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**The Reality of EFL Teachers Who Teach Students with Special Needs in their
Regular Classroom**

Trabajo de investigación para optar al Grado Académico de
LICENCIATURA EN EDUCACIÓN

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Resumen

La inclusión ha sido un tema relevante en los sistemas educativos chilenos actuales desde hace mucho tiempo. Por esta razón, se han aplicado y desarrollado varias políticas y programas educativos que llevaron a los profesores de inglés como lengua extranjera a adaptar sus prácticas pedagógicas para la totalidad de sus estudiantes. Debido a la falta de investigaciones suficientes relacionadas con los sentimientos y preocupaciones de los docentes cuando enseñan a estudiantes con necesidades especiales, el objetivo de esta investigación fue evidenciar los efectos emocionales en los docentes de idioma extranjero inglés en relación con las prácticas de enseñanza para estudiantes con necesidades especiales a través de sus propias experiencias. Este estudio cualitativo aplicó el diseño descriptivo que involucró a siete docentes del idioma extranjero inglés que fueron seleccionados de colegios públicos, subvencionados y privados y que ya han trabajado con estudiantes con NEE. El resultado más significativo de esta investigación fue que cuando los docentes reciben suficiente apoyo de su institución educativa, así como de sus colegas, presentan sentimientos positivos que luego resultan en una fuerte conexión emocional con sus estudiantes, un ambiente favorable en el aula inclusiva y una significativa experiencia en la enseñanza.

Palabras clave: *Sala de clases de inglés, profesores del idioma extranjero Inglés, inclusión, estudiantes con necesidades educativas especiales, sentimientos de los profesores.*

Abstract

Inclusion has been a relevant topic in today's Chilean educational systems for a long time. For these reasons, several policies and educational programs have been applied and developed which led EFL teachers to adapt their teaching practices for the totality of their students. Due to the lack of sufficient research related to teachers' feelings and concerns when teaching students with SEN, the aim of this research was to evidence the emotional effects on EFL teachers concerning their teaching practices for students with special needs through their own experiences. This qualitative study applied the descriptive design that involved seven EFL teachers who were selected from public, subsidized, and private schools and had already worked with SEN students. The most significant result of this research was that when teachers receive sufficient support from their educational institution as well as from their colleagues, they will have positive feelings which then will result in a strong emotional connection with their students, a favorable inclusive classroom environment, and a significant teaching experience.

Keywords: *EFL classrooms, EFL teachers, Inclusion, Students with special educational needs, Teachers' feelings.*

THE REALITY OF EFL TEACHERS WHO TEACH STUDENTS WITH SPECIAL NEEDS IN THEIR REGULAR CLASSROOM

1. INTRODUCTION

In recent years, there has been an increased focus on promoting inclusion in educational settings worldwide. According to the UN (1948), every person has the right to receive education no matter their background, religion, ethnicity, or conditions. The inclusion and value of diversity aims to guarantee that the students, regardless of their diversity, can access a quality education with equal opportunities to learn and participate considering their individual, cultural, social, and economic characteristics (PIE, 2016).

Chilean legislation has also made efforts to enhance inclusion through various policies and programs. For example, Ley de Inclusión 20.845 (2015), whose principles are to involve non-discriminatory practices that promote the inclusion and integration of individuals in educational institutions. A program stemming from that law is PIE (Spanish short for School Inclusion Program), which is an inclusive strategy of the educational system aiming to contribute to the continuous improvement of the quality of education, favoring learning in the classroom and the participation of each and every student, especially those who present Special Educational Needs (SEN). Finally, another important legal document is Decreto 83 (2015), which establishes the criteria and orientations to diagnose students with special needs and adapt the curriculum with the aim that the educational institutions can plan suitable educational designs for these students.

However, the implementation of these initiatives can be challenging, particularly for EFL teachers who are responsible for planning and delivering inclusive education in a foreign language. EFL classrooms have been established as a practice where non-native English speakers can develop this language in their respective countries where it is not the dominant language (Krashen, 1982). In this sense, EFL teachers play a fundamental role. As mentioned by Al-Seghayer (2017), English-as-a-foreign-language classes are extremely complex, since teachers constantly need to make decisions to carry out a plan that facilitates language learning. Al-Seghayer (2017) comments that EFL teachers are challenged to help their students learn effectively while increasing

their level of proficiency. At the same time, teachers establish supportive learning communities that foster a low affective filter (Krashen, 1982).

The teaching of English aimed at children with special needs has meant a reinvention of methodologies for teachers. Related to what Padurean stated (2014), generally the most common disorders in children with special needs in EFL classrooms are students with attention deficit, physical disabilities, developmental disabilities, intellectual disabilities, and difficulty in oral communication, among others. Nevertheless, Padurean (2014) mentions that the main difficulties that teachers must face when conducting a class are oral communication disorders and reading and writing difficulties. The inclusion of this type of student has entailed a challenge not only on the part of teachers, but also on the part of their own classmates, parents, and school administrators, who have gradually assumed the commitment to contribute to the learning of a foreign language not only as a form of educative knowledge, but therapeutic to contribute to the socioemotional development of children with special needs.

Throughout the years, different methods and techniques have been studied to adapt EFL classes to the needs of all learners in the classroom. Panteeva (2015) states that for a better understanding of the foreign language, teachers need to adapt different resources by taking into consideration the characteristics and needs of every student in the classroom. Additionally, Panteeva (2015) mentions that a key element for adapting English classes is that they must be interesting and motivating to arouse curiosity and effective learning in each of the students. However, there are some factors that impact an inclusive environment, and the lack of these factors could affect how teachers adapt their classes. According to Hammond and Ingalls (2003), teachers said that having access to support services was essential for having a successful inclusive classroom. The types of services considered beneficial are language therapists, physical therapists, special educators, and occupational therapists.

Finally, Leatherman and Niemeyer (2005) concluded that teachers' attitude toward students with special needs also affects how teachers can adapt their teaching practices. According to Talmor et al. (2005), teachers often experience stress and

burnout when planning for inclusive classrooms, which can affect their ability to create an inclusive environment. In addition, there seems to be no research on how teachers feel when they must deal with this reality and how this could have an impact on their professional and personal life. Therefore, this paper investigates the emotional effects of EFL teachers in Chilean classrooms through their experiences regarding the teaching practices for students with special needs.

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Objectives

General objective

To evidence the emotional effects on EFL teachers concerning the teaching practices for students with special needs through their own experiences.

Specific objectives

1. To get to know the experiences of EFL teachers in Chilean classrooms with students with special needs.
2. To identify the feelings of EFL teachers in Chilean classrooms with students with special needs through their own experiences.
3. To describe the feelings of EFL teachers concerning inclusion in EFL classrooms for students with special needs.

Research Problem

What are the emotional effects of EFL teachers in Chilean classrooms regarding the teaching practices for students with special needs?

Justification

Nowadays, inclusion is a relevant topic in education due to the right to a proper education for each student, but it is also important to know how teachers feel when teaching in an inclusive classroom with special needs given the teaching practices they must do. As a consequence, this investigation aims to put into knowledge and unveil the feelings EFL teachers have regarding their teaching practices for students with special needs.

For teachers to effectively apply inclusive pedagogical principles in their classrooms, it is important for them to receive sufficient support, including adequate materials and human resources (Mfuthwana & Dreyer 2018). As a result, this research aims to offer input to educational authorities in matters such as training, psychological support, and educational programs for English teachers. The benefits of these findings

will be significant due to the promotion of a more inclusive and equitable educational system for all students and teachers.

