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CARRERA DE LENGUA Y LITERATURA INGLESA

"Teachers' Perceptions on Inclusive Education for High School Students with Special - Education Needs Associated with Disabilities in the EFL Classrooms of District Two of the Ministry of Education – Cuenca, Ecuador."

Trabajo de Titulación previo a la obtención del Título de Licenciada en Ciencias de la Educación en Lengua y Literatura Inglesa.

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RESUMEN

La enseñanza de un lenguaje extranjero requiere de un aprendizaje constante, práctica y esfuerzo hacia el perfeccionamiento del idioma meta, que en este caso es el inglés. Sin embargo, como facilitadores del proceso de enseñanza-aprendizaje de un nuevo idioma, los docentes deben aumentar sus conocimientos y experiencias en el ámbito de la educación inclusiva. Este estudio examina la comprensión general y las percepciones de una muestra de diecisiete profesores de inglés de la parroquia Sucre de la ciudad de Cuenca sobre la educación inclusiva, las necesidades educativas especiales (NEE) y las discapacidades. En consecuencia, esta información se recopiló a través de encuestas y entrevistas aplicadas a docentes de establecimientos tanto públicos como privados. Los hallazgos muestran que, a pesar de la predisposición de los participantes, la falta de preparación y conocimiento sobre el tema produce una perspectiva algo negativa hacia la inclusión de estudiantes con NEE asociadas a discapacidades en los contextos educativos regulares.

Palabras clave: EDUCACIÓN INCLUSIVA, NECESIDADES EDUCATIVAS ESPECIALES, DISCAPACIDADES, PERCEPCIONES, DOCENTES DE INGLÉS.

2

Andrea Robayo

ABSTRACT

Teaching a foreign language requires constant learning, practice and effort with the purpose of perfecting the target language, which in this case is English. Notwithstanding, as facilitators of the teaching-learning process of a new language, teachers should also increase their knowledge and experiences in the scope of inclusive education. This study examines the general understanding and perceptions of a sample of seventeen high school English teachers from the Sucre parish of the city of Cuenca towards inclusive education, special-education needs (SEN), and disabilities. Accordingly, this information was gathered from surveys and interviews applied to teachers from both private and public institutions. The findings show that despite the participants' predisposition, the lack of preparation and knowledge in the field produces a somehow negative perspective related to the placement of students with SEN associated with disabilities in mainstream contexts.

Key words: INCLUSIVE EDUCATION, SPECIAL-EDUCATION NEEDS, DISABILITIES, TEACHERS' PERCEPTIONS, EFL TEACHERS.

Andrea Robayo

TABLE OF CONTENTS

Andrea Robayo

Andrea Robayo

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Andrea Abigail Robayo Nugra, autora del trabajo de titulación "Teachers' Perceptions on Inclusive Education for High School Students with Special - Education Needs Associated with Disabilities in the EFL Classrooms of District Two of the Ministry of Education – Cuenca, Ecuador.", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

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Andrea Robayo

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Andrea Robayo

DEDICATION

I dedicate this work to my family

who have supported me in all my

academic and professional development.

I especially dedicate this work to my lovely sister

for her kind and thoughtful words

and for her encouragement along the way.

Andrea Robayo

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Andrea Robayo

INTRODUCTION

Disabilities and special-education needs have been extremely related to inclusive education, sometimes narrowing this broad and diverse topic down into a specific group of people. The misunderstanding and lack of knowledge towards inclusion, special-education needs or disabilities leads to a major struggle when trying to implement an inclusive environment. Therefore, this study focuses on the inclusion of students with special-education needs associated with disabilities.

In this context, inclusion is a process which should not be merely reduced to practice since it has to first be understood as a mind transformation which will, eventually produce effective practices. Accordingly, many challenges may appear on the way to achieving an effective inclusive class, for instance, teachers realizing their lack of preparation, the class size, time constraints, etc.

This terminology has been frequently used in educational fields, and EFL teachers are not the exception. Inclusive practices have appeared in Ecuadorian contexts in the last years. Thus, this study aims at exposing the basic definitions and terminology currently used in Ecuador as well as presenting international views. Moreover, this research examines in-service English teachers' ideas on what inclusive education is; teachers' perceptions towards the placement of students in mainstream context are analyzed as well.

In conclusion, the aim of this study became feasible by gathering information through diverse sources, such as bibliographic research about inclusion and SEN associated with disabilities, and a survey of teachers followed by interviews. The previous information guided the study to encompass a methodology based on both qualitative and quantitative approaches. On the one hand, quantitative data were analyzed through figures and tables

Andrea Robayo

along with their interpretations. On the other hand, qualitative findings were disclosed and

analyzed in the results chapter.

Andrea Robayo

CHAPTER I

THE STUDY

1.1 Delimitation of the problem

The United Nations (1948), within the Universal Declaration of Human Rights in article 26, state that "Everyone has the right to education." Everyone may imply that each and every person should have access to education no matter his/her physical or mental abilities, religion, gender, and sexual orientation. In Ecuador, over the years and together with a series of circumstances, this right has promoted the so-called inclusive education that nowadays is closely related with students with special-education needs [SEN] associated with disabilities. However, this relationship between inclusion and disabilities is not enough. As Ainscow & Miles (2009) explain, defining inclusive education is still a difficult and confusing field.

An English as a Foreign Language [EFL] classroom should not be an exception to inclusion in any aspect. Teaching English as a foreign language, as any other subject, has the potential to implement inclusive practices since they allow teachers and students to feel comfortable with diversity rather than seeing it as a problem (The United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005). An inclusive classroom for students with SEN associated with disabilities, in order to be successful, needs positive teachers' attitudes towards it (Niemeyer & Proctor, 2002). Understanding inclusion or SEN and implementing an inclusive classroom for students with SEN associated with disabilities has become a challenge due to teachers' lack of knowledge towards inclusion or disabilities.

Knowledge and attitude toward this topic benefit the accomplishment of an effective inclusion process for both teachers and students regardless of their disabilities. Concerning this, it is worth mentioning that teachers' perceptions and preparation in the field is vital in the sense that it defines the way the teacher deals with a student with any SEN, associated or not with disabilities, in different situations that might occur during the teaching-learning

Andrea Robayo

process. The goal of doing this research is to determine those teachers' perceptions and knowledge in order to provide a perspective of the current reality of Cuenca's public and private high schools as regards the extent to which EFL education is immersed in inclusion for students with SEN associated with disabilities.

1.2. Justification and Background

Inclusion is nowadays a paradigm which aims at functional and organizational changes within both private and state educational institutions as well as specialized and mainstream ones. Inclusive education is a challenge for everyone: authorities, parents, teachers, and students. Taking into consideration that each student learns in a different way, teachers should not forget those students who may have SEN whether associated with disabilities or not.

It should be stated that the term inclusion, in a general manner, is a broad topic. As stated by the UNESCO (1999), in a revision of the Salamanca Statement:

Inclusion is to be seen as part of the wider struggle to overcome exclusive discourse and practices, and against the ideology that each individual is completely separate and independent. Inclusion is about the improvement of schooling. Rather than being a marginal theme concerned with how a relatively small group of pupils might be attached to mainstream schools, it lays the foundations for an approach that could lead to the transformation of the system itself (p.9).

Inclusion is important since it aims at embracing each and every student regardless of a learning, economic, or social condition to name a few. In order for inclusion to happen; first, it should be considered as an attitude (a system of beliefs and values) rather than actions or plans. Once adopted by the community of teachers, personnel, students, parents, etc., it may lead to decisions and actions taken by the aforementioned community (Arnaiz, 1996).

Andrea Robayo

Consequently, the attitudes or beliefs teachers may have towards inclusion or disabilities will define their actions or decisions at the moment of teaching. Thus, a teacher should be a guide who is responsible for creating inclusive practices. As Arnaiz (2012) mentions, it is crucial for a teacher to have knowledge on the content of the subject as it is to facilitate inclusive learning among students.

In spite of the fact that inclusion is a wide topic, it is necessary to narrow this research down to the inclusion of students with SEN associated with disabilities (physical, intellectual, auditory and visual). In Ecuador, policies have been implemented concerning inclusive education and SEN associated with disabilities. To name one, the Ley Orgánica de Discapacidades (The Organic Disabilities Act) [LOD] in its 27th Article states that:

> The state will ensure that people with disabilities can have access to, remain and finish, within the National Education System and Superior Education System, their studies, in order to obtain education and/or training, attending classes in a specialized institution or an institution of mainstream school education, as appropriate"
> (Presidencia de la República del Ecuador, 2012, p.11).

Therefore, with some of the insights provided, it is relevant to find out teachers' views towards the topic to give the English teaching community a current reality about inclusive education and increase teachers' desire to broaden their interest, reflection, and active participation in the field.

1.3. Research question

What is the English teachers' perception and knowledge towards the inclusion of students with SEN associated with disabilities?

Andrea Robayo

1.4. Aim

1.4.1. General Objective

To analyze in-service English teachers' perceptions and knowledge towards the inclusion of students with SEN associated with disabilities.

1.4.2. Specific Objectives

- To analyze the pertinent literature which deals with basic concepts about inclusion and SEN associated with disabilities.

- To find out Ecuadorian legal background procedures in terms of inclusive classrooms for students with SEN associated with disabilities.

- To design and carry questionnaires and interviews to a sample of EFL teachers from district two of the Ministry of Education about perceptions and knowledge towards students with SEN associated with disabilities.

Andrea Robayo

CHAPTER II

THEORETICAL FRAMEWORK

2.1 A brief historical background of inclusion

In order to conceptualize the different ideas for inclusion as well as its current implications, it is necessary to start from a historical review of the term, its background and the previous concepts which made possible the arrival of inclusive education to daily conversations in classrooms as well as in Teaching English as a Foreign Language [TEFL] settings.

Inclusion symbolizes a transformation within the education system. For this reason, the defining of "Inclusive Education" results have been both extensive and diverse. According to Thomas and Loxley (2007), this term first appeared in 1988 when a group of educators, writers, and parents concerned about the exclusion faced, at that time, in Frontier College, Toronto, came up with the new idea of "inclusive education" to reject exclusion and encourage participation. This new perspective of inclusion is the main attribute of the Salamanca Statement and Framework for Action on Special Needs Education agreed by representatives of ninety-two governments and twenty-five international organizations. This statement considered requirements to promote inclusive education so that schools may guarantee education for all children, especially those with SEN (UNESCO, 1994).

The biggest predicament of most North American children was to even get an education due to their poverty, bad conditions or disabilities. One may go back to Thomas Jefferson's time where there is evidence of the rejection of a plan for educating "the poor" in Virginia in 1777. In the late 1800s and early 1900s, there was a great arrival of immigrants whom, together with educational leaders such as Horace Mann, made possible the education of the "lower" classes (Stainback & Smith, 2005). Consequently, an interest arose for children to attend schools, making possible the well-known Compulsory School Attendance

16

Laws (1935) which gradually decreased truancy in all states. These laws established a penalty for those who did not obey the law; nevertheless, even when children were supported by laws to attend schools, those who had disabilities were clearly left behind. Deffenbaugh and Keesecker (1935) in The Compulsory School Attendance Law stated "...or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty previously mentioned shall not be incurred" (p.7). This assertion made possible the deduction that those children were not considered able to obtain education. Moreover, one of the exemptions that the state of Oklahoma enacted was "if prevented by mental or physical disability" (Deffenbaugh & Keesecker, 1935).

Consequently, as Stainback & Smith (2005) expressed, not all changes were positive, and less so for students with disabilities. In addition, the "separate but equal" mandate conceived in 1850 formally established segregation throughout the country. The same authors mentioned that it was not until 1817 that Thomas Gallaudet settled the first educational program for children with disabilities at the American Asylum for the Education and Instruction of the Deaf and Dumb in Connecticut. However, children who became part of such institutions or those who stayed at home were isolated, called mentally retarded and not properly treated (Stainback & Smith, 2005).

Religious or philanthropic organizations used to sponsor places for those pupils who might need special attention. These separate, special schools became part of the national education arrangements as well. In later years, however, it had been questioned and challenged due to its effectiveness and the perspective of human rights (Ainscow, 1999). The notion of placing children with SEN or disabilities in separate schools raised due to the fact that these children had similar problems which could be treated only in these schools. As a result they were segregated from other pupils of their ages (Elshabrawy & Hassanein, 2014).

Andrea Robayo

In the late 1900s in the United States, the separate and special-education schools were no longer as popular as they used to be. According to Stainback, as cited by Stainback and Smith (2005), the case of Brown vs. The Board of Education in 1954, in which the Supreme Court abolished the racial segregation of black students within schools, encouraged different groups to rethink the isolated education that children with disabilities were having in the special schools. Treppa (1988) marks two groups which strove to show the needs of children with disabilities to lawmakers: The National Association for Retarded Citizens [NARC] and The Council for Exceptional Children [CEC]. In 1975, Congress enacted Public Law 94-142, known as the Education for All Handicapped Children Act. It was later amended in 1997 and is currently known as the Individuals with Disabilities Education Act [IDEA]. This act was created to assure children with disabilities free appropriate public schooling and the emergence of Individualized Educational Programs [IEP] (Treppa, 1988). Additionally, as Stainback and Smith (2005) point out, in 1958, NARC efforts led Congress to provide funds for preparing leaders in special education, who also started to support the rights of students with disabilities to be educated within mainstream settings alongside their same age and nondisabled peers.

2.1.1 The emergence and failure of the "integration" stage

As a result of these series of events, the integration of children with disabilities began to be part of most mainstream public schools. It meant that integration rose due to the criticism of institutions or special-education schools which promoted exclusion and isolation rather than inclusion and participation. Integration was seen as a response to what people with disabilities were often denied (Söder, 1997). However, the results were not completely positive as expected. There are several positions that question integration due to its lack of effectiveness. For instance, Söder (1997) asseverates "Referring to the process of integration builds on the assumption that somehow someone is in need of being brought (by 'us') into

Andrea Robayo

'normal' life. In that sense integration presupposes some kind of segregation" (p.27). Another reason why the integration stage failed was due to the misuse of the terms and categorization. Ainscow (1999) expresses that a problem for industrialized countries, regardless of the integration policies for students with disabilities, was that they started being categorized, so their institutions could earn resources. Therefore, a term such as ¨the integration pupils" was used to describe students with disabilities. The disapproval of labeling phrases for students with disabilities demanded a wider and more progressive adjustment. To define the term integration, Elshabrawy and Hassenein (2014) in accordance to Barton, mention "Integration follows a 'deficit' medical and/ or psychological explanation of disability, where "deficit" diagnosis, categorization, and individual treatments are stressed and usually disguised under the traditional special educational provisions" (p.35). In other words, children with disabilities were accepted in mainstream schools, but they had to adapt in the school. How did it differ from inclusion? Elshabrawy and Hassanein (2014) state that "Inclusion, where the school accepts the child and all those in the school (adults, pupils, and the institution as a whole) will adapt as best as they can in order to meet the child's needs" (p.36). This adaptation from the school goes from rethinking attitudes to physical environment. Besides, it will positively affect, not strictly the pupil with a disability but the whole group of students as well.

Ainscow (1999) illustrates another failure of the integration stage. Different ways of segregation derived from integration since this new pattern followed several practices of special education, such as the support for the child with disabilities. He asseverates:

For example, in England we have seen the proliferation of largely untrained classroom assistants who work with some of the most vulnerable children and their individual programs in mainstream schools. When such support is withdrawn, teachers feel that they can no longer cope. Meanwhile, the legal requirement for

Andrea Robayo

individualized education plans has encouraged colleagues in some schools to feel that even more children will require such responses, thus creating massive budget problems in many parts of the country (p.5).

In conclusion, Ainscow (1999) points out the need to personalize the lesson rather than individualize it since the idea is to involve the whole class. In an attempt to settle certain differences between integration and inclusion, Porter (1997) creates a list of what is called the traditional approach (includes integration) and the inclusive approach.

Traditional Approach (which may include integration)	*Inclusionary Approach*
Focuses on student	Focuses on classroom
Assessment of student by specialist	Examine teaching/learning factors
Diagnostic/prescriptive outcomes	Collaborative problem-solving
Student program	Strategies for teachers
Placement in appropriate program	Adaptive and supportive regular classroom environment

Table 1. Traditional approach vs. Inclusionary approach. (Porter, 1997).

2.2 Inclusion today

After a brief historical background of the term inclusion, different perspectives and conceptualizations will be approached to establish the wide and dynamic idea of inclusive education.

To start with, the UNESCO (2005) defines inclusive education as "a dynamic approach of responding positively to pupil diversity and of seeing individual differences, not as problems, but as opportunities for enriching learning" (p.6). Furthermore, the UNESCO (2005) states the importance of establishing inclusive principles:

Andrea Robayo

In order for inclusion to be implemented effectively, countries need to define a set of inclusive principles together with practical ideas to guide the transition towards policies addressing inclusion in education. The principles of inclusion that are set out in various international declarations can be used as a foundation. These can then be interpreted and adapted to the context of individual countries (p.6).

Additionally, a definition for inclusion provided by Sharma & Mahapatra (2007) in their book *Emerging Trends in Inclusive Education* states that:

Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students) (p.17).

Furthermore, inclusion, as a general term might be related to a person's life in a diverse manner. Escribano and Martinez (2013) define inclusion as "…a process of equal participation of all members of a society in their different areas: economic, legal, political, cultural, educative, etc." (p.6). When taking into account the educative area, Ainscow (1999) encourages to consider that the background, culture and experiences of different schools will always be idiosyncratic but useful to build inclusive practices. He has provided some ideas that will help with the development of inclusive education. They are as follows:

- using existing practices and knowledge as starting points for development;
- seeing difference as opportunities for learning rather than problems to be fixed;
- scrutinizing barriers to pupil participation;
- making effective use of available resources to support learning;

Andrea Robayo

- developing a language of practice; and

- creating conditions that encourage a degree of risk-taking (p.14).

There are several perspectives and definitions for the term inclusion. *Index for Inclusion* is a book written by Booth and Ainscow (2011), which encourages the inclusive development of schools, originally in England. They consider that "Inclusion is about increasing participation for all children and adults. It is about supporting schools to become more responsive to the diversity of children's backgrounds, interests, experience, knowledge, and skills" (p.9). Also, these authors mention what inclusion in education involves as follows:

- Putting inclusive values into action.

- Viewing every life and every death as of equal worth.

- Supporting everyone to feel that they belong.

- Increasing participation for children and adults in learning and teaching activities, relationships and communities of local schools.

- Reducing exclusion, discrimination, barriers to learning and participation.

- Restructuring cultures, policies and practices to respond to diversity in ways that value everyone equally.

- Linking education to local and global realities.

- Learning from the reduction of barriers for some children to benefit children more widely.

- Viewing differences between children and between adults as resources for learning.

- Acknowledging the right of children to an education of high quality in their locality.

- Improving schools for staff and parents/carers as well as children.

Andrea Robayo

- Emphasizing the development of school communities and values, as well as achievements.

- Fostering mutually sustaining relationships between schools and surrounding communities.

- Recognizing that inclusion in education is one aspect of inclusion in society (p.11).

2.3 Disability and SEN

First of all, a difference in terminology should be addressed. Inclusive education does not refer to students with disabilities specifically. Ainscow, Dyson, and Weiner (2013) state that "In some countries, inclusive education is still largely thought of as an approach to serving children with disabilities within general education settings" (p.4). However, since inclusion is a response to all students' diversity, students with SEN, whether these are related with disabilities or not, are only a group to be considered when implementing an inclusive classroom. To further expand this concept, Thomas and Loxley (2007) state: "Inclusion is more than the integration of children from specialized institutes to mainstream ones. Inclusion embraces more than "special educational needs" which might be derived of learning difficulties or disabilities" (p.182).

