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Novice English Teachers' Beliefs toward Special Education

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**“NOVICE ENGLISH TEACHERS’ BELIEFS TOWARD
SPECIAL EDUCATION”.**

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Abstract

English language teaching is at the moment one of the most widespread occupations in elementary schools, public as well as private. Needless to say language schools work hard to train new students into the profession of English Language Teaching (ELT) with the most adequate tools. Besides, language schools which train students to become English teachers for children are facing some issues about the best practices and the most effective forms to teach. However, little attention has been paid to the manner children with disabilities learn a second language. Moreover, almost no attention has been paid to the form English teachers perceive teaching handicapped children, their beliefs, concerns, and worries. This investigation attempts to shed some light in this issue.

The purpose of this study is to explore novice English teachers' beliefs toward special education. This investigation attempts to determine what participants' judgment expressions toward handicapped children are. This is a discourse analysis study. There are eight participants in this investigation; five female and three male novice English teachers aged from twenty- two to twenty- seven years old. The instruments to collect the data were eight individual interviews. Open questions are analyzed utilizing the Appraisal System (Martin & Rose, 2003) categorizations in order to provide a more detailed illustration of the issue.

Findings reveal that participants perceive special education as hard work and they seem to infer that they are aware of their (in) capacity to deal with handicapped children; despite the fact that they do not have it very clear how a disability may be defined. These findings suggest a deeper and more specific analysis and certainly awareness of the form educators' deal or may deal in the future with this issue.

CHAPTER I: INTRODUCTION

“I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do something that I can do”.

Hellen Keller.

A decade ago English teaching as a second language in Mexico was established by the Secretaría de Educación Pública (SEP) from kinder-garten to high school programs in order to complement general education. The SEP as well as educational organization assumes that everybody has the same abilities to learn a new language. Nevertheless, in Mexico, there is an evident sample population who cannot learn in the same way as standard students; according to the Instituto Nacional de Estadística y Geografía (INEGI) there are 5 739 270 Mexicans who have some kind of handicap, which represents 5.1% of the total population.

What does special education refer to? The purpose of this study is to explore novice English teachers' beliefs toward special education. In this research, special education will be referred to as education needed by people with visual problems, hearing problems, mental problems and motor problems. This study will be conducted at the faculty of languages where students are trained to become English teachers. In this faculty, they may have not received enough information about how to teach handicapped students, this study attempts to shed some light into it.

The results obtained from the census of population and housing 2010 reported that two of ten individuals under 30 years have some kind of disability in Mexico, and in Puebla there are approximately 287 000 handicapped people. The number of handicapped people is alarming; the majority of them have not been accepted in standard schools. Although there are some institutions which have been implementing programs to teach them, it may also be common to find different types of unwillingness toward working with these students in a regular classroom. It may not only be the students, but also some teachers and administrators who work with people with special needs.

1.2 Context of the research

This research was conducted at the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla, where students are trained to become English teachers. Participants were in the LEMO program and all students at this Faculty are required to perform 20 hours in front of a group to pass the subject Experiencia Profesional. The participants in this research were eight, all of them have experience teaching English to children but only two of them have worked with handicapped children (a Down syndrome child and a blind child).

1.3 The Purpose

The purpose of this study is to explore novice English teachers beliefs toward special education in order to explain from the reported answers the form they value and judge (Appraisal; Martin and Rose 2003) working with special students in their discourse. In other words this investigation attempts to determine what participants' judgment

expressions are & the form they may be categorized using the Appraisal system (Martin and Rose 2003).

1.4 Research questions

With this in mind this study attempts to answer the following research questions:

1. What are novice English teachers' perceptions and beliefs toward special education?
2. How willing are participants to deal with handicapped students and how have they managed or would manage it?
3. What lexical resources do participants utilize to refer to handicapped people and how they may be categorized using the Appraisal System (Martin and Rose 2003)?

CHAPTER II: LITERATURE REVIEW

"The only disability in life is a bad attitude".

Scott Hamilton

2.1 Chapter overview

In this chapter we discuss the main theories and concepts related to the issue we attempt to portray. We also illustrate some previous studies that have been conducted regarding special education to people with different skills and relate those studies to the one we intend to research on.

2.2 Language learning.

Nowadays Learning a second language has a very strong impact in society because it can cover some specific purposes as Ellis (1997 p.3) explains. "As never before, people have had to learn a second language, not just as a pleasing pastime, but often as a means of obtaining an education or securing employment". Learning a second language is a very useful tool to enhance opportunities in working life because it can help to be prepared to adapt or obtain a better work.

If learning a second language is relevant for people, learning a language used in most of the world will be practical and crucial as Verghese (1989, p 1) affirms "Of all the languages in the world today English deserves to be regarded as a world language... It is the world's most widely spoken language. It is the common means of communication between the people of different nations". According to this last quotation, it is possible to understand

that if people complement their native language with another, learning the most used in the world, will enhance their prospects to get personal and working stability.

2.3 Language teaching

Richards (2002, p.19) states that “Different views of Language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to preparation of teachers”. In other words, language teaching involves varietal qualities that a teacher uses during the lesson in order to fulfill students' needs. On the other hand, teachers' views guide and mark the skills to teach and the form these skills are perceived and taught.

Besides the explanation given by Richards, Hill and Dobbyn (1982, p.30), argue that “... Some people are born teachers, who have the desire and the ability to pass knowledge and skills on successfully. But even a person who is not a born teacher can improve a lot by learning to smile, to be enthusiastic and patient, and to be constantly looking for new ways of getting his message across to his pupils.” This means that to be teacher is not requirement to have some special abilities, the important thing here are the desires and the motivational issues that a teacher may have, not to say the passion to do it.

2.3.1 Beliefs, myths and ideas of teachers toward teaching English.

A relevant issue raised by this study is about teachers' beliefs. Beliefs, myths and ideas of teachers toward English teaching; the pre-established ideas that teachers have, and which sometimes make them commit faults while they are teaching. This happens because it is not

the same working and explaining something in our mother tongue than in a second language.

Furthermore, Wright, T. (1987) states that: “the teacher’s style is inevitably going to be influenced by his beliefs and attitudes. According to this author these include:

1. Cultural and social beliefs and attitudes about how to behave in social groups.
2. Beliefs about the role of knowledge in teaching and learning.
3. Beliefs about the nature of learning.
4. Beliefs about the nature of knowledge (in the case of language teachers, a view of language)”.(Ibid. p.61)

As we can see, all perceptions teachers’ have toward teaching significantly affect the form they teach and the approach they use. And very especially the form they perceive students and their attitudes toward them.

2.4 The official educational system in Mexico: Secretaría de Educación Pública (SEP)

The Secretaría de Educación Pública (SEP) is an educational institution that organizes and devotes most of its efforts in the development of programs and activities that contribute to the formation of students in the diverse levels of obligatory education in México. The main purpose of the SEP is to “create general conditions that permit the assurance of equal education to all Mexicans, at the level and in the means that require and in the place they demand” (as stated in its web-page).

However, this institution does not mention the form teacher and/or students with disabilities should be incorporated to the mainstream.

2.4.1 SEP and its programs to teach English.

In recent years, Mexican education has implemented the teaching of English as a foreign language as a compulsory subject in public institutions. The SEP (Secretaría de Educación Pública) has implemented a specific program for teaching English in basic education named: PNIEB (Programa Nacional de Inglés en la Enseñanza Básica), from which syllabuses for the three levels of Basic Education, preschool, elementary and secondary levels, are derived. Such syllabuses are devised based on the alignment and standardization of national and international standards, the selection of criteria for teacher training, the establishment of guidelines for the design and evaluation of educational materials, as well as for the certification of English language proficiency. It is worth mentioning that the SEP promotes inclusive education all through its web-sites. However, there is no mention of it in the PINIEB program.