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THEORETICAL FRAMEWORK

Chilean EFL classrooms

The term EFL is the abbreviation for English as a Foreign Language, thus it is focused on the teaching of English to students whose first language is not English. An example in which we can use this term is precisely our situation in Chile. As students, our first language is Spanish, therefore any language we learn other than our mother tongue will be considered a foreign language. In the case of EFL classrooms, according to the Oxford University Press (2011), this concept refers to a classroom where the English language is taught as a subject, but is not the dominant language of the students; consequently, students have little opportunity to practice the language outside the classroom. According to the Chilean National Curriculum (2023), the English subject is taught as a foreign language which is presented with the purpose of developing linguistic competence in relation to receptive and productive skills of the language, not only in oral texts, but also in written which allows students to achieve these competences in order to communicate in the English language. Furthermore, learning another language contributes to the linguistic and cognitive development of the students, along with the technical and cultural knowledge they acquire to become more aware of their own reality and the world around them.

EFL teachers

As explained by Consolo (2006), EFL teachers are non-native teachers who teach EFL students the components of the language studied. These components, according to Rinantanti et al. (2019), are grammar, lexis, and pronunciation, as well as the language skills such as speaking, writing, listening, and reading. In that sense, even though EFL teachers are not native speakers in the language they teach, they must be proficient in the English language components and in pedagogical knowledge to meet the needs of all students in the classroom (Pham, 2022). Therefore, they must achieve all the international language teacher standards to develop their practices in English language teaching.

Teaching practices

Gujjar et al. (2010) states that teaching practices are the practical application of teaching methods, strategies, principles, and techniques implemented in various activities that occur in daily school life. Rajagopalan (2019) states that teaching is a set of actions designed to promote the acquisition of knowledge and skills through learning.

According to Sequeira (2012),

Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older.

Learning is a relatively permanent change, usually brought about intentionally.

(p.1)

A teaching approach is a set of beliefs, principles, or concepts about learning that are inserted into practice in the classroom. The approach embodies a comprehensive understanding, provides guidance, and establishes standards for the entirety of the teaching practices. Methods and techniques are components of an approach. A method is a structured and well-organized procedure that is designed to support and improve student learning. It is executed based on a set of rules, typically rooted in psychology, which prioritizes the abilities, requirements, and preferences of the learners (Hasanova et al., 2021).

Students with special educational needs

As specified by UNESCO (2017), Special Educational Needs, often addressed to as SEN, refer to children that present physical or psychological limitations (impairments) that need extra assistance in educational settings. Moreover, UCLES (2017 as cited in Gyasi et al., 2020) states that the term also refers to students with learning difficulties which need to be approached with special educational practices.

Permanent and transitory special educational needs

Special needs presented in students are divided into two categories: permanent and transitory. Permanent needs are presented throughout the entire school life of a

student as a consequence of intellectual disability, sensorial, motor-physical, learning and behavior disorder (Carrión & Santos, 2019). Students who present these needs, in order to access a proper language learning, require specialized support such as didactical, pedagogical, and technological. On the contrary, students with transitory needs present them in a determined period of their school life as a result of external factors such as pedagogical methods, family, and social structure. Additionally, they might present these needs due to internal factors like adaptation, matureness, and sensorial deficiency (Carrión & Santos, 2019).

Attention deficit

Attention deficit hyperactivity disorder (ADHD) “is a common psychiatric condition which may impair a child’s ability to learn and to form social relationships, tasks critical to healthy development.” (Bussing et al., 1998, p. 1). In this way, this condition affects parts of the students' brain which are in control of their attention, and concentration. Therefore, students with ADHD may have trouble focusing and controlling impulses inside the classroom. In this sense, Feldman and Reiff (2014), stated that “ADHD in children is characterized by inattention, hyperactivity, impulsivity, or a combination of these symptoms, which compromise basic everyday functions such as learning to read and making friends.” (p. 1).

Physical disabilities

As mentioned by Eloff et al. (2002), “physical disabilities are defined to include neuromotor impairments (seizure disorders, cerebral palsy and spinal cord disorders), degenerative diseases (muscular dystrophy, spinal muscular atrophy) and orthopedic and musculoskeletal disorders (limb deficiencies)” (p. 84). Taking into account these difficulties and the conditions of the environment in terms of the lack of inclusion of spaces, the problem of managing day-to-day tasks is arduous to overcome, especially in an educational setting.

Developmental disabilities

In relation to Karmiloff-Smith (1998), Autism, Asperger syndrome, Dyslexia, Turner's syndrome, and Specific Language Impairment are some developmental disorders. Solarsh and Hofman (2006) state that disorders of the growing neurological system, known as developmental disabilities, are disorders that appear during infancy or childhood as functional limits in one or more domains, such as cognition, motor function, vision, hearing, speech, and behavior. Solarsh and Hofman (2006) also mention that these disabilities are likely to last forever and significantly restrict many aspects of daily living, including the capacity of those who are affected to take care of themselves, communicate, learn, move around, and lead independent lives.

Intellectual disabilities

According to Shree and Shukla (2016), the term "intellectual disability" refers to the level of cognitive functioning of individual children. This is a circumstance in which a child's cognitive functioning is impaired to the point where it results in a significant inability to receive information from their environment and then effectively process that information, problem-solve, and adapt to it.

Inclusion

At the present time, inclusion has become an important factor in Education due to the increasing demands for schools to provide all children and adults the right to equally participate and thrive in an environment free from discriminatory beliefs, attitudes, and actions from other people (Reynolds, 2001). According to Cologon (2013), "Inclusive education requires recognizing and upholding the rights of all children and adults and understanding human diversity as a rich resource and an everyday part of all human environments and interactions." (p. 6).

Certainly, inclusion promotes equal opportunities for everybody; however, children with disabilities are amongst the most excluded groups (Cologon, 2013). As a result, Chile has paid particular attention to these issues by creating and promoting laws that regulate inclusive practices, orientations for students with special needs and

improvement of the quality of education. As explained in Pérez et al. (2019) about Decreto 170, Decreto 83, PIE, and Ley de Inclusión 20.845, each of these legal documents acknowledge the importance of addressing students' diversity through a strategy focused on inclusivity and suitable plans for each learner in order to achieve students' participation and their learning objectives.

Emotions

As stated by Scherer (2005), an emotion can be described as a coordinated set of changes in the functioning of most, if not all, of an organism's five internal systems in response to the assessment of an external or internal stimulus event that is deemed significant to the organism's primary interests. In the same vein, these reactions, or changes, in turn, initiate various other responses, including intricate social interactions (Frescura & Lee, 2022).

Experiences

As mentioned by Diaz (1993), experience is an element that contributes to the construction of our realities, helping to modify and structure our lives. Having said that, each narrated or heard experience builds and constructs new realities. These experiences can be organized into categories such as stories, narratives, and cultural expressions.

In the educational environment, experiences have an impact on teachers' perception, defined as "the thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behavior" (Papadakis & Kalogiannakis, 2022).

Adapting teaching for students with SEN

According to the European Commission (2017), as cited in Magyar, et al., (2020), The prevalence of students with special educational needs (SEN) is on the rise in educational institutions across the globe.

As a result, Magyar et al. (2020) state that

In order to be able to perceive individual differences between students and to respond to their particular needs, schools must be constantly improved.

Employing appropriate approaches and teaching principles can also involve changes to school systems. Inclusive education is a way to address the learning needs of all children with a specific focus on those who are marginalized, excluded or characterized by any kind of special educational need. (p.1)

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2. METHODOLOGY

Methodological Design

To carry out the study, a qualitative approach was employed. Qualitative paradigms focus on individuals and their experiences and interpretations of the world they live in, it considers their own contexts and the processes in the pursuit of creating new knowledge in the discipline. (Rodríguez, et al., 2020). The research was carried out using one instrument in order to collect the necessary information. The instrument used in the investigation was an online interview performed via Zoom.