Thus, inclusive education is a synonym for neither SEN nor disabilities, but a benefit for all students. It is necessary to define these two concepts since this research focuses on this group of students only.

2.3.1 International view about disability

To start with, the World Health Organization [WHO] (2011), in its World Report on Disability, states that disability is a complex term that is part of the human condition which should be seen as a dynamic interaction among health conditions (i.e. disease, disorder, injury, or trauma) and contextual factors. Also, disability is sometimes viewed separately as a

23

Andrea Robayo

medical and a social issue; nevertheless, a balanced approach is needed (WHO, 2011). The International Classification of Functioning, Disability and Health [ICF-CY] created by the WHO (2007) views the medical paradigm of disability "as a problem of the person, directly caused by disease, trauma or other health condition, which requires medical care provided in the form of individual treatment by professionals" (p.47). On the other hand, WHO (2007) through the ICF- CY expresses that the social paradigm is "…mainly a socially created problem, and basically as a matter of the full integration of individuals into society" (p.47). Moreover, to support the idea of disability seen as both a social and a medical model, the United Nations (2006) created the Convention on the Rights of Persons with Disabilities [CRPD] which clearly defines and recognizes that "disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others" (p.1). In accordance with the above statement, it is worth emphasizing that disability be seen as an interaction encompassing the idea that a disability is not an attribute of the person. Similarly, Luque & Luque (2015) assert that a disability goes beyond an individual or social characteristic and does not look to homogenize or categorize people; rather, it pretends to remark upon their particular characteristics, need for comprehension and support without affecting them as individuals.

Equally important, the WHO (2007) with the IFC-CY, defines disability as "an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors)" (p.228). In order to grasp a better understanding of this international definition on disability, it is necessary to define some terms, such as impairment, activity limitations, participation restrictions, and the

Andrea Robayo

contextual factors. The WHO (2011) in the World Report on Disability summarizes the first three terms as follows:

- Impairments are problems in body function or alterations in body structure – for example, paralysis or blindness;

- Activity limitations are difficulties in executing activities – for example, walking or eating;

- Participation restrictions are problems with involvement in any area of life – for example, facing discrimination in employment or transportation (p.27).

In addition, there are two contextual factors: environmental and personal. On one hand, the environmental factor refers to the extrinsic world which surrounds a person; for instance, the physical world itself, their relationships among other people, attitudes, laws, rules, etc. On the other hand, the personal factors are those contextual factors related to age, gender, social statues, life experiences, etc. (WHO, 2007).

2.3.2 National view about disability

To begin with, as said by Consejo Nacional de Igualdad de Discapacidades [CONADIS] (The National Council on Equality of the Disabled) (2013), Ecuador has adopted the international concepts on disability proposed by the WHO. Equally, the term 'disability' is viewed as a complex and developing concept which has faced both a medical and social model. First, a medical model where the person with a disability is seen as a patient; thus, a passive receiver in need for support. Then, this view is followed by the social model which, rather than focusing on the condition, values the human being and does not consider disability a familial, individual or minority issue but a social one. Therefore, Ecuador aims at seeing disability under an interaction of both concepts (CONADIS, 2013).

Additionally, the term disability is described as "a physical, mental, or sensory impairment, whether permanent or temporary, that limits the capacity to perform one or more

Andrea Robayo

essential activities of daily life, which can be caused or aggravated by the economic and social environment" (CONADIS, 2013, p.24). Furthermore, the same organization recognizes six types of disabilities in Ecuador. They are the following:

- Physical Disability

- Visual Disability

- Auditory Disability

- Disability related to Language

- Intellectual Disability

- Psychological Disability (p.24)

Together with these ideas about disability, CONADIS (2013) includes six factors which go along with disability. They are environment, lifecycle, poverty, violence, accidents, and health conditions. These factors provide a general view on the main causes of a disability in an Ecuadorian context. Additionally, political axes (i.e. health, education, labor, culture, sports, among others) are created in order to ensure equality and the full performance of human rights for people with disabilities. Also, CONADIS (2013), expresses that the political axis of education shows low ratings, statistically speaking. First, it is important to mention that, according to Instituto Nacional de Estadística y Censos [INEC] (National Institute of Statistics and Census) (2010), 5.6% (815,900 people) of the total Ecuadorian population (14,483,499 people) have been recognized as having a kind of disability. Analyzing this percentage, 18% of the Ecuadorian population with disabilities do not have any educational instruction, 54% have attended primary school, and 19% have attended high school, while 8% have attended the university.

Andrea Robayo

2.3.3 SEN

In order to define SEN, the Vice-presidency of Ecuador along with the Ministry of Education have established some terminology. First of all, Warnock and Breman (as cited in the Ministry of Education, 2011), feel that:

A student has special-education needs when he/she presents greater difficulties than the rest of the students to access the regular curriculum, the common learning at his/her age, (either for internal causes or due to an inadequate educational approach), and in order to compensate these difficulties, the student needs learning conditions especially adapted in different elements of the regular curriculum; additionally, the supply of specific resources different of those offered to the majority of students in the school (p.9).

The Ministry of Education (2011), expresses that SEN can be permanent or transitory. On the one hand, the permanent SEN are the ones present during the student's whole life as a result of "intellectual, sensorial, or physical disabilities, multiple disabilities or pervasive developmental disorders and learning disorders, behavioral disorders or intellectual giftedness" (p.9). Any of these SEN aforementioned requires specialized support, such as didactic, pedagogical, technological, personal (professional, familiar, and community) and/or accessibility (Ministry of Education, 2011).

On the other hand, the transitory SEN have difficulties to access learning; these are present during a period of time as a consequence of "external factors: Pedagogic method, family or social structure, the lack of an inclusive program, among others; and, internal factors: adaptation, learning maturity, sensory or physical deficit, family emergencies, among others" (p.9).

27

Andrea Robayo

As was mentioned before, the SEN classification varies around the world; however, the Ecuadorian Ministry of Education (2011) has adopted two terms which guide the classification of the SEN. These are: SEN not associated with disabilities and SEN associated with disabilities. Both classifications will be addressed with examples of each in the following charts:

Special-education needs not associated with disabilities	
TYPE	**CLASSIFICATION**
LEARNING DISORDERS	» Dyslexia » Dysorthography » Dysgraphia » Dyscalculia
INTELLECTUAL GIFTEDNESS	» Intellectual giftedness » High giftedness » Gifts
BEHAVIORAL DISORDERS	» Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) » Dissocial Personality Disorder » Oppositional defiant disorder » Other behavioral disorders related to infancy, childhood, or adolescence.
OTHERS	» Catastrophic diseases » Human mobility » Adolescent offenders » Migration and/or refuge

Table 2. Classification of SEN not associated with disabilities. (Ministry of Education, 2011).

Andrea Robayo

Special-education needs associated with disabilities	
TYPE	**CLASSIFICATION**
SENSORIAL	
AUDITORY	Deafness Hearing loss
VISUAL	Blindness Low vision
DEAFNESS/BLINDNESS	
INTELLECTUAL	» This classification is given in accordance with: » Dimension I: Intellectual skills » Dimension II: Adaptive behavior (conceptual, social and practical) » Dimension III: Participation, interactions and social roles » Dimension IV: Health (physical health, mental health, etiology) » Dimension V: Context (environment and culture)
MENTAL	Mental and psychotic illnesses Personality disorders
PHYSICAL	Central nervous system injuries Peripheral nervous system injuries Musculoskeletal
Due to specific characteristics, the following disabilities are also considered:	
PERVASIVE DEVELOPMENTAL DISORDERS	Autism spectrum disorders Asperger's syndrome Rett syndrome

Andrea Robayo

	Childhood disintegrative disorder
	Pervasive developmental disorder not otherwise specified (PDD-NOS)
DOWN'S SYNDROME	
MULTIPLE DISABILITIES	The presence of two or more disabilities

Table 3. Classification of SEN associated with disabilities. (Ministry of Education, 2011).

As seen above, Ecuador has a wide classification for both SEN associated with disabilities and SEN not associated with disabilities. However, currently, there are not articles, manuals or guides which may broaden this field.

2.4 Ecuadorian laws regarding SEN associated with disabilities

The Ley Orgánica de Educación Intercultural [LOEI] establishes in Article 47:

Both the non-formal and formal education shall take into account people with SEN in the affective cognitive and psychomotor aspects. The national education authority will ensure that these SEN will not become an impediment to access education. The Ecuadorian State shall guarantee the inclusion and integration of these people in educational institutions, eradicating barriers to their learning (Presidencia de la República del Ecuador, 2011, p.24).

Together with this, the LOD (2012) establishes the responsibility of the national educational authority in its Article 28:

The national educational authority will implement the relevant measures to promote inclusion of students with SEN who require technical-technological and human

30

Andrea Robayo

support, such as specialized personnel, either temporary or permanent, and/or curriculum adaptations and physical accessibility, communicational, and learning spaces, in an institution of mainstream education (Presidencia de la República del Ecuador, 2012, p.11).

Therefore, the Ministry of Education, through ministerial agreement 0295-13 (2013), has established the following three main objectives for Inclusive Education in Ecuador:

a) To promote in our culture, respect for the difference, tolerance, solidarity, harmonious coexistence and practice of dialogue, and conflict resolution;

b) To eradicate learning barriers associated with infrastructure, institutional performance, communication systems, didactic resources, curriculum, educators, geographical and cultural context; and,

c) To educate autonomous citizens, independent, able to act jointly and actively in the social and occupational scope (p.6).

General definitions as well as objectives for inclusion have been legally settled in institutions of mainstream public school education. Likewise, it is important to mention one of their obligations; according to the ministerial agreement 0295-13 (2013) "…these institutions must adopt necessary measurements in order to allow the admission of those who are students with SEN associated with disabilities or not" (p.6). Supported by this commitment, there is neither a private nor a public institution able to restrict any student no matter his or her SEN. However, students with SEN associated or not with disabilities must take a previous psycho-pedagogic evaluation given by the Unidad Distrital de Apoyo a la Inclusión [UDAI] (District Support Unit for Inclusion) which are the specialized inclusion teams for public institutions. Ministerial agreement 0295-13 (2013) in Article 25 states

Andrea Robayo

"Together with the UDAI, the multidisciplinary teams of the specialized institutions will determine the possible entrance or exchange of students with SEN associated or not with disabilities in mainstream or specialized educational institutions" (p.10).

Andrea Robayo

CHAPTER III

METHOLODOGY

3.1. Research Approach

To begin with, there are two types of research widely used in the area of social science. They are the qualitative and quantitative approaches. Creswell (2014) defines quantitative research as an approach where the researcher aims at confirming or proving a theory by usually determining hypotheses. Furthermore, Patten (2009) explains that quantitative research is characterized by a deductive approach; a researcher usually infers from theories or literature. Additionally, in a quantitative approach, statistical and numerical results are provided by the data collection instruments, which can be generalized to a population where a random sample is chosen. On the other hand, Creswell (2014) claims that qualitative research is an approach "for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.32). Moreover, the same author states that the data analysis goes from specific to general themes to conclude with the interpretation of the data by the researcher. The process of this research differs from the quantitative one since the researcher uses an inductive approach to plan the study or research. In addition, the sample is usually smaller due to the amount of time required (Patten, 2009). According to Creswell (2014), one of the biggest differences between quantitative and qualitative research is often narrowed down to the use of words or open-ended questions (qualitative) rather than numbers or close-ended questions (quantitative).

Owing to the advantages of each research approach, ultimately, researchers have placed special attention to the use of both in what is called the Mixed Methods Research. In view of this, the aforementioned approach involves both the collection of quantitative and qualitative data as well as their data analysis and interpretation (Creswell, 2014). The

Andrea Robayo

essential importance of this mixed method research is that it provides a reliable understanding of the research problem. Furthermore, assuming that the collection of data from the quantitative and qualitative researches has both limitations and assets, it is worth considering that the dual consolidation develops a stronger perspective of the research (Creswell, 2014).

Correspondingly, since the objectives of the current research required both a qualitative and quantitative collection of data, a mixed methods approach was employed. The type of mixed methods approach selected by the researcher is the one of explanatory sequential mixed methods. This approach requires a two-phase study, where the researcher first collects the quantitative data and analyzes them; later, based on the findings, a qualitative instrument appears. The aim of the qualitative data is to complement the quantitative results in a deeper manner (Creswell, 2014).

This research benefited from qualitative data collection tools, such as bibliographical research and a semi-structured interview; at the same time it also used a survey as the quantitative tool. Consequently, due to the characteristics of an explanatory research method, the survey was carried out followed by the semi-structured interview to the sample.

3.2. Participants and Context

The Ministry of Education (n.d.) in its webpage, explains that Ecuador has adopted two terms to refer to educational institutions. These are: the inclusive (mainstream) and special-education schools. In reference to the latter term, "Special education is a form of attention of the educational system of a transversal and interdisciplinary kind and addresses students with SEN associated with disabilities, not subject to inclusion" (Ministry of Education, n.d.). In order to be part of these schools, students with SEN must take an evaluation given by the UDAI. Consequently, this department will determine the entrance of students with SEN associated with disabilities or their preparation for a possible inclusion to mainstream schools. Thus, the former term is applied to any school, public or private, which

Andrea Robayo

is not a special-education school. An agent from the inclusive department of the Ministry of Education, UDAI, from District two of the city of Cuenca, expressed that each and every mainstream school has the parameters and obligation to be an inclusive school; hence, all public and private institutions of the city of Cuenca should implement inclusive policies and be labeled as inclusive classrooms, where students with and without SEN associated with disabilities or not enter, remain and finish their studies (personal communication, October 15th, 2016).

Once the main difference between inclusive classrooms and special-education classrooms was explained, this research considered as its participants high school mainstream English teachers from district two of the Ministry of Education. Nevertheless, in order to explain the sample of participants of this research, it is important to delimitate some concepts. Firsy, Ecuador has twenty-four provinces according to the INEC (2010) divided into nine educational zones. The city of Cuenca, which belongs to the province of Azuay, is placed in the sixth educational zone. Furthermore, Cuenca has two educational districts (Ministry of Education, 2013). These educational districts are composed of thirty-seven rural and urban parishes made up of twenty-two and fifteen parishes respectively (INEC, 2010). This research focused its attention on district two of the Ministry of Education. This district has, between rural and urban, sixteen parishes. They are as follows: Baños, Cumbe, Chaucha, Molleturo, Turi, Valle, Victoria del Portete, Tarqui, Quingeo, Santa Ana, San Sebastián, El Batán, Yanuncay, Sucre, Huayna Capac, and Monay (INEC, 2010). In light of the above, within district two there are approximately three hundred fifty-three (353) institutions, which may be mainstream or special-education schools, public or private. These may offer: initial elementary, middle or high school education.

The researcher chose Sucre parish as its random sample. In the Sucre parish there are twenty-three institutions, which can be split into eleven public, eleven private, and one

35

Andrea Robayo

fiscally controlled. Additionally, these institutions can be classified due to their educational purpose as follows: five schools that offer initial education, six which have elementary and middle school, four institutions with initial and elementary education, six schools with elementary, middle and high school education, one that offers all, initial, elementary, middle, and high school education and lastly, one institution labeled as "a non-school". Therefore, the institutions that participated for this research are those which offer high school education, narrowing the sample down to seven institutions. They are as follows: (A) Unidad Educativa Remigio Romero y Cordero, (B) Unidad Educativa Bilingue Nuestra Familia, (C) Bilingüe Interamericano, (D) Antonio Avila Maldonado, (E) Benigno Malo, (F) Colegio Nacional Mixto Miguel Merchán Ochoa, and (G) Promoción Social Integral del Austro.

The participants of this research were seventeen (fourteen females and three males) high school mainstream English teachers from the seven previously mentioned institutions of the Sucre parish, who belong to district two of the Ministry of Education. They completed the survey questionnaire, leading the researcher to create the questions for the semi structured interview.

3.3. Data Collection Techniques

The data collection techniques applied in this research included bibliographic research, survey, and an interview.

First of all, as Patten (2009) explains, the bibliographic research technique includes reviewing the relevant literature and research conducted by others. The first stage of the research was concerned with reading and analyzing bibliographic research to rely on basic concepts for inclusion, SEN, and the pertinent Ecuadorian laws regarding these processes. In order to accomplish the above mentioned, books and web sites were investigated.

Andrea Robayo

Subsequently, a survey questionnaire was designed and carried out. A survey is one of the instruments for the quantitative approach. As explained by The European Association of Methodology (2008), "a survey can be seen as a research strategy in which quantitative information is systematically collected from a relatively large sample taken from a population" (p.2). Applying a survey has advantages, such as standardization of the questions, low costs, and a graphic and/or numeric data analysis (Creswell, 2014). Besides, the applied survey relied on the principles of validity and reliability. Patten (2009) states that validity is accomplished when it "measures what it is designed to measure and accurately performs the function(s) it is purported to perform" (p.61). On the other hand, reliability refers to the consistent results an instrument should have when applied (Patten, 2009).

A paper-based survey questionnaire was applied to seventeen teachers. This survey consisted of two parts. The first one had four closed-ended questions which aimed at looking for personal information as well as teaching information and background. The first question asked for the years of teaching experience. After that, a space was provided for gender in question two. The third question presented three options to specify the high school level(s) teachers were currently teaching at the moment of the survey questionnaire. Finally, the last question had five options where teachers could check the average number of students they usually teach. The second one had sixteen closed-ended questions split into four categories. They pretended to look for information about knowledge and attitudes. The first question was related to experience teaching students with SEN associated with disabilities using options, such as none, minimal, adequate, and high. Later, section two asked teachers if they had students with SEN associated with disabilities. When the answer was affirmative, a chart with four options for disabilities had to be filled in. On the other hand, if the answer was negative they had to go directly to the next question. The third question aimed at providing in general terms the knowledge teachers had for the different disabilities giving options of none,

Andrea Robayo

minimal, adequate, and high. Lastly, a Liker Scale was used to assess the degree of

agreement or disagreement of the participants towards ten statements. Participants had to

select among four options, strongly agree, agree, disagree, and strongly disagree.

Finally, the instrument employed for the qualitative data was an interview. Interviews

are widely used in qualitative approaches. In the words of Edwards and Holland (2013), an

interview consists of "one person asking another person questions on a particular topic or

issue, and the other responding" (p.1). Besides, qualitative interviews can be classified into

two types: semi-structured and unstructured. Usually a semi-structured interview consists of a

list of questions to be covered with flexibility from both parts, the interviewee and the

interviewer (Edwards and Holland, 2013).

This research used a semi-structured interview with a list of questions answered by

the participants in a more or less pre-determined order. The interview was carried out in

English, however Spanish was allowed in case of a need for extra explanation. The interview

had nine questions referring to further knowledge and explanation about the topic already

covered in the survey questionnaire. The first question looked for a conceptualization of the

term 'inclusion.' Then questions two and three asked if teachers could establish a concept and

differences between SEN associated with disabilities and not associated with disabilities.

Question four inquired about knowledge on types of disabilities and examples. The fifth

question asked for a personal opinion about educating students with SEN associated with

disabilities in mainstream high schools. The sixth question aimed at showing a perspective on

the curriculum adaptations for students with SEN associated with disabilities. The seventh

question asked teachers for the challenges they consider an EFL teacher may face when

teaching students with SEN associated with disabilities. The eighth question asked teachers if

they considered themselves prepared to manage a classroom with students with SEN

Andrea Robayo

associated with disabilities, and the last question asked teachers for any experience they had had with students with SEN associated with disabilities.