On the other hand, many of the specific learning outcomes in the program advocate for equity, human rights and the respect for difference. Nevertheless, there is no specific point related to the concept of disability.

2.5 What is a disability?

In this research, the term disability will be used to refer to the people that present temporary and/or permanently any type of mental problems, hearing problems, visual problems, learning problems or another physical impairment that may interfere with the development in their standard lives. During the International convention of the rights of people with disabilities of UNESCO in 2006, it was established that the correct term to name a person

with this kind of characteristics would be to call them “people with disabilities” in order to avoid using other terms that could sound pejorative and discriminatory for them.

2.5.1 People with disabilities in Mexico.

According to INEGI (Censo de Población y Vivienda) in 2010, there were 5 739 270 people with disabilities, representing 5.1% of the total population of the country. In relation with the national statistics of people with disabilities it was found that just in the state of Puebla there are 288 991 people with some kind of disability. That is five percent of the total population. The quantity of people with disabilities in our state is considerable and it is more relevant to know how and what kind of education they are receiving. However, it seems that formal institutions dedicated to train and educate teachers for the general population have forgotten to include at least the recognition of such populations.

2.5.2 Special education.

The term special education reveals that the term depends on the individual; this does not mean that the researchers are replacing the medical term; they are only giving their perception about what they have seen in their daily life. Educating people with disabilities consequently becomes a special type of education.

As a consequence, it is possible to understand that education of students with special needs can be defined as: educational attention given to the children and adolescents that show some type of physical, psychic or sensorial handicap. Or who are in social situational risk or in situations of disadvantage for social, economical or cultural factors that do not permit for them to follow the normal rhythm of the standard teaching-learning

process (Gonzalez, 1995). The essential sense is to bear in mind that scholar education does not only emphasize students' knowledge but also the social development that during the learning process.

In other words, special education is a term that all educational programs and teacher training programs should include in their curricular structure.

2.5.3 Special education for people with disabilities

Special education is part of general education that provides services to people that are not adapted to the system, it means, children who defer of the standard (Shea & Bauer, 2000). Education needs to be "special", meaning that education must be adapted to the individual rhythm of each person (Cano, 2003). In fact the term "special" as people use, only refers to children who have a disability but every child is different and at the same time "special" because they do not learn in the same way, education has to adapt to each one. In this sense, we find a significant contradiction and confusion in the term that we will discuss later.

Conversely, in the IDEIA (Individuals with Disabilities Education Act) legislation, the federal government of the United States defines special education as "Specially designed instruction at no cost to parents to meet the unique needs of a child with disabilities. Instruction conducted in the classroom, at home, in hospitals, in other settings; and instruction in physical education". (Individuals with disabilities education improvement act of 2004).

Teacher preparation programs (general and special education) that address issues of diversity, second language acquisition, culturally relevant instruction methods and empirically supported interventions contribute to a teaching force that implements

meaningful and appropriated instruction for students with differing abilities (Echeverria & Graves, 2003). Teachers can adapt some tools used for the course to be employed to children with different abilities without intervene in the teaching-learning process of the rest of the classmates.

In contrast with Echeverria & Graves, it is commonly believed that students with disabilities are not able to learn if one of their skills misses;

As Billingsley and Cross (1991) argue

“The stress of working with students with special needs and the lack of pupil progress is relative to the effort expended...reasons for teachers to switch from special to regular education. Thus, the negative correlation between special education certification and the performance of regular education teachers instructing students with disabilities could indicate that these teachers no longer enjoy teaching special education students or are not particularly effective in teaching students with disabilities”.

As the previous scholars state, teaching people with different abilities can become a frustrating process for some teachers because they either do not feel pleasure when instructing them or because they do not see expected results as immediately as in a standard educational setting.

2.5.4 Inclusion of people with disabilities in general educational programs

Without further research, conflicting opinions about the inclusion of students with disabilities to general education has been a step that not all schools have taken yet. Firstly, Education for inclusion, conceived as lifelong education should be accessible especially for the most vulnerable and marginalized groups, as children with disabilities as part of this group (Talou and Cols, 2003). Moreover, it is not necessary to place students with

different level or range of disability on the same lessons, provided that the teacher can adjust some characteristics of the lesson according to the different situations during the lesson (Yelon & Wenstein 1998). Furthermore, teaching people with disabilities seems to be a complex process; nevertheless the objectives can be covered for those students in various ways, e. g. providing teachers who are willing to work with them the necessary tools and training.

According to some studies, special students that have been instructed in regular education have shown some advances in contrast with students that have received special education. As Feng & Sass (2010) reveal in their research, “students with disabilities who take only regular education courses tend to have higher achievement (about one-third of a standard deviation below the population mean for all students) than students who take a mix of regular education and special education courses (0.9 standard deviations below the mean achievement level) and those that take special education courses in the relevant subject exclusively (1.3 standard deviations below the mean)” (ibid. pp. 9-10).

In other words the fact of having inclusive classrooms in standard institutions has proved to be an effective form to deal with special students. Then, it seems that the only concern that may need to be taken into account is the education and training of teachers of the general stream toward this issue. This is also a good opportunity for students with different abilities to feel themselves included and accepted by society, besides it is an occasion to develop and improve the rest of their skills.

English language teaching to people with different abilities has several features that may imply working balance when teaching English in a standard classroom. *Sheltered instruction* also referred to as *Specially Designed Academic Instruction in English (SDAIE)*

states that teachers also need to demonstrate enthusiasm in teaching, love of learning, and a fundamental belief that all students have the capacity for learning (Echeverria, Vogt, & Short, 2008). In the establishment of some teaching strategies to people with disabilities, it is vital that teachers can show their desires to teach although it may become complex.

According to Echeverria, Vogt, & Short (2008), general Education teachers need to be able to: (1) identify the abilities of students with disabilities; (2) understand how these students qualify (or not) for Special Education services; (3) appropriately facilitate the students meeting the learning objectives based on their Individualized Education Program (IEP); and (4) know what type of support they can reasonably expect from SE teachers (and other specialists, if available). To accomplish a useful learning focused on people with different abilities, teachers need to be supported by specialized people who guide them to develop strategies to obtain the objectives established by the institution and, at the same time learning how to work with this kind of students. It also may mean that not everybody must be allowed and/or permitted to work with disabled people.

The inclusion of people with disability not only could help to enhance personal learning, but also the academic training as can be understood in a study reported by Idol (2005) in which eight schools were surveyed to determine staff perceptions of including students with disabilities in regular classrooms, most of the teachers showed support for inclusion. Furthermore, the teachers believed that inclusion was not only beneficial to the disabled students, but it was also beneficial to the non-disabled students in their classrooms.

However, as we can see experts in the field and interviewed people may have some contradictory issues. On the one hand they claim that having disabled students with in

standard classrooms helps the disabled to obtain higher goals; but on the other hand they also believe that teachers who work with the disabled need a certain special training.

2.5.5. Teaching English to people with disabilities

Owing to the actual conditions in the different contexts of teaching, it may be established that teachers can make some curricular adaptations that would serve to the inclusions of students with disabilities in the classroom. In the obligatory education area, inclusion supposes an adaptation from systematic patterns to the students' individual needs and not an adaptation from the students to the system as it has been done before.

Some of the main tools used in inclusion is curricular adaptations that are formulated in reference to what the students need in the moment of the teaching-learning process. They must involve competences to develop from the student to enhance their abilities and requirement that must collect around the teaching-learning process.

