts, which will be further explained hereunder. On the one hand, the left side of the diagram, it is related to teachers' role (Teacher-Taking-Time), which appears to decrease as the lesson progresses. On the other hand, the section in the middle, is attributed to students' participation in the classroom (Student-Talking-Time), which, on the contrary to the last one, increases as the lesson progresses. Lastly, the right side alludes to feedback, which regardless of the stage of the lesson, does not show any variation.

Another relevant component to be discussed are the reasons behind the coloring of the diagram. First, it can be observed that the majority of the boxes are colored blue, meaning that they are based upon Universal Design for Learning principles. This seems relevant due to the fact that UDL represents the foundations for any lesson intending to integrate SEN students to the classroom. Secondly, green boxes are strongly related to the communicative approach, for both phase 1 and 4 portray the goal to be attained through communication. Third, pink boxes stand for the moments in which feedback is fostered and developed, thus acting as a key element of the learning process. Finally, an orange box illustrates the phase in which classroom management becomes relevant, for it is in this stage where rules and procedures are renegotiated and established.

To provide further explanation in regards to the roles of the teachers and students in this proposal, their involvement in each phase will be addressed. On the one hand, the figure exemplifies that from phase 1 to phase 3 teachers' involvement is still present, yet it starts to decline; thus, students begin to take the lead on their own learning process. On the other hand, it can be inferred that in phases 4 and 5 the teacher delegates almost all duties to students, and that teachers' main responsibilities are to monitor and assess.

Due to all that was explained above, we strongly believe that the proposal suggested represents an answer to the demands that both SEN students and teachers made in the interviews conducted. It is worth noticing that figure 4.4. was adapted from Tapia, Correa, Ortiz, and Neira (2012) *Propuesta de secuencia didáctica con apoyo de Wiki*, because it allowed the researchers to better fulfil the

purpose of designing guidelines to teach English as a second language to SEN students.

In addition to this, it seems important to take into consideration that these guidelines will serve teachers as a foundation for examining their teaching/instructional practices and implementing them as needed, for they will offer a window to inclusion.

CONCLUSIONS

5.1. Conclusions

This investigation was established to design a proposal to teach English as a foreign language to students with special educational needs in the context of the Universal Design for Learning from the perspective of teachers and students.

In order to achieve this purpose this study went in search of answering the three specific objectives of this research, obtaining several findings throughout the analysis of the gathered data. The conclusion of this research will be presented by each specific objective.

5.1.1. Specific objective 1.

Regarding to the learning demands that special needs students have in the context of an English class, several conclusions can be drawn. In terms of students' preferences, the participants' declarations reveal their interest in the English language and indicate listening as their favourite skill.

On the one hand, with the objective of making evidence in the aspect that students declare they may show more abilities, it was observed that they do not attribute any strengths to themselves. It can also be inferred that students seem to resort to memorization when learning verbs, thus finding them easy to learn. Indeed, they referred to English as an uncomplicated subject. On the other hand, the features in which students experience complications when learning English are the ones related to the conjugation of verbs. In fact, all participant interviewed seem to agree that they may not face problems when using the bare infinitive and making no arrangement to the tense.

The final two categories analysed aimed to reveal the beliefs and opinions which participants hold about their academic performance and results, and their

suggestions about activities within the classroom. The former, as it was mentioned above, alludes to fact that even though students do not attribute any strength to themselves, they still exhibit a positive attitude towards their performance in the English class. Moreover, no factor can explain why this happens; however, it is possible to conclude that the main factor here is motivation. It is worth noticing that this phenomenon represents a contradiction, for it is usually believed that mainstream students are predisposed to enter the English classroom with a negative attitude, which seems to be quite the opposite in comparison to SEN students' perceptions. The latter deals with the activities suggested by the participants in order to be applied in the English lesson. The majority of the subjects interviewed agreed upon the use of ICTs as their preferred tool to be implemented, followed by different learning resources, such as songs and games. In other words, they proposed the use of more than one approach when learning.

5.1.2. Specific objective 2.

Concerning the teaching demands that special needs students have in the context of an English class, several conclusions can be drawn. To begin with, it is interesting to mention that teachers agree upon the fact that students do show a positive attitude towards the English language, which supports student' previous declarations about their perceptions. Moreover, they acknowledge their students' strengths, which alongside to the above-mentioned, can be considered as positive features for they encourage teachers to motivate their students to take an active role in the learning community. Furthermore, the participants recognize that the exposure that students experience outside the school may in fact contribute to their performance, for they may be familiarized with the language.

