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A comparative study on strategies for teaching a foreign language to students with ADHD in Chile and the United Kingdom .

Seminario para optar al grado de Licenciado en Educación y al Título de Profesor de Inglés

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Abstract

In a century where the demand for quality and inclusive education in our classrooms requires greater knowledge of and commitment to the subject, it is necessary for our culture and society to provide all the necessary tools, strategies and perspectives for the process of teaching-learning even more with those students who require additional support.

The purpose of this research is to compare in general terms the Chilean and United Kingdom educational systems, the strategies of their teachers to make the teaching of a foreign language more inclusive and appropriate for students with special educational needs, specifically those with ADHD through a series of observations made as a language assistant supervised by the British Council. For the purpose of this, three schools participated in this research, two of them were British and one was Chilean. Students and teachers of secondary education were observed on multiple occasions, in Spanish and English as a foreign language lessons, focusing on teaching strategies, the activities carried out the effectiveness of these and the disposition of the students.

Key words: language assistant, modern foreign languages, educational system, special educational needs, ADHD, teaching strategies.

Introduction

"Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world" *(QCA, 2009).*

As the previous quote says by learning a language pupils learn to appreciate different countries, cultures, communities and people. Learning a language does not demand how you are or what your strengths or weaknesses are, no matter what disability you have, through a language it is possible to discover cultures that make us feel more comfortable with who we are and opening the doors to the world.

At the same time, learning a language creates challenges that will not depend only on our abilities but on many other factors such as resources, infrastructure and teaching strategies that are implemented, among others.

This research seeks to show how is teaching a foreign language in two completely different parts of the world and how Modern languages teachers apply their strategies in students with special educational needs, how the system supports them and / or includes them and what are the challenges for all the school community.

In order to be as clear as possible the following sections will help with the proper develop of this paper.

- **Research Question**

- What are teaching strategies used in Chile and the UK on students with ADHD?

- **General Objectives**

- To describe foreign language teaching strategies used with ADHD students by Chilean and British teachers.

- **Specifics Objectives**

- To contrast teaching strategies/approaches for foreign language learning on students with ADHD between Chile and the UK.
- To identify different foreign language strategies used with AHDH students in Chile and the UK and to contrast the factors that can facilitate, influence and/or interfere with the correct learning process of a foreign language in students with ADHD.
- To reflect on the practices of teaching foreign languages in the classrooms with students with special needs.

Chapter 1: Theoretical Framework

The importance of how people react and construct societies according to gender, racial and disabilities differences define the future and the progress of the kids especially in terms of education.

Methodologies are the basis at the moment of teaching a foreign language and these has been changing during the past few years according to the necessities of the learners or that is what it is believed. But the reality it is completely different, there is still a debt with the students, especially with those that present special needs.

Nowadays the methods and resources are not enough to achieve a proper level of the language and motivation in the students. Among those students that are considered as a minority for being possessors of some type of educational needs which can mean that they are not a priority at the moment to adjust the national curriculum or even the teacher's plans. Additionally the amount of students that present a special education needs (SEN) has increased according to PLASC (2018) in Wales only in Middle school from 2011 the amount of students with SEN were from 820 to 2,739 by 2018 and the concept of inclusion and integration education seems to be only in our minds instead of being put into practice. The following section will provide us an overview of the subject and the main theories which will support this paper.

1.1 Understanding Integrated and Inclusive Education

Inclusion and Integration are terms that can sound similar and that most of the time people tend to confuse because they are related to each other but there is slight difference as Dale (2014) quoted in her article about Inclusive Education; an Inclusive education is

when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012). Which means that both students with or without special needs are competent and should be encourage and support in their efforts. Furthermore UNESCO (n.d) states that the goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed.

According to the guidance for inclusion and pupil support by the Welsh government (2016) in which our study will be centred state that inclusion of pupils involves much more than the placement of a child or young person in a mainstream or a special school. It requires an inclusive curriculum and measures to improve teaching and other staff's awareness of inclusive learning and equality issues.

In order to achieve that the government states that both schools and local authorities should promote;

- coherent plans for the development of inclusion linked to school improvement strategies.

- high expectations and targets for inclusion.

- strategies to address the training and development needs of staff and governors.

- clear strategies to listen to the views of children and young people in order to best meet their needs .

- proactive joint-working practices which involve parents/carers and partner agencies.

On the other hand Integration is also known as *mainstreaming or normalisation* as disabled children are treated as normal children. Students with any disability are integrated in normal school but does not require a special infrastructure, trained staff or special curriculum.

We can say that Integration is the first step to achieve Inclusion which is supposed to be our main goal not only for educational terms but also for a better and less discriminating society.

1.1.2 The role of family.

It is also is important to highlight the role that family has in which schools need to find innovative ways to engage with families and their communities, and step in to mitigate the impact where pupils are not well supported.

As Guha (2013) said at home children learn different ways to be heard and understood. They learn the home language and the culture even before their first baby step, building partnerships with the preschool community may facilitate transitions for children. Both can keep each other posted. A healthy partnership between parents and teachers only benefit the child. He also add that parents could share their knowledge with the school community to enrich classroom experience and exposed them to different cultures, languages and customs. And for those who are homeless it is important to know that they need extra special attention and support from the whole school community.

1.2 Defining the concept of Special Educational Needs (SEN)

It is relevant to point out clearly what a special need is and define the different types of it.

The National Council for Special Education (NCSE) (2014) in their booklet they quote that according to the EPSEN act special educational needs are defined as a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition.

The Education for Persons with Special Educational Needs Act recognise that SEN consist of 4 areas of disability:

- Physical

- Sensory

- Mental health

- Learning disability

or from any other condition that results in the child learning differently from a child without that condition. It is also important to understand that a child can have a disability but no have any special educational needs arising from that disability which require additional supports in school.

This research is going to be focus in students with Attentional Deficit Hyperactivity Disorder (ADHD).

Miller & Thompson (2013) explain that Attention-deficit hyperactivity disorder (ADHD) is conceptualized as a neurobehavioral condition that is characterized by

developmentally inappropriate level of inattention, impulsivity and motor overactivity. It is estimated to be present in 3-7% of school-aged populations and can result in significant impairment in academic, social and family functioning.

Although if it is possible to notice this condition during the early years is not evident until the child start the school where the symptoms are more notorious which can cause a delay in the diagnosis which will end in more serious issues as an anxiety and sleep problems.

1.2.1 Types and Symptoms of ADHD

In order to be diagnosed with ADHD a person must meet the criteria for one of the three subtypes of ADHD: predominately inattentive type, hyperactive/impulsive type or combined type they must :

- have symptoms that have persist for at least   months and which must be present to a degree that creates problems and is inconsistent with developmental level
- Have at least one symptom that caused impairment before the age of 7
- Have some symptoms that are present in at least two different settings (e.g., home, school). And that cause clinically significant impairment in social or academic functioning.
- Have symptoms that are not associated with another disorder(e.g., psychotic disorder, mood disorder, personality disorder, or anxiety disorder).

1.2.2 The symptoms related with the Inattentive type are:

- Fails to give close attention to details or makes careless mistakes.

- Has difficulty sustaining attention in tasks or play activities.

- Does not seem to listen when spoken to directly.