3.4. Procedure

For the explanatory research, the survey questionnaire was created, revised by the thesis director, and submitted to a proof reading by three EFL teachers of the University of Cuenca. Once the survey questionnaire was checked, letters asking for permission were delivered to the seven high schools. The researcher talked to all the headmasters from the high schools in order to explain the research and expect approval. After the seven high schools had successfully accepted being part of the research, the appointments were established in order to hand in the questionnaires. Due to the time required to complete the instrument, the researcher collected the surveys after two or three days in most of the cases. Immediately after the survey questionnaires were collected, the semi-structured interview was created and carried out with the same seventeen teachers from the seven high schools. Finally, all the answers were analyzed and the results are shown in chapter four.

Andrea Robayo

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Survey results

This section shows the results of the survey completed by seventeen teachers from the seven high schools previously mentioned in chapter three. It presents the results of each question in numbers and percentages together with a pie chart for better visualization. In addition, tables are used to show a subdivision in the responses among English teachers from public and private institutions.

PART I: PERSONAL INFORMATION-QUESTION 1: Years of teaching experience
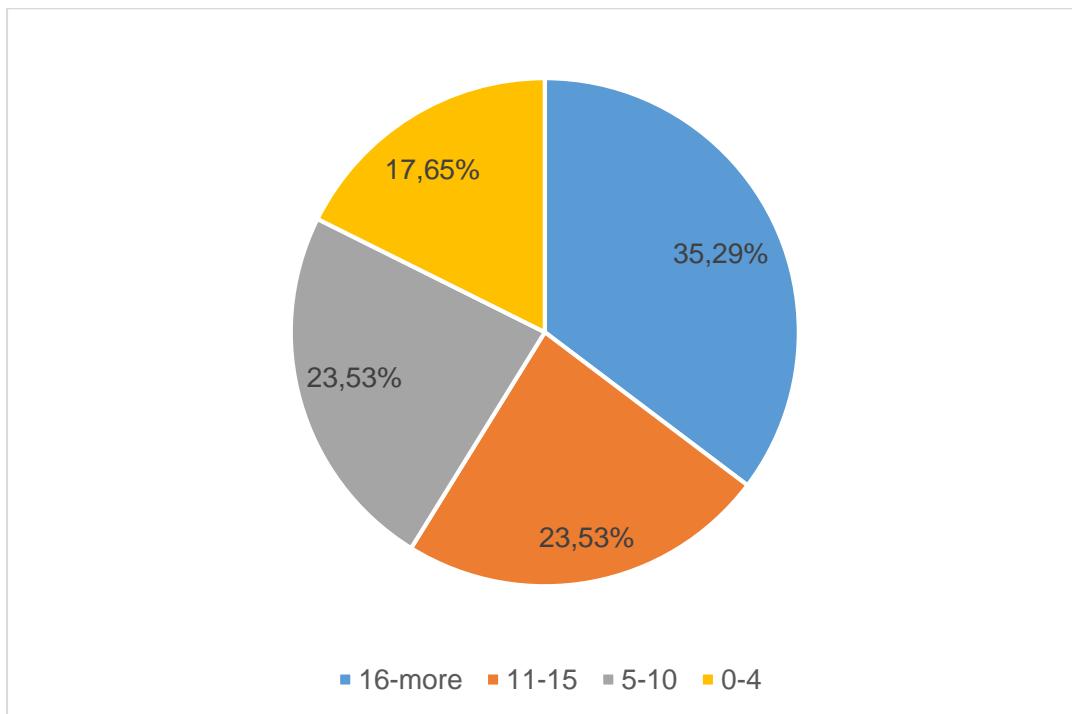

F*igure 1*. Teaching experience of the participants expressed in years.

Andrea Robayo

Table 4

Participants' teaching experience from public and private institutions.

Option	Response		Percentage (%)
	Public	Private	
From 0 to 4 years	0	3	17.65
From 5 to 10 years	0	4	23.53
From 11 to 15 years	3	1	23.53
From 16 or more	6	0	35.29

As already mentioned, the survey consisted of two sections. The first section was related to personal information, in which question number one intended to show the years of teaching experience each participant has had. The results show that most of the participants (35.29%) have sixteen or more years of experience in the field of teaching English as a Foreign Language (see figure 1). In addition, these participants belong to public institutions (see table 4).

In question number two of the first part of the survey the gender was addressed; as it has been previously mentioned in chapter three, fourteen females and three males participated in this investigation.

Andrea Robayo

PART I: PERSONAL INFORMATION-QUESTION 3: Level(s) you currently teach
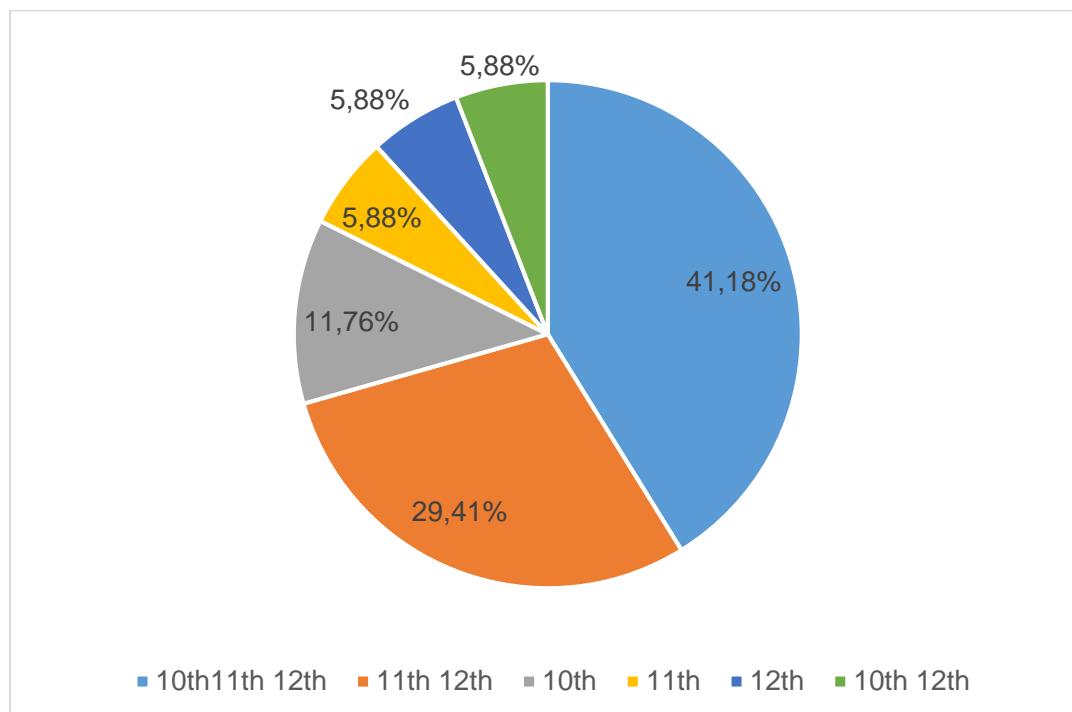
Figure 2. Current levels taught by participants in their institutions.

Table 5

Participants' current teaching level from public and private institutions.

Option	Response		Percentage (%)
	Public	Private	
10th level	2	0	11.76
11th level	1	0	5.88
12th level	0	1	5.88
10th and 12th levels	1	0	5.88
11th and 12th levels	4	1	29.41
10th, 11th, and 12th levels	1	6	41.18

The following question asked participants for the level(s) they were currently teaching at the moment of the survey. The results show that participants had from one to three levels in the high school area; however, the majority of the participants specified that they teach all the

Andrea Robayo

three levels in their institutions (see figure 2). From this majority of participants, six out the

seven belong to private institutions (see table 5).

PART I: PERSONAL INFORMATION-QUESTION 4: How many students do you **usually**

have in your classroom?
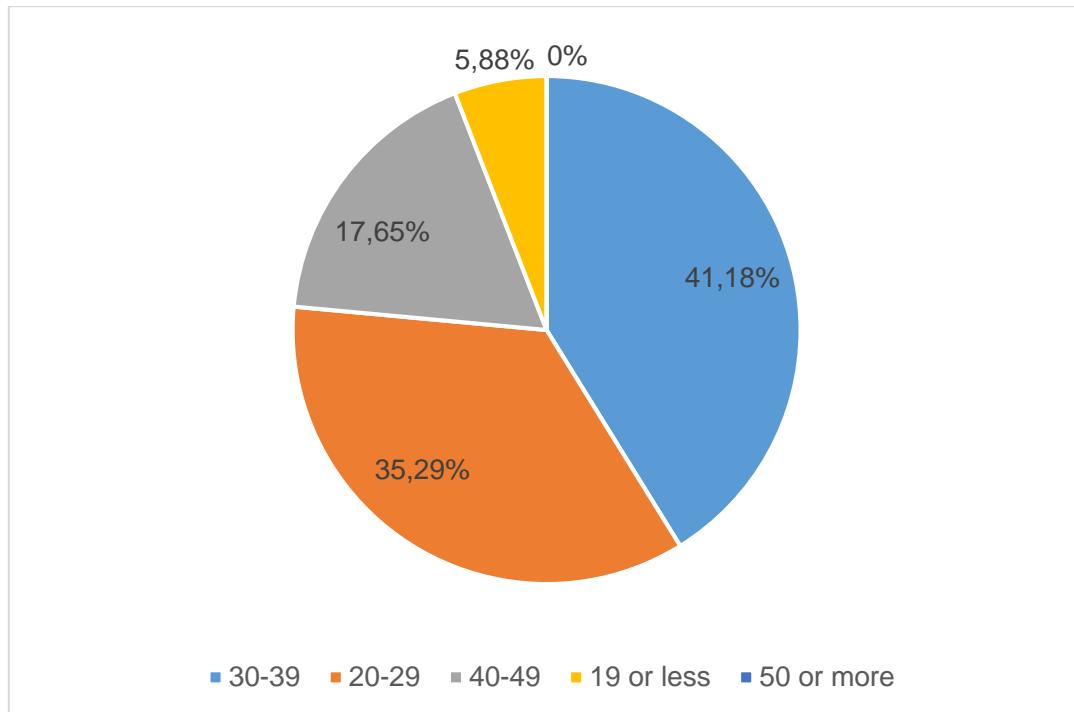
Figure 3. Approximate number of students whom participants have in their classrooms.

Table 6

Approximately class size teachers have in public and private institutions.

Option	Response		Percentage (%)
	Public	Private	
19 or less students	0	1	5.88
20-29 students	1	5	35.29
30-39 students	5	2	41.18
40-49 students	3	0	17.65
50 or more	0	0	0.00

In the final question of the first section, most of the participants (41.18%) claim to

have a large class, from thirty to thirty-nine students (see figure 3). The class size is a crucial

43

Andrea Robayo

component in education. As mentioned in Harmer's work (2003), overcrowded classrooms will not benefit from new and more dynamic techniques leaving no time for the teachers to deal with other aspects, such as relationships with students, identifying the strengths and weaknesses each student may have, etc. Evidently, class size is an important component at the moment of implementing an inclusive environment in any aspect, especially for students with SEN associated with disabilities.

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-QUESTION 1: My experience teaching students with special-education needs associated with disabilities
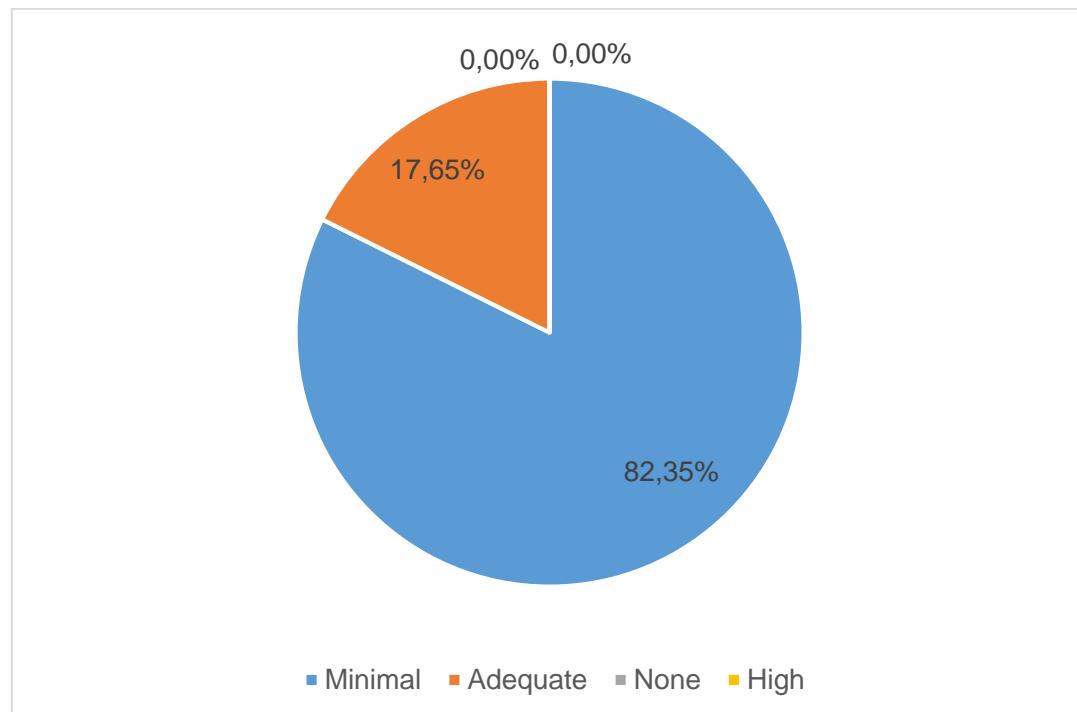

Figure 4. Teachers' experience with students with SEN associated with disabilities.

Andrea Robayo

Table 7

Participants' teaching experience from public and private institutions.

Option	Response		Percentage (%)
	Public	Private	
None	0	0	0.00
Minimal	8	6	82.35
Adequate	1	2	17.65
High	0	0	0.00

In the following section of the survey questionnaire, questions related to knowledge and attitudes were measured. The first question asked teachers about their experience working with students with SEN associated with disabilities. The results showed that fourteen out of the seventeen participants had had minimal experience in the field. Additionally, in the same category, the highest number of participants are from public institutions (see table 7). Even though none of the participants had had a high percentage of teaching experience with students with disabilities, it is worth mentioning that all of them did have some kind of experience (see figure 4). Consequently, these are relevant data in the sense that all participants responded to the forthcoming questions based on their minimal or adequate experience.

Andrea Robayo

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 2: Do you have students with special-education needs associated with disabilities in the classroom(s) that you are currently teaching?
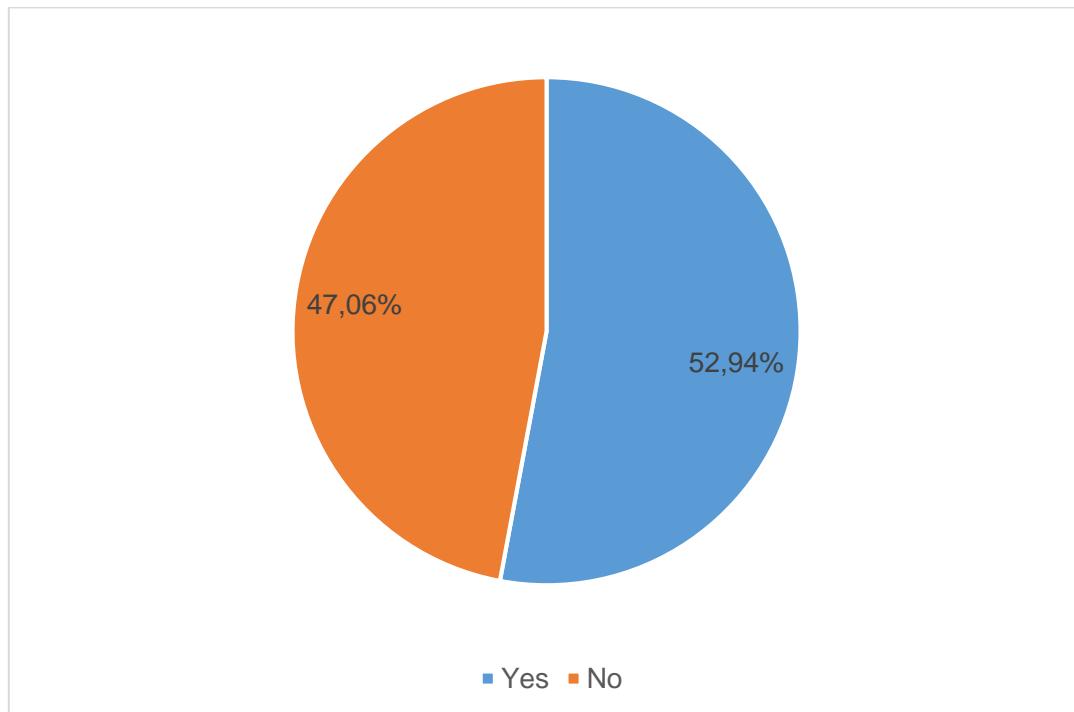

Figure 5. Teachers who have students with SEN associated with disabilities in their current classrooms.
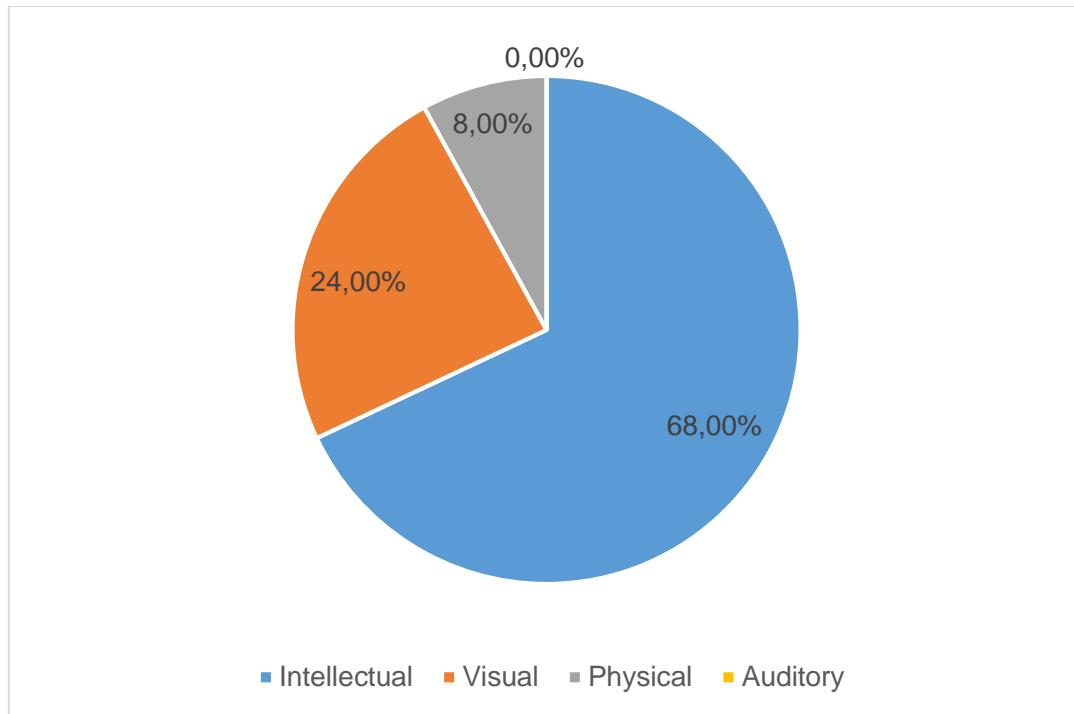

Figure 6. Students with SEN associated with disabilities according to their disability.

Andrea Robayo

Table 8

Participants' responses about students with SEN associated with disabilities.