Secondly, with the aim of making evidence in the subject of teachers' observations in relation to the obstacles students face, it can be observed that no barriers were associated to them. On the contrary, the limitations were assumed to be related to environmental circumstances, such as lack of background knowledge. Indeed, teachers emphasize its importance due to the need for students to be leveled and presented essential skills and knowledge to which they have not been previously exposed. This is why lesson planning and learning styles become relevant, for they will shape the manner in which the content is presented. In addition to this, teachers propose the use of ICT's, *realia*, positive reinforcement and teamwork in the classroom as strategies to achieve successful learning. This, however, cannot be successfully accomplished, because teachers claim that currently there is not enough time to work in class with SEN students.

Consequently, certain modifications to the curriculum were advised and implemented by teachers in terms of materials and assessment procedures. It is worth mentioning that these adaptations are decided by the teachers own initiative, which means that they are not necessarily enforced by school policies. These adaptations are expected to be framed within the UDL principles which, among others, promote flexibility in the curriculum. Indeed, all the participants agree that UDL can be implemented within the English class, yet only two of them assert that the school is adopting this framework.

Finally, positive aspects of the teaching community in regards to the learning and teaching of English within the school were introduced by the participants. Due to the fact that exemptions are not permitted in the school, the teachers referred to these as an advantage, for students are able to participate in

the lessons with the rest of their peers despite their special needs. Furthermore, collaborative work is fostered within the school community, allowing teachers from different subjects to exchange strategies and negotiate what path to follow in response to students' demands.

5.1.3. Specific objective 3.

With regards to the didactic guidelines suggested in this research, several conclusions can be drawn. To begin with, it can be observed that this proposal is strongly related and based upon the communicative approach, for it sees communication as a key element in the learning process. Indeed, the TBL perspective is applied in this model due to the fact that it promotes flexibility within the English lesson. Along with this idea, it was also considered to include the UDL framework, for its features can be easily incorporated in the planning of a lesson. In addition to this, UDL also fosters inclusion which was a crucial aspect in the development of this research.

It can be concluded that ICTs are advised to be implemented in the lesson planning, for the participants interviewed emphasized their preferences towards these tools. Indeed, by allowing students to be exposed to these technologies, they seem to exhibit a higher level of motivation within the English class, thus promoting meaningful learning. Furthermore, another key element that can be found in this proposal is feedback due to the fact that it allows students to be constantly aware and responsible of their learning process. Indeed, this exchange of information between teacher and student encourages the effectiveness of some of the guidelines related to UDL.

Finally, it can be observed that this proposal sees students as the center of the pedagogical process, demanding them to be autonomous, while teachers assume the role of facilitators of learning. This is why the proposal exposed above represents a new and different manner of establishing students and teachers' roles.

5.2. Discussion

The investigation conducted throughout these pages has intended to reveal the current situation of the teaching and learning of English to SEN students, consider their preferences and perceptions in these regards, and propose didactic guidelines based upon the data collected and the literature reviewed.

Notwithstanding the lack of agreement between the student-related assumptions presented at the beginning of this research and the answers provided, significant discoveries were made. According to the data collected and further analysis of the interviews conducted, it was observed that students exhibited a rather positive attitude towards the learning of English. Indeed, they asserted that the language seemed appealing and easy-to-learn under certain circumstances, such as songs, games, ICTs, among others. In fact, Kasper (2000) suggests that the use of these tools may improve learners' linguistic and thinking skills, thus facilitating the learning process to Special Educational Needs students.

Contrary to the stated above, teachers' assumptions were in agreement with the results of the analysis. After reviewing their declarations, it was concluded that they considered the implementation of Universal Design for Learning as a viable and useful teaching tool, for it allows SEN students to be successfully included in the English lesson. Indeed, this is fully compliant with what the Center for Applied

Special Technology (2011) stated, due to the fact that the main goal of UDL is to provide all individuals equal opportunities to learn; hence, focusing on learner variability.

The data collected allowed the researchers to successfully answer the research questions initially established. To begin with, in the matter of students' views on their English learning process, significant evidence was gathered. Students perceived their academic performance in the English lesson as satisfactory and exhibited a clear tendency towards the listening skill, which according to Renandya (2013) is critical for language acquisition. Likewise, students' perceptions of their strengths indicated that memorization played a crucial role in this process, while their weaknesses alluded to the conjugation of verbs.