- Has difficulties organizing tasks and activities.

- Loses things necessary for tasks or activities(e.g., toys, books).

1.2.3 The symptoms of Hyperactivity/Impulsive type:

- Fidgets with hands or feet or squirms in seat

- Leaves seat in classroom or in other situations in which remaining seated as expected

- Has difficulty playing or engaging in leisure activities quietly

- Blurts out answers before questions have been complete

- Has difficulty awaiting their turn

- Interrupts or intrudes on others (e.g., interrupts conversations or games)

- **Combined Symptoms**

These symptoms can be combined both Inattentive and Hyperactivity/Impulsive ones.

1.2.4 Student's considerations

Being aware of the symptoms will not only help the child and parents to identify the most accurate treatment for them but also the best tools for teachers to apply proper techniques and methodologies in the learning/teaching process for students with ADHD.

Likewise is important to understand that these students struggle at the moment of learning a second/foreign language not for the lack of skills or effort but because of their innate difficulty of learning even their own language. Another point that is relevant in this paper some of the students are already bilingual and Spanish in some cases is their third language.

That is why is really important that teachers must be well prepared to attend their students' necessities and be able first to recognise those students that present a learning disability and adapt the lessons and materials for them.

The child presents the same difficulties when he is learning the L1 like forming sounds, the use of correct tenses and grammar rules but this mistakes that the child can make during the learning process rise due to the attention deficit and it make it harder. Kids cannot focus on a task with the kind of attention it takes to achieve understanding. And without this ability to pay attention they can't follow instruction, listen and memorize to a level that allows them to become proficient in a foreign language. (Vrouvas,2017).

1.3 Comparison of the Chilean and the United Kingdom Educational System

Chilean Educational System	Welsh Educational System
Sistema Educativo Nacional de Chile (1993) state that the educational establishments State can be classified, according to the nature of their administrative and financial dependence in:	Around the UK there are different types of schools like: • State Schools: these are funded by the Government and provide a free

- Estatales: they are establishments of Higher Education, which enjoy academic and administrative autonomy, but which are financed by the state, also exist in the Preschool level.

- Municipales: they are mainly owned and financed by the state, administered by the local authority of the country. They cover the levels; Preschool, Middle Levels and Secondary Education Humanistic-Scientific and Professional Technician.

- Particulares Subvencionados: they are privately owned and managed but in the case of Preschool, Middle Levels and Secondary receive state funding through subsidy per student enrolled and actually attending classes.

education for children and the follow the National Curriculum.

- Maintained Schools: these are schools that is controlled by the local authority rather than by a business, religious organisation or charity. The local authority employs the staff, controls admissions and has overall control of budgets, they follow the National Curriculum.

- Foundation Schools: these schools are also state schools that receive funding from the LA, but rather than being run by the local authority they are run by the governing body. (The School Run, n.d.) They follow the National Curriculum

- Faith Schools: are schools that are affiliated with a certain religion or religious body. Unless they are an academy they have to teach the National Curriculum, although they

- Particulares Pagados: are private establishments whose ownership, administration and financing correspond to individuals and families of students.

According to the Ley General de Educación Titulo I (2009):

Formal or regular education is organized into four levels: nursery, basic, middle and higher, and educational modalities aimed at serving specific populations.

- Nursery is the educational level that fully attends children from birth to entry into basic education, without constituting a mandatory background for it.
- Middle School is the educational level that is oriented towards the integral formation of the students, in their physical, affective, cognitive, social, cultural, moral and spiritual dimensions, developing their capacities

can teach what they like in RE lessons.

- Free Schools: are funded by the Government but are run by an independent body such as a charity, business, university, faith or community group, they do not have to follow the National Curriculum.
- City technology colleges and "the city college for the technology of the arts" are independent schools in urban areas that are free to go to. They're funded by central government - companies can also contribute.
- Academies are publicly funded independent schools. Academies don't have to follow the national curriculum and can set their own term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

according to the knowledge, abilities and attitudes defined in the curricular bases.

- Secondary is the educational level that serves the school population that has completed the level of basic education and aims to ensure that each student expand and deepen their general education and develop the knowledge, skills and attitudes that allow you to exercise a citizenship active and integrate into society. This educational level offers a common general education and differentiated training. These are the humanistic-scientific, technical-professional and artistic.

- Higher Education is one that has as its object the preparation and training of students at an advanced level in the sciences, arts, humanities and technologies, and

- Private schools (also known as 'independent schools') charge fees to attend instead of being funded by the government. Pupils don't have to follow the national curriculum. (GOV.UK, n.d.)

Also it is organise into three different levels:

- Nursery: ages between 3-4 years old.

- Primary Schools: 4-11 years old.

- Secondary Schools: 11-16 years old.

The National Curriculum also classify students into Key Stages as follows:

- Key Stage 2: for pupils aged 7 to 11 (Years 3,4 and 5 in Primary Education).

- Key Stage 3: for pupils aged 11-14. (Years 7,8 and 9 in Secondary Education)

in the professional and technical fields. Higher education includes different levels of training programs, through which it is possible to obtain higher-level technical degrees, professional degrees, academic degrees or university degrees or their equivalents.

- Special or Differential Education is the modality of the educational system that develops its action transversally at the different levels, both in regular and special education establishments ... That some students may present temporarily or permanently throughout their schooling, as a consequence of a deficit or a specific learning difficulty.

- Adult Education is the educational modality aimed at young people

- Key Stage 4: for pupils aged 14 to 16. (Years 10 and 11 in Secondary Education).

- Sixth Form/College: aged 16 to 19 years old. (Senior class in Secondary Education, mostly in England and Wales) (Eurodyce Network,2018)

| and adults who wish to initiate or complete studies ... Adult education is structured at the basic and secondary education levels, and can be taught through a face-to-face process or through of flexible semi-face plans of greater or lesser duration. | |

1.4 Special Education Needs Policies

Chilean Perspective	Welsh Perspective
According to the Chilean decreto n° 170 (2010) defines the student who presents Special Educational Needs as the one who requires additional aids and resources, whether human, material or pedagogical, to conduct their development and learning process, and contribute to the achievement of the purposes of the education. • Special educational needs of a permanent nature: are those barriers to learn and participate that certain students experience	SEN have a legal meaning according to the Education Act 1996 legally defines children with SEN as children who have a considerably greater difficulty in learning that others the same age. Including communication, physical and sensory, emotional difficulties that require support, this includes children who are not necessarily disabled.

throughout their schooling as a result of a disability diagnosed by a competent professional and that demand the educational system the provision of support and extraordinary resources to ensure school learning . • Special educational needs of a transitory nature: they are non-permanent needs that students require at some point in their school life as a result of a disorder or disability diagnosed by a competent professional and who need extraordinary help and support to access or progress in the curriculum for a certain period of their schooling.	Also includes children who cannot use the educational facilities which other children of a similar age use because of their disability. Children under school age, who would fall into either category without extra help, are also included. All may need extra or different help in education from that given to other children without SEN. In some areas of Wales, SEN is referred to as Additional Learning Needs (ALN).