Cross-sectional designs collect relevant data at a certain point in time. These types of designs can provide crucial information about people's attitudes, and knowledge about behaviors, among others. (Kesmodel, 2018). As most cross-sectional, descriptive designs are based on data collected about the entire population or on a representative sample, The aim of the research is to investigate the emotional effects of a representative sample of EFL teachers in Chilean classrooms regarding the adaptation of the teaching practices for students with special needs.

Participants and background

The participants of this research were 7 EFL teachers with previous work experience with students with special educational needs. For the purpose of the study, the age, years of experience, and gender of the participants were not considered in the results since the research aims to have a wide and general perception of EFL teachers.

Additionally, the participants were selected due to their valuable knowledge of teaching and adapting English as a foreign language in a regular Chilean classroom and since they reflect the future reality of EFL students in the Pedagogy area in Chile

The study was carried out in different cities of Chile on 7 EFL teachers who work teaching English as a foreign language in regular classrooms to students with special needs in different types of schools. These schools were classified as public, subsidized, and private.

Procedures

The instrument applied was an online interview, which comprehended five open-ended questions. It was answered through the Zoom application, whose access was sent through a link invitation to the EFL teachers' emails. The participants had the opportunity to answer the questions in their respective homes during the month of September at a time previously arranged. The expected time for EFL teachers to answer the online interview was from 15 to 20 minutes approximately.

Instruments

Empirical data is fundamental to support the validation of our research. As it concerns this study, the instrument applied was an online interview of five open-ended questions whose objective was to evidence the teachers' emotional effects regarding the teaching practices for students with special needs through their experiences (see Appendix A). The instrument was validated by one university teacher who guided us into some modifications for the instrument (see Appendix B).

Ethical considerations

The data collected during the study was not employed for further investigations, and its confidentiality remained intact. All the data used in our research underwent anonymization, and each participant received a consent form containing detailed information about the study, which they signed to confirm their participation (see Appendix C).

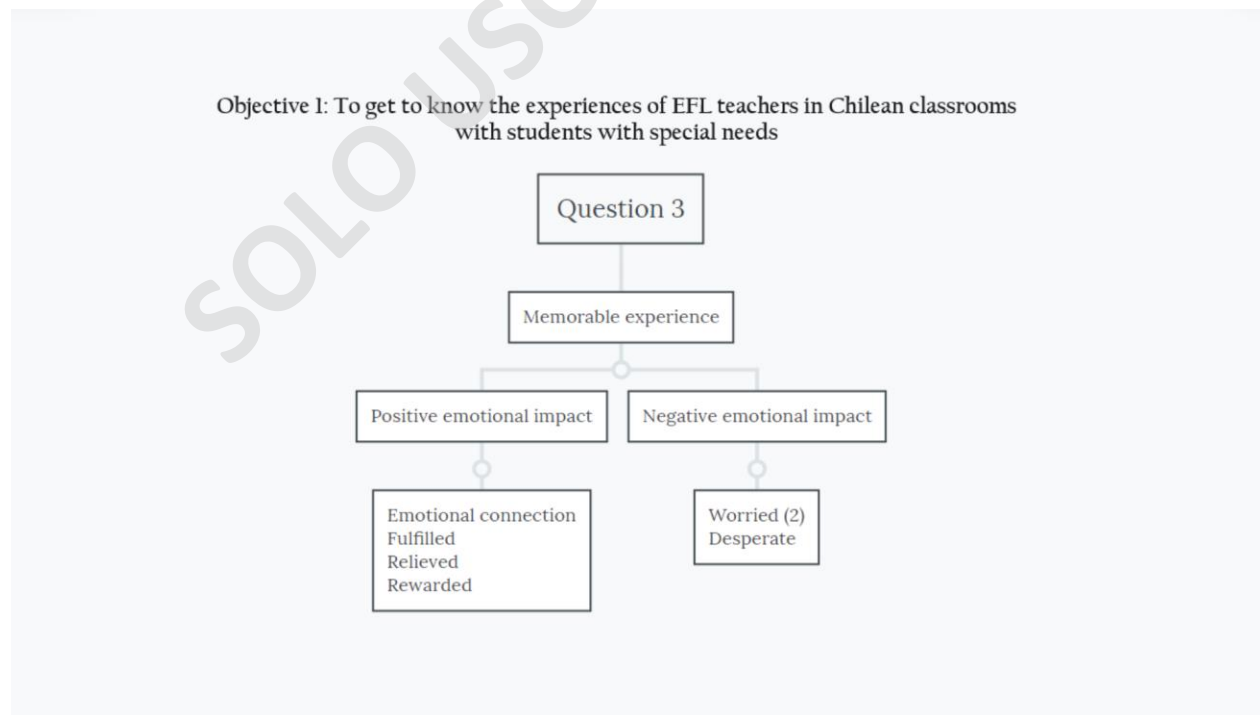
3. RESULTS

The data collected through the interview was organized in relation to the three specific objectives: Objective 1, Objective 2, and Objective 3, respectively. Each objective had a question or questions related to it. Subsequently, each question had a main category which was then divided into one or two subcategories when needed to represent the results of each participant, as shown in the following figures.

It is worth mentioning that some responses from the participants were not fully developed, therefore they should be interpreted in relation to the information provided by the participants in the entire instrument as well as the interpretation given by the researchers. Additionally, in some of the questions there are some numbers in parenthesis symbolizing the number of quantities of the same answer.

Figure 1 shows the results obtained from question 3 in relation to objective 1.

Figure 1



As regards Question 3 (Could you describe a memorable experience or situation that you have encountered while teaching an English class with students with special educational needs? How did this situation make you feel?), the answers provided by the teachers were divided; still, the majority of the participants demonstrated that the experiences they have had teaching students with special educational needs have resulted in a positive emotional impact. Some of the responses provided included feelings of emotional connection with the students and families, fulfillment, relief, and reward considering the achievement their students make when completing a task or goal. As one participant stated:

It also made me feel a lot of joy and motivation in the sense that I might have contributed a small or big grain of sand to change the student paradigm. (Spanish original: Igual me hizo sentir mucha alegría y sentirme motivado en el sentido de que el poder haber aportado quizás un pequeño granito o un gran granito de arena para cambiar el paradigma del estudiante.)

On the other hand, for the remaining participants, their experiences resulted in a negative emotional impact, with a consensus of feeling worried, and one participant even expressing a sense of desperation. According to a participant's answer,