Furthermore, this investigation shed light on the questions of how the teachers perceived their SEN students and the possible implementation of UDL in the English class. The data analysed indicated that these participants recognized strengths in their learners; indeed, they asserted that input and motivation were two key elements when learning. On the one hand, input, according to Krashen (1982), may determine the quality of the students' learning, thus the importance of being constantly exposed to this language. On the other hand, motivation influences the process of acquisition, which encourages students to seek input inside as well as outside the classroom. Moreover, teachers agreed upon the fact that Universal Design for Learning can indeed be implemented in the school context, which implies that the school community may be open to change the way they currently teach

5.3. Limitations

It is plausible that two limitations might have influenced the results obtained. The first is related to the number of participants, for given the circumstances in which the project was developed only a small number of subjects were able to cooperate in this research; thus, the results presented can only be applied to the given context. The second deals with the inability of applying the didactic guidelines proposed. Unfortunately, due to personal reasons, we were unable to coordinate the timing for presenting these suggestions to the teachers interviewed; hence, we were not able to verify the effectiveness of this prototype.

5.4. Further research

This research has both answered and raised many questions in need of further investigation due to the current demands for inclusive education. Given the fact that teachers show weaknesses in regards with special education, awareness must be brought to the matter in the means of specialization within this topic.

The proposal presented above provides a guide for researchers in order to improve the current method and develop new strategies to address this demand. Therefore, this study is the first step towards enhancing the understanding of teaching and learning of English to students with special educational needs in the city, due to the promising and encouraging results obtained so far.

Further work should concentrate on using the questionnaires designed for this study, and observing an actual lesson for the purpose of applying the guidelines proposed, thus confirming whether they can be carry out effectively in an authentic learning environment, which would serve as a continuous incentive for adapting, modifying, and improving these recommendations.

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APPENDIXES

**APPENDIX N°1: LETTER TO ASK FOR VALIDATION OF INSTRUMENTS
(EXPERT PROFESSORS)**



Universidad Católica de la Santísima Concepción
Facultad de Educación
Seminario de Investigación

Concepcion May 2nd, 2017.

Dear Madam:

We are fifth-year students of English pedagogy, and we are now undertaking our thesis project. We sincerely ask for your assistance for validation of interviews in our thesis entitled: **“A proposal to teach English as a Foreign Language to students with special education needs in the context of the Universal Design for Learning from the perspective of teachers and students”**.

We are looking forward for your response about this matter. Thank you very much in advance.

Sincerely yours,

María Cea Arias

Marcela Pérez Oviedo

Constanza Ulloa Salinas

Prof. Mg. Roxana Correa Pérez

Profesor Guía

Académica Facultad de Educación

APPENDIX N°2: SEMI-STRUCTURED INTERVIEW 1 (STUDENTS)

ENTREVISTA SEMI-ESTRUCTURADA: ESTUDIANTES

1. ¿Te gusta el inglés? Sí/No ¿Por qué? ¿Cómo disfrutas más el idioma inglés?: Hablándolo, escuchándolo, escribiéndolo, leyéndolo. ¿Por qué?
2. ¿Qué materia/contenido se te hace más fácil al aprender inglés?
3. ¿Qué materia/contenido te cuestan al aprender inglés?
4. ¿Qué actividades deberían haber o te gustarían en la clase de inglés?
5. ¿Tienes buenas notas en la clase de inglés? Sí/No ¿Por qué?
6. ¿Qué podría hacer el profesor de inglés para que tú participes más o aprendas más inglés?
7. ¿Cuál ha sido la actividad más entretenida que recuerdas de una clase de inglés?

APPENDIX N°3: SEMI-STRUCTURED INTERVIEW 2 (TEACHERS)

ENTREVISTA SEMI-ESTRUCTURADA: PROFESOR DE INGLÉS

1. ¿Qué **fortalezas** reconoce usted en sus alumnos con necesidades educativas especiales (NEE) y cómo éstas facilitan el aprendizaje del inglés?
2. ¿Cuáles son las barreras que **dificultan** el aprendizaje del inglés a sus alumnos con necesidades educativas especiales (NEE)?
3. ¿Qué **estrategias** usa usted para la enseñanza del inglés en el aula para la: motivación, participación, comprensión o representación?
4. ¿Qué **estrategias** considera usted que son más efectivas para la enseñanza del inglés a alumnos con necesidades educativas especiales (NEE) para: comprender contenido, demostrar lo que sabe o participar en la clase?