1.4.1 Attentional Deficit Hyperactivity Disorder

Chilean definition	Welsh Definition
The article n°40 of the decreto n°170 (2010) claims that ADHD arises in the first 7 years of the student's life and is characterized by a generalized behaviour, with a clear presence of attention deficit, impulsivity and / or hyperactivity. This behaviour is evidenced in more than one context or situation, such as home, school and / or social activities, among others, and produces a clinically significant malaise or an alteration in the social or academic performance of the student. The Attention Deficit Disorder has its origin in neurobiological, genetic factors and does not obey socio-environmental factors, such as poverty of stimulation, extreme living conditions, affective deprivation, as well as sensory disorders, intellectual disability, affective or anxiety disorders, among others.	According to the Support for children and young people with Attention Deficit Hyperactivity Disorder (ADHD) in educational settings (2019) ADHD is a condition where the affected child or young person has levels of inattention, hyperactivity and/or impulsivity that are abnormally high for their age, and impact on their day-to-day life. The child or young person may not have all three of these aspects of ADHD and how severe each aspect is will vary between individuals. Not all children and young people with ADHD will have been diagnosed as having ADHD and not all children and young people with poor attention will have ADHD. Children and young people with ADHD typically find it difficult to focus and pay attention in educational settings and may display problems behaviours in class. This can result in poor academic performance

	and attendance, a need for special education provision, in some cases exclusion from school and making it less likely for them to go on further education.

1.4.2 Admissions

Chilean Organisation	Welsh Organisation
The article n°12 of Ley 20.845 (2015) state: The processes of admission of subsidized establishments or receiving regular contributions from the State, in no case may the past or potential school performance of the applicant be considered, and in such processes the presentation of the applicant socio-economic background will not be required, such as level of schooling, marital status and patrimonial status of parents, mothers or guardians. • The processes of admission of students to educational establishments will be carried out through a system that guarantees transparency, equity and	According to the School Admissions Code (2013) the admission of children with SEN is covered by the Education Act 1996 requires a maintained school that is named in a statement of SEN to admit the child. Schools cannot refuse to admit even if by doing so they would exceed their admission number. The local authority may identify a particular school which it considers to be suitable for the child's needs and name the school in the statement. Admission authorities must be mindful of their duties with regards to Equalities Legislation and guidance on improving the accessibility of

equality of opportunities, and that ensures the preferential right of parents or guardians to choose the educational establishment for their children.

schools. If the parent of a child with a stamen of SEN wishes to appeal against the school named in the statement or the fact that no school has been named the appeal is to the Special Educational Needs Tribunal for Wales, not to the admission appeal panel.

Children without statement must be treated as fairly as other applicants. Admission authorities must not refuse to admit a child because they consider themselves unable to cater for his or her SEN. Admission authorities must consider applications from children who have SEN but not statement, on the basis of the school's published admission criteria. They must not refuse to admit a child on the grounds that he or she does not have a statement of SEN or is currently being assessed for one. Where admission authorities five some priority to children with special, medical or social needs etc but without a statement, their published

	admission arrangement should explain what evidence of need is required to qualify under the criterion.

1.4.3 Assessment

Chilean Definition	Welsh Definition
The article n°50 of the Decreto n°170 (2010) establish: The evaluation must consider a process of detection and referral and a process of integral diagnostic evaluation. In the detection and referral it will be a requirement to prove that the educational establishment has previously implemented pedagogical measures that are applied within the framework of general education and should include, among others, the following actions:	• The document Making the most of Assessment 7-14 (2010) states that school's assessment systems should accommodate and make use of information in different forms, recognising that different audiences will have different information needs. Effective assessment systems

- Regarding all students:

- Implementation of learning strategies customized and adjusted to the differences individual students.

- Continuous evaluation based on the curriculum and a constant monitoring of the progress of learnings.

- Personalized support for students according to the results of the evaluations applied.

- In relation to students who present major difficulties:

- Application of evaluations to identify the type and intensity of the supports that it requires for participate and progress in their learning.

- Design and implementation of support strategies pedagogical and more

make good use of both qualitative information (teacher and learner commentary) and quantitative information (such as level outcomes and other numerical data derived from assessments).

- For learners with additional learning needs, teacher assessment will be related closely to targets planned to meet learners' individual needs. These learners' cross-curricular, transferable skills are likely form a particularly strong component of teacher assessment. In 2010 the Welsh Assembly Government provided new guidance to special schools and special units within mainstream schools under the title A curriculum for all learners:

individualized interventions to these students.	Guidance support teacher of learners with additional learning needs.
- Systematic evaluation in order to verify the results of the supports implemented.	• It is not necessary for learners to demonstrate every characteristic – or a percentage of characteristics- to be awarded an outcome/level.
- Information to parents and / or guardians about the personalized support process that the children or pupils and the advances in learned achievements, and incorporation of those parents and guardians in planning and follow up on the process.	Some learners may show a "spiky" profile and show characteristics from a level above or below the one which, the practitioner/teacher feels best describes their performance overall.
	- It is not necessary to set up special assessment activities as many aspects of the curriculum are not best served by "one hit" assessment. Although tests may seem to offer a more precise means of

	assessment, they should not be used in place of or just to confirm teachers' judgements. They may sample only a narrow range of skills, knowledge and understanding but will add different information to contribute to the overall summative judgement. - Some learners may show partial or inconsistent performance and/or require special equipment to allow them to demonstrate their attainment and it may be necessary to apply some characteristics flexibly or even disregard them if there are learners who are unable to perform due to a particular difficulty or disability… Practitioners/teachers should be aware of physical or

	cognitive support given and should consider whether this changes the nature or level of the learners' response. (A curriculum for all learners, 2010).

1.4.4 Procedures

Chilean Procedures	Welsh Procedures
According to the Educational Reform that has included in the center the inclusion of the Programa de Integración Escolar (PIE) (2016) that is implemented in regular educational establishments, it is an educational strategy with an inclusive approach, insofar as its purpose is to favour the participation and achievement of the learning objectives of all students, contributing resources and equating educational opportunities especially for those who present greater support needs to progress in their learning.	The National Assembly for Wales (2015) stated that in order to help children with AEN the schools have different plans like: - School Action: this is when the child receives support or intervention that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. In early years education this stage is called Early Years Action.

In this way, the PIE is a set of resources and supports for schools, which in the classroom become into diversified pedagogical strategies, specialized human resources, training for teachers and educational materials relevant to the needs of students. All these supports must be focused on the teaching and learning processes, within the framework of the curricular bases and the flexibility and diversification of teaching, that some students may require during their school career.	- School Action Plus: this is like School Action but has an additional element where there is a request for help from outside services or specialist help to meet your child's needs. This should be done after a meeting with the tutor, the SENCO and other colleagues involved wit your child. In early years education this is called Early Years Action Plus.

1.4.5 Teaching methodologies, strategies and approaches for students with ADHD.

Over the years many teachers have been looking for the most suitable methodologies, strategies and approaches that can help with the learning process emphasising on students with ADHD. This is due to the necessity of adjust most of the activities, planning, instructions and classroom's arrangement for them.

According to English Teaching Techniques (2012) a methodology it is defined as pedagogical practices in general (including theoretical under-pinning and related research). This means how to teach.

On the other hand Strategy can be described as specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information.