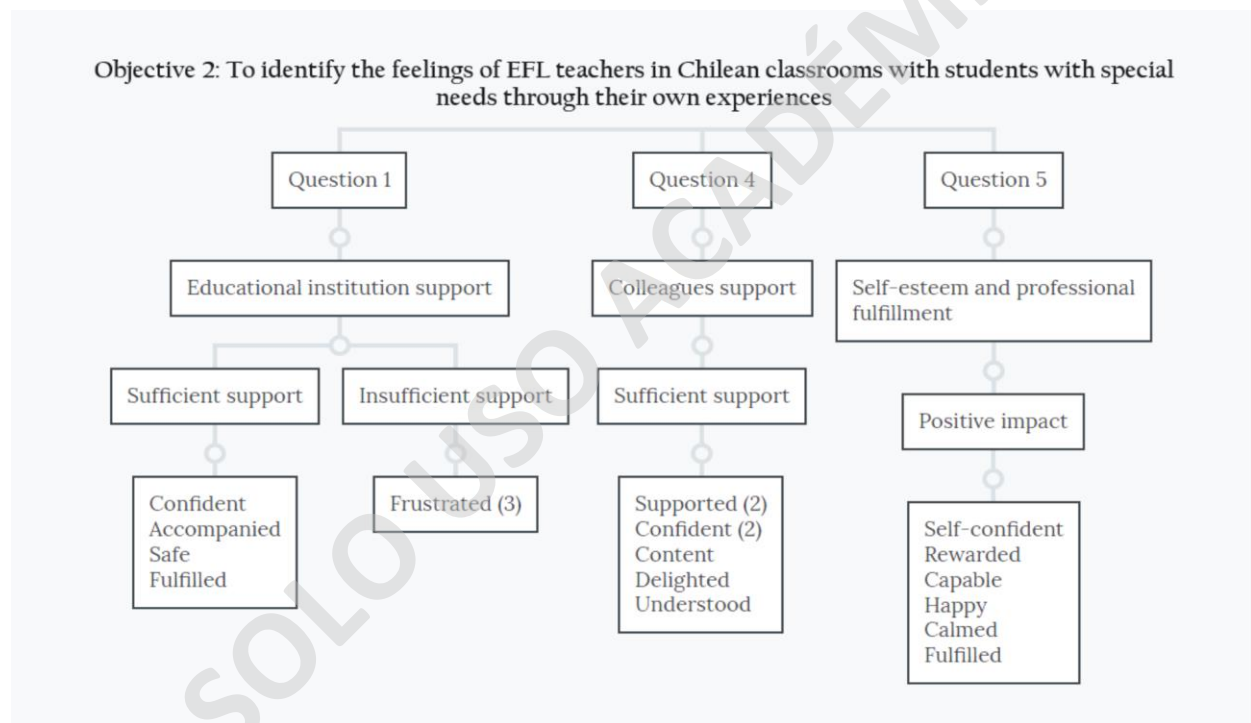
[...] meeting these people with different needs can suddenly start to make you feel anxious at some point, I mean, because you really don't know if you're doing it right. (Spanish original: [...] entonces, encontrarse con estas personas que tienen necesidades diferentes igual te empieza como a angustiar de repente en algún momento, o sea, porque tu realmente no sabes si lo estás haciendo bien.)

Based on the results obtained from the question assigned to Objective 1, we can say that the majority of the surveyed teachers preferred to highlight an experience that

led to a positive feeling rather than a negative one when working with students with SEN. This suggests that, in general, teachers may experience satisfaction and fulfillment in their work when they witness the progress and well-being of these students, which can influence their preference for highlighting positive experiences rather than those that generate negative feelings. This trend could indicate a positive attitude and a commitment to the success of students with special educational needs.

Figure 2 shows the results obtained from questions 1, 4 and 5 in relation to objective 2.

Figure 2



Source: Own elaboration, 2023.

In relation to Question 1 (How do you perceive the support from your educational institution when it comes to teaching students with special educational needs? What are your feelings towards this?), the answers were varied; some participants expressed they felt confident, satisfied, and accompanied based on the support they received from their institutions. To exemplify the results, we quote one participant's answer:

Regarding the team in general, diversity is taken care of very well, that is, we have very good professionals there, and the truth is that I feel very comfortable [...] among other things, there is nothing to say, satisfied, super good. (Spanish original: Lo que se refiere al equipo en general, la diversidad la atienden súper bien, o sea, ahí tenemos muy buenos profesionales y la verdad es que yo me siento súper a gusto [...] entre otras cosas ahí nada que decir, satisfecha, super buena.)

Nevertheless, others commented on feeling frustrated as a consequence of receiving insufficient support from their workplace. As expressed by one participant.

Do you know what the big problem is? Specifically, all the people who work in the PIE do not know much about the English subject, generally these aids are for the subjects of Mathematics, Language, and Science, but the English subject is generally left in the hands of the teacher, and it's super complicated. (Spanish original: ¿Sabes cuál es el gran problema? Que puntualmente toda la gente que trabaja en los PIE, [...] no saben mucho de la asignatura de inglés, generalmente estas ayudas son para matemáticas, para lenguaje y ciencias, pero inglés generalmente lo dejan en las manos del profesor y es super complicado.)

The participants stated that they considered themselves even more responsible for adapting their practices to different kinds of students owing to the fact that the PIE staff does not work with the English subject and its department. The answers were divided into two subcategories, Sufficient and Insufficient Support attributed to the educational institution support bearing in mind that the answers were varied.

Regarding Question 4 (How do you feel when seeking support from other professionals when you have students with special educational needs in your classes?), the answers were very similar. All participants have had positive feelings regarding the

peer support they have received, such as supported and confident. Participants mentioned that most workers in an educational institution look after the good of all students, which contributes to a good working environment. To illustrate the main ideas, we cite an answer from one of the participants:

Honestly, I feel very confident, and I don't feel like it is something that will require much more effort, because we always communicate through email at school. So, I don't even have to go and talk to the person, as the school is huge. (Spanish original: La verdad, me siento muy confiado y no siento que sea algo que me dé mucho más trabajo, porque en el colegio nos comunicamos todos por correo siempre. Entonces, ni siquiera tengo que ir a hablar con la persona, porque el colegio es gigante.)

Regarding Question 5 (How has your teaching experience with students with special educational needs affected your self-esteem and professional fulfillment as a teacher?), all responses were about having had a positive impact on the personal and professional self-esteem of the participants. In the words of a participant:

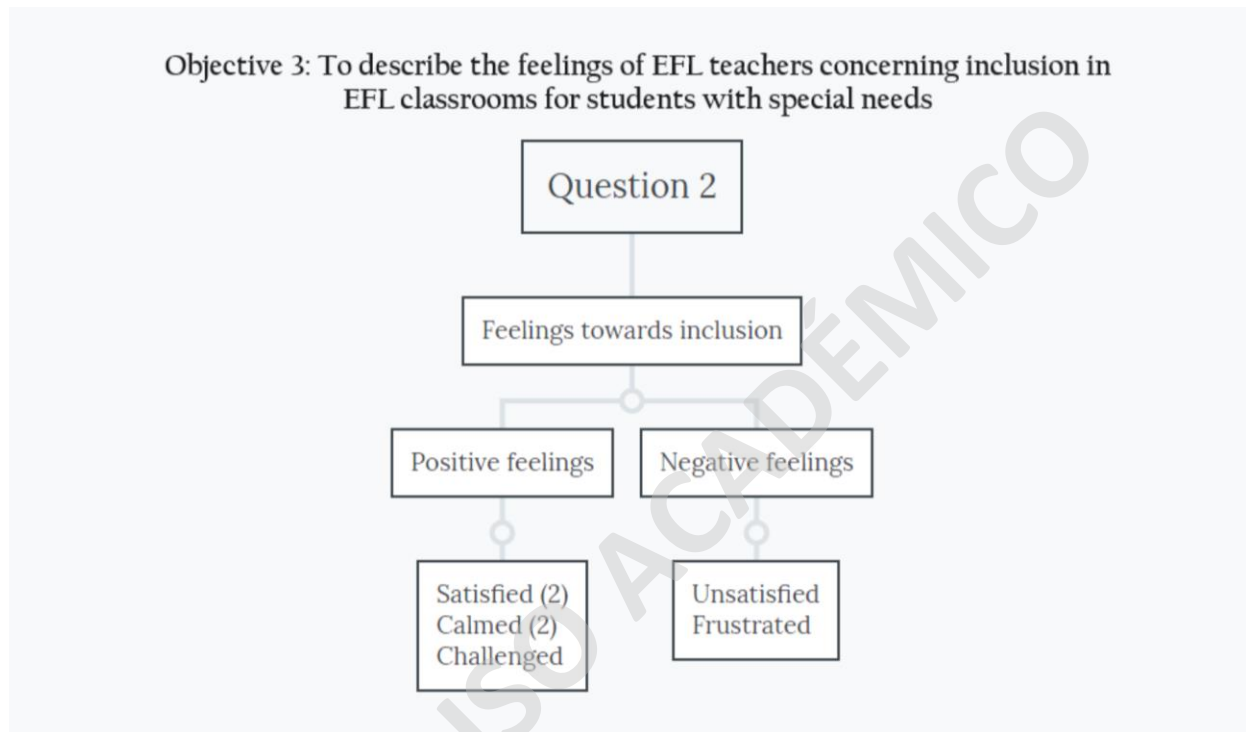
I believe that when things turn out positively, it's great. It's like, "Wow, I did it! I learned something." It really feels worth it to have created this guide, and it was worth repeating the material one, two, three times because I finally grasp it. So, when it works out, I think it genuinely makes you feel good. There are many positive emotions, and you think, "I'm doing it right, right?" It's a positive reinforcement for us as teachers too, to say, "This child did well because of what I did." (Spanish original: Yo creo que cuando resultan las cosas, algo positivo, es genial, es como, uy si lo logré, uy si aprendió, como de verdad valió la pena hacer esta guía, valió la pena haberle repetido una, dos, tres veces la materia, porque ya de verdad al final lo capto. Entonces cuando resulta yo creo que es de verdad, tú te sentís bien, hay muchos sentimientos positivos que tú dices lo estoy haciendo bien, cierto, un refuerzo positivo para uno como docente también decir ya este niño le fue bien porque yo hice esto.)