Some students who are ELL (English language learners) also have learning disabilities or related disabilities, these students must cope not only with learning English but also with their underlying disabilities. When students have a language disorder in their primary language, the language problem will also be reflected in their second language (Samson, Lesaux, 2009; Miller et al., 2006).

Teachers must be particularly sensitive to the needs of English language learners and recognize that achieving proficiency in English requires time. These teachers need competencies in both special education and teaching students with limited English proficiency (Lerner, J. & Johns, B. 2012) which may be considered a double role.

Furthermore, Skinner and Lindstrom (2003) advocate for students with learning disabilities to begin preparing for post-secondary education during their freshmen year during high school. They suggest a number of post-secondary preparation activities to be taught in high school: encouraging students to self-identify and areas for which they need assistance; teaching students organizational skills for improving long- and short- term memory; facilitating and expanding social support networks of students, assisting students to obtain a comprehensive psychological evaluation. (Duran E. 2006). In general, research highly recommends including disabled students to the mainstream and foresee their continuing formal education.

2.5.6 Beliefs, myths and ideas of teachers toward teaching English to people with disabilities.

It has been pointed out that the area of research concerned with teachers' perceptions relating to disability has in recent years been overtaken by those studying attitudes to inclusion (Sze, 2009). Indeed, the extensive literature (see Tait and Purdie, 2000; Cook, 2001; Mulvihill et al., 2002; Leatherman, 2007) suggests that attitudes to inclusion can be correlated with attitudes towards students with special needs and disabilities, and subsequently may impact on students' experiences.

It has also been argued that teachers' beliefs may influence their behavior in the classroom, the teaching practice and eventually their expectation from their students (Kagan,1992). For instance Clark (1997) found a correlation between teachers' feelings of pity towards a student with a learning disability and the expectation of their failure.

Thus, it is certain that there are various factors that may be influencing teachers and the way their beliefs, attitudes and perceptions of students with impairments are shaped. Consequently, their approach to working with these children can be affected. We may generally say that attitudes, feelings, preconceptions and the level of disability-related teachers are extremely influential to the form they may treat disabled students. However, there are other factors; for example, attitudes towards people with disabilities among the society can also influence teachers and their contexts (Woolfson and Brady, 2009).

Black (2004) in particular claims that the way people with disabilities are represented in the media affects teachers' expectations and, hence, influences what happens in the classroom. Some research about teaching people with disabilities have established that: teachers may resist inclusive practices on account of inadequate training (Gickling & Theobald, 1975; Heiman, 2001; Hines & Johnston, 1996; Minke, Bear, Deemer, & Griffin, 1996). It would appear that teachers perceive themselves as unprepared for inclusive education because of their lack of appropriate training in this area (Bender, Vail, & Scott, 1995; Daane, Beirne-Smith, & Latham, 2000; Gans, 1987; Malone et al., 2001) (cited by Subban and Sharma). The self-perception of teacher as educator of that kind of people is low, they argue by self-affirming that their education is not enough to deal with people with some specific characteristics. If teachers expected to include students with disabilities do not perceive from the beginning a positive attitudes, inclusion may not work.

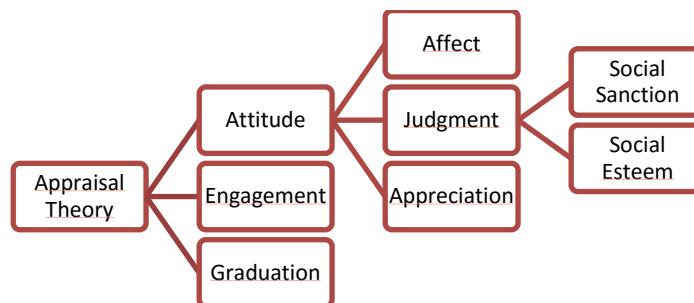
Teachers' attitudes have a direct impact on the educational experiences of students. If attitudes are negative, students may not be given the necessary educational opportunities (Campbell & Gilmore, 2003; Cook, Tankersley, Cook, & Landrum, 2000). Negative

attitudes have also been shown to lead to less frequent use of effective instructional strategies (Bender, Vail, & Scott, 1995; Campbell & Gilmore, 2003).

One negative myth that teachers have and impede teaching students with disabilities is the perception they hold about including disabled students in standard classrooms. Positive perception and a good attitude about the inclusion of students with disabilities are the first tool that teachers have to consider in teaching and learning processes because those are going to define and help educators overcome the obstacles presented during the process. Negative attitudes may bring bad results for both, students and teachers.

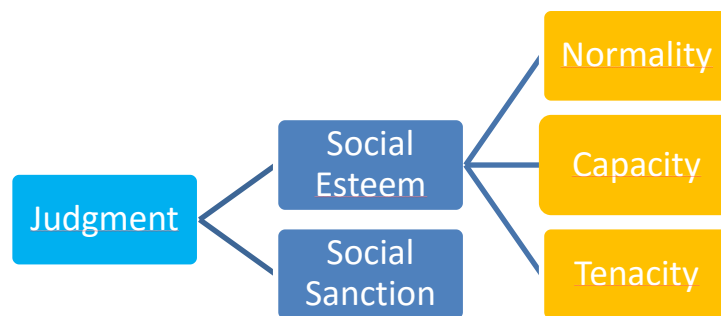
2.6. The Appraisal System as an analytical tool.

As has been mentioned before, this study is concerned with novice English teachers beliefs toward special education. We have decided to use the Appraisal System (Martin and White, 2005) as an analytical tool because this system deals with evaluation. The system helps to explore “the form we negotiate our social relationships by telling people how we feel about things and people” (Martin and White, 2005. p.22). This system has been very useful to classify and infer a deeper meaning of the discourse participants expressed. Our analysis focuses on the Judgment subsystem of the Attitude domain (see diagram below).



We focus our analysis on this subsystem because it refers to the evaluation (Appraisal) people express in discourse and through language. This system is seen from

two different perspectives: social esteem and social sanction. In the division of social esteem judgments of esteem have to do with 'normality' (how unusual someone is), 'capacity' (how capable they are) and 'tenacity' (how resolute they are) (Martin & White, 2005, p.53). Social esteem tends to be policed in the oral culture, through chat, gossip, jokes and stories of various kinds – with humor often having a critical role to play (Eggins & Slade 1997). Sharing values in this area is critical to the formation of social networks (family, friends, colleagues, etc.). When it comes to language use in context, it is often the case that a given lexical item will vary its attitudinal meaning according to that context (Martin & White, 2005, p.210). Discourse is classified then in terms of the following categorizations:



Out of this diagram, we based our categorization only on the Social Esteem perspective and left aside the Social Sanction category. The following table is used as the general conceptual structure to categorize participants discourse toward working with disabled students in their English classes. Participants' discourse is categorized based on the three views of Social Esteem of this judgment subsystem as shown below.

Social Esteem	positive [admire]	negative [criticise]
normality (custom) 'is the person's behaviour unusual, special, customary?'	standard, everyday, average...; lucky, charmed...; fashionable, avant grade...	eccentric, odd, maverick...; unlucky, unfortunate...; dated, unfashionable ...
Capacity 'is the person competent, capable?'	skilled, clever, insightful...; athletic, strong, powerful...; sane, together...	stupid, slow, simple-minded...; clumsy, weak, uncoordinated...; insane, neurotic...
tenacity (resolve) 'is the person dependable, well disposed?'	plucky, brave, heroic...; reliable, dependable...; indefatigable, resolute, persevering	cowardly, rash, despondent...; unreliable, undependable...; distracted, lazy, unfocussed...