By the British Council (n.d) an approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

In an article about how to help students with ADHD Vrouvas (2017) also expose how some schools in Colorado implement a modified program for foreign languages and it says; the lessons are meant to be low pressure and interactive plus they adapt the curriculum specifically for students with ADHD.

Part of the program is the "language and learning quiz" where the students read a small passage in Spanish and must fill in the blank and complete some of the sentences and this works because:

- Choosing between two words means less pressure than selecting from a word bank of twenty
- The quiz cautions teachers not to give the quiz to students who have not demonstrated certain skills.
- When grading the quiz , teacher give partial credit to students who chose correct the verb and full credit if they could conjugate it.

Additionality mini-presentations by students in which they will have to speak for five minutes about a topic they find interesting. This will allow students to interact in the foreign

language and feel more comfortable to speak in front of the class and pass/fail grades are based only on whether they participated in and prepared for exercise.

The Support for children and young people with Attention Deficit Hyperactivity Disorder (ADHD) in educational settings' report (2019) proposed different approaches and strategies that can facilitate the learning process for these students, some of them are:

- **Consequence-based approaches**

This approach involves encouraging the learner's desired behaviours by consistently rewarding them and/or using negative consequences (such as removal of specific privileges) to discourage their unwanted behaviours. Behavioural goal(s) are set with the learner and rewards and/or consequences used depending on the learner's progress towards their goals.

This approach may be better suited to younger than older learners. For example, this approach may not be well suited for those in further education settings.

- **Self-management and skills coaching**

Self-management and skills coaching approaches aim to teach the learner skills in areas where they have difficulties. This can include skills to help them manage their own behaviour, thoughts and emotions (it can be call also self-regulation).

- **Cognitive-behavioural self-regulation coaching**

This approach involves working with the learner to develop methods for them to monitor and assess their own behaviour on an ongoing basis and to make positive

changes as a result. It includes problem solving, such as identifying factors that lead to problem behaviour and solutions to overcome them, and training the learner to be able to talk themselves through how to achieve the desired behaviour (called "self-instruction").

- **Social skills coaching**

Social skills coaching involves giving the learner training and practice in how to interact successfully with other people (such as classmates).

- **Emotional skills coaching**

Social skills coaching involves giving the learner training and practice in learning to recognise and control emotions. For example, this could be through relaxation coaching and/or learning ways to increase positive emotions.

- **Cognitive retraining**.

This involve giving the learner training and practice in the use of thought (cognitive) processes relating to executive function- the high level thinking skill which are used to control and coordinate other thinking processes and behaviours. This is also called cognitive training and is often computer-based and sometimes takes the form of a computerised game.

- **Motivational beliefs coaching**

Motivational beliefs coaching involves helping the learner to adopt beliefs that will assist them in motivating themselves to achieve the desired behaviour. An example of such a belief would be that success at school will come with hard work and effort.

- **Adapting the learning environment**

Involves making changes to the physical or social environment where learning takes place and/or the learning materials to help the learner to achieve the wanted behaviour, or make it more difficult for them to perform the unwanted behaviour. This could for example, include removing distractions, reading test questions aloud to the learner, having smaller teaching group sizes, using colour coding to help understanding and navigation of lesson notes.

1.5 Special needs and Modern Foreign Language teaching

According to Moeller and Catalano (2015) A language is considered foreign if it is learned largely in the classroom and it is not spoken in the society where the teaching occurs. Likewise Modern Foreign languages are languages that are spoken at the present time, such as Spanish or German, studied by someone when they are not their own language (Cambridge Dictionary, n.d.).

Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a pupil's own language (QCA, 2009).

In order to accomplish the mentioned before the TDA (2009) state that to make modern languages lessons inclusive, teachers need to anticipate what barriers to taking

and learning particular activities, lessons or a series of lessons may pose for students with particular SEN and/or disabilities.

For many students MFL offers different and interesting challenges as a subject in its own right and as a means of developing skills in many other areas of the curriculum.

As a help for the teachers the toolkit offers some approaches to make the teaching and the lessons of MFL more inclusive and that works as checklist too, some of the most important can be found in table n° 1 to 3.

Table N°1: Inclusive environment

Maintaining an Inclusive learning environment	MFL	Observed	Tried out
Resources Accessible and labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, Braille.	Resources: - Chunky pencils - Different coloured crayons - Individual grips for students who need them. - Check the media to make sure it does not create barriers for learners, e.g. font size, background colour, etc. - Highly visual texts.		

Table N°2: Multi-sensory Approach

Multi-sensory approaches	MFL	Observed	Tried Out
Students' preferred learning styles are identified and built on: - When teaching e.g. visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids. - For recording, alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, videos, etc. - Also visual timetables are used to show plans for the day or lesson.	Multi-sensory approaches: Reinforce words and phrases with visual aids- for example in a game with real objects, using puppets, video, picture flashcards and/or gestures. Film, interactive computer material, role-play etc. Back up these approaches with songs, chants and repeated practice of social language learning.		

Table N°3: Formative Assessment

Formative assessment/assessment for learning	MFL	Observed	Tried Out
Understanding the aims of the lessons Lessons objectives are made clear in pictures/symbols/writing as appropriate. Objectives are challenging yet achievable. This will promote self-esteem and enable all students to achieve success.	Understanding the aims of the lesson		
Focus on how students learn Students are encouraged to talk about how they achieved something. Dialogue is the key to successful assessment for learning. Teachers communicate in ways students are comfortable with.	Focus on how students learn		
Giving Feedback	Giving Feedback		

- Making and other feedback helps students improve their performance. Feedback is given in an appropriate form-verbally, in writing. - Specific, rather than general, feedback is given. Comments are positive, explicit and evaluative. - Emphasis is on the students' progress and achievement. - Weaknesses are presented as areas of development.			
	Reviewing progress and helping students to improve.		

	- Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.		

1.5.1 Foreign Language Assistant

For the British Council (n.d) A language assistant in a UK school will support the teaching of the mother tongue language (in this case was Spanish) in either primary or secondary school, or further or higher education institution.

The language assistant will help to plan activities and lessons, produce resources to help students to improve their language skills and prepare students for their oral examination. Also will get the possibility to get an opportunity to contribute to cross-curricular work in collaboration with other subject areas as well as introduce students to the culture by discussing different topics.

Being an assistant allowed the researcher to have a better perspective of the MFL lessons and the educational system in the UK.

Chapter 2: Methodological Framework

This chapter gives an outline research methods that were followed in the study. Includes information about the participants, location, how the data were collected, description of the research design that was chosen and the reason for the choice. Furthermore the analysis of the strategies, distributions, and other findings are discussed.

2.1 Participants

For the purpose of the study the observations took place in three schools two of them were Welsh public schools, where the participants were secondary students between the ages of 11 and 16 years. (year 7 and 11 as such) and the MFL teachers.

The Chilean school was a subsidized school where the participants were students between 15 and 17 years old (year 11 to 13).

is important to explain that the next information about the participants are general and it is consider relevant highlight that students come from all different economic, religious and cultural backgrounds.

2.1.2 Welsh Schools

- School A

The students in this school are between the ages of 11 and 16 belonging to a low socio-economic context where 21% of the students live in 20% of the poorest areas of Wales and many of them come from a White British background and a minority has the English language as an additional language, which was the case with most of the participants in this research where many of them are from Asian families.

2% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 19% of pupils have a special educational need, which is slightly lower than the national average of 20.1%.

The distribution of these is between 20 to 25 students per classroom according to the needs of the teacher, students and their performance; which means, if a student present an special needs a Teacher Assistant will be assigned or will be relocated close to the teacher and/ or in a classroom with less students. Also with one teacher in charge and some cases (students with high difficulty) a Teacher Assistant (TA).

The school budget is nineteenth out of twenty secondary schools in terms of its school budget pupil, this means that the budget per pupil is 4,133 pounds and the maximum in Cardiff is 8,783 pounds and the minimum is £4,127.

During the research a total of 3 teachers from 4 of the MFL department participated in the observations.

- School B

In this school most of the participants were between 12 and 17 years old belonging to a low socio-economic context where 22% of pupils live in the 20% of most disadvantage areas in Wales and another third come from the city's privileged residential areas.

About 48% of pupils in this school come from Welsh-speaking homes and the remainder come from homes where only English is spoken. Also there are no pupils who receive support to learn English as an additional language.

The distribution of these students is the same; 20 to 25 per classroom according to the teacher and student's necessity. If the student is diagnosed with a specials needs a Teacher Assistant will be assigned or it will be relocated inside the classroom close to the teacher and/or a classroom with less students. Also with one teacher on charge but in some cases with one TA.

During the research one teacher from 5 of the MFL department participated in the observations.

The individual school budget here is £4,514 per pupil and the school is in 11th position of the 19 secondary schools in Cardiff.

 it can be inferred that both schools do not received a lot of economic support from the government or at least are not a priority in comparison to other schools in Cardiff.

2.1.3 Chilean School

- School C

This school is a subsidized school, and most of the participants were between 16 and 17 years old belonging to a medium socio-economic context where between 38% and 62% of the pupils are in social vulnerability according to Grupo Socioeconómico (GSE) found it in the previous SIMCE (2018). (See appendix 1)

The distribution of these students is 39 to 45 students per classroom. This is according what the law allows. Also there was only one teacher in the classroom and no TA during the whole observation.

During this research one teacher from 2 in the foreign language department participated in the observations.

2.1.4 Sampling Procedure

This research was under the Stratified sampling procedure. According to Salkind (2010) stratified random sampling (usually referred to simply as stratified sampling) is a type of probability sampling that allows researchers to improve precision (reduce error) relative to simple random sampling (SRS). The population is divided into non-overlapping groups, or strata, along a relevant dimension such as gender, ethnicity, political affiliation, and so on. The researcher then collects a random sample of population members from within each stratum. This technique ensures that observations from all relevant strata are included in the sample.

The students were chosen according to their availability, age and if they presented any condition related with ADHD diagnosed or not according to the information provided by the teachers and the schools. Also the participation of the teachers of the MFL department through a previous agreement and availability.

2.1.5 Location

The participants were located in Cardiff, Wales and the Metropolitan region in Chile respectively.

The observations took place in the classrooms without prior notice, only the teacher was notified at the time of entering the classroom.

It is also important to highlight that both teachers in Wales and Chile have their own classroom, this means that the classroom is only use to teach a foreign language and it is not share with other subjects and/or teachers.

2.2 Materials

The instrument that was used to collect the data for the analysis was through direct observations.

a Foreign Language Assistant I had the opportunity to work in the classroom but also witness the development and performance of the students and teachers really close. A few lessons were selected to be observed and registered through notes. The next instrument was already used it by Barrios, Castilla and Salfate (2017) and validated also by the teacher in charge in this research too.

This is through an Observation Protocol, tables number 3 and 4 detail the aspects observed in the selected lessons.

Table 3: Observation protocol 1

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<u>Observation protocol 1</u>

Objective: The main aim of this observation is to register the interactions occurred in the classroom during a regular lesson. The aspects observed will be the seating plan, teacher's movement around the classroom, instructions and student participation.
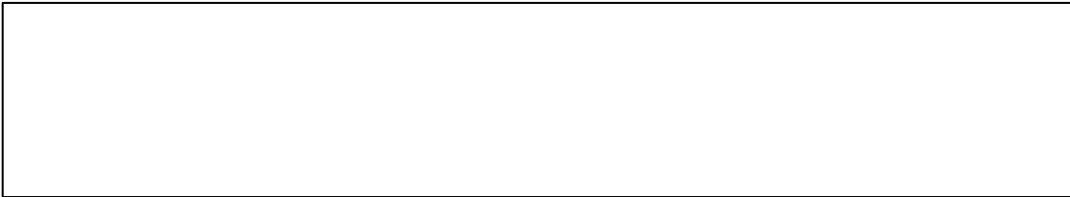
Description

</div>

School:

Year:

Lesson time observed:

The following is a representation of the seating arrangement in the ML classroom. The teacher (T) and the students (S) are represented with different symbols.

The teacher's movements are represented with lines/arrows, and student participation is tallied up inside of the square. The instructions and

material/activities are taken at the end of this observation.

Observations:

Table 4: Observation protocol 2

Observation protocol 2

Objective: The main aim of this observation is to illustrate the structure of the lesson, methodologies, techniques, and materials utilized throughout it, indicating their key advantages and disadvantages. As an additional factor, there is mention to the skills worked and the level of success of the lesson.

Description:

School:

Year:

Lesson time:

The lesson will be divided into three stages: introduction or warm up, development of the lesson, and closure or wrap up. The following table indicates the stage, the time spent on each one, the materials required, and the approaches or techniques used by the teacher. The positive and negative aspects of each point are addressed in the same box. Extra notes are located at the end of this observation.

Stage	Time	Materials	Approach
Introduction		Positive: Negative:	Positive: Negative:
Development		Positive: Negative:	Positive: Negative:
Closure		Positive: Negative:	Positive: Negative:

Notes:

Skills worked: SP – LS – RE – WR

Other:

2.3 Research Design

This is a Descriptive research due to the nature of the study which is the description of teaching strategies and the educational system in Chile and the UK . Hence it needed the method that would deal with the topic in a comparative nature. Descriptive research can portray a more accurate profile of the participants and the events.

The literature define this research method used to describe the existing phenomena as accurately as possible. The main goal of descriptive research is to describe systematically the existing phenomena under the study. What is necessary for a researcher to do is collecting the available data through the use of research instruments as test, questionnaire, interview or observation (Atmowardoyo, 2018).

According to Déficit Atencional (2009) said that some researches show that ADHD in children are between 3% and 7% but the teaching reports give the impression that the percentage is much higher.

On the other hand in Wales approximately 2.840 students in different type of schools and stages (primary, middle school, secondary and special schools) have been diagnosed with ADHD (Pupil Level Annual School Census (PLASC), Welsh Government, 2017).

Even if the percentage of students with this disorder seems low is still a high amount of students who needs support from the whole school community and doctors, and it is for this reason that this research is made, to raise the awareness of the importance of teaching methodologies, strategies and/or techniques, the educational system and how this affect and/or influence the learning process in both countries and to motivate the whole school community to reflect about it through this comparative research.

In order to accomplish the aforementioned, the observations were made in the classroom during the Spanish and English lessons randomly chosen respectively, without altering the students and teachers dynamics, without any manipulation. The observations were taken naturally from different locations in the classroom, in order to have a better and more precise perspective of the students and the teacher.