Additionally, the participants mentioned that these feelings were changing over time. Initially, they noted that in the beginning, it was challenging, primarily due to a lack of experience and/or both knowledge. They could not connect with the students, which caused frustration in them. After constantly working on the above, the participants mentioned that at the moment of seeing progress and improvements in their students the feelings were completely positive. This caused all participants to improve as a person as well as professionals.

Building on the findings gathered from the questions designed for Objective 2, participants had varied experiences and perceptions regarding the support they received from their educational institutions for teaching students with special educational needs. While some participants felt confident, satisfied, and supported, others expressed frustration due to insufficient support from their workplace. Certainly, the participants expressed favorable sentiments about seeking support from their professional peers. They found this interaction was valuable and enriching for their working environment as it enhanced their teaching methods and strategies. They believed that most workers in educational institutions prioritize the well-being of all students. Although initially challenging, the participants eventually developed strong connections with their students, leading to positive outcomes and personal and professional growth. Overall, the teaching experience with SEN students had a profound impact on the participants' self-esteem and professional development.

Figure 3 shows the results obtained from question 2 in relation to Objective 3.

Figure 3



Source: Own elaboration, 2023.

Regarding Question 2 (How do you feel about the inclusion of students with special educational needs in the English classroom?), the majority of teachers had positive feelings towards the inclusion of students with special needs by stating feeling satisfied and calmed. These participants explained that their educational institutions and colleagues were constantly working on adapting their teaching practices and materials considering the needs of each and every student in the classroom. As to illustrate these results we quote one participant's answer:

So, if I really need help with someone, I can turn to these people and ask them.

Now, I also find that the school does a very good job together with the parents. [...] The truth is that it makes me feel much calmer. (Spanish original: Entonces, si es que de verdad necesito ayuda con alguien, puedo recurrir a estas personas y pedírselo. Ahora encuentro también que el colegio hace un muy buen trabajo junto con los apoderados. [...] La verdad a mí me hace sentir mucho más tranquilo.)

On the contrary, the other participants had negative feelings towards the implementation of inclusion for students with special needs as they commented on the social relations these students face with their classmates as they still suffer when trying to make friends as well as the lack of sufficient time they had to attend to the specific needs of the students. One participant mentioned that

[...] in social terms, even though we are in the 21st century today, there is still discrimination in the school, there are still children who are very cruel to their classmates, who do not accept it and they realize that they are different because of something and they are the target of bullying, the target of not wanting to hang out with them, because they know that they are different.” (Spanish original: [...] en términos sociales, a pesar de que estemos hoy en día en el siglo XXI, sigue habiendo discriminación en la escuela, sigue habiendo niños que son muy crueles con sus compañeros, que no lo aceptan y que ellos se dan cuenta que son diferentes por algo y son objetivo de molestias, objetivo de no querer juntarse con ellos, porque saben que son diferentes.)

In regards to the results obtained in the question related to Objective 3, we can infer that the majority of teachers felt satisfied and calm when it came to the implementation of inclusion in their institutions as they recognized that the school was doing an appropriate job by including parents and the support they received from colleagues. Therefore, they felt they could rely on their educational community. However, there were other participants that felt frustrated and unsatisfied with how the

development of inclusion, especially for SEN students, was being done in the educational setting, highlighting that this problem was mostly between the interpersonal relationships of students who performed harmful actions towards their classmates.

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4. DISCUSSION

The purpose of this study was to evidence the emotional effects on EFL teachers concerning their teaching practices for students with special needs through their own experiences in subsidized, public, and private schools in Chile, given the fact that there are no further investigations or studies regarding this subject.

The results demonstrated that most teachers felt satisfied and rewarded when teaching students with special needs in their EFL classrooms as well as their feelings towards inclusion and the support they received from their educational institutions. Nevertheless, the entirety of the participants responded that they felt supported by their colleagues in relation to the communication and the assistance they received which contributed to a good working environment. Despite this common agreement, some teachers felt frustrated and unsatisfied towards the implementation of inclusion and the lack of aid they were given by their educational institutions.

The results of the investigation are discussed in more detail following, linking each one to its corresponding research objective.

Objective 1: To get to know the experiences of EFL teachers in Chilean classrooms with students with special needs.

With this research objective, we aimed for teachers to describe their own experiences regarding situations they had lived inside their EFL classroom with SEN students and whether they had a positive or negative emotional impact on them. In relation to the results obtained from this objective, we noticed that the participants had divided emotional impacts from their experiences.

On the one hand, the answers categorized as positive had a common phase in which teachers stated that at the beginning of this significant experience, they felt somehow frustrated. However, with the help of their colleagues and institutions, they felt prepared and accompanied, which led to a positive experience. What is more, we concluded that the positive impact teachers had is directly related to the teaching practices they cultivated thanks to the support they received which then led to an emotional connection with the students.

Therefore, our findings agree with the theory proposed by Hammond and Ingalls (2003), who stated that the reception of support services by teachers was a fundamental requirement for the effectiveness of an inclusive classroom. We believe this factor potentially leads to a positive emotional impact on the experiences teachers might face in their EFL classrooms.

On the other hand, the answers gathered from the research categorized as negative feelings had a common factor observed by us and it was that these negative feelings came from the frustration of not being able to approach and reach the students' needs in a proper way. We estimate that this is closely linked to the large amount of academic workload present when working with SEN students in the EFL classroom. Furthermore, they conveyed their concern about not being able to provide sufficient support or meet their students' learning needs.

Objective 2: To identify the feelings of EFL teachers in Chilean classrooms with students with special needs through their own experiences.

This objective is related to the recognition and later classification of the feelings EFL teachers go through when teaching SEN students. The goal was for participants to share their feelings about the educational and colleague support they received, as well as their self-esteem and professional fulfillment.

In relation to the assistance and resources the participants were given, the majority of them answered that they felt accompanied and understood. Hence, this prompts us to consider that the positive feelings the participants had are directly related to the support they received, resulting in a favorable inclusive classroom environment and a proper teaching practice when teaching SEN students. Our findings agree with the statement made by Mfuthwana and Dreyer (2018) who expressed that to guarantee sustainability, it is crucial to provide ongoing support to teachers, which can boost their confidence in addressing the needs of their students.