Descripción breve del Diseño Universal para el Aprendizaje (DUA)

El Diseño Universal para el Aprendizaje (DUA) es un enfoque didáctico que aborda el principal obstáculo para promover aprendices expertos en los entornos de enseñanza: los currículos inflexibles, “talla-única-para-todos”. El DUA ayuda a tener en cuenta la variabilidad de los estudiantes al sugerir flexibilidad en los objetivos, métodos, materiales y evaluación que permitan a los educadores satisfacer dichas necesidades variadas. Gracias a la implementación del DUA, se rompe la dicotomía entre alumnado con discapacidad y sin discapacidad.

5. Teniendo en cuenta lo anterior, ¿Considera que el **Diseño Universal para el Aprendizaje (DUA)** puede ser implementado en el contexto en el cual usted se desenvuelve? Sí/No ¿Por qué?

ENTREVISTA SEMI-ESTRUCTURADA: PROFESOR DIFERENCIAL

1. ¿Qué **fortalezas** considera usted que poseen los alumnos que participan del Programa de Integración Escolar (PIE) con respecto a la enseñanza del inglés?
2. ¿Cuáles son las **barreras** que enfrentan los alumnos que participan del Programa de Integración Escolar (PIE) con respecto a la enseñanza del inglés?
3. ¿Qué **necesidades** pedagógicas son atendidas por el Programa de Integración Escolar (PIE) en respuesta a las NEE que se presentan en la clase de inglés?
4. ¿Qué **adecuaciones curriculares** (Materiales y recursos, organización del espacio, contenidos, metodologías, estrategias, actividades y evaluación) contempla el Programa de Integración Escolar (PIE) en relación a la enseñanza del inglés?

Descripción breve del Diseño Universal para el Aprendizaje (DUA)

El Diseño Universal para el Aprendizaje (DUA) es un enfoque didáctico que aborda el principal obstáculo para promover aprendices expertos en los entornos de enseñanza: los currículos inflexibles, “talla-única-para-todos”. El DUA ayuda a tener en cuenta la variabilidad de los estudiantes al sugerir flexibilidad en los objetivos, métodos, materiales y evaluación que permitan a los educadores satisfacer dichas necesidades variadas. Gracias a la implementación del DUA, se rompe la dicotomía entre alumnado con discapacidad y sin discapacidad.

5. Teniendo en cuenta lo anterior, ¿Considera que el **Diseño Universal para el Aprendizaje (DUA)** puede ser implementado en la clase de inglés? Sí/No ¿Por qué? (Preg.5) Agregar breve descripción del DUA.

ENTREVISTA SEMI-ESTRUCTURADA: PROFESOR JEFE

1. ¿Cómo cree usted que se puede **apoyar** en la clase de inglés a sus alumnos con necesidades educativas especiales (NEE)?
2. ¿Qué **fortalezas** reconoce usted que poseen sus estudiantes con necesidades educativas especiales (NEE) y cómo éstas pueden ser útiles para facilitar su aprendizaje en la clase de inglés?
3. ¿Cuáles cree usted que son las **barreras** que dificultan el aprendizaje del inglés a sus alumnos con necesidades educativas especiales (NEE)?
4. ¿Qué **estrategias** considera usted que son más efectivas para el aprendizaje del inglés sus alumnos con necesidades educativas especiales (NEE)?

Descripción breve del Diseño Universal para el Aprendizaje (DUA)

El Diseño Universal para el Aprendizaje (DUA) es un enfoque didáctico que aborda el principal obstáculo para promover aprendices expertos en los entornos de enseñanza: los currículos inflexibles, “talla-única-para-todos”. El DUA ayuda a tener en cuenta la variabilidad de los estudiantes al sugerir flexibilidad en los objetivos, métodos, materiales y evaluación que permitan a los educadores satisfacer dichas necesidades variadas. Gracias a la implementación del DUA, se rompe la dicotomía entre alumnado con discapacidad y sin discapacidad.

5. Teniendo en cuenta lo anterior, ¿Considera que el **Diseño Universal para el Aprendizaje (DUA)** puede ser implementado en la clase de inglés?
Sí/No ¿Por qué?

APPENDIX N°4: LETTER OF CONSENT (SCHOOL HEADMASTER)



UNIVERSIDAD CATOLICA
DE LA SANTISIMA CONCEPCION
FACULTAD DE EDUCACION

DEPARTAMENTO DE FUNDAMENTOS DE LA PEDAGOGIA

Concepción, 11 de abril de 2017

Señor Manuel Roberto Gormaz Espinoza

Director
Establecimiento Liceo Simón Bolívar

Presente

De nuestra consideración:

La Universidad Católica de la Santísima Concepción, a través del Departamento de Fundamentos de la Pedagogía, lleva adelante el proceso de construcción del Seminario de Grado de los estudiantes de Pedagogía, que constituye un proceso riguroso de investigación educacional aplicado a la realidad local, con alto valor formativo para instalar en los estudiantes de pedagogía las competencias investigativas que, a futuro, requerirán en el ejercicio de su práctica profesional.