To make the observation collection easier and more accurate, it was decided to divide the observation into different parts according to the development of the class; "start, development and conclusion". In order to observe how the students were motivated, the

type of instruction and activities and if they were adapted for the students that present the disorder or that are believed to be possessors of it. All of these through the Observation Protocol showed before (table 3 and 4). After obtaining the information, it was analysed and compared with what was suggested by the law and the researcher past schools experiences in order to later carry out the reflection and the conclusion.

2.4 Procedure

In this research the data were collected in three different schools, all of them in Secondary education. Two of them were in Wales; one in an English-medium school and the second one in a Welsh-medium school. While in the Chilean one was a subsidized school. In table n°5 it is possible to see the amount of participants according to the schools, divided in grades, number of teachers, number of lessons observed in the week and how long the observations were.

Table n° 5: Participants' intervention

School	Time of observation	Number of Foreign lessons observed in the week	Number of MFL teachers	Year 7	Year 8	Year 9	Year 10	Year 11
A	50 minutes	2-4	3	25	25	25	10	25
B	45 minutes	2	1	-	20	-	20	-
C	90 minutes	2-4	1	-	-	-	40	40

The lessons were chosen randomly according to the availability of the participants specifically the teachers. It is important to highlight that all the observations were taken by the same person through the Observation Protocol (see table n° 3 and 4).

There was not intervention at all at the moment of the data collection, the students were seating according to their seating's plan made by the teacher, the researcher was not introduce to the class in order to not affect the development of the lesson and not previous survey or payments were made to the teacher or the students.

The observations were divided according to the stages of the lessons in addition with informal comments about it. The time of the observations were between 45 to 90 minutes approximately and it was located at the Spanish and English classroom, in two different places inside of it to have the perspective of the students and the teacher. I consider important to mention that in both schools the students were seating in groups of four students per table and the position of the teacher was the common one, in front of the class.

There were a total of 34 formal observation sessions without counting the time that I was in the classrooms as a Foreign Language Assistant.

Chapter 3: Results

Hence to what was observed, most of the teachers presented an appropriate warm-up that introduced and motivated the students to the topic of the lesson. In the Welsh schools there was not much problem presenting the subject of the class while in the Chilean one it took more time to get the students to sit down and listen to the teacher. The instructions were given in a simple manner, there was not much complication since in this phase of the lesson the information is much less dense. Whilst in the development phase there were more complications, particularly at the time of the application of the activities, especially in the Chilean school where the number of students and the space of the classroom impeded the correct development of these, since many times the students had trouble seeing what was written on the board or listening to what the teacher said. In both countries teachers used colourful audio-visual resources and precise instructions however in Chile there were some difficulties such as power cuts that interrupted many times the proper development of the class. At the same time after each instruction the students were asked if they had understood it, in the case of Chile a random student was asked to repeat the instruction in Spanish which ensured that the rest of the class had everything clear about what should be done due to the low level of English although most of the lesson was English. In the Welsh schools where Spanish was the foreign language the instructions were in Spanish only in written form but orally they were given in English likewise the rest of the lesson.

The distribution of the students were 4 per table in both Chile and Wales which most of the time worked very well specially to encourage participation as students felt more comfortable working as a team. But in Chile this distribution meant that many times

the students were distracted, mostly on those who presented the disorder. In addition to the number of students made that there was much noise and made it difficult to deliver instructions and the application of activities. Furthermore, the teacher could not attend all the students. Considering this the teacher had to reorganise the seating plan and constantly moving around the classroom verifying the students' progress.

On the contrary school B did not struggle that much because they had a teacher assistant to help the teacher and the students with any kind of special needs. So when one of the students started to have any behavioural problem or struggles with the task the TA assisted the student in this way the teacher could continue with the lesson and help the rest of the class.

Teachers in school A applied different strategies or approaches to deal with the interruptions and/or inattentions of some students with the disorder like the multisensory model where the students learned by hearing, seeing and feeling. For example the students were asked to read aloud the instructions, imitate actions and have the possibility to create their own material according to what they like which was really useful, keeping the students focus on the lesson's objective.

At the moment of the exams the two Welsh schools change the design of the test but only on how the instructions were indicated, making them more precise and short and the items were carefully arranged to be as clear as possible but the content was the same for the rest of the class. On the other hand in the Chilean school the same design was for all the students without any exception or assistance.

At the moment of the closure none of the teachers made an appropriate closing of the lesson. In a few lessons was possible to identify a feedback where the students were asked about the objectives of the class, vocabulary or describe some main ideas of the topic. Besides in some occasions some of the activities proposed in the development part had not been completed, which affected and /or influenced the correct closure of the class. This can be inferred as the teachers did not respect the time of the stages of the lesson, giving to the application activities longer than the necessary.

Some strategies were identified through the observation process. These can be recognise in table n°6.

Table n°6: Identified Strategies

School	Identified Strategy
A	- A proper seating plan where the student was away from the windows and the door, instead the student was seating in front of the teacher's desk. - Use of audio-visual resources such as: pictures, colour coding, songs and games. - The exams were shorts and the instructions were very precise and literal. - There was a list of the activities of the lesson on the board. - The teacher told to the students what are they going to learn and what were the expectations are by writing the objectives on the board and make them writing on their notebooks.

	- The teacher allowed the student to move around by collecting the material, erasing the board or sending him/her to get a drink of water in order to avoid any physical break or disruptive behaviours - Rules and routines were clearly establish in the classroom. These rules can be seen next to the board in a poster.
B	- A proper seating plan where the student was away from the windows and the door, instead the student was seating in front of the teacher's desk. - Use of audio-visual resources such as: pictures, colour coding, songs and games. - The exams were shorts and the instructions were very precise and literal. - In order to make sure that the assignment was clear the teacher asked to different students to explain the instruction either in Welsh or Spanish.
C	- A proper seating plan where the student was away from the windows and the door, instead the student was seating in front of the teacher's desk. - Use of audio-visual resources such as: pictures, colour coding, songs and games.

	- The teacher told to the students what are they going to learn and what were the expectations are by writing the objectives on the board and make them writing on their notebooks. - A variety of activities according to the different learning styles. - The teacher gave some breaks to students with the disorder or behavioural problem by let them listen to music. - In order to make sure that the assignment was clear the teacher asked to different students to repeat the instruction in Spanish. - The teacher allowed the student to move around by collecting the material, erasing the board or sending him/her to get a drink of water in order to avoid any physical break or disruptive behaviours. - Rules were establish and it can be seen around the classroom through photos.

Chapter 4: Discussion

The primary purpose of this study was to examine and to compare the Educational System and teaching strategies on students with ADHD between Chile and the UK in order to identify and examine the differences that could have appeared during the observations and my experience as a Language Assistant and reflect about it.

The main findings were related on how the teachers applied their strategies suggested by the law and other entities and how factors like infrastructure and resources affected not only the proper application of the strategies also the learning process.

The law says that the Educational system must guarantee the spiritual, ethical, moral, emotional, individual, artistic and physical development, as well as being available to all people throughout life and independent of their conditions and circumstances. Also ensure a quality education with special attention in those that require special support (see appendix 1).