Moreover, we observed a strong correlation between the support they received and the positive development of their self-esteem and professional growth. We think this fosters an increase in their professional and personal motivation, prompting them to

explore diverse resources for their EFL classrooms and pursue additional training in various educational domains. Collectively, these elements contribute to the creation of a positive classroom environment and the cultivation of deep emotional bonds with their students. The personal motivation the participants had bears a resemblance with previous studies conducted by Panteeva (2015) who also documented similar benefits stating that a crucial aspect of adjusting English classes is ensuring they are captivating and inspiring creating an environment that piques curiosity and facilitates effective learning for every student is essential.

Objective 3: To describe the feelings of EFL teachers concerning inclusion in EFL classrooms for students with special needs.

The third objective undertaken intended to describe the feelings of EFL teachers concerning inclusion in EFL classrooms for SEN students. With this objective, we aimed at having the participants express their thoughts and feelings regarding how their educational institutions address the inclusion of students with special needs.

According to the data collected, we observed that most of the participants have positive feelings towards inclusion and the way it is dealt with in relation to their respective workplaces. Referring to the fact that educational institutions have handled the issue of inclusion effectively, we can assert that they have been doing a proper job in fostering inclusion. This finding aligns with the research conducted by Talmor et al., (2005), who also observed that there should be a comprehensive effort by the school system for the inclusion to succeed. In this aspect, the results suggested that the schools' efforts in promoting inclusion have not only benefited the students, but also had a profound impact on teachers and their teaching experience.

Now focusing on the minority of the results, we can observe that participants with negative feelings towards inclusion are concerned about the social interactions SEN students encounter with their peers. This led us to think this frustration could be closely related to the teachers' negative attitude when adapting their teaching practices to SEN students, which might result in poor adaptations in their classrooms and an unhappy classroom environment. In this regard, the study carried out by Leatherman and

Niemeyer (2005) already showed that teachers' attitude towards students with special needs also affects how teachers can adapt their teaching practices. Therefore, we consider that addressing these attitudes and fostering a positive approach among EFL teachers is essential to ensuring successful adaptations and fostering a supportive learning environment for all students.

In summary, the research findings revealed a range of emotional effects experienced by participants, both positive and negative. Positive impacts were associated with the support they received from colleagues and educational institutions, leading to a strong emotional connection with the students, favorable inclusive classroom environment and significant teaching experience. Participants also expressed positive feelings towards inclusion, indicating that educational institutions have been effective in fostering inclusion. Negative impacts stemmed from the frustration of not meeting their students' needs properly, and the social interactions of SEN students with their peers, highlighting the need for a positive attitude and adaptations in teaching practices to create a supportive learning environment for all students. In essence, the research emphasized the importance of support services for teachers and the need for ongoing support to boost their confidence and positive attitudes in promoting successful inclusion in EFL classrooms for students with special needs.

Further studies

This study can be seen as an initial foray into researching the emotions of teachers while implementing inclusive practices for students with special needs. Nonetheless, it is important to handle the findings of this study carefully because of the limited size of the sample.

Future research could delve deeper into the differences in experiences and feelings of EFL teachers in Chile, especially when it comes to their positions within public, private, and subsidized schools. This investigation could thoroughly examine how these different school types affect the inclusion of students with special needs and how teachers perceive it. By doing so, we can gain a better understanding of the various

challenges and opportunities that EFL teachers face in these diverse educational settings when it comes to inclusive practices.

Moreover, it is advisable for future research to explore how EFL teachers perceive and respond to government policies and regulations regarding the inclusion of students with special needs in English language classrooms. Examining teachers' points of view and reactions to established policies can provide insights into the practical obstacles they encounter when implementing inclusive practices. Such research can contribute to a more informed discussion about policy effectiveness and areas for improvement, ultimately enhancing the quality of education for students with special needs in EFL classrooms and the instruction teachers provide to them.

Limitations of the study

Regarding the limitations found in the study, they were the answers provided by the participants and the small number of participants involved. Firstly, one limitation of this research is that some participants did not answer for specific feelings or emotions which lead to an interpretation of the results. Some participants talked about their experiences and how it made them feel in general, but without mentioning a specific emotion. Therefore, the researchers had to interpret the participants' responses. The use of subjective interpretation in the research may lead to misrepresentation or misunderstanding of participants' emotions, which can affect the validity and reliability of the study's conclusions. Therefore, it is essential to take into account and avoid this potential bias when interpreting the results of the research.

Secondly, the number of participants could be bigger to have a wide representation of results. Different experiences and cultural backgrounds often produce varied responses, and a larger sample size would improve the study's ability to capture these nuances, thereby improving the external validity of the research. With a limited number of participants, the study's findings may not have addressed other types of realities and in turn other feelings, which could have affected the results.

Given these limitations, it is vital for future studies to be aware of these problems. Researchers need to focus on getting clear answers from participants to reduce possible

bias caused by interpretation. They should also aim for larger and more diverse groups of people to fully understand the complex range of human emotions.

Pedagogical implications

The results of this research provide valuable insights into the emotional experiences of EFL teachers when working with SEN students in Chilean regular classrooms. These findings have several pedagogical implications that can help both educational communities and systems to cover another perspective on inclusion policies concerning educators' teaching practices, peer collaboration and how mental health issues can affect them.

The answers provided by EFL teachers in this research could be used by the educational institutions to establish educational policies focused on teachers' support when working on inclusion and peer collaboration. These plans should consider a strong PIE teamwork with EFL teachers on how to apply different approaches and strategies for SEN students along with the appropriate resources, weekly meetings with the specialist educators and the school management team to discuss their concerns and seek for solutions. This will foster the collaboration and the assistance required by teachers to provide and boost a proper inclusion inside their EFL classroom as well as their own motivation.

Along with this suggestion, educational institutions can provide seminars and workshops for teachers related to mental health and strategies to control their emotions when they have to overcome some challenges they might face in their classroom and how to properly deal with their feelings.

All things considered, these results could be of great practicality to have a better understanding of how teachers feel in relation to inclusion, the support they receive, the resources they are given and the peer collaboration they have. With these findings, schools can provide suitable tools for educators and ensure teachers' happiness and sense of fulfillment.

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APPENDIX A

Validación de Instrumentos por Juicio Experto

Estimada/o Experto/a:

Usted ha sido seleccionado para validar el/los instrumento/s adjunto/s para la investigación *The Reality of EFL Teachers who Teach Students with Special Needs in their Regular Classroom*, conducente a lograr el grado de Licenciatura en Educación de la Escuela de Educación de la Universidad Mayor, a cargo de los/las estudiantes Evelyn Andrea Morales Schurch, Pía Catalina Rodríguez Moil, Antonella Monserrat Ramírez Galleguillos, and Sebastián Nicolás Tapia Gómez.

Dentro del proceso investigativo llevado a cabo por las y los autores, la evaluación de los instrumentos a aplicar es de gran relevancia para lograr que sean válidos y que los resultados obtenidos a partir de éstos sean utilizados eficientemente, aportando al área investigativa de la Educación.

Por tanto, le solicitamos su colaboración para analizar y validar dichos instrumentos, los cuales han sido diseñados para recolectar la información necesaria del trabajo de investigación científica para obtener el grado.

Agradecemos su valiosa colaboración.

Datos de identificación de Juez/a Experta/o	
Nombre	Marcos Acevedo Pavez

Formación Académica/Grado	<p>Magíster en Ciencias de la Educación Mención Administración y Gestión Educacional Universidad Mayor</p> <p>Profesor de Inglés para Educación Básica y Media Universidad Mayor</p> <p>Bachiller en Estudios Iniciales de Ed. Lengua Inglesa Universidad Mayor</p>
Áreas de Experiencia Profesional	<p>Enseñanza y aprendizaje del inglés como lengua extranjera.</p> <p>Gestión y administración educacional.</p>
Cargo	Docente horas Pedagogía en Inglés - Facultad de Ciencias Sociales y Artes.
Institución	Universidad Mayor

FECHA: 08 de julio de 2023

Proceso para realizar la validación de instrumentos

A continuación, se presentan los Objetivos General y Específicos de la investigación, con la finalidad de brindar un panorama para la evaluación de los instrumentos a aplicar.