Option	Response		Percentage (%)
	Public	Private	
Intellectual	14	3	68
Visual	2	4	24
Physical	1	1	8
Auditory	0	0	0

In order to provide real data from high school students with SEN associated with disabilities in the Sucre parish, the second question of this section aimed at showing how many participants claimed to have students with SEN associated with disabilities. The results indicated that more than half of them answered affirmatively (see figure 5). As a result, participants who answered affirmatively had to specify the number of students with any of the four disabilities. A total number of twenty-five students were labeled as having a type of disability. The majority (68%) of the students, that is fourteen from public institutions and three from private ones (see table 8), were said to have an intellectual disability whereas auditory disabilities were not found by the sample of participants (see figure 6). This information was crucial for the qualitative collection of data where participants share the ideas about the types of disabilities they consider their students have.

Andrea Robayo

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 3: What is your knowledge about methods or techniques for the different
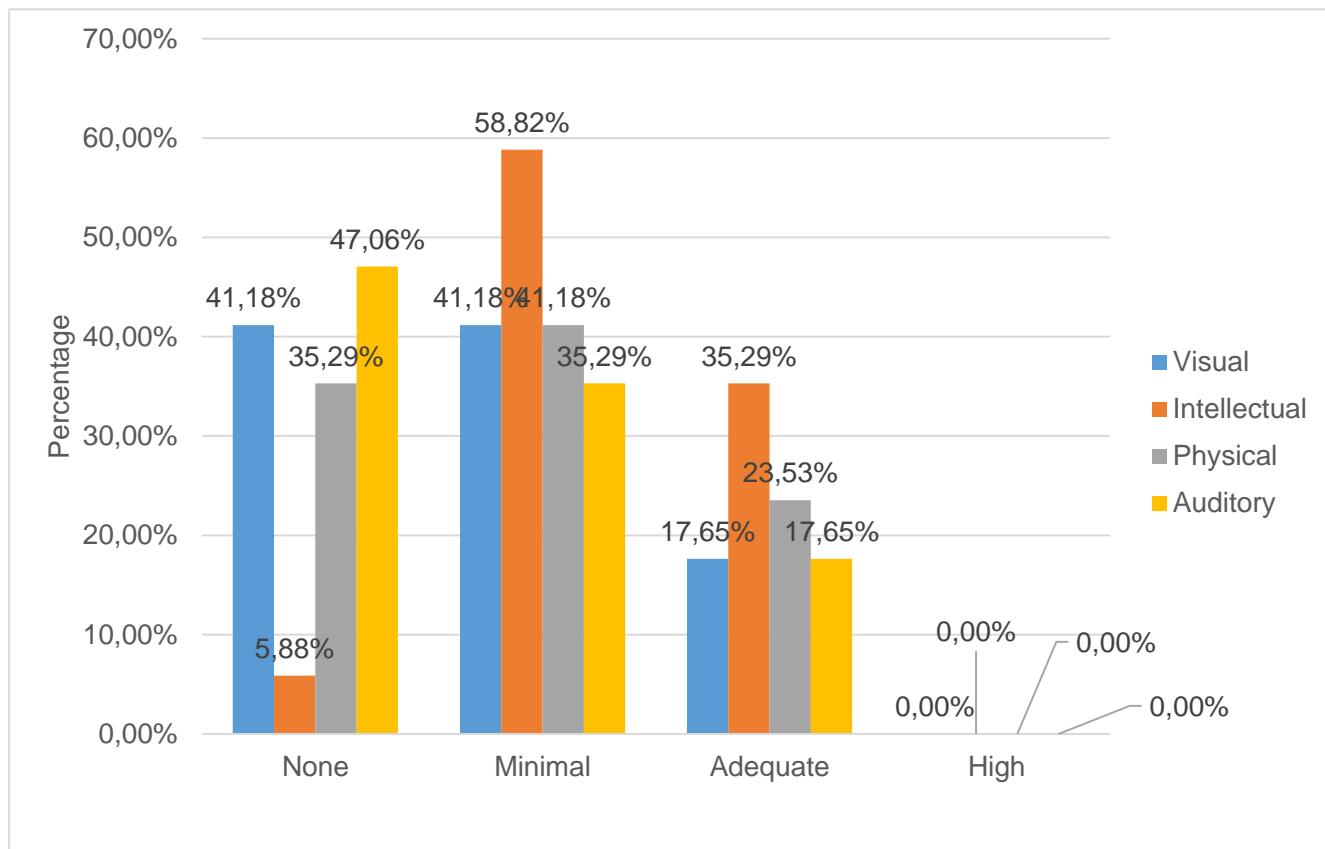
disabilities?

Figure 7. Teachers' answers on knowledge about methods or techniques for each disability.

In addition, in general terms and from the participants' personal perspectives, the

knowledge about techniques or methods towards each type of disability was requested. Most

of the participants asserted to have a high percentage of students with intellectual disabilities

(see figure 6). Likewise the highest percentage (58.82%) about knowledge on the methods or

techniques was given for intellectual disabilities (see figure 7). Besides, the highest

percentages related to the four disabilities are minimal followed by none, and unfortunately,

none of the participants reported to have a high knowledge. Additionally, the auditory

disability had the highest percentage of a lack of knowledge about methods or techniques (see

figure 7).

Andrea Robayo

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 4.1. I consider the terms "inclusion" and "integration" as synonymous.
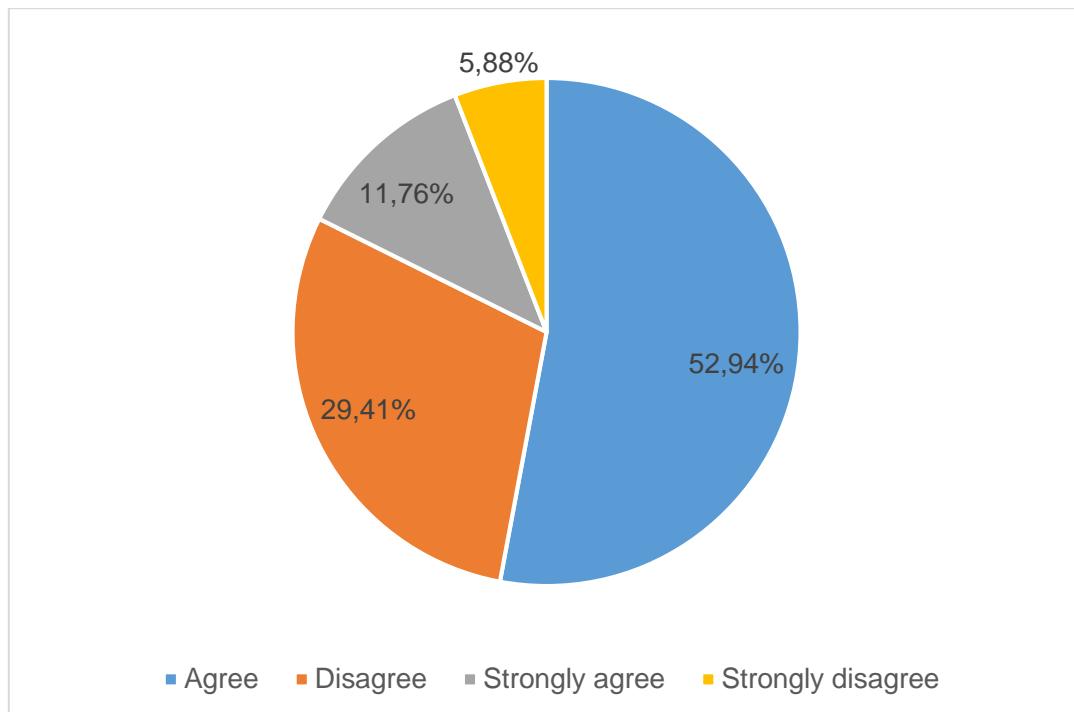

Figure 8. The terms inclusion and integration viewed as synonymous.

Table 9

Integration and inclusion viewed as synonymous by participants' perspective from the public and private institutions.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	0	2	11.76
Agree	7	2	52.94
Disagree	2	3	29.41
Strongly disagree	0	1	5.88

The last question of this second section of the survey questionnaire, was subdivided into ten statements where participants had to choose from strongly agree, agree, disagree, and strongly disagree options. The first statement aimed at showing if participants considered the terms of integration and inclusion as synonymous. The results show that more than half of the participants believe that integration and inclusion are synonyms (see figure 8); from this

Andrea Robayo

percentage of participants, seven out of nine were from public institutions (see table 9).

Nevertheless, these concepts show a process in the history of inclusion. Integration supposes a stage where mostly all the focus is on the student, the diagnosis of his 'problem' and further adaptation to the school; while inclusion being followed by integration, focuses on the classroom, examines strategies, teaching-learning factors and aims at adapting the curriculum, school, environment, etc., to the student (Ainscow 1999; Söder, 1997).

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION- QUESTION 4.2. I understand the difference between special-education needs associated with disabilities and special education needs not associated with disabilities.
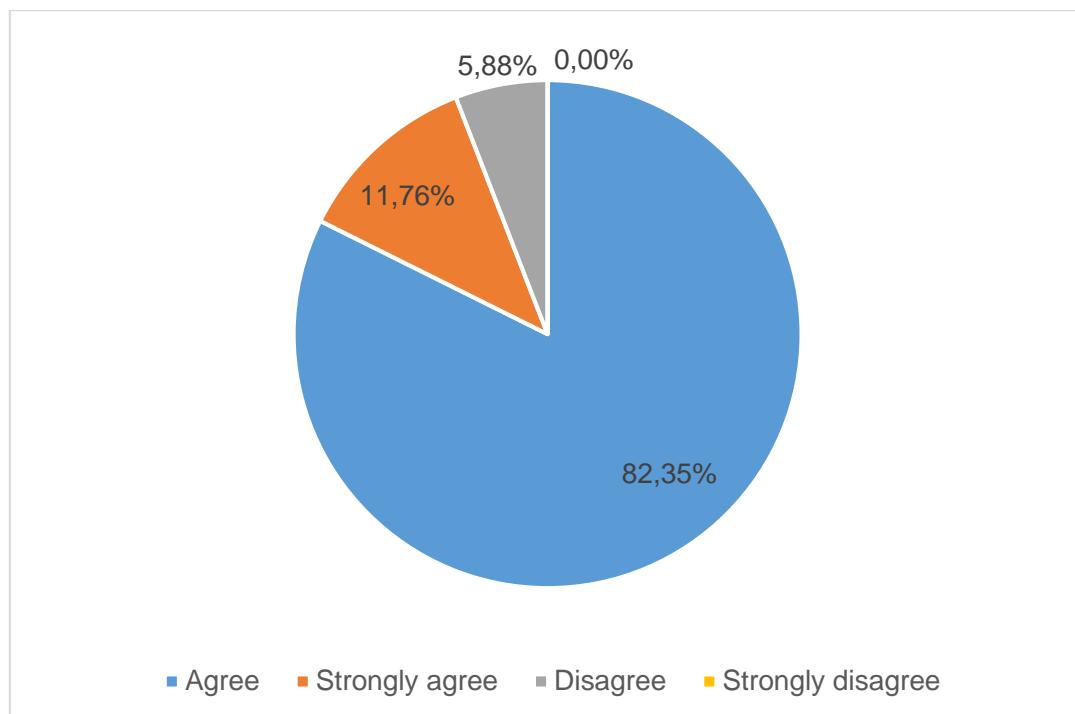

Figure 9. Participants' understanding of the difference among SEN associated with disabilities and SEN not associated with disabilities.

Andrea Robayo

Table 10

Participants' understanding, from public and private institutions, about the difference among SEN associated with disabilities and SEN not associated with disabilities.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	1	1	11.76
Agree	7	7	82.35
Disagree	1	0	5.88
Strongly disagree	0	0	0

The second statement inquired participants about their knowledge on the differentiation of the SEN associated with disabilities with those SEN not associated with disabilities. Clearly, a high percentage of the participants responded affirmatively to this statement (see figure 9). Moreover, as seen in table 10, the number of participants is the same for both private and public institutions. The qualitative data, later explained in this chapter, show more detailed information on the given responses.

Andrea Robayo

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 4.3. All students with special-education needs associated with disabilities should

be included in mainstream classrooms no matter the disability.
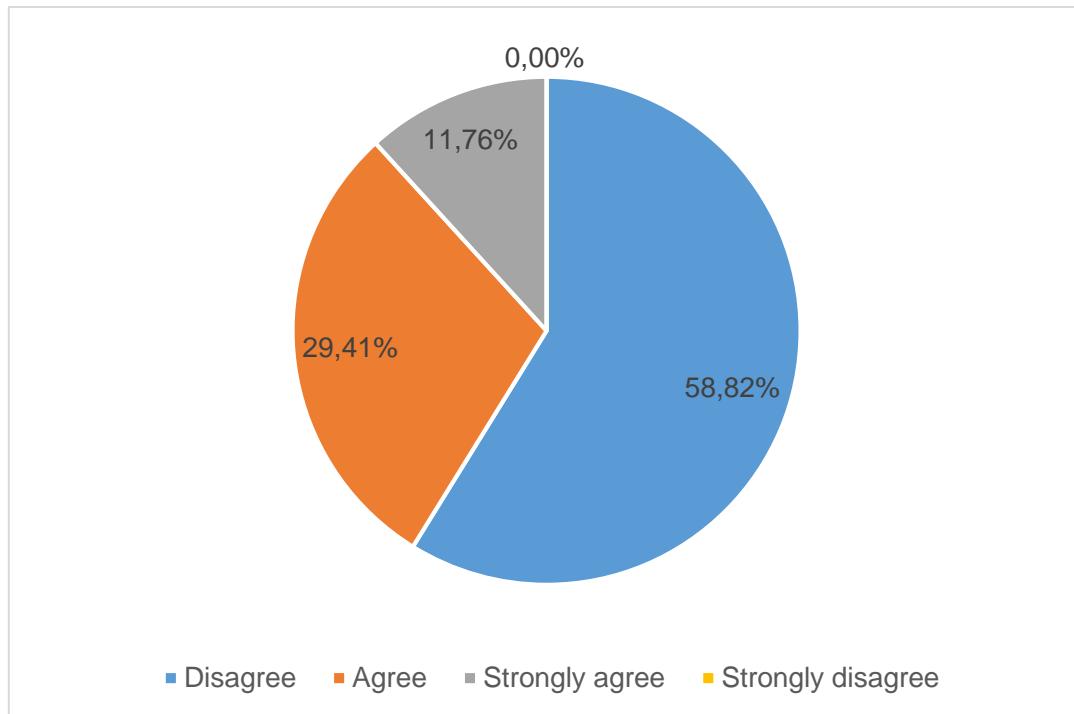
Figure 10. Participants' opinion about the inclusion of all students with SEN regardless of their disability in mainstream classrooms.

Table 11

Opinion of participants from public and private institutions about the inclusion of all students with SEN regardless of their disability in mainstream classrooms.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	0	2	11.76
Agree	4	1	29.41
Disagree	5	5	58.82
Strongly disagree	0	0	0

Regarding the third statement, the majority of participants disagreed to the idea of

placing all students with SEN associated with disabilities in mainstream contexts without

considering the type of disability first. On the other hand, the rest of the participants agreed to

this claim (see figure 10). According to the Ministry of Education (2013), students with SEN

Andrea Robayo

associated with disabilities must be evaluated first in order to be placed in a mainstream school. This evaluation is done by a team of professionals of medicine, psychology, and social work (CONADIS, 2013), who in the educational field are called UDAI. As mentioned in chapter two, a student may stay in a specialized school where he/she will be considered a potential student to be placed in a mainstream school if the circumstances enable him/her (CONADIS, 2013). Besides, the results show that participants from private institutions are more willing to accept students with SEN associated with disabilities into their classrooms (see table 11).

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-QUESTION 4.4. I have knowledge of current Ecuadorian policies about students with special-education needs associated with disabilities.
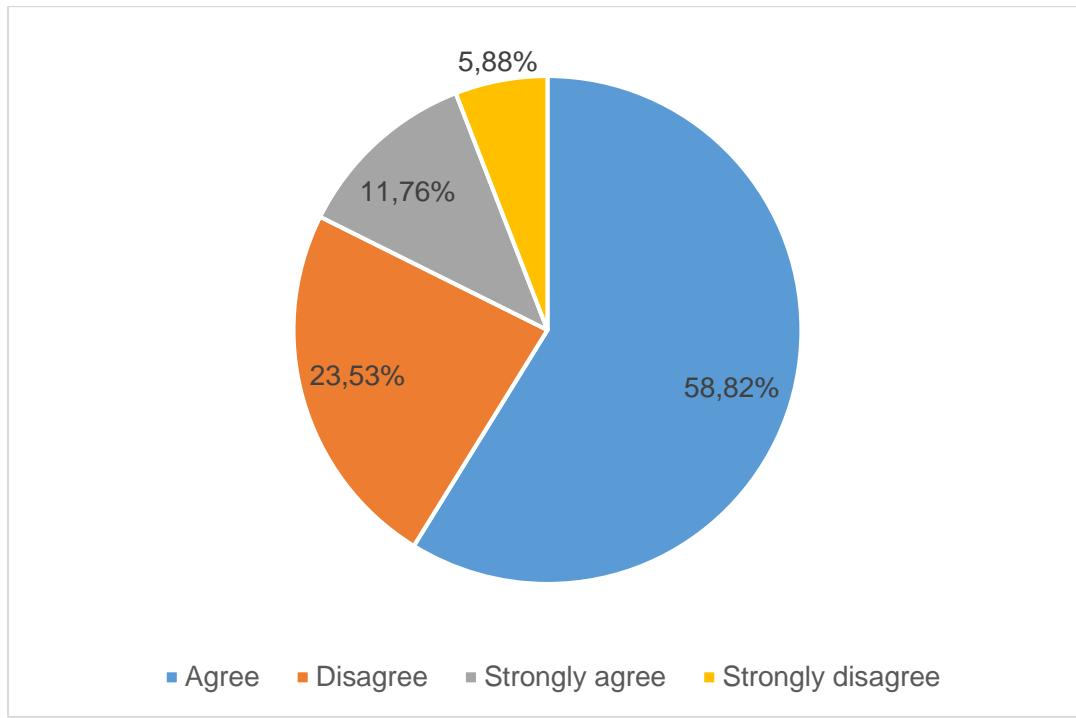

Figure 11. Participants' knowledge about current Ecuadorian policies

Andrea Robayo

Table 12

Knowledge of participants from public and private institutions about current Ecuadorian policies.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	0	2	11.76
Agree	5	5	58.82
Disagree	4	0	23.53
Strongly disagree	0	1	5.88

The fourth statement aimed at expressing the knowledge of the current Ecuadorian policies regarding inclusive education. The majority of participants (see figure 11) expressed their agreement with this statement; this group of participants, from public and private institutions are equal in number. However, participants from private institutions claimed to have a more favorable answer about the knowledge of the policies since 11.76% of them strongly agreed to the assertion (see table 12).