Most of the schools that participated in this investigation did not accomplish with two or more of the descriptions proposed by the law. It can be inferred and according to what was observed that it is due to the lack of resources that some schools experienced, in terms of notebooks, pencils and digital resources that could support the strategies of the teachers, specifically in school C in addition to the lack of basic infrastructure such as good lighting and space as well as the continuous power cuts that I witnessed that made everything more difficult for both the teacher and the students. Likewise the law in Chile allow 45 students per classroom making this is one if not the main issue at the moment of teaching and learning. The classrooms in this school has an average of 39 students

and only one teacher even if there are more than 5 students with SEN when the law only allow a maximum of 2 with permanent support needs and 5 in transitory support. This only interfere with the learning process and no strategy or approach can be enough in those situations and it was noticeable, the teacher struggled a lot in all the lesson's stages because there were so many disruptive behaviour and with that amount of students and without the help of a teacher assistant it was really hard to contain, assist and help all the students, even if she applied different activities, the students seating at the end of the classroom did not pay much attention and they were doing another activities and distracted the rest of the students which is worst for those with ADHD where factors like noise and not personalized education really affect their learning process as well as the school do not support them properly because the Programa de Integración (PIE) at this school only work with students until the age of 12 leaving secondary students without help so all the responsibility is on the teacher instead of receiving support from the whole school community. Consequently the teacher performs strategies such as group activities, diverse but short activities, role plays among others. Which supplements the lack of efficiency and concern of the system with these students and makes the difference so the students are not so harmed which makes them more aware of the concern of the teacher since all the activities are planned according to the students' context and tastes such as role plays with current topics and that students decided, spelling bee with words not only required by the national curriculum but students use in daily life or in the technical school programme (gastronomy, nursing, electrical workshop etc,) which increases motivation in the students as well as their participation what can later be reflected in the development of them and their marks.

While in schools A and B the lack of resources was not the reason why learning was hard, it can be said that it is related with the affective strategies that was not enough to respond the students' necessities, the poor development was due to the lack of social and affective skills and/or strategies from the teachers like it was possible to notice that teachers did not motivate students, the activities were decontextualized, there were few rewards and recognition of good behaviour, carrying out activities among other successes.

Details like when at the moment of start and end the lessons there were no greetings or farewells. The strategies are clearly related in how to keep the students with disruptive behaviour occupied and the achievement of objectives according to the syllabus without planning activities according to the tastes and different context instead they are only seen by their ADHD disorder.

To conclude the most important differences between Chile and the UK educational system are related with the educational distribution where in the UK we can find different types of schools without being inclusive and equitable which can be evidenced since all schools have the same resources, from the same types of notebooks and digital resources as interactive screens in all classrooms and levels.

On the other hand, the view they have about special educational needs show some small differences in that Chile only leaves them in two categories; permanent and transitory, leaving aside the aid to children who are under school age while for the United Kingdom the spectrum is higher and where children under school age are included too.

As for the SEN policies, in Chile the inclusion law only regulates student admissions and the elimination of shared financing and profit. Considering this derives the responsibility to the PIE and decreto n° 170 (see appendix 2) where the latter one describes how students should be assessed through the diagnostic assessment, on the type of competent professional that can be found in Registro Nacional de Profesionales de la Educación Especial para la Evaluación y Diagnóstico leaving the rest of the teachers staff out. It is focused on how the teacher should be but does not give him/her a help or strategy to implement with students, is decontextualized because when indicate how and what to evaluate it only involve the curriculum instead of the actual performance of the students and their considerations.

On the contrary, in the United Kingdom, the Code of Practice (see appendix 3) determines how all teachers and teachers assistant should act, the role of parents and the whole educational community, as well as all considerations towards students in the most personalised way possible through the suggestion of different strategies for both parents and education professionals.

Another point that I consider relevant to highlight is how the information is given. In the UK is easily accessible and is written in such a way that it is very easy to read and/or analyse for both parents and teachers something that in the Chilean legislation is different although it has an easy access at the moment of reading it can be hard to interpret even for professional because all the laws and statements related with the topic cannot be found in the same place of website which in some cases can be confusing specially for those people who have not a good level of management on computers or the internet.

Finally, according to what has been observed and reflected, teaching strategies are an important factor when this ones are made and/or adapted for a specific group making a difference at the moment of learning a foreign language even more when it is personalized since it will respond to the particular needs of the class particularly when it demands more support for possess a special educational need that in this case was ADHD where beyond the importance of how the material is created the emphasis is on the strategy that the teacher chooses to transmit the information. But this research could also show that other areas such as infrastructure, materials, the number of students, strategies in the social and emotional area and the vision and definition that the system conceives and gives about educational needs influences the teaching process and learning for all students not only those who have an educational need.

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Appendices

Appendix 1: SIMCE 2018

Síntesis de Resultados 2018

Agencia de Calidad de la Educación

Establecimiento: COLEGIO POLIV. PATRICIO MEKIS DE PADRE HURTAD

Comuna: Padre Hurtado

Categoría de Desempeño vigente				
Educación básica	Insuficiente	Medio bajo	Medio	Alto
Educación media	Insuficiente	Medio bajo	Medio	Alto

Indicadores de Desarrollo Personal y Social	4° Básico		6° Básico		II Medio	
	Puntaje	Comparación GSE	Puntaje	Comparación GSE	Puntaje	Comparación GSE
Autoestima académica y motivación escolar	74	Similar	75	Similar	73	Similar
Clima de convivencia escolar	75	Similar	77	Similar	77	Similar
Participación y formación ciudadana	79	Similar	82	Similar	75	Similar
Hábitos de vida saludable	72	Similar	71	Similar	67	Similar

Simce	Puntaje	Comparación GSE	Puntaje	Comparación GSE	Puntaje	Comparación GSE
Lectura	285	Más alto	269	Más alto	233	Más bajo
Matemática	284	Más alto	257	Más alto	238	Más bajo
Ciencias Naturales	No aplica	No aplica	266	Más alto	238	Más alto

- La Categoría de Desempeño vigente: es el resultado de una **evaluación integral** que considera el **contexto social de los estudiantes**.

- Puntaje: Las escalas de puntaje tanto para los Indicadores de Desarrollo Personal y Social como para Simce **son diferentes y no se pueden comparar**.

- **Comparación GSE**: respecto de establecimientos del mismo grupo socioeconómico.

- Se recomienda **no realizar comparaciones** entre los resultados de los distintos:

  - Grados (4° básico, 6° básico o II medio).
  - Asignaturas evaluadas en las pruebas Simce.
  - Indicadores de Desarrollo Personal y Social.