Datos de identificación del Trabajo Final de Magíster	
Título de la investigación	The Reality of EFL Teachers who Teach Students with Special Needs in their Regular Classroom
Autoras/es	Evelyn Andrea Morales Schurch Pía Catalina Rodríguez Moil Antonella Monserrat Ramírez Galleguillos Sebastián Nicolás Tapia Gómez
Objetivo General	To evidence the perceptions and experiences of EFL teachers in Chilean classrooms regarding the adaptation of the teaching practices for students with special needs.
Objetivos Específicos	1. To identify the perceptions of EFL teachers in Chilean classrooms with students with special needs. 2. Get to know the experiences of EFL teachers in Chilean classrooms with students with special needs. 3. To find out the effects on EFL teachers concerning the teaching practices adaptation for students with special needs.

Categoría	Descripción	Puntaje	Indicador
Suficiencia	Los ítems que pertenecen a un	1. Nivel Insuficiente	Los ítems no son suficientes para el objetivo.

	mismo objetivo bastan para analizarlo.	2. Nivel Bajo	Los ítems consideran algunos de los aspectos del objetivo.
		3. Nivel Medio	Los ítems consideran la mayoría de los aspectos del objetivo.
		4. Nivel Alto	Los ítems son suficientes para el objetivo.
Claridad	El ítem se comprende fácilmente, es decir, su redacción y ortografía son adecuadas.	1. Nivel Insuficiente	El ítem no se comprende en redacción y tiene mala ortografía.
		2. Nivel Bajo	El ítem requiere modificaciones sustanciales en redacción y ortografía.
		3. Nivel Medio	El ítem requiere modificaciones simples en redacción y ortografía.
		4. Nivel Alto	El ítem es claro, con buena redacción y sin faltas ortográficas.
Coherencia	El ítem tiene relación lógica con el objetivo y las categorías que pretende analizar.	1. Nivel Insuficiente	El ítem no tiene relación lógica con el objetivo y sus categorías.
		2. Nivel Bajo	El ítem tiene una relación tangencial con el objetivo y sus categorías.
		3. Nivel Medio	El ítem tiene una relación media con el objetivo y sus categorías.
		4. Nivel Alto	El ítem tiene completa relación con el objetivo y sus categorías.

Relevancia	El ítem es esencial o importante, es decir debe ser incluido para el cumplimiento del objetivo.	1. Nivel Insuficiente	El ítem no posee relevancia, pudiendo ser eliminado sin afectar al objetivo.
		2. Nivel Bajo	El ítem es relativamente relevante para el objetivo, por lo que necesita precisión.
		3. Nivel Medio	El ítem tiene relevancia para el objetivo, pero es repetitivo con otros ítems del instrumento.
		4. Nivel Alto	El ítem es altamente relevante para el objetivo.

Para la validación, se presentarán los ítems que componen el/los instrumentos para que pueda analizar la suficiencia, claridad, coherencia y relevancia de cada ítem en relación con los objetivos, puntuando del 1 al 4 de acuerdo con la siguiente escala:

Validación por Juicio Experto

Instrucciones: a continuación, se presenta la tabla de validación de cada instrumento diseñado para la investigación, donde se desglosan los objetivos específicos y cada uno de los ítems que están asociados a dichos objetivos, para que se evalúen las categorías empleando la escala anterior.

Cabe destacar que la categoría de *Suficiencia* corresponde a una evaluación por objetivo, debido a que se busca validar la suficiencia de ítems en conjunto para abordar su análisis. Para el resto de las categorías, se debe evaluar cada ítem de forma individual.

Instrumento 1. Entrevista a profesores de Idioma Extranjero inglés.

Objetivos Específicos	Ítems	Suficiencia	Coherencia	Claridad	Relevancia	Comentarios
1. To identify the perceptions of EFL teachers in Chilean classrooms with students with special needs.	2. ¿Ha tenido alguna experiencia enseñando/educando a estudiantes con necesidades especiales en su sala de clases de inglés? Si es si, por favor explique con detalles.	4	3	4	4	<p>In here you might want to conduct the questions in English, so it is easier for you to analyze the answers and register them in your paper.</p> <p>Is this a structured interview? You might want to add some confirmatory questions to complement the answers. Example:</p> <ul style="list-style-type: none"> · What is your experience with Individualized Education Plans? · Can you tell me about a time when you needed to change your approach to help a student learn? How did you maximize their learning experience? <p>This question in particular reads more effective for the Objective 2 about teaching experiences.</p>

	<p>3. ¿Cómo percibe el apoyo por parte de su establecimiento educativo respecto al momento de enseñar a estudiantes con NEE? Bajo su criterio, ¿es efectivo? ¿por qué?</p>	4	4	4	4	<p>In here another perspective to identify is the perception of teachers is the work done by the parents of those SEND students. You might want to consider:</p> <p>How do you foster relationships with parents?</p> <p>What do you do if a parent disagrees with the feedback you're giving them?</p>
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	4. ¿Cuáles son sus percepciones sobre la inclusión de estudiantes con necesidades educativas especiales en la sala de clases de inglés? ¿Cree que las prácticas y políticas actuales en Chile abordan adecuadamente las necesidades de estos estudiantes?	4	4	4	4	
2. Get to know the experiences of EFL teachers in Chilean classrooms with students with special needs.	1. ¿Cuánto tiempo ha estado enseñando inglés como lengua extranjera (EFL) en aulas chilenas?	4	4	4	4	
	5. ¿Podría describir una experiencia o situación memorable que haya encontrado mientras enseñaba una clase de inglés con estudiantes con necesidades educativas especiales?	4	4	4	4	<p>Other variants:</p> <p>Describe an instance where you had to adapt a learning plan for a student.</p> <p>Can you tell us about a time a lesson plan didn't work out and how did you handle it?</p> <p>What do you find is the hardest part of your job as a EFL teacher working with SEND students?</p> <p>How did you manage special education services for students who were a part of inclusive classrooms?</p>

						<p>Have you ever had students working in the pull out system? That is going out of your class to work in other areas of the curriculum. How do you manage that?</p>
	<p>6. ¿Colabora o busca apoyo de otros profesionales (por ejemplo, profesores de educación diferencial o especialistas en apoyo de aprendizaje) cuando tiene estudiantes con necesidades educativas especiales en sus clases de inglés? En caso afirmativo, ¿cómo se lleva a cabo esta colaboración y qué beneficios le ha aportado?</p>	4	4	4	4	<p>Another perspective to explore in here is the experience of the EFL teacher with the curriculum and educational policy when facing SEND students in the classroom. You have that covered in terms of perception, now you need to explore how they use it, do they understand it, do they implement?</p>

	10. Basado en sus experiencias, ¿Qué consejos o recomendaciones daría a otros profesores de inglés que estén considerando o actualmente adaptando sus prácticas de enseñanza para estudiantes con necesidades educativas especiales?	4	2	4	4	<p>This question in particular points to give an advise rather than knowing the teacher experience. You might want to rephrase the focus; even though by analyzing the advice you might have some information about the teacher experience in the field.</p> <p>Other variants:</p> <p>What do you find is the hardest part of your job as an EFL teacher working with SEND students?</p>
3. To find out the effects on EFL teachers concerning the teaching practices adaptation for students with special needs.	7. ¿De qué manera han influido las adaptaciones para estudiantes con necesidades educativas especiales en sus relaciones y comunicación con otros profesores?	3	2	2	4	This question assumes EFL teachers have adaptation for SEND students, then explores another point the teacher-colleagues relationship. Is this aligned to the objective?
	8. ¿Cómo ha impactado la práctica docente que ha realizado para estudiantes con necesidades educativas	4	4	1	4	This question needs rephrasing and edition if it to go in Spanish. Reads as translation from English to Spanish.

	especiales en su propia satisfacción y realización profesional como profesor de inglés?					
	9. ¿Ha observado alguna mejora en su crecimiento personal y autoestima en relación con las adaptaciones que ha realizado para estudiantes con necesidades educativas especiales en sus clases de inglés?	3	3	3	3	<p>This question is difficult to understand since it presents a pre-conceived relationship between professional development and self-esteem. What if the teacher has not implemented any adaptation in the classroom?</p> <p>Other variants to explore professional growth:</p> <ul style="list-style-type: none"> How do you handle students when they misbehave or get frustrated? What have you done in the past year to further your professional development?