(Martin & Rose, 2003. p. 62)

CHAPTER III: METHODOLOGY.

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein

3.1 Chapter overview

The main purpose of this chapter is to explain and describe the general approach, method, participants and instrument used in this research. A brief description of the analysis procedure is also included in the end of the chapter.

3.2 General approach and Method

The main purpose in this thesis was the analysis and the description of the beliefs novice English teachers hold when referring to teaching to disabled students. This analysis involves the exploration of the discourse they utilize in the interviews.

Our study focuses on the qualitative discourse analysis of the linguistic recourses participants use. Qualitative research has its roots in the social sciences and is more concerned with understanding why people behave as they do: their knowledge, attitudes, beliefs, fears (Connor, 1994; cited by Cumming).

The qualitative analysis of this study attempts to present the data from the perspective of the participants (Jacob, 1987; cited by Seliger & Shohamy). This discourse

analysis has been enlightened with the framework of the Appraisal System (Martin & White, 2005)

3.3 Context of the research

This research was done with the contribution of eight students from the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla (BUAP). This Faculty educates future English teachers. Four of the students have finished their university education as English teachers and the rest are taking their last quarter. According to the academic level of training, it is possible to understand that those novice English teachers hold an adequate training to teach English in a standard context because they have covered most of the curricula. The faculty curriculum is covered in about five years. It is important to mention that this Faculty is one of the most recognized in the center of the country as a place to train English teachers. And yet, in no part of the curriculum could we find a part referring to teaching English to special students.

3.4 Participants

There are eight participants in this study. The range of the age varies between twenty- two to twenty- seven years old. There were five female and three male participants. It is significant to mention that the participants' attitude perceived at the beginning, during, and at the end of the interview was very positive. They showed polite facial gestures and when they were asked to respond to the interview, they did not hesitate to accept. Two of them have had previous experience in teaching English to people with disabilities. However the other six have not had this experience. In the following lines we describe in depth the form

and moment of the interviews which may be of relevance for the subsequent analysis. All interviews (see appendix A) were administered in English at the yard of the Faculty of languages. The names of the participants have been changed to protect their privacy:

1st Interview- the first participant was a female student of the ninth quarter of the Faculty program. Her name is Laura. He is 24 years old. She has had previous experience in teaching English to primary standard students. Her interview was performed on October 28th, 2013 at 1:30 p.m.

2nd Interview- the second participant is a female novice teacher. Her name is Maria. She is 22 years old. She has had previous experience in teaching standard university students. She has finished her training as an English teacher. Her interview was performed on November 5th, 2013 at 2:45 pm.

3rd Interview- the third participant was a female whose educational level training was finished. Her name is Susana. She is 25 years old. She refers to have previous experience in teaching English to standard Kindergarten and high school students. She has concluded with her degree as a teacher. Her interview was performed on November 5th, 2013 at 3:00 pm.

4th Interview- the fourth interviewee was a female who has concluded her training as an English Language teacher. Her name is Fernanda. She is 23 years old with preceding practice in teaching English to primary standard students and a primary student with disabilities (Down syndrome). The interview was developed on November 5th, 2013 at 3:15 pm.

5th interview- the fifth participant was a male student in the ninth quarter of the University, His name is Juan. He is 23 years old. He has had experience in teaching English

to standard students from primary school. The interview was developed on November 13th, 2013 at 1:30 pm.

6th interview- the sixth student interviewed was a female student of the ninth quarter of the University. Her name is Victoria. She is 27 years old. She has had previous experience in teaching English to primary standard students and at the same time she has taught to a blind student. The interview was administered on November 15th, 2013 at 1:00 pm.

7th interview- the seventh student who participated in this research was a male novice teacher with previous experience in teaching primary to standard students. His name is Miguel. He is 23 years old and his interview was applied on November 18th, 2013 at 1:15 pm.

8th interview- The last interviewee was a male student of the ninth quarter. His name is Carlos. He is 26 years old. He has had previous experience in teaching English to primary standard students. The interview was administered on November 20th, 2013 at 3:30 pm.

3.5 Instrument

The instruments to collect the data in this study were eight individual interviews. Seliger and Shohamy (1989, p.166) state that “the purpose of an interview is to obtain information by actually talking with the subject”. An interview is able to get data in a direct and deep way because the interviewer gets free answers just by talking. The questions in the instrument were created by the researchers according to their doubts emerged during the creation of the research questions.

The interview was structured in six questions which were focused on the beliefs, perspectives and experiences of those novice teachers toward teaching English to people with disabilities. The questions were in English. The interviews were voiced recorded and when the interviewers finished asking the questions they asked the participants if they wanted to add anything else, in order to obtain any extra information that might be relevant to the study. You may see the actual questions in the interview appendix A.

3.6 Data collection procedures and analysis

Once we collected the data we transcribed all interviews. Since our main objective was to find novice English teachers' beliefs toward special education, we administered eight interviews with six open questions. The transcripts were then explored and analyzed. The data was examined according to the different answers interviewees responded based on the questions we had at the beginning of the chapter 1.

Additionally participants discourse was analyzed based on the Appraisal system framework in order to illustrate what the participants' thought about teaching people with disabilities in Mexico.

CHAPTER IV. FINDINGS

“When you have a child with special need, you find ways to light up the darkness”

Torey

4.1 Chapter overview

This chapter explains the interpretation of the collected data focused on each one of the three research questions. The results are illustrated and analyzed according to each research question.

4.2 General results.

The general results of this research seem to be ambiguous. In some answers, participants seemed to contradict their ideas. They mostly seem to hold a positive perspective toward the question; however, some other phrases seem to show a negative attitude toward the issue. In general there was not a clear pattern in their answers toward any of the sides; positive or negative.

4.2.1 First research question

The first research question in this investigation was what English teachers' perceptions and beliefs toward special education were. The overall answer for this question is the following; participants argue that special education is not only based on students with disabilities (blind, handicapped, etc) but that all students may be considered as special and unique. The

researchers highlighted some statements that support the answer given by the researchers to this question. The answers of the participants are stated below:

- Excerpt 1. Laura- *“I think that every child has different needs, and the way that every child learning is different... “as teacher we have to know the needs that every child has”*
- Excerpt 2. Maria- *“I consider that education has to be according to the needs of our students... as they have different abilities we need to study first what are their problems or their special situation for then, thinking about a plan for teaching them English”*
- Excerpt 3. Susana- *“ I think is difficult to adapt to special context because we have education in general so for me is a little bit difficult but no impossible...I think he has to be instructed with different kinds of education because he is different, since the beginning he has different abilities he needs different methods to teach him”*
- Excerpt 4. Fernanda- *“I have teaching, I could realize that this student has his or her own style in some way to learn... as its name says is special, well, student with different abilities, it depends what is the different ability, in my case I have a children with syndrome de down and in that moment, I didn't know what to do in that moment but I don't know”.*
- Excerpt. 5Juan- *“I have notice that some students, they don't retain information or they don't learn at the same time, but it doesn't mean that they don't know, they have to know this, but I think that they need their space because as we*

know every individual has a different kind of learning... if that child has different abilities I mean, they need a different way to be taught”

- Excerpt. 6 Victoria- *“I think that we have to consider all the needs of our students I mean each one of them are special, Because they are different, they have their own way of learning so we have to think in their needs... I have experience with a child who is blind and I think that he needs to receive a special education because I mean, it’s very different to teach in a same way when you have one with different abilities in your class... I think they need to receive a special education”.*

- Excerpt 7. Miguel- *“I absolutely agree... the process of learning a second language it’s important to take into consideration that every person is individual and everyone has different type of learning so talking about learning styles it’s important to take that into consideration...Absolutely, because as the question says they are different so they need to be inducted differently so that they can develop their skills adequately and correctly”*

- Excerpt 8. Carlos- *“I think ...you must focus person by person and you must be according to their needs because not all the students learn in the same way, it’s a little bit difficult, it’s a little bit hard but it’s necessary to be sure that, students can learn everything you want they learn....Well, I think they must be in the same group, they must be adapted in the same group but they need some special attention maybe some other activities that they can learn because they cannot learn in the same way as people who can see or have a hand or another who doesn’t have a hand, a foot or a people who can see or who can talk correctly... I think they need special attention.”*

As may be seen, participants mention that each student needs a special attention in his or her own learning, because every student learns in a different way according to his or her own strategies, techniques, methods, and others. Nevertheless at the same time, all participants emphasize that the term “special education” is also the education given to people with disabilities (handicapped, blind, etc).