Andrea Robayo

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 4.5. The inclusion of students with special-education needs associated with

disabilities may promote social relationships and the acceptance of differences among my
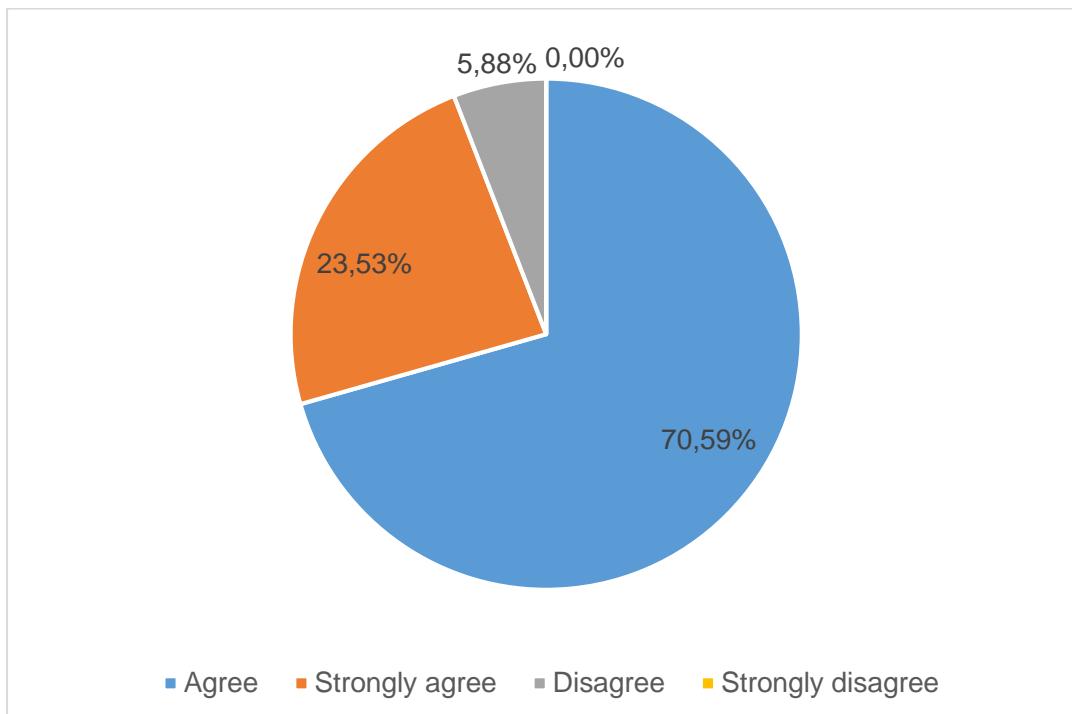
students.

Figure 12. Participants' answers about the social acceptance among students in inclusive classrooms.

Table 13

Participants' answers from public and private institutions about the social acceptance among students in inclusive classrooms.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	1	3	23.53
Agree	7	5	70.59
Disagree	1	0	5.88
Strongly disagree	0	0	0

Subsequently, the following statement asked participants if they considered that

placing students with SEN in mainstream classrooms would produce social acceptance in the

Andrea Robayo

classroom. Booth and Ainscow (2011) have mentioned that an inclusive school helps children understand how valuing, accepting others, and taking an interest in each other's lives, helps them directly to feel good about themselves and foster supportive friendships as well. Furthermore, the same authors have stated that community teamwork, meaningful staff, teachers, authorities, etc., from an inclusive school should be a model for the collaboration of children thus leading to a series of chain reactions of positive attitudes among the students. For instance, inviting others to join in games when there are children who do not have anyone to talk to or play with. In accordance with the results, more than half of the participants (see figure 12) agreed to the mixture among students with and without SEN associated with disabilities would produce social acceptance, hence a positive environment. In addition, more participants from public institutions answered positively; nonetheless, more participants from private institutions strongly agreed to this assertion (see table 13).

Andrea Robayo

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 4.6. The inclusion of students with special-education needs associated with

disabilities may have a negative impact in my classroom.
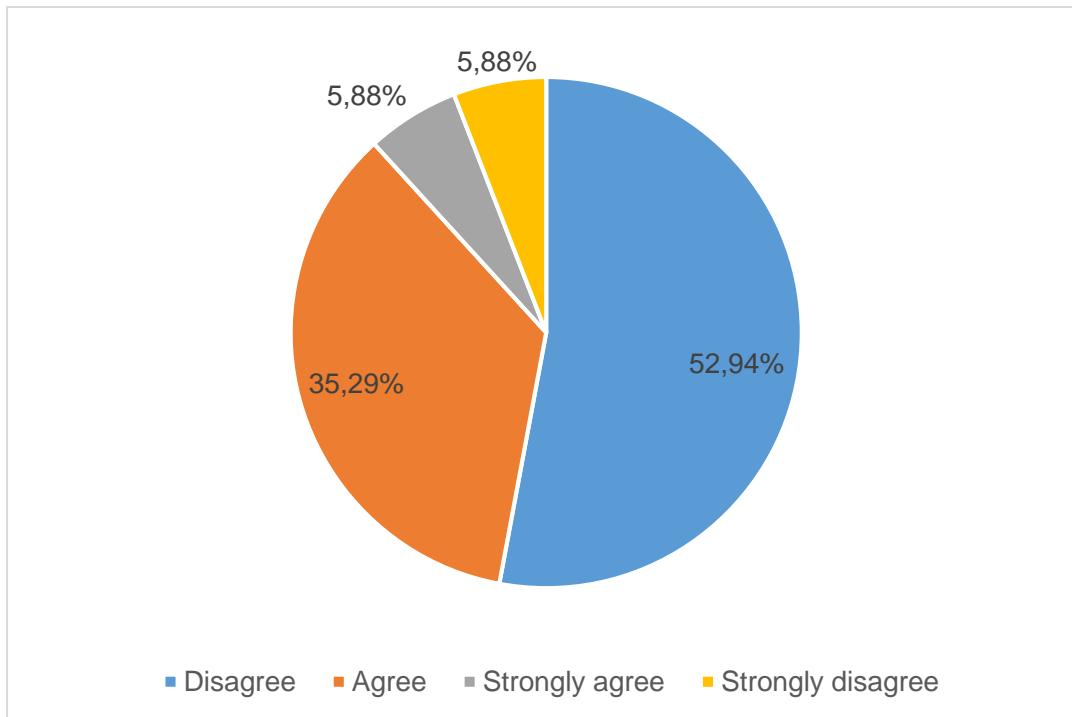
Figure 13. Participants considered a negative impact may arise from including students with
SEN associated with disabilities.

Table 14

*Participants from public and private institutions considered a negative impact may
arise from including students with SEN associated with disabilities.*

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	0	1	5.88
Agree	5	1	35.29
Disagree	4	5	52.94
Strongly disagree	0	1	5.88

In order to contrast the above mentioned information, the next statement inquired

participants about their opinion towards any negative impact which may arise from having

students with SEN associated with disabilities in their classrooms. On the one hand, once

57

Andrea Robayo

again, more than half of participants disagreed to the before mentioned option (see figure 13).

On the other hand, results show that more participants from public institutions considered that

negative impacts may result from the placement of students with SEN associated with

disabilities (see table 14). As reported by Ainscow and Miles (2009), barriers, such as a lack

of expertise, inappropriate methods or even attitudes, may limit the participation, presence,

and achievement of some students; however, depending on the circumstances, these students

who face these kind of barriers could motivate the improvement of the school itself, resulting

in benefits for all the learners. The authors have labeled these students as the "hidden voices"

(p.4).

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 4.7. After finishing my EFL/ESL studies, I was competent to manage

classrooms with students with special-education needs associated to disabilities.
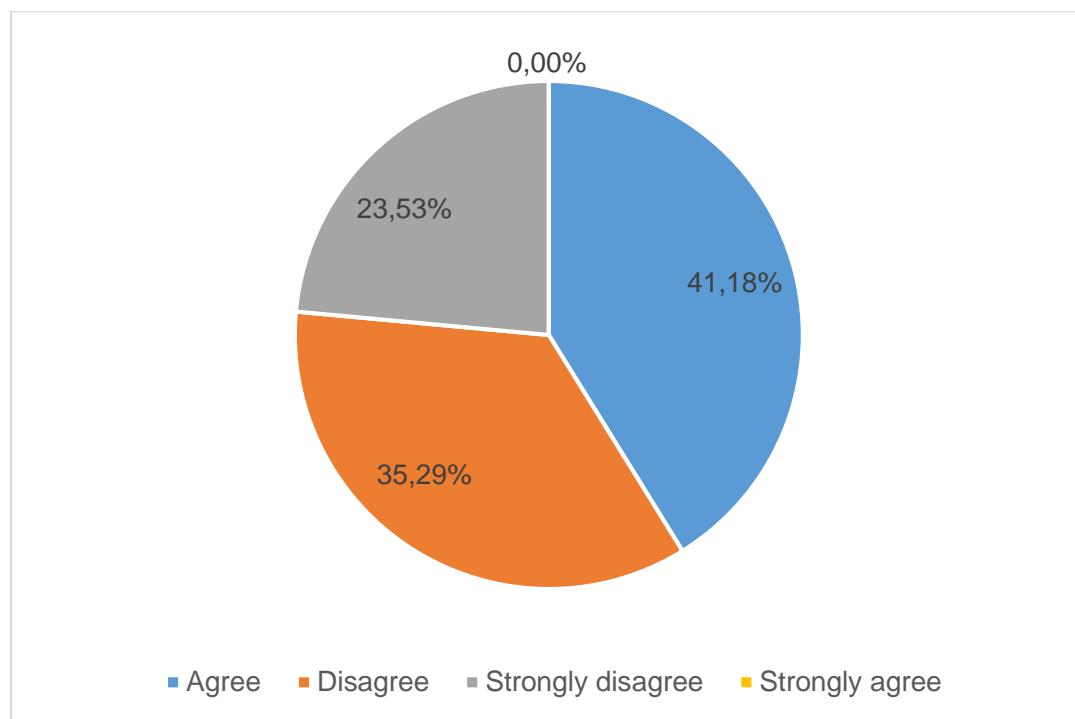
Figure 14. Participants' perception on their preparation after finishing their EFL studies.

Andrea Robayo

Table 15

Participants' perceptions from public and private institutions on their preparation after finishing their EFL studies.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	0	0	0
Agree	4	3	41.18
Disagree	2	4	35.29
Strongly disagree	3	1	23.53

Teachers' attitudes and knowledge are important factors in order to develop an inclusive environment. Graham and Scott (2016) have asserted that "If teachers do not think that they are able to meet the needs of all students in the regular classroom, they may not invest the time and effort required to develop knowledge and skills in inclusive education" (p.15). A considerable percentage of participants expressed through the seventh statement of the questionnaire their disagreement with their competence when managing a class with students with SEN associated with disabilities once they finished their EFL studies; a total percentage of 58.82% of them disagree and strongly disagree options was found (see figure 14). Nevertheless, this previous percentage was followed by 41.18% of participants who consider themselves to be competent at having students with SEN associated with disabilities in their classrooms. Lastly, the findings show that participants from public institutions are prone to highly disagree to the before mentioned statement (see table 15).

Andrea Robayo

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 4.8. I can identify and conceptualize the different disabilities a student may

experience.
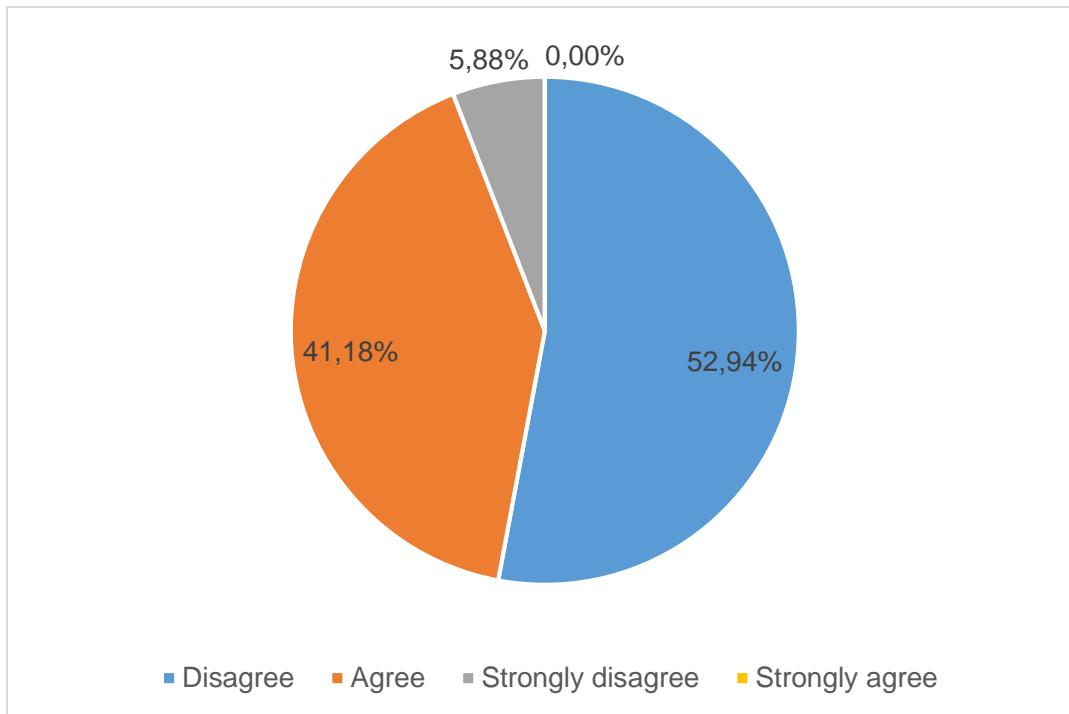
Figure 15. Participants believe they can identify and conceptualize the disabilities students may present.

Table 16

Participants from public and private institutions believe they can identify and conceptualize the disabilities students may present.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	0	0	0
Agree	3	4	41.18
Disagree	5	4	52.94
Strongly disagree	1	0	5.88

Additionally, participants were requested to express their agreement at the moment of

identifying and conceptualizing the disabilities students may present. A high percentage of

participants disagreed to this statement (see figure 15). On the one hand, the results show that

an equal number of participants from private institutions agree and disagree to the belief of

Andrea Robayo

identifying and conceptualizing disabilities. On the other hand, participants from public

institutions are more likely to disagree to this option (see table 16).

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-

QUESTION 4.9. There are special-education needs associated with disabilities inappropriate

for mainstream classrooms.
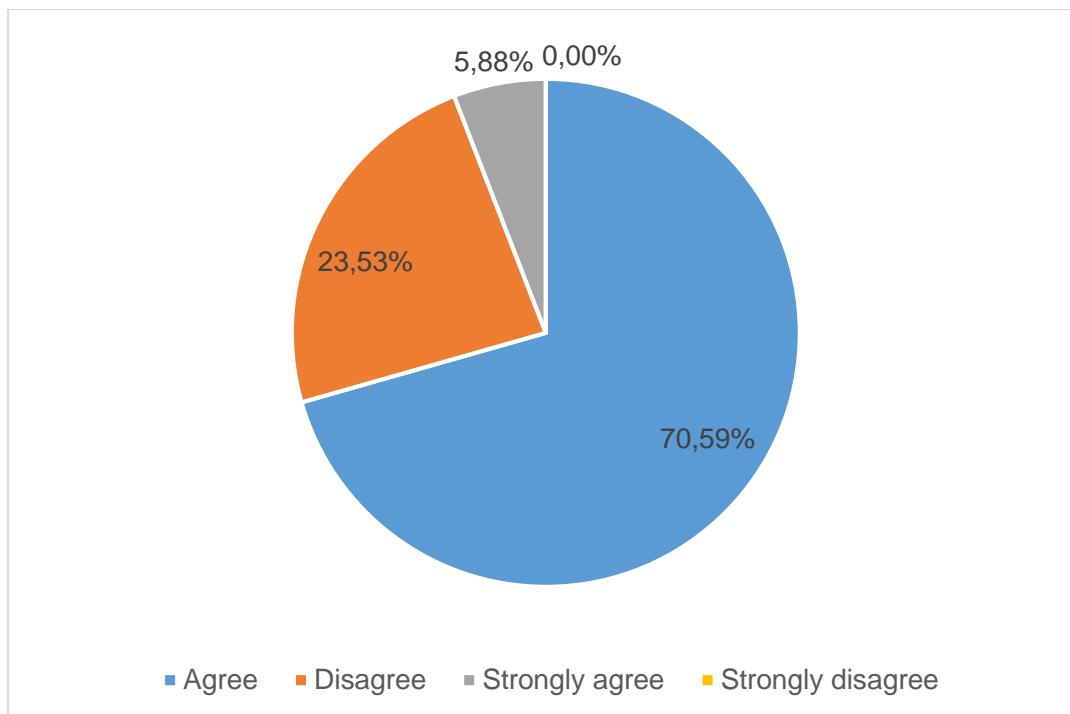
Figure 16. Some disabilities are inappropriate for mainstream schools.

Table 17

Participants from public and private institutions consider the existence of some disabilities inappropriate for mainstream schools.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	0	1	5.88
Agree	7	5	70.59
Disagree	2	2	23.53
Strongly disagree	0	0	0

Andrea Robayo

Once again, the next statement shows the agreement of participants who consider that there are some inappropriate disabilities for the mainstream context. As has been previously mentioned, Ecuadorian policies specified that the entrance of students with SEN associated with disabilities is a task determined by medical and educational professionals. Regarding this assertion, a total of 76.47% of participants expressed their agreement (see figure 16, table 17).

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION-QUESTION 4.10. Inclusive education refers only to the inclusion of those students with special-education needs associated or not with disabilities.
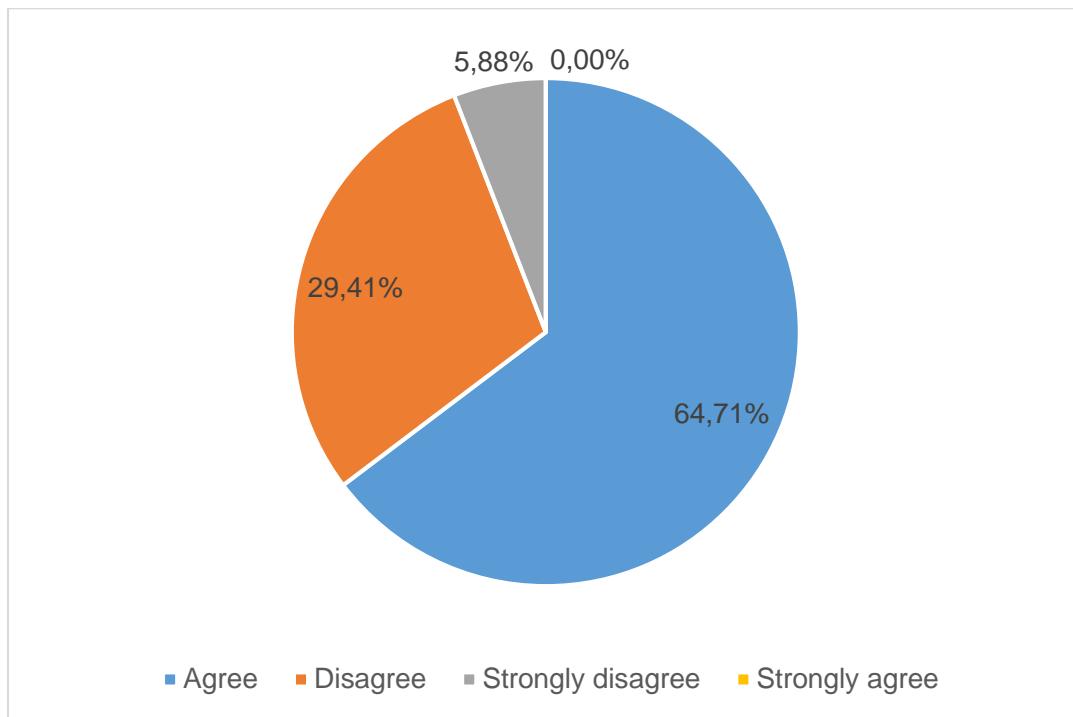

Figure 17. Inclusive education refers only to the inclusion of those students with SEN associated with disabilities.

Andrea Robayo

Table 18

Participants from public and private institutions consider inclusive education as the inclusion of those students with SEN associated with disabilities only.

Option	Response		Percentage (%)
	Public	Private	
Strongly agree	0	0	0
Agree	6	5	29.41
Disagree	3	2	64.71
Strongly disagree	1	0	5.88

Finally, the last statement inquired of participants their ideas on relating inclusive education exclusively to the inclusion of those students with SEN associated with disabilities. The findings show a decidedly large percentage of participants who considered inclusive education is solely related to students with SEN associated with disabilities (see figure 17). In addition, participants from both public and private institutions show a higher number of participants who agree to this claim (see table 18).