En este proceso se pretende indagar en los diferentes planos de la realidad educacional de los establecimientos educacionales de la región, con el fin de obtener información objetiva y científicamente trabajada que puede ser de mucha utilidad para su establecimiento educacional, en tanto que podría colaborar a la toma de decisiones tanto de tipo administrativas como pedagógicas. Cabe señalar que la información obtenida es de absoluta confidencialidad para los colegios.

Por lo tanto, es de vital importancia para nuestros alumnos investigadores, contar con su aprobación como Director, para desarrollar parte de su estudio en su prestigiosa institución.

El tema a investigar en esta oportunidad es: **“La enseñanza del Inglés como lengua extranjera a alumnos con necesidades educativas especiales: Una propuesta de unidad didáctica en el contexto del Diseño Universal para el Aprendizaje (DUA)”** y las estudiantes de Pedagogía responsables de ello son: María Cea Arias, Rut: 18.854.763-K; Marcela Pérez Oviedo, Rut: 18.410.199-8; y Constanza Ulloa Salinas, Rut: 18.810.418-5, siendo asesorados por la académica de nuestra Facultad de Educación: Mg. Roxana Correa Pérez (email: rcorrea@ucsc.cl ; Teléfono: +56 412345294).

Por la presente, expresamos a usted nuestros más cordiales saludos y agradecimientos de parte de la Facultad de Educación y en especial del Departamento de Fundamentos de la Pedagogía, por apoyar el trabajo investigativo de nuestros estudiantes, que por cierto redundará en la calidad educativa de nuestra región.

Para cualquier consulta rogamos ponerse en contacto con la profesora guía de las estudiantes o en su efecto con la Jefe del Departamento Fundamentos de la Pedagogía.

Sin otro particular, saludan cordialmente a usted,

Prof. Mg. Roxana Correa Pérez
Profesor Guía
Académica Facultad de Educación

Prof. Dr. Marcela Bizama Muñoz
Jefe Departamento de Fundamentos de la
Pedagogía



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Dra. Mabel Ortiz Navarrete
TÍTULO DEL SEMINARIO EVALUADO:	A proposal to teach English as a foreign language to students with special educational needs in the context of the universal design for learning
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Maria Cea Arias Marcela Pérez Oviedo Constanza Ulloa Salinas
CARRERA	Pedagogía en Educación Media en inglés
PROFESOR GUÍA	Mg. Roxanna Correa

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6,0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	5,5
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7
Promedio	6,6

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6,5
2. Uso del lenguaje técnico coherente con la temática estudiada.	7
3. Calidad y precisión del marco teórico/ Conceptual.	5,8
Promedio	6,4

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7
2. Presentación del método de investigación y su diseño.	6,5
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6,5
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7
5. Precisión de las estrategias y técnicas de recogida de datos.	6,5
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6,5
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6,5
Promedio	6,7

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6,0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6,0
3. Discusión de los resultados de la investigación.	6,0
4. Conclusiones sustentadas en los resultados o hallazgos.	6,0



5. Explicación de las proyecciones y de las limitaciones del estudio.	7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6,5
Promedio	6,3

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7
3. Correcto uso de ortografía.	7
4. Coherencia en la redacción.	7
5. Sistematización en la formulación de citas y referencias bibliográficas.	7
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7
Promedio	7

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6,6	1,65
B. Del Marco Teórico referencial	20%	6,4	1,28
C. Del Diseño Metodológico de la investigación	20%	6,7	1,34
D. Del Contenido Temático y los Resultados	25%	6,3	1,57
E. De los aspectos formales	10%	7	0,7
Nota promedio final		6,5	6.54

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

CONCLUSIONES

La tesis aborda una temática muy relevante hoy en día en el área de la enseñanza. El documento contiene todos los elementos de una investigación, con un marco teórico donde se describen los principales conceptos del estudio y una metodología acorde con los objetivos planteados. Por otra parte, el trabajo investigativo posee una redacción clara, que permite una lectura fluida.

Las sugerencias han sido incorporadas dentro del documento.