Therefore, as was mentioned before teachers do not have a clear definition of special education, they believe that inside special education there is an education used to instruct people with disabilities but also the standard students, it means people without disabilities. Another perception registered was that they believe that special education is difficult, even when most of them have not experience that field.

On the other hand some participants recognize that disabled students are in a “special situation” and that in general for disabled students “it is difficult to adapt to context”.

4.2.2 Second Research question

The second question in this research was how willing participants were to deal with students with disabilities and how they would manage it. In this second research question we could find that most of the novice English teachers reported that they could manage them only if they were first required to take a course and if they look for strategies and methods that let them teach in a better way. One point to take into consideration is that, they did not say if they are willing to work in a special education environment, as we can see in the following excerpts:

- Excerpt. Laura- *"It depends, because it is not the same have a blind child than have a handicap child, I have to plan all my classes to teach him"*.
- Excerpt 2. Maria- *"I think that for working with children with different abilities we need to be prepared...if they have any disease, we should study first what her or his disease is about and then, from that we can establish how to teach them, I mean, I cannot say how to teach them because I don't know what could be the situation". "...I would look for strategies... because I am not prepare at this moment"*
- Excerpt 3. Susana- *"I think if I find someone with that characteristic I would look for the tools and the methods to teach them". "First, I would like to know what are the possibilities that a blind or deaf or a handicap people can do, based on that look for techniques"*.
- Excerpt 4. Fernanda- *"It depends on the student because as you said there is blind, deaf or handicap but in my case, syndrome de down, it depends in the different abilities but is difficult, I don't know how to manage that student"*.
- Excerpt 5. Juan- *"I will try to teach him or her in a different way and in a different space, I mean in a different schedule or a different classroom, why? Because sometimes, some children make fun at him and maybe that would be an obstacle for me and for that child... if I had a student with different abilities I need to take some courses about how to teach them because now it's difficult for me"*.
- Excerpt 6. Victoria- *"...I have a child who is blind, and I try to form my classes in a different way I mean, I try to design activities that motivate students to perform speaking abilities so in this case it's better to work with that skill with this"*

kind of child...I try to work with him in speaking activities because I know that he wants to learn English, he wants to participate and he wants to speak with his classmates... I have never been in touch with one of them but it would be interesting to work or to teach a person with those abilities, for me, I would like to do this, that's all".

- Excerpt 7. Miguel- *"... first of all I would have to specialize in this area, so, I can teach them, because I can't just say like "hey you" probably to a blind child who cannot see, I cannot telling him, I don't know, "coming here to the front" because he won't to be able to...I have to specialized myself after that I would know like a different techniques...to teach them..."*

- Excerpt 8. Carlos-*"I'm going to try to look for information about this different ability and maybe I'm gonna try to look for assessorial to special people according to his capacities but I don't think I'm really sure to do it because now I don't how to do it."*

As we can see all participants report that they may need special training if they are to teach students with disabilities. On the other hand, even when the question we asked included a reference to their willingness to work with this type of students; they do not clearly report an answer to that question.

What is clearly perceived in participants' answers is an actual need to receive training and may be at least some information about this issue. This can be seen when they say: "have to plan", "need to be prepared", "need specialization" and "special techniques".

4.2.3 Third research question

The last research question in this study was what lexical resources participants utilized to refer to people with disabilities. In this third question we considered the Appraisal System as our main tool to analyze discourse. We focused on the lexical resources participants used during the interviews. **The chart below** contributed in a specific way to set the social esteem of participants toward special education (Martin & White, 2005).

The chart below illustrates participants' discourse categorized into the Judgment subsystem of the Attitude domain. In order to provide a clearer classification of the discourse, and because we classified whole clauses of discourse; we present each of the three categories separated.

Social Esteem Verbal	Positive	Negative
Normality Fate Is She /He Special?	<p>“everyone has different type of learning so talking about learning styles”. (MIGUEL)</p> <p>“every person is individual and everyone has different type of learning” (MIGUEL)</p> <p>every person is individual and everyone has different type of learning” (MIGUEL)</p> <p>“You must focus person by person and you must be according to their needs”. (CARLOS)</p> <p>“I think it's not necessary that a child with different abilities affect the learning of his classmates”. (VICTORIA)</p> <p>“we are prepared how manage classes (LAURA)</p> <p>“all depend on you” (SUSANA)</p> <p>“this student has his or her own style in some way to learn”. (FERNANDA)</p> <p>“it depends in the different abilities the student has” (FERNANDA)</p>	<p>“they need their space because as we know every individual has a different kind of learning.” (JUAN)</p> <p>“we don't have the strategies to teaching this kind of children I mean we need to learn different strategies, methods also the techniques” (VICTORIA)</p> <p>“he has to be instructed with different kinds of education because he is..., since the beginning he has... abilities he needs... methods to teach him” (SUSANA)</p> <p>“in that moment I didn't know what to do” (FERNANDA)</p> <p>“if that child has different abilities I mean, they need a different way to be taught”. (JUAN)</p> <p>“now it's difficult for me to know how to teach them” (JUAN)</p> <p>“they need to be inducted differently”. (MIGUEL)</p>

In this first category of Normality toward working with disabled students we may see that the difference in the amount of answers in the **positive** or the **positive** side is not very significant. However, we can see that the negative expressions toward Normality are slightly more. In this sense, we might say that participants' beliefs toward working with disabled students infers in their discourse a certain sense of something not expected, or

“special” in terms of Martin and White, 2005. They are judging their own behavior negatively as well.

On the other hand, we can see that for some of the participants working with disabled students implies a factor of specialty in their understanding, methodology and general knowledge. This can be illustrated in the following expressions; *“he has to be instructed with **different** kinds of education because he is..., since the beginning he has... abilities he needs... methods to teach him”* (Susana) and *“if that child has different abilities I mean, they need a different way to be taught... they need their space”* (Juan).