4.2. Interview Interpretations

After the quantitative data were analyzed, the researcher interviewed the seventeen participants in order to obtain more reliable data which complemented the above mentioned results. The responses must be interpreted according to the objectives of this research; a report of the most relevant answers will be given in the following paragraphs.

To start with, eight out of the seventeen participants emphasized that inclusive education is a right which includes everyone with equal treatment. Rather than giving a response related to disabilities, they explained that an inclusive classroom can benefit every student regardless of learning style, language level, skills or differences of any kind. On the

Andrea Robayo

other hand, nine participants provided an answer somehow related with disabilities. Inclusive education was addressed as a plan or program specifically for students with special needs or disabilities.

When referring to SEN associated with disabilities and those not associated with disabilities, the answers varied. For instance, some participants considered both terms as being the same, others expressed their lack of knowledge about the terms. Lastly, a group of teachers attempted to mention differences among them. The SEN associated with disabilities were exemplified as the physically or mentally impaired, students using crutches or wheel chairs, those with health problems, diseases or illnesses; some of the participants explained that SEN associated with disabilities are skills which some students are not able to do, or are not as equal as those in regular classes. The SEN not associated with disabilities caused confusion among some participants since they viewed both terms as synonymous. Nevertheless, examples for this group of SEN were pregnancy, house problems, emotional fields, or everything not related with the physical aspect. In general terms, participants struggled to recognize, define, or exemplify both SEN. In addition, participants mentioned the types of disabilities according to their opinions. Most of them listed or exemplified physical, visual, hearing or auditory, and intellectual disabilities; however, examples which are not considered as disabilities were reported, such as social issues, behavioral (i.e. attention deficit disorder), and learning disorders (i.e. dyslexia). As it was stated in the quantitative data, participants declared to have a total of twenty-five students with disabilities (see figure 6); however, when they were asked to mention their students' disabilities just a few of them could clearly identify the disabilities' names or somehow describe the disability. The rest of the participants supposed or had heard from their counseling department that a student in their classroom had a disability; or as some participants said, they were disabled or special.

Andrea Robayo

Participants were also asked about a general perspective on placing students with SEN associated with disabilities in mainstream contexts. In order to obtain accurate responses, the interviewer made sure both SEN associated with disabilities and mainstream terms were well understood by all participants. Participants who currently have students with SEN associated with disabilities, or as a matter of fact had worked with them, explained their unconformity as to having them in their classes. One of the common reasons was the management of the teaching process in a short period of time, owing to the double performance the teacher has to do with both groups of students. Participants also expressed their emphasis on the idea that teachers are not prepared to have students with SEN with disabilities. Additionally, some participants agreed to the fact that some disabilities (i.e. transitory physical) are more accessible than others; hence, depending on the disability, students should be placed into special-education schools. So far, most of the participants' answers had expressed how difficult having students with SEN associated with disabilities could be for a teacher. Nevertheless, one participant focused on the positive experience students may face. This participant explained that despite the fact that difficulties may arise, providing a mainstream experience for both students with and without disabilities is important in creating a sensitive environment in a classroom.

When talking about challenges for teachers, participants highlighted the lack of knowledge about inclusion they got at the university or from workshops related on the topic. In addition, the lack of experience regarding this topic was another response mostly offered by the participants. Time constraints, bullying issues, methodologies, class size and different English levels among students were also mentioned as challenges. Moreover, curriculum adaptations were mentioned to be from necessary to controversial and unreal. Lastly, some participants described a particularly difficulty of making a student with SEN associated with

Andrea Robayo

disabilities feel comfortable in a regular classroom without distinction or a different treatment than his classmates.

Finally, due to the challenges and restrictions above mentioned, participants expressed their lack of preparation to manage a class with students with SEN associated with disabilities. Even though some participants explained they have tried to manage their classes, their lack of experience or knowledge has impeded a complete benefit for all students with disabilities. Nevertheless, participants expressed they are willing to benefit from preparation and experience on the field.

Andrea Robayo

CONCLUSIONS

Nowadays, inclusive education has become a controversial aspect in Ecuadorian classrooms. Subsequently, Ecuador has established guidelines and regulations in order to apply this widespread system. After analyzing the results and the collected information along this research paper, it can be concluded that inclusive education is still linked to the differentiated plan for students with disabilities rather than a global method which can benefit all students.

Hence, the experiences and explanations provided by the sample showed that Ecuador is living an integration stage where the focus remains on the student. Thus, creating different planning for a single student where the content is modified according to his needs or providing extra time in the regular hour class so that the teacher can focus on helping the student with the disability, are clear examples of the stage of integration students with SEN associated with disabilities may face in mainstream contexts.

Furthermore, two findings have emerged from the analysis of this research. First, teachers' lack of preparation and knowledge on the topic leads to somehow negative perspectives towards the inclusion of students with SEN associated with disabilities. To support this, findings have shown that participants are likely to agree to the idea of placing them in special programs or schools where they can have expert teachers in the field, not providing the student the possibility of a mainstream involvement. This perception from teachers is based on the short or unguided experience they expressed they would face in their institutions; moreover, the lack of awareness on definitions and basic concepts troubled participants. Second and equally relevant, the findings have also shown that there is predisposition and willingness to include students with disabilities; nevertheless, teachers consider it an enormous challenges in order for inclusion to happen.

Andrea Robayo

Despite the fact that the findings of this study should not be generalized, this study should be considered as a preliminary investigation that analyzes a sample of English teachers' perceptions in this trending field of education. Further investigation should be done in order to authenticate these findings and provide the English language teaching community with more than a global vision on the topic, specific analysis towards the disabilities, special-education needs, and beyond.

Andrea Robayo

RECOMMENDATIONS

Teaching English as a foreign language to students with special-education needs (SEN) can be a hard task for teachers due to the multiple challenges and limitations described along this study. Therefore, this research paper together with the research findings and conclusions, recommends the following:

1. Creating dialogues among EFL teachers should be an implemented strategy in order to reflect on the difference between integration and inclusion stages.

2. Considering the fact that before planning or requiring practical strategies for teaching students with SEN associated with disabilities, reflection and investigation should be the first steps to produce a mentality change.

3. Analyzing the pertinent documents, ministerial agreements, trades, etc., freely offered in the Ministry of Education webpage, is necessary in order to grasp a better and general understanding about the change on inclusive education Ecuador is engaged in. The most relevant documents, although just a few, have been mentioned in this research paper and can be contrasted with the international views.

4. Maintaining a positive perspective and predisposition towards the inclusion of students with SEN associated with disabilities is crucial and effectively executed when combined with the constant desired of learning.

Andrea Robayo

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Andrea Robayo

APPENDICES

Andrea Robayo

Appendix A

Survey Template

INCLUSIVE EDUCATION QUESTIONNAIRE

CODE: _____

Thank you for participating in this study. The information you provide will be confidential and used for academic purposes only, in order to ensure anonymity please do not write your name. The purpose of this study is to evaluate English teachers' attitudes towards inclusion for students with SEN (special-education needs) associated with disabilities. Please take your time and respond honestly to all the questions.

PART I: PERSONAL INFORMATION

1. Years of teaching experience:

   0-4 _____
   5-10 _____
   11-15 _____
   16 or more _____

2. Gender: Male _____   Female _____

3. Level(s) you currently teach:

   10th grade _____

   11th grade _____

   12th grade _____

4. How many students do you **usually** have in your classroom? Please mark only one option:

   19 or less _____
   20-29 _____
   30-39 _____
   40-49 _____
   50 or more _____

PART II: KNOWLEDGE AND ATTITUDES TOWARDS INCLUSIVE EDUCATION

1. My experience teaching students with special-education needs associated with disabilities is:

None _____   Minimal _____   Adequate _____   High _____

Andrea Robayo

2. Do you have students with special-education needs associated with disabilities in the classroom(s) that you are currently teaching? If your answer is affirmative, indicate the number of students in the following chart.

Yes _____

No _____

Type of disability	Number of students
Visual disability	
Intellectual disability	
Physical disability	
Auditory disability	

3. What is your knowledge about methods or techniques for the different disabilities?

Type of disability	None (0)	Minimal (1)	Adequate (2)	High (3)
Visual disability				
Intellectual disability				
Physical disability				
Auditory disability				

4. Please check the answer which best describes your perspective and opinion about each statement.

STATEMENTS	Strongly agree	Agree	Disagree	Strongly disagree
I consider the terms "inclusion" and "integration" as synonymous.				
I understand the difference between special-education needs associated with disabilities and special education needs not associated with disabilities.				

Andrea Robayo

STATEMENTS	Strongly agree	Agree	Disagree	Strongly disagree
All students with special-education needs associated with disabilities should be included in mainstream classrooms no matter the disability.				
I have knowledge of current Ecuadorian policies about students with special-education needs associated with disabilities.				
The inclusion of students with special-education needs associated with disabilities may promote social relationships and the acceptance of differences among my students.				
The inclusion of students with special-education needs associated with disabilities may have a negative impact in my classroom.				
After finishing my EFL/ESL studies, I was competent to manage classrooms with students with special-education needs associated with disabilities.				
I can identify and conceptualize the different disabilities a student may experience.				
There are special-education needs associated with disabilities inappropriate for mainstream classrooms.				
Inclusive education refers only to the inclusion of those students with special-education needs associated or not with disabilities.				

Andrea Robayo

Appendix B

Interview Template

CODE:

1. What do you think inclusive education means?

2. What do you think the term "special-education needs associated with disabilities" mean?

3. How do you think it differs from "special-education needs not associated with disabilities"?

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

Andrea Robayo

Appendix C

Interview Transcriptions

CODE: A1

1. What do you think inclusive education means?

I think young people that is students have the natural right to become educated despite their physical disabilities any mental impairment also regardless or social economic status. In order to accomplish such equality teachers should plan according to their needs that is applying any curriculum adaptations.

2. What do you think the term "special-education needs associated with disabilities" mean?

I think that it means that teachers…should be well prepared to work with this kind of students. I think that it is a hard work for us to face these types of students. Of course it depends on the disabilities that they present. It is a challenge for us.

3. How do you think it differs from "special-education needs not associated with disabilities"?

I try to understand this question, but I think it has a deep sense. So sorry, sorry, but I can't answer this because I can't understand what's the essential part of this question. Sorry please.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

I think that we have different types of disabilities, they are physical, mental and also social. Physical, for example bone deformation, speech impairment, poor hearing, poor sight and poor speech. In mental for example slow cognitive process and social it derives from physical and mental. That's all.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

Andrea Robayo

Ok! I think it's a difficult challenge for teachers because some disabilities can be very disruptive to normal classrooms routines. Hmm…that's is to manage the classrooms, it becomes difficult to maintain a correct discipline within our classrooms if we have any type of these students.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

Towards curriculum adaptation…I think that it's a challenge for us, for teachers, because we have to adapt our curriculum according to each student's needs, and so it changes all our activities and something like that, but it's our duty to accomplish with our students.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

I think that teaching English as a foreign language to young student depends upon on their individual needs and classroom dynamics. I think that…all of these needs are a challenge for us, because if normal student have problems in learning another language is the worse for the other students who have special needs.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

Eh! I can say that I have try with some students, but their only problem, or the problem that they have was that they had slow cognitive process, so…I consider that…I am not well prepared to work with other types of disabilities. I think that most of teacher should be prepare to work with these type of students. It's difficult.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

Andrea Robayo

Just, I told you that I have work just with students with problems in knowing and that's it, a limit, limiting learning. That's all, because in spite of that, it's difficult for us because we have to fix our curriculum our plans, we have to adapt to their needs.

Andrea Robayo

CODE: A2

1. What do you think inclusive education means?

I think that inclusive education means that...refers to students who have learning problems, pedagogical problems in the process of teaching-learning.

2. What do you think the term "special-education needs associated with disabilities" mean?

I think our students who have learning problems but besides of this they have physical problems like some student they can't see they can't hear or they have mental problems.

3. How do you think it differs from "special-education needs not associated with disabilities"?

I think is the same as the first question it refers to student who have learning problems but that's it, they don't have physical problems.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

Yeah! I already said about disabilities are the physical ones. I mentioned mental or cognitive. Eh…blind people, people that can't hear, maybe they can't, they don't have their arms or parts of their bodies.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

I thinks is a great effort for the, the teachers. Demands of knowledge of the teachers, sorry. Because we already, we are not prepared talking for me, yeah personally, I think that is very difficult because many or most of the times we don't know the problems that they already have and we do not how to manage with them, how to teach them. I think that is a hard work for us I think that they need special teachers or some teachers who can helps us, the teachers that we, who work here in the public schools.

Andrea Robayo

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

Yeah! I think that is a good thing that the government has made this change in the curriculum because we as teachers have to prepare special materials for them because they are, they don't work the same as the other students, and we need to know them better to prepare I think easier material for them.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated to disabilities?

Yeah! About the challenges, I think that the great thing for us is to…know each student, the disability of each student because in each in class we have a different one. We demand time, our time to prepare activities for them and it could be in the house and here in the class too. How to treat them in the class it is also important.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

I think that I am not prepared. We need help of my work, coworkers and also of the psychologist of the, the high school because without their help I do not what to do.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

Right now I have a student that he has a mental disability in the brain. He is 14 or 15 years old and I see a great difference between him and the other classmates. I have to give him special, special time, special activities for him, but it's difficult because with a big number of students sometimes I forgot…that he needs my help and in 45 minutes is very difficult to be with him. He can learn just basic things like vocabulary but structures, big or difficult ones he can't.

84

Andrea Robayo

CODE: B1

1. What do you think inclusive education means?

Well, I think that it's a kind of a…method we need to use in order to be understood by our students with special necessities. So I think in my personal view or my personal experience, students, sometimes it's difficult because we don't have probably the enough knowledge of it because we have different topics or different types of inclusion, here in my institution we have different students with different necessities and sometimes it's difficult for us as teacher to work with them and to be understood by them not only by the knowledge we need to share with them but by how we have to act with them. Sometimes I cannot be able to help the but I'm trying, I'm trying to do the best as I can in order to make my student to feel better and confident with themselves. So, I think it's a method because sometimes I'm applying certain topic or certain method with the other students, and for them it's necessary because they cannot write, that's the point, one of them cannot write and that why we need to improve, how I can help, maybe giving them the appropriate sheet of paper or tool for them as an example.

2. What do you think the term "special-education needs associated with disabilities" mean?

OK. Here for example as I mention before, probably sometimes I don't understand how mistreated they are because students themselves they don't feel confident they don't feel comfortable with the condition that the institutions offer them, probably in order to be accepted in classes or with the others. I'm talking about, as you said, special education, I'm talking about when students needs for example, OK we need to change methods because they are…they aren't able to understand how are the other so it's different when you need to…to try to help them for example to an activity, when they need to move, move around the class

Andrea Robayo

and they can't so, I'm talking about this kind or specific thing as a disability or kind of adaptation.

3. How do you think it differs from "special-education needs not associated with disabilities"?

Yeah! Probably, as I mentioned because it's different when you're trying or we are talking about different, how…pedagogically we can teach or share our knowledge with our students because it is different for a student with different…capacities of understand so with student with physical disabilities, it's different. You can probably give the information to them but they may not be able to understand, so they need further explanation.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

Yeah! As I said, probably we have, there's a kind of syndrome, I don't remember the name, and it's related to…uh! There's a specific name, well, for example there are different, mental disabilities is different…or specific methods to be applied for them or maybe I'm talking about social they have their capacities normal maybe, but they cannot be able to understood by others or they cannot relate well with other students. So, I think those are probably the two that I know.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

For example, here in Cuenca or even in our country it is not easy, or they are trying to improve, institutions are trying to improve facilities for them so for students with physical disabilities, for example in our building we need to get better access for them because they can't, even here we had a case, a month ago a student broke her leg, she was in the last floor, in the third floor, so she couldn't get there, so that's why we had to change classes or classrooms because she couldn't, so we need to improve those things in order to be better;

Andrea Robayo

well, in private institutions they are maybe more capable to do that because in public schools it's totally different, they depend on the government and things like that. Probably, in my personal case I had the experience with a students with a kind of disability in the aspect of social first and the second with mental a little bit, so then it's hard I know because sometimes, well probably the number of students in the class let, probably, doesn't let us to, to give them the attention they need…they are trying, in the case of my student he was trying to improve, he was…he was putting his effort in order to understood but sometimes it's hard for me because I had like twenty-six or thirty more students to attend and I cannot be only for him because he needs more, more time more control , that's why I think.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

Yeah! Sometimes it causes problems, but, because, well, as a teacher we need to be prepared one thing, and we need to improve our knowledge. Sometimes we learn from them too, so we need to adapt in order to see which level a student can afford. So, that's why probably, with my coordinator, we all the time are trying to talk about and to see which method or which activities can be done by them so that's why we need to talk and to improve, but I think sometimes it's hard because we need to research, but sometimes it's easy when we are in the real life with, in contact with them and they are putting effort in do that activity; so, sometimes we need or we feel frustrated because it depends on the how they, on mood they have or they don't want to do nothing tats why we can't do that, nothing but sometimes it's the point I feel as a teacher sometimes I feel frustrated but sometime I feel good because his mood or her mood is correct and I think OK we can work…but, I think it, it provides us experience and things like that but I have to say that too that we need to learn more, as a teachers we need to…learn more

Andrea Robayo

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

Probably, as a rule our area, our English area, OK we have as rule we cannot speak Spanish with them, we try to avoid, maybe when we need to specify or to provide the meaning of a word or something like that but when we are talking about, with students with specialize sometimes they are like why are you talking to me in Spanish all the time and not, because I want to improve, I want to improve, so they feel motivated sometimes, but sometimes they don't and we need to change the method, how we have to behave with them because we need, they need more support. But I think, I keep saying that we need to learn more. I need to learn how probably can motivate him or her in order to be…positive could be, in the process, because the process of learning for them is totally different sometimes and they don't feel like they are treated, by the, how the others are treated by the teachers, and even in English that's a language its totally different than the other subjects because we have another atmosphere in class, and we create another kind of relation with the students.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

In my experience, as I have mentioned you before, sometimes it's difficult but I think I feel good sometimes when I see students are responding and are working and they trying to get better answers…or better how can I say?...predisposition, so I think it is important for us to improve our methods I need to improve when I was working with them I was, feel I'm not ready but we need to do it. I feel positive, motivated because they are pushing me and I like the things that I'm doing that's why probably I don't feel like I'm frustrated or that I want to quick, no! I think I'm on the right path.

Andrea Robayo

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

Well, probably as I mentioned you before, maybe we need more support of…of methods maybe, or to learn more as I said we here, we here need to improve our managements how to…sometime we need to talk with them and not only of the subject itself so we need to relate with the others aspects of life, because as teacher we are not only people who share knowledge because I think we share we don't teach them and ah it's important to motivate them to be better human beings, that's why, I think, we need to improve our methods. My experience has been positive and challenging because the two or three cases are in that way, maybe other people feel different. And for the positive thing I mentioned you is that when I'm walking around the school and those guys look at me and they come to say hello to greet me, and that feel, that makes me feel good, and I say ok maybe one thing I did correct that they feel good and sometimes they're missing me and asking teacher when are you our teacher again. It's a shame that some parents decided to retire their child, their children because they felt like they can't do it, and that's bad because probably our, our subject, maybe our area is different than math, or physics or chemistry and they don't have any idea about those things and even when they have mental disabilities because they are in different levels, sometimes they need or we need to work with social things and they are better in that aspect but with the others, cognitive things such as math they cannot, so that's why their parents decided to take them out.

Andrea Robayo

CODE: B2

1. What do you think inclusive education means?

Inclusive education to me, means giving every child the same opportunity to education, despite whatever differences they may have or how they grasp information, if they are slower or if they're faster if they have physical disabilities that they are all included in the same classroom.