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha: 20 de Junio De 2019



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Christian Peake
TÍTULO DEL SEMINARIO EVALUADO:	A proposal to teach english as a foreign language to students with special educational needs in the context of the universal design for learning
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	María Cea Arias Marcela Pérez Oviedo Constanza Ulloa Salinas
CARRERA	Ped. en educación media en inglés
PROFESOR GUÍA	Roxana Correa

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	4.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	4.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	4.0
Promedio	5.3

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	5.5
3. Calidad y precisión del marco teórico/ Conceptual.	5.0
Promedio	5.83

C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	5.0
2. Presentación del método de investigación y su diseño.	6.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	5.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	3.0
5. Precisión de las estrategias y técnicas de recogida de datos.	3.0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	5.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	5.0
Promedio	4.25

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	5.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7.0
3. Discusión de los resultados de la investigación.	4.0
4. Conclusiones sustentadas en los resultados o hallazgos.	4.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7.0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	3.0
Promedio	5.0

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	3.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.0
3. Correcto uso de ortografía.	7.0
4. Coherencia en la redacción.	6.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7.0
Promedio	6.0

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	5.3	1.325
B. Del Marco Teórico referencial	20%	5.83	1.166
C. Del Diseño Metodológico de la investigación	20%	4.25	0.85
D. Del Contenido Temático y los Resultados	25%	5.0	1.25
E. De los aspectos formales	10%	6.0	0.6
Nota promedio final			5.191

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

<p>La tesis es coherente para la disciplina de las estudiantes, pero tiene deficiencias que se deben reconocer. La principal de ellas es la falta de coherencia entre título y objetivos con el trabajo realizado. Tanto el título como el objetivo general de la tesis (y el objetivo específico 3) indican que se va a proponer una metodología de enseñanza del inglés para estudiantes con necesidades educativas especiales (NEE), pero en realidad nunca se alcanza este objetivo, sino que se limitan a verificar que diferentes propuestas existentes serían adecuadas, aún si estar estudiando su eficacia. No se sugieren pautas o indicaciones específicos para la enseñanza. Por otro lado, los materiales de recolección de datos no buscaban proponer un método de enseñanza, sino conocer las opiniones, creencias, dificultades, etc, de estudiantes con NEE y profesores implicados. Los instrumentos, si pretendieran proponer una metodología, deberían haber cuestionado a los participantes por los principios de dicha metodología para saber si son adecuados o no. Lo más próximo a eso es el cuestionamiento a profesores por el diseño universal de aprendizaje, pero esta propuesta no es original de este trabajo. Finalmente, cabe destacar que en las limitaciones del trabajo las estudiantes admiten que no se logró alcanzar este objetivo. Se propone modificar el título y los objetivos, y centrarse en las opiniones, creencias, dificultades, etc de los estudiantes o profesores, sobre el aprendizaje del inglés, para ganar coherencia con el trabajo realizado.</p> <p>El objetivo del trabajo se centra en trabajar con estudiantes con NEE, pero la revisión bibliográfica sobre ese concepto es escasa y descontextualizada. En la descripción de los participantes no se especifica qué tipo de NEE presentan los estudiantes. Dada la alta diversidad de posibles NEEs, es importante explicitar el colectivo de trabajo, en términos de objetivos y de muestra de trabajo: no sería lo mismo proponer un método de enseñanza de una segunda lengua en</p>

estudiantes con trastorno del espectro autista, con trastorno por déficit de atención con hiperactividad o con trastorno específico del lenguaje, por ejemplo.

En el apartado de análisis de datos, en el objetivo 3 (pp 50-56), no se analizan datos. El discurso revisa bibliografía sobre otras propuestas de métodos o estrategias de enseñanza del inglés, por lo que esta información debería moverse al apartado de marco teórico.

Desde el punto de vista metodológico, la muestra es demasiado pequeña para poder proponer un método de enseñanza (aunque se reconoce acertadamente en las limitaciones), pero es más problemático el método de recogida de información. Es difícil recoger información mediante entrevistas semiestructuradas, por tanto de respuesta abierta, en 2-3 minutos (con estudiantes) y 6-12 minutos (con profesores). Las respuestas de los participantes dan cuenta de su opiniones sobre el aprendizaje del inglés, de donde obtener indicadores para generar un método de enseñanza se hace verdaderamente complejo.

En cuanto a aspectos formales, más allá de los señalados, cabe destacar que falta le abstract del trabajo en español.

Aprobada en Consejo de Facultad / abril de 2011

Fecha: 1 de julio de 2019



FIRMA PROFESOR EVALUADOR