Social Esteem venial	Positive	Negative
Capacity Is She/ he Capable?	<p>“A child with different abilities cannot affect the learning of his or her classmates” (JUAN)</p> <p>”I’m sure that they can learn English” (CARLOS)</p> <p>“They have the same ability to learn any language”. (VICTORIA)</p> <p>“Saul interacts with the classmates in the same way like others despite of the fact that he is blind”. (VICTORIA)”</p> <p>“the classmates can support them like..., I don’t think that it can affect the performance of their partners” (MIGUEL)</p> <p>“people is able to communicate something and learn different things” (LAURA)</p> <p>“I think any child can learn English even if they have disabilities”. (MARIA)</p> <p>“they are able to learn English because they are humans” (SUSANA)</p> <p>“this student doesn’t affect the class he participates” (FERNANDA)</p>	<p>“I know that there are some ways to teach them but I cannot give you an answer” (JUAN)</p> <p>“they cannot learn in the same way (CARLOS)</p> <p>“ I’m not sure that I can teach them” (CARLOS)</p> <p>“if I want to teach them, I don’t know how to do” (CARLOS)</p> <p>“we are not prepared to do that, we are just prepared to teach regular people” (MIGUEL)</p> <p>“they are special but they are not stupid or something like that... I mean someone who can guide them to improve their performance” (MIGUEL)</p> <p>“we have to know the needs that every child has”. (LAURA)</p> <p>“this child will learn the language but in a different way” (MARIA)</p> <p>I would have to specialized in this area (MIGUEL)</p> <p>“I think I’m not ready, because I don’t have experience yet” (SUSANA)</p> <p>“I don’t consider we are ready”. (FERNANDA)</p> <p>“I think I am able to teach them but with a previous preparation”. (MARIA)</p> <p>... I have to plan all my classes to teach him. (LAURA)</p> <p>“we need to study first”. (MARIA)</p> <p>“we need to be prepared”. (MARIA)</p>

In the case of Capacity as a category to illustrate participants' opinions about working with handicapped students we can see that most of their expressions fall in the negative side of this category. In other words, all participants accept their (in) capacity to work with this type of students and at the same time criticize it. As we can see in their expressions; *"I'm not sure that I can teach them"* (Carlos), *"we are not prepared to do that"* (Miguel), *"I think I am able to teach them but with a previous preparation"* (Maris), *"I don't consider we are ready"* (Fernanda) and *"there are some ways to teach them b I cannot give you an answer"* (Juan).

Finally, the last category of the Social Esteem in the subsystem of Judgment deals with expressions about Tenacity, in the sense of how dependable, resolute and committed participants feel about working with handicapped students. The following table summarizes all participants' expressions in this category.

SOCIAL ESTEEM Venial	Positive	Negative
Tenacity Resolve Is he / she Dependable?	<p>"I think it is not impossible ... if it is possible for me to take a course in order to teach them absolutely I will say yes". (JUAN)</p> <p>"I will try to teach him or her in a different way and in a different space (JUAN)</p> <p>"I try to form my class in different way, I try to designed activities that motivates"(VICTORIA)</p> <p>"I mean we need to learn different strategies, methods also the techniques" (VICTORIA)</p> <p>"I think I have the disponibility (willingness), but I'm not sure. (CARLOS)</p> <p>"if I want to teach them, I don't know how to do" (CARLOS)</p> <p>" I try to work with him in speaking activities(VICTORIA)</p> <p>"I have to specialized myself after that, I would know like a different techniques" (MIGUEL)</p> <p>"then I would look for strategies or how to teach him or her" (MARIA)</p> <p>"you can involve the other students to help this child". (MARIA)</p> <p>"make the other students conscious about other people". (MARIA)</p> <p>"we have to be very conscious that you are working with people" (MARIA)</p> <p>"I would look for the tools and the methods to teach them" ... "I would like to know what are the possibilities that a blind or deaf or a handicap people can do, based on that look for techniques" (SUSANA)</p> <p>"I will try to do something for him or her it depend on you and if you want to teach those kind of students, good, try it" (FERNANDA)</p>	<p>"it is difficult, I don't know how to manage that student" (FERNANDA)</p>

In this last classification we can see that most of the participants' expressions have been categorized in the positive side of the Tenacity label. This means that even when participants have recognized that they are not prepared to teach handicapped students; they certainly perceive themselves as dependable and committed to try it. In this case their expressions illustrate at some degree determination and reliability to try it out. Most of the participants mention that if they had to, they would try to look for help, information and in general do their best. It can be seen in their expressions: *"I'll try to form my class in different way"* (Victoria), *"I think I have the disponibility [willingness]"* (Carlos), *"I'll have to specialized myself"*(Miguel), *"I would look for strategies or how to teach him or her"* (Maria), *"it is a little bit difficult but not impossible"* (Susana) and *"I would try to do something for him or her...if you want to teach those kind of students, good, try it"* (Fernanda).

We have tried to answer each of our research questions in a brief and illustrative form by means of these categorizations. However we would like to mention that the most common lexical resources and general discourse utilized by our participants to refer to people with disabilities, has not been presented due to time and space concerns. As an example of this, it is possible to find as some of the most used words: different styles of learning, difficult, needs, try, not ready, can, cannot, learn, prepared. We discuss some of them in the following chapter.

CHAPTER V CONCLUSIONS

“If a child cannot learn in the way we teach, we must teach in a way the child can learn”

Ivar lovaas

5.1 Chapter overview

This chapter discusses the implications, limitations and directions for further research in this investigation. It also mentions briefly some of the issues we faced in the elaboration of this thesis.

5.2 Implications

The inquiry in this thesis began with the purpose of identifying the different perspectives that novice English teachers have about special education. Especially, this investigation tried to illustrate the form Novice English teachers foresee the teaching of English to students with special needs. In this sense, we also took into account issues related with the new politics about inclusion of people with disabilities in standard schools.

The panorama of this investigation shows that novice English teachers believe that they are not really prepared to teach English to students with special needs. However, participants also express that they are willing to learn and be trained to help this type of students. On the other hand, their answers suggest that they are not all willing to work with students with special needs.

Findings in this investigation may help the future English teachers who are interested in this area to know more about this context or probably the work they are about

to do in this kind of teaching field. We also believe that the teaching academy in charge of the elaboration of the curriculums may start to consider this investigation as a base for designing simulations of real situations that future English teachers can face and in that way feel more prepared to handle those circumstances.

5.3 Limitations

It is crucial to mention that this research provides only a brief sample of some novice English teachers' beliefs toward special education. Therefore, generalizations cannot be made. On the other hand, findings presented here may also illustrate the perceptions and beliefs of some other novice English teachers who may be in a similar situation.

Some others limitations that were found in this study were the not equitable variation of gender between the participants, their ages and the fact that not all of them have had experiences or background with people with disabilities. Samples and illustrations here therefore ensure variations.

5.4 Directions for further research

Some recommendations for further research may be to establish more specific characteristics among the participants. For example, the study may be done taking into account only people who have had the experience of working with handicapped students.

Another direction may be videotaping a class of handicapped students and then try to use some of the strategies and techniques in the teaching of English in the same context. We believe these types of suggestions may help other teachers interested in this area focusing on different aspects of the same issue.

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Appendix A

The purpose of this interview is to know future English teachers' beliefs toward special education. Data will be used for our thesis project. Thank you for your participation in advance.

1. - According to Cano and Cols. (2003) "we must consider that education has to be "special", seeing that education must be adapted to individual rhythm of each fellow".

What do you think of this quotation?

2. - Do you consider that children with different abilities need to be instructed in a special way? How and why?

3. - Do you consider as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...) why?

4. - If in your class there is a student with different abilities (blind, deaf, handicapped...), how would you teach him/her?

5. - Do you consider that a child with different abilities is able to learn English? Why?

6. - Do you consider that a child with different abilities can affect the learning of his/her classmates? How?

Thank you for your cooperation.

Appendix B

First interview: Laura

1. - According to Cano and cols (2003) “we must consider that education has to be “special”, seeing that education must be adapted to individual rhythm of each fellow”. What do you think of this quotation?

“I think that every child has different needs, and the way that every child learning is different”.

2. - Do you consider that children with different abilities need to be instructed in a special way?

“Yes, because as a teacher we have to know the needs that every child has”

3. - Do you consider as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...)

“Yes, because we are prepared how manage classes and we learnt different strategies and methods”

4. - If in your class there is a student with different abilities (blind, deaf, handicap...), how would you teach him/her?