Appendix 2: Ley general de Educación

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| Norma: Ley 20370 | Versión: Única | De: 12-SEP-2009 | Fecha Publicación: 12-SEP-2009 | Fecha Promulgación: 17-AGO-2009 |

Organismo: MINISTERIO DE EDUCACIÓN

Materias: Sistema Educativo ; Proyecto Educativo ; Comunidad Educativa ; Consejo Escolar ; Registro Público de Sostenedores ; Agencia de Calidad de la Educación ; Ley no. 20.370

ℹ Tiene Texto Refundido

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Texto | Ley 20370

Ultima Modificación: **02-JUL-2010 2**

BUSCAR   LIMPIAR

ℹ Tiene Texto Refundido

[MODIFICACION] [TEXTO REFUNDIDO] [REGLAMENTO] [CONCORDANCIA]

Texto   Versiones   Historia de la Ley   Proyectos de ley   Jurisprudencia   Ley Fácil   Chile Atiende   Opciones   Datos

LEY NÚM. 20.370

ESTABLECE LA LEY GENERAL DE EDUCACIÓN

    Teniendo presente que el H. Congreso Nacional ha dado su aprobación al siguiente

    Proyecto de ley:

    TÍTULO PRELIMINAR

    NORMAS GENERALES

    Párrafo 1º

    Principios y Fines de la Educación

    Artículo 1º.- La presente ley regula los derechos y deberes de los integrantes de la comunidad educativa; fija los requisitos mínimos que deberán exigirse en cada uno de los niveles de educación parvularia, básica y media; regula el deber del Estado de velar por su cumplimiento, y establece los requisitos y el proceso para el reconocimiento oficial de los establecimientos e instituciones educacionales de todo nivel, con el objetivo de tener un sistema educativo caracterizado por la equidad y calidad de su servicio.

    Artículo 2º.- La educación es el proceso de aprendizaje permanente que abarca las distintas etapas de la vida de las personas y que tiene como finalidad alcanzar su desarrollo espiritual, ético, moral, afectivo, intelectual, artístico y físico, mediante la transmisión y el cultivo de valores, conocimientos y destrezas. Se enmarca en el respeto y valoración de los derechos humanos y de las libertades fundamentales, de la diversidad multicultural y de la paz, y de nuestra identidad nacional, capacitando a las personas para conducir su vida en forma plena, para convivir y participar en forma responsable, tolerante, solidaria, democrática y activa en la comunidad, y para trabajar y contribuir al desarrollo del país.

Appendix 3: Decreto n°170, *Del profesional competente.*

Artículo 14.- El egreso deberá ser documentado con un informe psicopedagógico que dé cuenta del trabajo realizado con el o la estudiante y las orientaciones pertinentes. La familia o los apoderados o el estudiante adulto, deberán recibir un informe con la síntesis de los aspectos más importantes del trabajo realizado y con recomendaciones que orienten los apoyos que deben continuar dándole al estudiante.

Los antecedentes del o la estudiante deben ser devueltos a la familia o al estudiante adulto, debiendo la escuela dejar una copia del informe que contiene la síntesis diagnóstica y de las intervenciones realizadas durante el período en que éste o ésta fue beneficiaria de la subvención de necesidades educativas especiales de carácter transitorio, la de educación especial diferencial y el incremento de la subvención especial diferencial, si corresponde.

TÍTULO II

DEL PROFESIONAL COMPETENTE

Artículo 15.- Se entenderá por profesional competente, aquél idóneo que se encuentre inscrito en el Registro Nacional de Profesionales de la Educación Especial para la Evaluación y Diagnóstico.

Artículo 16.- Será requisito para la evaluación diagnóstica que ésta sea efectuada por los siguientes profesionales idóneos:

Discapacidad	Profesionales
Discapacidad auditiva	Médico otorrinolaringólogo o neurólogo y Profesor de educación especial/diferencial.
Discapacidad Visual	Médico oftalmólogo o neurólogo y Profesor de educación especial/diferencial.
Discapacidad Intelectual y coeficiente intelectual (CI) en el rango límite, con limitaciones significativas en la conducta adaptativa	Psicólogo, Médico pediatra o neurólogo o psiquiatra o médico familiar y Profesor de educación especial/diferencial.
Autismo Disfasia	Médico psiquiatra o neurólogo, Psicólogo,, Fonoaudiólogo y Profesor de educación especial/diferencial.
Multidéficit o discapacidades múltiples y sordoceguera	Médico neurólogo u oftalmólogo u otorrino o fisiatra u otras especialidades, según corresponda; Psicólogo y Profesor de educación especial/diferencial.
Déficit Atencional con y sin hiperactividad o Trastorno Hipercinético	Médico neurólogo o psiquiatra o pediatra o médico familiar o médicos del sistema público que cuenten con la asesoría de especialistas, de acuerdo a lo establecido por el Fondo Nacional de Salud, Psicólogo y/o profesor de educación especial/diferencial o psicopedagogo.
Trastornos específicos del lenguaje	Fonoaudiólogo, Profesor de educación especial/diferencial, Médico pediatra o neurólogo o psiquiatra o médico familiar.
Trastornos específicos del aprendizaje	Profesor de educación especial/diferencial o psicopedagogo y Médico pediatra o neurólogo o psiquiatra o médico familiar.

Appendix 4: Code of Practice

The Code sets out the procedures which should be followed for assessing whether a learner has SEN and putting in place interventions to address them. However, there have been evolving changes to the way in which learners' needs are identified and provided and the Code is **arguably out of date to an extent**. These changes include, for example, increasing use of the **wider concept of 'Additional Learning Needs' (ALN)**, which the forthcoming legislation is expected to give a legal foundation to, and a shift away from a reliance on statements.

The **relevant agencies must have regard** to the Code of Practice and, whilst they may choose exactly how to fulfil their statutory duties, must do so in light of the guidance it provides.

The Code is founded on **five general principles**:

- A child with SEN should have their needs met;
- The SEN of children will normally be met in mainstream schools or settings;
- The views of the child should be sought and taken into account;
- Parents have a vital role to play in supporting the child's education;
- Children with SEN should be offered full access to a broad, balanced and relevant education.

1.3. Overview of key responsibilities

Paragraph 1.19 of the Code states that <u>local authorities</u>, in partnership with schools, should 'place the **highest priority** on their statutory duty to promote high standards of education for all children, including those with SEN'. Paragraph 1.20 says an essential function of local authorities is to ensure the needs of children and young people with SEN are 'identified and assessed **quickly** and matched by **appropriate** provision'.

Local authorities are obliged by statute to publish their SEN policies and

Before deciding whether to make an assessment, the local authority must issue a notice under section 323(1) or 329A(3) of the *Education Act 1996*, **advising the parents and giving certain information** about the process.

The Code sets out the steps a local authority must take to communicate its decision whether or not to make an assessment. Paragraph 7.69 states:

> If the LEA decides it is not necessary to carry out a statutory assessment they **must** inform the parents and explain the reasons; they should also set out the provision that they consider would meet the child's needs appropriately. The decision not to make a statutory assessment may be a severe disappointment to the child's parents and may also be unwelcome to the child's school. Regardless of whether the initiative for a possible assessment came from the [local authority] or a request from the parents or school, **the [local authority] should write** to the school, **as well as the child's parents, giving full reasons for their decision**. [other than 'must', bold is my emphasis]

Local authorities must inform parents (or the school if it made the request) of its decision whether to carry out a statutory assessment within **six weeks** of receiving a request.

The Code suggests that it may be helpful for the local authority to meet the parents to explain the position in detail. It also says that the local authority may consider inviting a representative of the school to be present, highlighting that 'a meeting of this kind will be particularly useful where it is clear that there is disagreement between the parents and the school'.

Appendix 5: Classrooms Photos

- **British Schools**

- **Chilean School**