2. What do you think the term "special-education needs associated with disabilities" mean?

Well special education itself, if we don't consider disabilities I think it's basically learning disabilities, but if we speak about disabilities I think that's when physical disabilities come into the equation like visual, visual disabilities or physical disabilities like if they have, if they need to use crutches or if they need a wheel chair, that sort of disability.

3. How do you think it differs from "special-education needs not associated with disabilities"?

Hmm…I think it's basically in the physical aspect like when we speak about special education needs associated with disabilities we need to adapt things like the physical, physical place, like the school, we need ramps, or we need accessibility for these students. I think that's the basic difference. I think that the ones not associated with disabilities would be more associated with the curriculum like the content, how the content is delivered or if a student needs extra time or they need to be sitting in the front of the class in order to be able to see the information correctly. The learning disabilities would be like autism, Asperger's syndrome, and in some subjects also there are student who just don't grasp the context as well as the others.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

Andrea Robayo

These visual disabilities, there are hearing disabilities, physical disabilities like if a students has problems with the legs or any of their extremities those are the basic ones I think. I actually do have a student in the third baccalaureate year who has hearing disability and she usually when we have the test when we have listening activities or during classes I sit her next to the speaker because she's a very good student she just can't hear very well.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

Hmm…I think with physical disabilities like visual, auditory, physical disabilities is easier, it's easier for them to be in a classroom with other students because it's not technically related to the content but when it's a learning disability, I think it's a little bit more difficult. If the class size is maybe small then it would be appropriate but if the class size is really big, I think it would be cruel to that student to be there.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

It's a very controversial topic (giggles). I think it's necessary but I think we are still on the road to perfecting it because it's a really difficult task. When you're trying to modify content for one group of students and trying to modify for this small group of student that need adaptations it's difficult to handle the two in the same hour of class.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

When it's associated to disabilities, if we're speaking of the physical, I don't think there's much of a problem. But technically, in English classrooms where it's a second language, we technically have all different levels in one classrooms. It depends on whether they have a learning disability or not because we always have students who are really good at English and we also have students who don't always quite grasp the languages well, but I think it's

91

Andrea Robayo

important for teacher to know how to manage the two group of students during the same hour of class.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

Hmm…I think I have the capacity but I think would benefit from a little more experience, a little more knowledge because I really haven't worked that much with them. So, I would like to have more experience.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

I haven't really work with them. I have more students with learning disabilities than with physical disabilities. Last year I had two students that actually switch schools this year because they were going up to bachillerato and it turned too difficult for them, so they went to a special school but they basically, their content was completely different than what their classmates had. So they would advance at their own rhythm and they asked me whatever question they had. So during the class period they weren't really a part of the hour because I was doing with the text with the other students and they were working on their own specialized curriculum. So they were just working on their own and I would be there for the if they would needed any help.

Andrea Robayo

CODE: C1

1. What do you think inclusive education means?

I think that in my opinion, it means that is like trying to form like a whole class, not only with the kids that we think they are going to be great. No! But with the whole class. It means that maybe the ones that aren´t good enough according to us aren´t good enough but maybe they have like a different way of learning. OK? So, maybe trying to…in that process, OK? So, we can say that all the members of this class are going to be able to recognize them… something like that. OK?

2. What do you think the term "special-education needs associated with disabilities" mean?

When you talk about special education needs associated with disabilities, OK, but in this kids it's more like when it is related to disabilities it is not a problem because you're talking about maybe something that is not only could be like physical but also could be like mental or psychological, in that case, OK? But when you're talking about child´s disabilities it is require to talk about what kind, otherwise it's very general for me.

3. How do you think it differs from "special-education needs not associated with disabilities"?

I think that it's more according to the type of disability, like I said before it's going to be or it's going to depend on the kind of situation they are going to face or we already faced, OK?. It's more related also about the kind of thing we want to do OK with the kids.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

Yes, there is the psychological, physical or learning disability, OK? Yes, dyslexia or something like that but for examples I'm not so sure, but maybe when you talk about

93

Andrea Robayo

physical…disability could be when this kid broke his arm, OK? By soccer for a period of if it's require that we work in a different way with this kid.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

It is going to depend, I think, on the type of school that it is because unfortunately if we talk about public school, they are not going to provide it as the way that is required. But it would, maybe in some kind of small private schools, but big high schools like this one, it is not going to be possible. But even with small schools it is not good enough, in Ecuador in general it is not good enough.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

But! I have worked and know about this, but I don't think that is like it's going to be applied by all the teachers, OK! It is just written there, but not in the way that it should be. When you're talking about that it's not only that a teacher, which in that case, it is required another type of teacher for this kind of disabilities.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

The big problem is when you have like the "term" but is not correct, normal kids with one of this disabilities is trying to do different things but kind of kids, but we have to do it is divide them OK? Maybe we have to work with another way, not only because, they are not going to feel very comfortable with that.

Yeah! the mixture is a problem because we have be with the normal kids, so call normal kids, and kids with special needs, and that's the problem, OK. For example, if you forty kids and you try to do maybe this kind of this worksheet, the 90% of the class it is going to finish this thing but the 10% they are going to feel maybe sometimes bullied for the classmates, because

94

Andrea Robayo

that's the way oh no! No! No! you're really slow, you're stupid or something like that, and that's the problem and we have to face and we have to stop.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

No! To be honest …no. Because I haven't studied enough all the kind of disabilities like I could say OK I know psychological maybe physical all types, but no so… in a deep way you could say that is required. I'm not so into that.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

For example, what I used to do is for example when I had students that maybe broke their arms or something like that what is the process required is to take that…type of test or assessment process it is going to be just speaking in that case until they're heal or something like that, but another type it is not so…you could say, here we don't have like that type of education, but we do have some kids in other grades, they're not my students, but they are working with this kind of disabilities.

Andrea Robayo

CODE: C2

1. What do you think inclusive education means?

To me, inclusive education means providing a classroom environment in which all types of students can succeed regardless learning style, learning level, learning ability. To me, that is what an inclusive education means.

2. What do you think the term "special-education needs associated with disabilities" mean?

Special education needs associated with disabilities. To me, that means that, well it applies to students who have some sort of disability be it, physical, emotional, educational that requires the teacher to…make special arrangements or modify his or her plan to ensure that, that student succeeds as much as possible.

3. How do you think it differs from "special-education needs not associated with disabilities"?

Well, I'm not sure because…I'm not sure what special education would be for someone who didn't have a disability. Sorry!

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

   I think I reference them earlier with regard to a physical disability being student not able to see appropriately or see as well or hear as well or sometimes even speak as well as opposed to any emotional disability maybe he or she has some sort of hmm emotional problems that causes them neither not work well in groups or freak out under stress or like that something like that, and then I think that with a learning disability, to me, that would be that they don't perhaps process things as quickly so the new information is assimilated more slowly or perhaps it is just assimilated differently.

Andrea Robayo

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

I think that providing children with disabilities as much of a mainstream experiences as possible is very important because I think that it would, it helps them. Hmm…I think that if they see each other in a mainstream environment makes them realize that they're not the only person suffering with this type of disability or any sort of disability. Now, I think it can sometimes be detrimental to students who don't have disabilities if…too much time is required in a mainstream classroom to make accommodations for students with disabilities, so I'm turned. I think it is important that they are in a mainstream school, but I think that teachers need to get a lot of training on how to teach effectively to that student, and not lose the other students.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

I think that curriculum adaptations for physical disabilities is easier, they're easier than intellectual disabilities…because it's very easy I think to hmm in a previous job I had a student who couldn't read well on white paper, so the whole task has to be on blue paper. I had a student who just refused to speak, and so teaching a language to her was challenging, so I had to make the accommodation that she and I did it one to one as opposed to in front of the classroom, so I think physical disabilities are easier to accommodate than cognitive or intellectual disabilities. So, I hope that answer that.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

With a classroom management piece, it will be important that as…because the students are going to see the accommodation being made, and you don't want that to come back on the students being accommodated as bulling or being picked on and so that's a

Andrea Robayo

classroom management issue making sure that they understand that we all just learn a little bit differently and this particular individual learn special differently and we can all work together and hopefully teach them some empathy and social skills in coordination with the accommodation that is happening, as far the methodology goes . . . it's…I guess that takes me back to thinking about different, you know, learning styles, and not only understanding what the students accommodation needs to be but how they can learn best from that accommodation; if they are an auditory learner making sure that the accommodation satisfies that as well not just accommodating but still remembering that they also have a specific learning style. And not only addressing the learning style of the student needing the accommodation, but also the learning styles across the board and so maybe you know, grouping all the auditory, the kinesthetic, or the visual, all of that, maybe grouping them in that way, and that again puts the student back in a mainstream environment and so.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

Hmm…I think it will depend on the disability and how severe. Just to be very honest…I don't think one can ever be too prepared, so I would like to be more prepared. I think that I could handle it, if the disability weren't too severe. Intellectually speaking, physical disability I feel pretty confident with, but I think the intellectual learning disability I will definitely always want to have more preparation with that.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

I mentioned a couple of them. The student with the eyesight, the white paper was too clearing of a difference between the black ink and the white paper. So, the test was on blue paper or put it inside of a filter or some sort. The young lady to whom I was teaching

Andrea Robayo

Spanish and she had this physical disability that she couldn't or wouldn't speak, and so again making the accommodation that she and I would do her oral activities one on one to help minimize she still got very stress out, but it helped minimize the stress on people looking at her. I had some children that had some behavioral problems and emotional disabilities that prevented them from being able to engage effectively with other students always very completive, always needing to be right, not being able to take criticism of any sort being constructive or negative and so finding a way to keep them still involve in the group activities but not overwhelming them with that so.

Andrea Robayo

CODE: C3

1. What do you think inclusive education means?

I think putting everybody into the same place without like racism or anything like that. That would be inclusive for me.

2. What do you think the term "special-education needs associated with disabilities" mean?

I think people who need a different treatment but not like discriminatory. I mean special education it the social with disabilities.

3. How do you think it differs from "special-education needs not associated with disabilities"?

I think it will depend but it's emotional or if it is physical. The emotional will go to the not associated with disabilities and the other would be like physical disabilities when it like… I don't know, they have problems… like physical problems and then they would get it hmm…

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

There are certain types of… like physical, cognitive, right! And, then I think that would be another one. I don't think there would be another one. Kids with problems, like visual problems. So they got to sit in the front or like… in their test they need to have like bigger… like letter sizes, so that would be for kids with disabilities.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

I think like mainstream schools sometimes teachers aren't like… teachers are not as hmm… How would you say this? They are not as prepared as the other teachers for those special schools that had already gone through it. Like they have experience about that. They probably are more prepared, ready for those kids. Well they, like those kids are struggling trying to fit

100

Andrea Robayo

in with regular kids. That's probably the main, like bullying probably one of the issues they have. They have like those types of disabilities, the other ones would be like related to the same group, different disabilities but they still be into the same group. I don't know if I'm clear with that.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

I think it has to be a lot of more specific sometimes or it's sometimes it shouldn't be as specific as they mention them. Like, especially with hmm… if we're talking about kids with special needs, with physical disabilities. Then, that would mean that, you know, that they have to have a classroom ready for them. Like if it's a visual disability the classroom has to fit its necessities. But otherwise, like sometimes classrooms don't have that or teachers are not ready for certain types of students emotionally, a lot or less… how would I say this… There are a little less stressful than those they don't need any changes more than just attitude. So, I think that would be my opinion for it.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

I think that the struggle that I go through… it's sometimes adjusting to the students. Making them feel comfortable in the classroom, then make a difference between them and the others. That's, I think of the biggest struggles I go through. But, besides that preparing materials is not difficult or working with them in class they understand as well as the other ones. I don't think there would be another one… How treat them appropriately in the same way, not to make them feel less than the other ones.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

Andrea Robayo

I think I'm prepared for those, I've worked with kids with different kinds of disabilities either physical or just emotional needs. It just depends how hard you prepared your classes for those kids. If you prepared the classes in advance I don't think there would be any problems through class, they would manage the class as well as the other kids.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

It's been an honor and a pleasure working kids, special little ones. I had a kid who had autism, like autism is classified in a certain degree. Well, his autism wasn't as bad as the other ones. So it was pretty cool to work with him because after a while you start seen like the improvement, he starts understanding, learning. That was one of the coolest things that I have worked with. And then, another one was here I have a student, I don't know the name of the disease that she has, but it's a visual disease. Eventually should be blind. And then just to motivate her like, telling her to not give up, to keep up. And then, she's like really focused like, she's not worried about it. And, as a teacher just to go through it with her, working with her. It's just really incredible and amazing to work with. She's still my student. It's a irreversible disease, she has a problem, she's starting to lose her visual little by little. So eventually she will be blind.

Andrea Robayo

CODE: C4

1. What do you think inclusive education means?

Inclusive education is when all people who has different skills work together as a single class.

2. What do you think the term "special-education needs associated with disabilities" mean?

I have an idea, but I do no, how to explain you. People with different abilities and who are not able to do something that regular people do. Probably need some kind of help, or some kind of different activities to be able to get over with.

3. How do you think it differs from "special-education needs not associated with disabilities"?

I think that, those differ but, I think we have to treat them like separately, right? And each one has the one way to work probably.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

There are many kinds of syndromes, Asperger or something like this… down syndrome, hmm…attention. I don't remember the names, no. We have a big list of students who have the disabilities in special needs but I don't remember exactly which ones.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

Ok, I think this is a very wide topic to speak about but I think… I really agree and into, with, inclusive, right? Education with people who has special needs, especially with paralysis with those very hard syndromes, right? But I think they really need to be in a specialized program or specialized place to be educated because if is really have people, have those kind of people working together with regular kids let's mean like this. But I think they need really hard work to work with. So, many teachers I think we're not able today to handle with this kind of

Andrea Robayo

disabilities, and this kind of work, right. Because we don't have every day this kind of situations so, we are not into this, totally.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

That's I'm saying, we are not into every day like this but, we have some kids that we can't handle because we have the hope from DECE department. They tell us clearly what we have to do, how we have to work with those kids but I haven't had like strong problems hmm… mine majorly were like attention problems or something like that. But we don't have paralysis or mental disabilities. We haven't worked with curricular adaptation in those areas.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

The same as regular students. That's I'm saying, we have to handle many problems even with regular children and children who has disabilities, right? But… I'm very honest with you, I haven't had kids with a hard disability so I can handle like a regular class. Previous year I think we had or this year we had a girl who has problems with her vision, she's losing her vision and, but what do we have to do is prepare test with a big letter, we have to change the system how she reads but It didn't present a big problem for us.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

Right now, I don't think so. I need eh... training, I need to know exactly how, when and how we have to work with this kind of disabilities, No, I'm not prepared, honestly talking no

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

That's I'm saying… whit this attention problems but not other hard situations, I haven't.

Andrea Robayo

CODE: D1

1. What do you think inclusive education means?

I think it means, include everybody not only normal students but students with special needs, disabilities.

2. What do you think the term "special-education needs associated with disabilities" mean?

Well I think, as the term implies means education, education to people that have disabilities, difficulties in learning, barriers as learnings, that could not be only physical but also intellectual…in their minds that are not working really well, so that's what I think.

3. How do you think it differs from "special-education needs not associated with disabilities"?

Well, I think… Special needs you say? That's really confusing, I'm not really an expert because I haven't studied that so, you know? I'm a normal students teacher that's what I studied at the university, and that's what the experience has provided me.

4. Do you know what the type of disabilities are? If so, can you mention examples of each one?

Disabilities associated with movement, with their senses. Some people cannot speak, other people cannot listen, other people are slow learners, you know! Some people also have Down syndrome, such things. That's what I know.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

Yeah, it's really difficult because, well, if you ask not only English teachers but also all the teachers in high school, elementary schools, middle schools, and also universities are not prepared to teach those kinds of people, because we are not specialists, we, you know, universities in Ecuador, most of them prepare teachers for normal students. There's a career

Andrea Robayo

in Ecuador, I'm talking about, I'm referring to this country, that there's a career for special student needs, those teachers are really prepared because they study a large range of difficulties in students learning capacities, abilities, disabilities, and it's not just a matter of taking all the students in the same room with everybody since we're not prepared. It has to well, it has to prepare first to the teachers so everybody, I think it's really difficult because we are normal teacher students, not special students with special needs with disabilities. So, that's a totally different field.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

Well, I think the previous answer refers to this one because we can adapt anything, well fortunately I had some experiences with students before because I had the experience of a quarter of a century teaching students not only at high school but also at the university and elementary school where I had students with certain special needs, but for example I remember long time ago I had a student that, with, that couldn't see, a blind student, but he used to record my classes, as you know I teach English, that's different but all his other abilities were, were totally…integrated in his mind, so he was an excellent student. But that was a special case, and that was not the only case I had because after that I had other student with similar difficulties, then I had another student with speaking difficulties and it was easy for me to understand them because since I was a little boy I had a person that used to work in my parents' house, my parents' country house in the fields, that couldn't speak. So, I learnt to communicate with him just by sign, but not special signs, not the special signs that the experts do, but you know, that the common ones that you develop, but that's different, that's really different so that's why I could handle, but communicate and handle the difficulties. But it's not what everybody is prepared for teaching so we need really a large range, a total different profession as teachers to teach people with special needs. If you adapt the curriculum, yeah you can adapt maybe with some students that are slow learners, that have

Andrea Robayo

very slight intellectual disability, very slight; but not everybody, you know? How do you know them? Impossible! Because everybody comes here with all those difficulties, disabilities. It's impossible for my colleges and me to teach those students, though we do our best it's impossible because we're not prepared. We are not special students teachers.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associate with disabilities?

Well, what I can say is that is really, for some of my colleges, it's frustrating because they don't know what to do, even I cannot, cannot do many things because they're special students. We are not prepared to teach them, we're not professionals, we don't know many things, how to teach. It's a totally different way teaching people to with disabilities, we do not know, mathematics, English, Spanish, literature, social studies, calculus, most of us, also physical education teachers, it's difficult for us to teach people with disabilities because we are not experts, we are not prepared, we didn't studied that, we haven't been facing those students and we haven't been even looking at special centers whit special-education students needs who can…ha…enrich our teaching experiences. It's impossible.

8. Do you consider you are prepared to manage a class with students with special-education needs associate with disabilities?

(Laughs) I already answered this. It's impossible because we are not professionals in that field. We are teaching professionals…we, we have been studying…I remember I studied at university for five years, that was the curriculum of studying English in my time, but we didn't even at that time how to teach students with special needs, we don't know. We just took classes to teach normal students. I think it's a challenge, yes. We can learn, yes. But it's going to take a very long time and a new career. A new career that university has to develop for everybody. I don't know, because what I know is that in other countries as also here in

Andrea Robayo

Cuenca we had a faculty at UDA that had that career of teaching because I know my wife was studying there, there were special student teachers who have studied disabilities that have to do with speaking, listening, reading, with their…physical disabilities. They study a lot for about 4 or 5 years, but even they are not really experts, they know how to handle students with special needs but they are not, it takes a long time not only studying but also working with them a lot of experience. I would say almost 100% of teachers in this country are not prepared because we are not specialists.

9. Please describe your experience, if any, working with students with special-education needs associate with disabilities.

Andrea Robayo

CODE: D2

1. What do you think inclusive education means?

I think that these students have different needs and they need special treatment.

2. What do you think the term "special-education needs associated with disabilities" mean?

Special disabilities, for me, are considerate, such as disability for walk, maybe, or mental disabilities, or visual disabilities, but I think that visual disabilities, for example and mental disabilities not necessary are the same thing.