“It depends, because it is not the same have a blind child than have a handicap child, I have to plan all my classes to teach him.

5. - Do you consider that a child with different abilities is able to learn English?

“Yes, because I think that all kind of people is able to communicate something and learn different things”

6. - Do you consider that a child with different abilities can affect the learning of his/her classmates?

“Yes, in the way that I have to pay more attention and this situation affects his classmates”

Second interview: Maria

1.- According to Cano and cols (2003) “we must consider that education has to be “special”, seeing that education must be adapted to individual rhythm of each fellow”. What do you think of this quotation?

“I agree with the authors because I consider that education has to be according to the needs of our students”

2.- Do you consider that children with different abilities need to be instructed in a special way?

“Yes, because they, as they have different abilities we need to study first what are their problems or their special situation for then, thinking about a plan for teaching them English”

How can you teach him?

“I think that for working with children with different abilities we need to be prepared, or to study first, for example if they have any disease, we should study first what her or his disease is about and then, from that we can establish how to teach them, I mean, I cannot say how to teach them because I don't know what could be the situation.

3.- Do you consider as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...)

I think I able to teach them but with a previous preparation I mean, the problem is not in teaching the language but in how I'm going teach English.

4.- If in your class there is a student with different abilities (blind, deaf, handicap...), how would you teach him/her?

As I've been telling you I first would investigate about his/her disability and then I would look for strategies or how to teach him or her because I am not prepare at this moment

5.- Do you consider that a child with different abilities is able to learn English?

“Yes, I think any child can learn English even if they have disabilities because it's not that they cannot learn a language sometimes if we have a group or people who are, who have all the abilities and you have in your classroom a child with a disability sometimes it seems that the child won't be able to learn English but I think that is not the case, I think that this child will learn the language but in a different way, he will do it but in a different way”.

6.- Do you consider that a child with different abilities can affect the learning of his/her classmates?

“No, I think it wouldn't affect the learning of their classmates because you can involve the other students to help this child with his disability and they can even become more comprehensive with this kind of children so having a classmate with a disability can make these children or make the other students conscious about other people”

Do you want to add anything else?

“I think that for being a teacher, before being a teacher of students with disabilities we have to be very conscious that you are working with people and you need to investigate, research about this disability for then you can know how to treat them well”.

Third interview: Susana

1.- According to Cano and cols (2003) “we must consider that education has to be “special”, seeing that education must be adapted to individual rhythm of each fellow”. What do you think of this quotation?

“For me this quotation has to do with our certain type of view what it is demand a specific purpose when educating, for me, I think is difficult to adapt to special context because we have education in general so for me is a little bit difficult but no impossible”

2.- Do you consider that children with different abilities need to be instructed in a special way?

“Yes, I think he has to be instructed with different kinds of education because he is different, since the beginning he has different abilities he needs different methods to teach him”

3.- Do you consider as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...)

“I think I'm not ready, because I don't have experience yet but I think if I find someone with that characteristic I would look for the tools and the methods to teach them”

4.- If in your class there is a student with different abilities (blind, deaf, handicap...), how would you teach him/her?

“Well, first, I would like to know what are the possibilities that a blind or deaf or a handicap people can do, based on that look for techniques”

5.- Do you consider that a child with different abilities is able to learn English?

“Yes they are able to learn English because they are humans since they were born and they have learned the same things that we can, I think they can learn English too”

6.- Do you consider that a child with different abilities can affect the learning of his/her classmates?

“A little bit because you as a teacher you may pay attention to more to that special kid not to the others or vice versa all depend on you if you can integrate that child in the group or not”

Fourth interview: Fernanda

1.- According to Cano and cols (2003) “we must consider that education has to be “special”, seeing that education must be adapted to individual rhythm of each fellow”. What do you think of this quotation?

“I agree with the authors, I have teaching, I could realize that this student has his or her own style in some way to learn, well, this quotation is very interesting.

2.- Do you consider that children with different abilities need to be instructed in a special way?

“Yes, because as its name says is special, well, student with different abilities, it depends what is the different ability, in my case I have a children with syndrome de down and in that moment I didn't know what to do in that moment but I don't know”

3.- Do you consider as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...)

“I don't think so, because here teacher told you have to learn how to teach, you have to learn methods, materials, but in that moment when you have a children like that, there is a little difficult because you have one, or two or three, the true is that you, well in my case I didn't know and still I don't know how to manage, you don't know, well, in my case I didn't know how to manage that children so I don't consider we are ready”.

4.- If in your class there is a student with different abilities (blind, deaf, handicap...), how would you teach him/her?

“It depends on the student because as you said there is blind deaf or handicap but in my case syndrome de down it depends in the different abilities but is difficult, I don't know how to manage that student”

5.- Do you consider that a child with different abilities is able to learn English?

“I think because he or she will learn English through images with different kinds of activities you have to observe that children in order to help that children you can, you will find a way to teach how he or she learn, I consider they can”

6.- Do you consider that a child with different abilities can affect the learning of his/her classmates?

“I don't know, because as I said it depends on the student, it depends in the different abilities the student has, I have as I said this student doesn't affect the class he participated but he all the time was drawing and drawing, he was in his space, but I don't consider that student can affect the process of learning of his classmates.”

Do you want to add anything else?

In the real life you can say ok, well i will try to teach them but in reality if you have that kind of student, well in my case was not a bad experience because I could see, I could realize the true I would see I will try to do something for him or her it depend on you anf if you want to teach those kind of students, good try it”.

Fifth interview: Juan

1.- According to Cano and cols (2003) “we must consider that education has to be “special”, seeing that education must be adapted to individual rhythm of each fellow”. What do you think of this quotation?

“I agree with that quotation because in my experience I have notice that some students, they don't retain information or they don't learn at the same time, but it doesn't mean that they don't know, they have to know this, but I think that they need their space because as we know every individual has a different kind of learning.”

2.- Do you consider that children with different abilities need to be instructed in a special way?

“Yes absolutely, because as it says children with different abilities, I think this question is similar to the previous one because if that child has different abilities I mean, they need a different way to be taught”

How you can teach them?

“How? That’s a good question, I know that there are some ways to teach them but I cannot give you an answer because I think that I need to take a course focus on that kind of special children”.

3.- Do you think as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...)

“My answer is no, because I have taken courses about how to teach people, children, but in this case you mean children or people with different abilities in this case blind, deaf, and I think it is not impossible but as I told you before, I need to take some courses to know how to teach them because maybe they, maybe no, they need a different way to be taught but if it is possible for me to take a course in order to teach them absolutely I will say yes”.

4.- If in your class there is a student with different abilities (blind, deaf, handicap...), how would you teach him/her?

“Maybe yes but maybe I will try to teach him or her in a different way and in a different space, I mean in a different schedule or a different classroom, why? Because sometimes some children make fun at him and maybe that would be an obstacle for me and for that child, but yes if I had a student with different abilities I need to take some courses about how to teach them because now it’s difficult for me to know how to teach them”.

5.- Do you consider that a child with different abilities is able to learn English?

“Yes, because a child with different abilities doesn't mean that they, that he or she is not able to learn English, he had or she had abilities but they learn in a different way but I think English for, learning English for them it is not impossible maybe they would be some obstacles but we as future or novice teachers have to know how to deal with that kind of situation”

6.- Do you consider that a child with different abilities can affect the learning of his/her classmates?

“It depends on the context because if you mean affecting the learning of his or her classmates, I don't think so, maybe the others, I don't know, a child with different abilities cannot affect the learning of his or her classmates maybe his rhythm would be different but it doesn't mean that the others are not able to learn maybe they have abilities to learn English but in a different level of time but as I told you before, it doesn't mean that they don't, they are not able to learn English”.