Instrumento 2. Encuesta tipo Likert para profesores del Idioma extranjero inglés						
Objetivos Específicos	Ítems	Suficiencia	Coherencia	Claridad	Relevancia	Comentarios
1. To identify the perceptions of EFL teachers in Chilean classrooms with students with special needs.	1. Me siento adecuadamente respaldado por mi institución educativa al enseñar a estudiantes con necesidades especiales en clases de inglés.	4	4	4	4	
	2. He recibido suficiente capacitación y desarrollo profesional para enseñar de manera efectiva a estudiantes con necesidades especiales en mis clases de inglés.	4	4	4	4	
	3. La adaptación de prácticas de enseñanza para estudiantes con necesidades especiales ha contribuido a mi crecimiento personal y autoestima como profesional.	4	4	4	4	Here the idea of self-esteem is correctly presented as professional-self-esteem. You might want to take this perspective.

2. Get to know the experiences of EFL teachers in Chilean classrooms with students with special needs.	4. He tenido experiencias positivas enseñando clases de inglés con estudiantes con necesidades especiales en aulas chilenas.	4	4	4	4	
	5. Colaborar con otros profesionales ha mejorado mi aprendizaje y comprensión sobre estudiantes con necesidades especiales en la sala de clases de inglés.	4	4	4	4	This is a strong one to be explored once you have the answers. Well done!
3. To find out the effects on EFL teachers concerning the teaching practices adaptation for students with special needs.	6. Adaptar mis prácticas de enseñanza para estudiantes con necesidades especiales ha tenido un impacto negativo en mi eficacia como profesor de inglés como lengua extranjera (EFL).	4	4	1	4	This statement needs edition and rephrasing.

	7. Adaptar las prácticas de enseñanza para estudiantes con necesidades especiales me ha ayudado a ser un profesor de EFL más efectivo e inclusivo.	4	4	4	4	
	8. Los desafíos y recompensas asociados con la adaptación de las prácticas de enseñanza para estudiantes con necesidades especiales han contribuido a mi resiliencia profesional como profesor de EFL.	4	4	4	4	This is also a strong perspective to be explored once you have the answers. Well done!
	9. Adaptar las prácticas de enseñanza para estudiantes con necesidades especiales ha mejorado mis habilidades para resolver problemas y mi capacidad para pensar de forma creativa.	3	3	4	3	This perspective somehow assumes there is relationship between adapting teaching practices and problem solving/creative thinking. What that you want to explore with these ideas? I see where you want to go, but the statement needs to be refined.

	10. Las adaptaciones realizadas para estudiantes con necesidades especiales han tenido un impacto positivo en mi satisfacción laboral y bienestar general.	4	4	4	4	
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¡Muchas gracias por su participación y recomendaciones!

Constancia de Validación de Instrumentos

Juicio Experto

Yo, Marcos Andrés Acevedo Pavez, Magíster en Ciencias de la Educación Mención Administración y Gestión Educacional, y académico de la Universidad Mayor, dejo constancia de la validación del (de los) instrumento(s) para la investigación *The Reality of EFL Teachers who Teach Students with Special Needs in their Regular Classroom*, conducente a lograr el grado de Licenciatura en Educación para la carrera de *Pedagogía en Inglés para Educación Básica y Media* de la Escuela de Educación de la Universidad Mayor.

Criterio de validación	Validado	Validado con observaciones	Deficiente
Suficiencia		X	
Coherencia		X	
Claridad		X	
Relevancia		x	

FECHA: 08 de julio de 2023



Firma de validador/a experto

APPENDIX B

Teacher's Survey



El objetivo de esta encuesta es conocer e identificar las emociones de los profesores de Idioma Extranjero inglés al enseñar sus clases para estudiantes con necesidades especiales en Chile a través de sus propias experiencias.

Instrucciones: Escuche atentamente las preguntas que se le presentarán por parte de estudiantes de 4to año de la carrera de Pedagogía en inglés de la Universidad Mayor. Responda estas preguntas de acuerdo con su opinión y experiencias personales.

1. ¿Cómo percibe el apoyo por parte de su establecimiento educativo respecto al momento de enseñar a estudiantes con NEE? ¿Cuáles son sus sentimientos al respecto?
2. ¿Cómo se siente en relación con la inclusión de estudiantes con necesidades educativas especiales en la sala de clases de inglés?
3. ¿Podría describir una experiencia o situación memorable que haya vivido mientras enseñaba una clase de inglés con estudiantes con necesidades educativas especiales? ¿Cómo esta situación le hizo sentir?
4. ¿Cómo se siente al momento de buscar apoyo de otros profesionales cuando tiene estudiantes con necesidades educativas especiales en sus clases? (por ejemplo, profesores de educación diferencial o especialistas en apoyo de aprendizaje)

5. ¿Cómo ha impactado la práctica docente que ha realizado para estudiantes con necesidades educativas especiales en su autoestima y realización profesional como profesor?

SOLO USO ACADÉMICO

APPENDIX C

Consentimiento informado para participar en un proyecto de investigación

The Reality of EFL Teachers who Teach Students with Special Needs in their Regular Classroom

Estimada(o) participante, nuestros nombres son Evelyn Morales, Antonella Ramírez, Pia Rodríguez y Sebastián Tapia y somos estudiantes de la carrera *PEDAGOGÍA EN INGLÉS PARA EDUCACIÓN BÁSICA Y MEDIA* de la Escuela de Educación en la Facultad de Ciencias Sociales y Artes de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de *Licenciada(o) en Educación*, el cual tiene como objetivo *evidenciar los efectos emocionales en profesores de inglés como lengua extranjera respecto de las adaptaciones de las prácticas docentes para estudiantes con necesidades especiales a través de sus propias experiencias*.

Usted ha sido invitada(o) a participar de este proyecto de investigación académica que consiste en una entrevista de seis preguntas abiertas de manera remota a través de la aplicación Zoom, a la cuál pueden acceder con una invitación vía correo electrónico. La entrevista durará aproximadamente 15 minutos y será grabada para fines de la investigación.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) investigadoras(es), o bien comunicarse con el Coordinador de Bloque – Licenciatura de la Escuela de Educación de la Universidad Mayor, al correo electrónico: marcos.lopez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

ACTA DE CONSENTIMIENTO INFORMADO

Yo, Rut:....., **acepto** participar voluntaria y anónimamente en la investigación "***The Reality of EFL Teachers who Teach Students with Special Needs in their Regular Classroom.***", dirigida por las(os) estudiantes Evelyn Morales; Antonella Ramirez; Pia Rodriguez; y Sebastián Tapia de la Escuela de Educación de la Universidad Mayor.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

Firma

Fecha

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