3. How do you think it differs from "special-education needs not associated with disabilities"?

I can say some differences because I think it's important the teacher recognize that mainly the students are individuals and they are treated with different…with different…I don't know…I don't find the word, knowledge maybe. But it's difficult for me in this case find it because I don't enough train in this, in this kind of this knowledge. The difference is that visual disability is more complicated than the physical disability such as, such as, the student doesn't walk for example. I understand mental disabilities as special-education needs associated with disability because it's more easy treat the disability when the student doesn't walk for example.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

Yeah. I consider some disabilities, for example, mental disabilities, visual disabilities…hmm…illnesses disabilities, or diseases. That's it.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

Andrea Robayo

I think that it's important to recognize our schools don't have the enough tools in order to give the best special education to them. Again, I think that it's important that teachers have more training in this.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

In this case, the ministry of education asks us to make some different adaptations to the curriculum but it's difficult do it the best because (giggles) I don't have any training. It's the main point for me.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

The challenges are hard for me because the classrooms are very large, there are many students, and it's difficult focus in each one. But, actually, we are trying to make this adaptations to the curriculum according to our thoughts but it's necessary to have training from, comes from the ministry of education. I think so.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

I think that I have a lack of knowledge about it. I'm sincere in that but I would like to know more about this situation or this item. Sincerely, I think that I try to know through different kind of books or different kind of sources but I think that is important to know this situation or some disabilities, students through the ministry the education, through people that know about it. I'm feeling like alone in it.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

Actually, I have a student with disability. I try to prepare tests in another kind of things in another kind of material. Trying that the student understand the work that I prepare in order

110

Andrea Robayo

to the student feels very well into the classroom. I don't know actually the disability of my

students. DECE has mention something…special…but I don't know what the disability is.

Andrea Robayo

CODE: D3

1. What do you think inclusive education means?

I think inclusive education…it's very complicated, now for me, means that some students have some special characters and attitudes to learn a language.

2. What do you think the term "special-education needs associated with disabilities" mean?

Means that there are some…some rules maybe that the teachers have to follow in order to apply to some students need…maybe hmm…special terms, special tests to apply I order to help them.

3. How do you think it differs from "special-education needs not associated with disabilities"?

I think is like the same because both questions are the same because teachers have to, have to do…or to follow the same rules in order to make or do the test, to construct the test.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

I think there are some disabilities, for example, some student have problems with the visión other with…maybe have problems with, I don't know in English, according to DECE nos han pasado una información sobre tiene un porcentaje un alto porcentaje de, de o sea de destreza menos que los demás por ejemplo en el campo de la…voy a decir del intelecto que tiene un nivel alto, que no pueden estar en capacidad como los demás. Also, I have a student in their third year baccalaureate studies. This student needs that the teacher do the test with big letters, big, big, very big, big letters because he can't see, he use special notebooks too with large squares in order to write. In the same way when I have to construct the test I have to do with, with, big spaces in blank with big letters.

Andrea Robayo

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

Hmm…it can be an advantage and disadvantage for me, students with this type of needs, I think, that there are some teachers, they are specialized in that field in order to help them all the time. For example, in this high school teacher, we aren't capacitated to help them, it's very complicated for us.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

My opinion…I think that students with special needs according to the curriculum it's…for me it's very complicated to work with students, it's hard because some students don't, they don't like to work in the classroom, they like to go out all the time. And the teacher cannot follow the curriculum adaptations, we don't, we, I think, we don't get the objectives.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

I think that should be more didactic material, more comfortable classrooms for normal students and of course for this kind of students. I think the government should give the high schools all material, all facilities in order to help more.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

No I don't, because I feel I'm not prepared to follow with this type. I do, I do all years but I help them according to I can.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

I have this year, this school year I have a student in first of bachillerato. Work with him is very, very complicated because he doesn't like to do anything, anything. He prefers to go out

113

Andrea Robayo

all of the time, to the bathroom, to the playground. I ask him please I prepare for him some

pictures, I ask him paint please. He doesn't like. I read according to the DECE, the

information about him. He has maybe an IQ, or 90% of intellectual disability.

Andrea Robayo

CODE: E1

1. What do you think inclusive education means?

I consider that it means maybe an elaboration, or a special plan for student that have a special capacity.

2. What do you think the term "special-education needs associated with disabilities" mean?

I think that our…we have to make an adaptation with these students that have…special needs.

3. How do you think it differs from "special-education needs not associated with disabilities"?

No, I don't find any difference about it.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

OK. Maybe one of them could be…auditive, another cognitive, and other more (giggles) and more disabilities. I have two students with 50% of capacity of cognitive and I have to prepare a special plan to give them some, some activities according to your capacity. Also, I had a student with auditive disability…so I had to prepare a special plan for him just he activities were in writing, reading and speaking, not listening. He could listen a little, he listen just few things.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

Now in this moment I have a student in the second that has this special capacity because he's a little, I don't know how do you say when he has, he can't move your body completely but he's very intelligent, and he has hmm…he told me that he don't need a special program for him and he has good grades, he's an excellent student and he understands very well but his

Andrea Robayo

physical, physical…he move but he has a little problem to move your hand, and the letter is, I don't know, wrong, bad written but he's an excellent student. He can think very well. And I don't agree with this because, we like according to my experience I don't have a lot a time to that I can dedicate to this student so I have to prepare just some activities. In my case I ask in the course for a tutor, for a guy to help. But not a "tutor", a student, another guy, I say can you help me with him or her? This is the way that I can help this person.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

It's good. We have to adapt but is hard to manage in class. It's hard because you don't have all the time to teach him or her.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

I told you before, is, is a very hard it's very difficult but…I can do it if we have a game I can work with it I don't agree with it. I prepare special activities but is very different than the rest in some cases but I try. The number of students and the different level of English for each student too.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

I consider that I'm not prepare but I try to do this hard work for me because I think that the ministry of education have to give courses about it it's important for us. It help us to manage them because it's very difficult. One thing is when you're behind a desk and you can just write and write rules, but it's very different when you face this kind…this kind of people. I don't feel prepare because maybe I need a capacitation, that's important because you can learn how to lead these kind of people but just, I remember the last year the DECE person give us a course of one hour and it's not enough and we have to learn a little more about it.

Andrea Robayo

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

Yes I have experience. I have a student with the auditive, I told you before but he's a student…he was a little lazy but I try to help him and he place, and I placed him in the first desk and the first chair. Another, I have a student with 50% of cognitive disability it was hard, but I learned a lot with her. I'm very happy when he learnt to say "my name is" he speak a little but it was interesting for me, because she learnt a few words but it was a nice experience for me. I feel happy when I try to learn something interesting for them and they feel very interested and I'm very happy they learn something about it.

117

Andrea Robayo

CODE: F1

1. What do you think inclusive education means?

I think inclusive education means Hmm prepare material special for students that…that can't ability to work with the other students.

2. What do you think the term "special-education needs associated with disabilities" mean?

For me special-education needs associated with disabilities means for example to work with special materials with the students, with special flash cards, special speaking with students

3. How do you think it differs from "special-education needs not associated with disabilities"?

Hmm…I think…special education not association with disabilities, for example, the students that…hmm can't look at the board, they cannot look at the board, they don't speak well.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

I don't mention the special disability because the in the school department about who control this type of disability and we don't, we know only the student is a way of disability. (The researcher asked once more and also in Spanish. The participant consider that as teachers they should not label students with disabilities).

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

I don't agree with this question because I think that educating students with special-education needs, they need an special school because they are more….more work with people of the same abilities or the same problems and then in this school there are some problems with other students.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

Andrea Robayo

As teacher we can prepare, we can do curriculum adaptations for one or two students of this problem, but I don't think that it is the most…necessary or the most important because it's difficult to…to complete this curriculum with these students.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

In the real life of our schools it is very difficult because the students, the normal students, the students that don't have problems is very difficult to teach the foreign language and the other student that have problems is very, very, very difficult. The teachers don't have the enough time to encourage the students with these needs and leave the other students without normally teaching.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

I consider that I don't prepare to manage with students special because they are special education, special curriculum and special methodology to learn the foreign language.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

I only a few time with one student at the start of the school year. For example, I don't ask the student because they are, she was all the time, sleeping for example. You could not doing a task or asking a question, only when she…wake up.

Andrea Robayo

CODE: F2

1. What do you think inclusive education means?

Inclusive education means the special skills that the students to do in the, to do in class. This is for me.

2. What do you think the term "special-education needs associated with disabilities" mean?

I think students with the education disabilities need special support to do in class and support to do a task or activities to do in class.

3. How do you think it differs from "special-education needs not associated with disabilities"?

I think it depends about the home that they came here, but in this class we are, we have to do special exercises because they don't understand when I write on the board. OK? Maybe, maybe I say they have the same. They are the same.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

OK in my class when I have last grade, I had a student with problem because they don't understand about what I can say and when I write on the board do you understand about what they have to do. OK maybe they are types of disability. When I say you about this class, students with disabilities they don't focus their attention in the class. So, yeah attention problems.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

I disagree with the question. I disagree students are here, they have to have a special education in other institutes, with, with special teachers to them because is difficult because

Andrea Robayo

the number of the students in public schools is the most problem for us, OK. But I think is so necessary the government applies special schools for them.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

I disagree because it's unreal because I say you because of the number of students because they need some special teachers, teacher for them. When I was in my high school, my high school there are a lot of special…education for them OK. This is inclusive, a real inclusive education but not what the government has said. It's unreal.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

I think with students with special education, I try to give them about just specifically knowledge just for example in fourth grade for special students I have to do I have to give for example about just verb to be, just the necessary about grammar just the necessary about the speaking because is so difficult for him. Just in Spanish is difficult for them, for all students. I don't have time to teach just special students

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

I don't prepare because I insist they have to do, they have to be in special schools.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

I used to have the same students as my colleges. My experience about this student is that all the time he's sleeping because he has a serious problem. I give them about the necessary and review a little just about homeworks just participate in class about the reading. My experience is worst about him.

Andrea Robayo

CODE: F3

1. What do you think inclusive education means?

I think the, this education is about the all the students without special things, is for everyone.

2. What do you think the term "special-education needs associated with disabilities" mean?

I think is the, the meaning about the disabilities with, with healthy problems. That's all.

3. How do you think it differs from "special-education needs not associated with disabilities"?

It means don't, is not about the healthy problems maybe is with the mothers, young mothers or maybe problems in the house, and that's.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

I think that there are some types of disabilities, but I don't know the all, all, all of these types maybe the, maybe the…I don't know the reading, I don't know the names. OK examples, maybe the, the children with down, down syndrome or about the the hearing or writing problems, or attention problems, maybe some of them.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

I think is not a good idea that the students that have these disabilities are in the normal classes because the principal problem for me is that the teachers don't prepare for, for teach this kind of students. We are teachers for the normal students and I think that the students with disabilities have to, to special teachers for help and for understand very good the problem that they have.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

Andrea Robayo

I think the curriculum adaptation is only write for, for apply rules and is not about the reality that happens in the college with the students and I really, I disagree with that.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

I think the principal difficult for me is that I don't know how to treat to these students because my education was not for their problems and I think I don't help, I try, but I didn't help so much to them because I don't know the things I have to work in the class.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

My answer is simple. No. I don't prepare.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

I have only one experience with one student but I don't have very…I don't have many things to talk because he sleeps in my classes he always sleeps. I don't work a lot because for this thing. He is in the last of year of the high school and he thinks like a boy of eight years old. But in my classes that I have, for the time he sleeps all the time. It's very difficult for me because he takes pills, he takes pills and he doesn't participate a lot because he's asleep all the time. And he's allow to sleep, the teacher doesn't wake up to him because he reacts bad.

Andrea Robayo

CODE: G1

1. What do you think inclusive education means?

Inclusive education, for me, it means that you have to, to treat all your students as equal maybe they have different abilities, but everybody has different abilities. Everybody has different like…hmm…potentials and things that they can do so you have to treat them as equals. That's it.

2. What do you think the term "special-education needs associated with disabilities" mean?

OK. Here it's like we are addressing to the people who are not "normal", in quotation marks. Hmm that I think that well it depends on the person maybe they have like mental disability or a physical disability, they, a visual disability or auditive, auditive? disability. So, it depends on that kind of disability, again.

3. How do you think it differs from "special-education needs not associated with disabilities"?

Special education needs not associated with disabilities. OK. Maybe the circumstances of that person, for example, a pregnant student, she has all the abilities like a "normal" person, in quotation marks, that for the pregnancy maybe she get sleepy or something like that, or maybe it's a risk pregnancy, so we have to send homework for example at home or something like that's what comes to my mind. I don't know.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

Mental disability for example, if, if…her or his IQ is less than the normal one. For example, now I've got a student who has an IQ of 68 I think. So, it's no, the contents that she covers during the year are not equal as the other people. A visual disability, if she has to use, to wear glasses or something like that. Auditive, if she needs like, I don't know a device in his or her

Andrea Robayo

ear to, to listen better. OK. Physical, physical disability, for example if he or she

needs…maybe how do you say muletas? Oh crutches. Or maybe if he or she cannot write

with his hand or something like that.

5. What do you think about educating students with special-education needs associated
   with disabilities in mainstream schools?

It depends on the disability. I think it depends on the disability, for example for me, a mental

disability or IQ deficiency it's like hard. It's pretty hard, you have to, to teach other contents

to that student and you have like thirty-five students and just one with that disability and you

have to plan twice and you have to address the thirty-five students and her as well. So, it's

pretty hard, for me it's pretty hard. So, I think in those types, in those cases she has to study

in, in another kind of school like Adinea. So, I think it depends on the disability.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

So, it's not just the double of your job, you have, you duplicate your job, I's like, when you

give classes, for example, when you're giving the warm-up and you're just speaking in

English, that person maybe doesn't understand and you have to like OK, the rest do that, this

job and at that time you have, I have to teach her what I have planned, but what about the rest

of my students? They have, they always have questions, like, teacher can you explain me

better in this part? Or teacher can you give me an example? So I, I cannot like, be in two

places at the same time, to be with her and the other thirty-five students, so that's why it's not

just planning but in the teaching process it's pretty hard.

7. What challenges do you think a teacher may face, with respect to classroom
   management or methodology when teaching English as a foreign language to students
   with special-education needs associated with disabilities?

Other challenge. Maybe, maybe like as I said before that girl, to, to, really like try to

challenge her because you know, for example, in the way you start knowing her, what she

125

Andrea Robayo

can do, what she can't do. For example, you, like, plan what kind of exercises she can do but meanwhile you like, investigate…and investigate or search for new methodologies to mix, and you know, you have to pick oh, maybe this one can work for her and that's like challenging. And sometimes it works and sometimes it doesn't. So, it's like, it's like, I don't know like proof, you have to prove and you have to try. Maybe it's like testing. I don't know. You learn in the process as well.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

No, I don't think so. Specially my…I didn't have any subject when I was in the university that addresses this kind of problem. So, when I faced I had to investigate a lot, but it's not just investigation is the practice. And when you, well teaching it's a different world, not all the times is the same, but I would like, I would have liked to…to have practice when I was a student because right now it's like I'm still learning and I'm like, sometimes I'm lost so I have to go to the…psychologist, that is part of the institution, to ask for advice and it's like, for me, it's time wasting, because it's like OK, I have to go there and I have to OK, I have to like do this, and I don't have to do this, like to take notes. If I have done that at the university it would have been better.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

Well, I have like other students with emotional problems, for example that's a kind of disability that's uncommon. So, for that, those kind of, of students it's pretty hard because it's like emotions, you cannot control them you cannot…I think that if you're a teacher you have to be a psychologist as well. You don't know how to treat them, for example, sometimes they are with you, they follow your teaching, but sometimes they're lost. You can do your best,

Andrea Robayo

but if their mind is in other place, you effort is like wasted and that's pretty hard, for me it's

pretty hard, and that girl, it's pretty hard for that girl as well.

Andrea Robayo

CODE: G2

(The participant decided to use native language due to time constraints)

1. What do you think inclusive education means?

La educación inclusiva es lo que quiere decir, que abarca a todos, o sea que todos van incluidos dentro de una misma educación y en la cual todos tienen, por ejemplo: todos tiene el mismo derecho de aprender, tanto los que tienen, digamos pocas posibilidades intelectuales de aprender; entonces tratar de incluirles dentro de un mismo programa en el que cual todos tengan la misma cobertura en el aprendizaje.

2. What do you think the term "special-education needs associated with disabilities" mean?

La educación especiales de los chicos o de las personas que tienen, que necesitan un poco más de ayuda en lo que es el refuerzo académico, los que no están al mismo nivel de los otros estudiantes. Que tienen, que les hace falta un poco más de atención hacia ellos.

3. How do you think it differs from "special-education needs not associated with disabilities"?

Si. Si he escuchado, es cuando, por ejemplo, no tienen, digamos los mismos recursos para seguir las mismas educación. Por ejemplo, no quizás no con problemas de discapacidad quizás intelectual, pero que estas con otro problema en forma física, pero que si pueden seguir. Si se, pero no me acuerdo, que no son asociadas a la discapacidad, yo digo falta de recursos económicos.

4. Do you know what the types of disabilities are? If so, can you mention examples of each one?

Andrea Robayo

La intelectual, física, esos me acuerdo, la intelectual y la física. La intelectual cuando no son, no están al mismo nivel de los otros estudiantes, que tienen un retraso de años incluso intelectualmente. La física cuando están con algún problema físico algún problema, por ejemplo: un brazo que no pueden mover, que no se pueden mover por sí mismos, piernas o algo.

5. What do you think about educating students with special-education needs associated with disabilities in mainstream schools?

Que sí, al menos para los profesores muchas veces se nos hace complicado darles clases a ellos, porque poco tiempo o las pocas horas que tenemos con ellos, hay que dirigirnos solo a esos grupos. Lo cual no podemos, no nos alcanza el tiempo para dar clases las normales y dar clases a un grupo. Se necesita realmente educación especial para poder enseñar a los chicos. Si porque no, no hace no captan a la primera y hay que estar ahí, ahí y eso toma, no necesita tiempo para eso.

6. What is your opinion towards curriculum adaptations in inclusive classrooms?

Son necesarias realmente para poder trabajar con los chicos, ya tener una idea de que lo que vamos a dar dentro el aula con esta clase de muchachos, pero como digo al mismo tiempo son una, como una pared para nosotros para poder seguir avanzando la clases.

7. What challenges do you think a teacher may face, with respect to classroom management or methodology when teaching English as a foreign language to students with special-education needs associated with disabilities?

Cuando por ejemplo cuando los chicos aparte de que no, no se interesan, o sea no, aparte de que tienen sus necesidades se ve que no se interesan en hacer los trabajos, o sea ellos como

Andrea Robayo

ya saben que les tiene con ese problema y no hacen el mínimo esfuerzo por hacer sus

trabajos. Entonces eso a muchos de los compañeros nos molesta ver esa actitud y a veces por

eso no queremos hacer mucho con ellos. Porque nos molesta ver que ni siquiera intentan un

poquito esforzarse en lo poco que nosotros les damos. A veces no saber que exactamente

poderle dar a la persona, porque no sabemos realmente que puede y que no puede hacer.

Porque a veces vienen con retroceso de años anteriores y no saber cómo aplicar ese método.

8. Do you consider you are prepared to manage a class with students with special-education needs associated with disabilities?

He dado, pero como digo si es bastante complicado poder dar un poco de tiempo para eso. Sí

Lo he hecho, pero pienso que no me siento totalmente preparada para poder trabajar con

ellos, porque cada uno tiene diferente, cada discapacidad es muy distinta a otra. Entonces no

hay como saber qué clase de problemas tienen cada estudiante.

9. Please describe your experience, if any, working with students with special-education needs associated with disabilities.

Una, si me ha gustado que es, pero trabaje muy poco tiempo con esa persona, que es trabajar

este, trabaje en una Institución con una niña que tenía problemas, sordo-mudo. Entonces

trabajar con señas y todo si daba un poco de reto el trabajar con señas y buscar que señas

trabajar. Y eso al mismo tiempo era bonito porque uno aprendía y todo lo demás, sí.

Andrea Robayo