Do you want to say something more?

“Yes about what you mention about the people with different abilities blind, deaf, those people those children I don't know if, how they learn a language because I have never been in touch with one of them but it would be interesting to work or to teach a person with those abilities, for me, I would like to do this, that's all”.

Sixth interview: Victoria

1.- According to Cano and cols (2003) “we must consider that education has to be “special”, seeing that education must be adapted to individual rhythm of each fellow”. What do you think of this quotation?

“Well, I think that we have to consider all the needs of our students I mean each one of them are special, why? Because they are different, they have their own way of learning so we have to think in their needs, so I agree with that quotation”

2.- Do you consider that children with different abilities need to be instructed in a special way?

“Yes, I have to say yes because I have experience with a child who is blind and I think that he needs to receive a special education because I mean, it's very different to teach in a same way when you have one with different abilities in your class I mean if the child is blind maybe you can't use the same materials and the same activities with that child who has the same characteristics. I think they need to receive a special education I mean they have different abilities as we as future teachers we need to consider their needs I mean to think about strategies, materials, methods that have to be according to their abilities, in this case with their special abilities”.

3.- Do you think as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...)

“I think no, we don't have the strategies to teaching this kind of children I mean we need to learn different strategies, methods also the techniques that are designed for

that kind of children, i mean it's not the same when you are teaching children that have the same characteristics”

4.- If in your class there is a student with different abilities (blind, deaf, handicap...), how would you teach him/her?

“Well, in this case I have a child who is blind, and I try to form my classes in a different way I mean, I try to design activities that motivate students to perform speaking abilities so in this case it's better to work with that skill with this kind of child I mean, well, his name is Saul, so I try to work with him in speaking activities because I know that he wants to learn English he wants to participate and he wants to speak with his classmates so I try to design that kind of activities with him, speaking activities”.

5.- Do you consider that a child with different abilities is able to learn English?

“Yes, maybe they have different abilities but I think his capacity of learning is the same, maybe they use, they work with their different abilities for example, if he is blind it's supposed that he works more with his hearing so maybe in this case it's better for them to understand and to learning to speaking and to listening, so I think, yes, they have the same ability to learn any language”.

6.- Do you consider that a child with different abilities can affect the learning of his/her classmates?

“I think it's not necessary that a child with different abilities affect the learning of his classmates I mean any child in the class can affect the learning of their classmates why? Because sometimes, they have problems, they are not paying attention, and they distract his or her classmates and that affect also the environment

of the class, that is not necessary that “that” child has to be with different abilities I mean I have the experience to work with Saul who is blind, and he interacts with the classmates in the same way like others despite of the fact that he is blind he has the same characteristics in relation with interaction. I think that any child can affect the learning of his classmates it's not that the child has to be in my case blind for example, when a child has problems their development is different, and that development can affect the environment of the class so it's not necessary that that child has to be or has to have a disability or have different abilities to affect their classmates, there is not a relation between the environment of the class if you have a child with different abilities.

Do you like to add anything more?

“I think we need to study more about this kind of children I mean, we need to know about methods, strategies, techniques and material”.

Seventh interview: Miguel

1.- According to Cano and cols (2003) “we must consider that education has to be “special”, seeing that education must be adapted to individual rhythm of each fellow”. What do you think of this quotation?

“I absolutely agree, due to the fact that during the process of learning a second language it's important to take into consideration that every person is individual and everyone has different type of learning so talking about learning styles it's important to take that into consideration.”

2.- Do you consider that children with different abilities need to be instructed in a special way?

“Absolutely, because as the question says they are different so they need to be inducted differently so that they can develop their skills adequately and correctly”

3. - Do you consider as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...)

“No, because we are not prepared to do that, we are just prepared to teach regular people, the special people is complicated because they have special needs so we are not prepared to teach them”

4.- If in your class there is a student with different abilities (blind, deaf, handicap...), how would you teach him/her?

“It's a complicated question because firstable I would have to specialized in this area so I can teach them, because I can't just say like “hey you” probably to a blind child who cannot see, I cannot telling him, I don't know, “coming here to the front” because he won't to be able to firstable I have to specialized myself after that I would know like a different techniques, I mean, to teach them so firstable it's necessary to specialize and certainly i wouldn't know how to teach them because I have not speciality on that”

5.- Do you consider that a child with different abilities is able to learn English?

“Yes, because they are persons, they think so they are special but they are not stupid or something like that, they have the ability, they can do it so the only think that they must have is just someone to lead them, I mean someone who can guide them to improve their performance in the second language, in maths, in chemistry, in

whatever area is, they have to improve themselves with help of somebody who has been specialized on that field.”

6. - Do you consider that a child with different abilities can affect the learning of his/her classmates? How?

“No, I don't think so; I guess that probably the classmates can support them like if your partner is not able to develop certain activity probably the classmates can help them but not precisely like disturb them, you know what I mean, I mean, I don't think that it can affect the performance of their partners

Do you want to add anything else?

As I told you it could be important like to take into account that in order to teach special kids it's important to take, like firstable I don't know, probably some programs of how to teach special kids with different needs or something like that because I think it would be responsible for someone who has not prepare themselves in this area to teach kids like special kids because probably you would not be prepared enough to teach them correctly.”

Eighth interview: Carlos

1.- According to Cano and cols (2003) “we must consider that education has to be “special”, seeing that education must be adapted to individual rhythm of each fellow”. What do you think of this quotation?

“I think it's true, you must focus person by person and you must be according to their needs because not all the students learn in the same way, it's a little bit

difficult, it's a little bit hard but it's necessary to be sure that, students can learn everything you want they learn.”

2. - Do you consider that children with different abilities need to be instructed in a special way?

“Well, I think they must be in the same group, they must be adapted in the same group but they need some special attention maybe some other activities that they can learn because they cannot learn in the same way as people who can see or have a hand or another who doesn't have a hand, a foot or a people who can see or who can talk correctly, they can't learn in the same way, that's way I think they need special attention.”

3. - Do you consider as a LEMO graduate, you are ready to teach to people with different abilities? (Blind, deaf, handicap...)

“I don't think so, well, I think I have the disponibility but I'm not sure that I can teach them because I don't really know how to do it, I mean I'm trying to say that even if I want to teach them, I don't know how to do, I don't have maybe the methodology, the activities, the materials to do it”.

4. - If in your class there is a student with different abilities (blind, deaf, handicap...), how would you teach him/her?

“Well, I'm going to try to look for information about this different ability and maybe I'm gonna try to look for assesories to special people according to his capacities but I don't think I'm really sure to do it because now I don't how to do it.”

5. - Do you consider that a child with different abilities is able to learn English?

“yes of course, I’m sure that they can learn English because I don’t think that a different ability is gonna be against to the people who can learn it’s for example maybe an American people who always speak English even if they’re blind or have problems to talk, to speak, or another different ability, they always speak in English so that’s why I don’t think those different abilities can be a problem to learn English.”

6. - Do you consider that a child with different abilities can affect the learning of his/her classmates?

“I don’t think so, just I think they must be adapted, also the students that have another abilities to the people who maybe doesn’t have, I think the teacher must be integrate them to get them work together to learn but I don’t think they can affect the learning because maybe the teacher can prepare activities to get them working in groups or together”.

Would you like to add anything else?

Well, I think that you must propose some activities or some methodologies to teach them or maybe a program, you are saying that you are asking about lemo students maybe you can propose a program to teach for a different ability, that’s all”.