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OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

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a 4th grade student with autism.

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CERTIFICATION

We certify that this research project was presented by **Falcones Reinoso, Byron Xavier** as a partial fulfillment of the requirements for the Bachelor Degree in English Language with a Minor in Educational Management.

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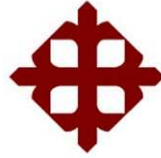
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DEDICATION

This humble work is dedicated to my father, Camilo Falcones, who taught me some virtues and values from the day I was born that are a great help for me in my present and future life and for his unconditional support.

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ABSTRACT

This Project was conducted in order to gather information about the lowered expectations perception that the EFL elementary school teachers from Unidad Educativa Bilingüe “Sir Thomas More” have upon a student with moderate autism spectrum disorder from 4th grade.

First, a bibliographical research was carried in order to explore the rights in the Ecuadorian legal framework (LOEI) and its implication with inclusion students. There were studied theories about autism, gathered the concepts, the prevalence, causes, and the features presented in a child with autism. Furthermore, pedagogical and inclusion strategies theories were gathered to have a vast Knowledge in order to conduct the proposal. Moreover, there was found the relationship between child with autism, and the EFL environment. It was also found how teachers' expectations can affect students' academic performance, so that it was collected information about differentiation and some strategies.

Second, the methodology designed used in this study was mixed methods. In order to gather data from the teacher's expectations upon the inclusive student. It was also used an observation sheet in order to gather information about the content, the assessment and the social classroom interaction that the student presents when she is immersed in the classroom.

Third, according to the data analysis it was suggested a proposal under a differentiated methodology.

Key words: Autism, teachers, expectations, planning, inclusion, differentiation

INTRODUCTION

Students with learning disabilities are supposed to be included in regular classrooms so that they can successfully achieve their social and academic potential. UNESCO (1994), believed and proclaimed the following statement “Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.” (p.2) Therefore, disabled students have the right to be immersed within an inclusive environment. The responsibility of teachers is to help inclusion students to accomplish their educational outcomes but adapted to their cognitive level. However, from what it has been evidenced in several studies in other countries, it is very common that teachers who are working with inclusion students develop lowered expectations. The teacher’s attitudes are important for helping this kind of student. If the expectations are low, it is possibly that the student’s academic performance will be low, as well. On the other hand, Antia, Stinson and Gaustad (2002), state that “high and realistic expectations can result in teachers making appropriate academic demands” (p.220).

This study was conducted at Unidad Educativa Bilingüe “Sir Thomas More” which is an educational institution located at “La Aurora-Pascuales”. It serves a middle-high economic class student population. In this school there are several students with learning disabilities. In this research work, it is going to be analyzed the specific case of a student presenting a moderate level of autism spectrum disorder.

From the survey conducted to the teacher staff from Unidad Educativa Bilingüe “Sir Thomas More”, it was analyzed that the EFL teacher seems to have lowered expectations upon the child with moderated autism and in order to give a solution to this problematic situation, it was proposed one EFL class using differentiated instruction for establishing that not just one student is different rather all of the rest are different.

JUSTIFICATION

Educational inclusion is a new topic that has brought such importance to be implemented in classroom. According to Art. 2, paragraph e of the Organic Law of Intercultural Education (Ministerio de Educacion del Ecuador, 2013) (LOEI), recognizes as a philosophical, conceptual and constitutional foundation in the educational sector the prime and special attention and integration of children and adolescents with disabilities or catastrophic diseases. Yet, the proposed research will be of significance for the people involved in this educational situation.

It is going to be useful for the student with autism spectrum disorder (ASD), since she will achieve deeper academic outcomes, given the fact that she will be taught the same content as the rest of her partners. She will benefit herself by working on individual goals while participating in the classroom life with other students at her own age. Additionally, individuals with an ASD are often recognized by having a lack of communication and social interaction with others (Daily , 2005) and by means of new strategies the student will increase her social limitations.

The EFL teacher will benefit from having a vast understanding of a different learning styles and needs of inclusion student with (ASD), and curriculum adaptation and modification knowledge, as well as, the growth of her professional development.

The institution will take advantage of having teachers that count with pedagogical Knowledge when leading with special needs children so that they can promote their services to the society.

Finally, the parents will be relieved and happy to see how their children are growing in knowledge of English as a foreign language.

PROBLEM STATEMENT

This research study takes place at Unidad Educativa “Sir Thomas More” located at “La Aurora-Pascuales”. The people involved in this work includes English as a Foreign Language (EFL) teachers for elementary school of 4th grade and a student that presents a level of moderated autism spectrum disorder (ASD), who is an eleven-years old girl that currently studies at the educational institution aforementioned.

The problem is mostly seen in the academic field. The student receives a different content from the mainstream curriculum; for instance, if the whole class is studying the unit about food, it is noticed that the girl is given tasks and activities which are not connected to the topic that the rest of the class is following. Another clear example is shown while the class is doing pair-work dialogues; the girl is not considered to participate in such activity. The student seems to be limited in terms of knowledge acquisition, EFL skills development and social classroom interaction.

Since the classroom teacher is responsible for grouping the students and designing the tasks to be developed in the classroom, it is probably a matter of lowered expectations upon this student. This possibility should be studied in deep due to the fact that the child may be affected in terms of academic knowledge acquiring. Once teacher get to recognize their responsibility towards this issue, maybe they could provide more challenging education for this kind of student.

The topic of lowered teachers’ expectations on inclusion students has been already researched in other countries. Darley and Fazio (1980) cited in (Klehm , 2013) stated that as a consequence “teacher attitudes and expectations may be unintentionally passed on to the student causing a self-fulfilling prophecy to occur” (p.103).

But as a benefit, conducting this research could bring up awareness over an issue that has scarcely been noticed.

Research questions

Is it possible that teachers at Unidad Educativa Bilingüe “Sir Thomas More” show lowered expectations towards an inclusion student?

What elements can prove that teachers from Unidad Educativa Bilingüe “Sir Thomas More” have lowered expectation towards inclusion students?

Objectives

General Objective:

- To enhance awareness over teachers' lowered academic expectations upon a student with autism spectrum disorder (ASD) in the EFL classroom of Unidad Educativa Bilingüe “Sir Thomas More”

Specific Objectives:

- To determine the level of the English teacher responsibility upon the limitation of EFL academic development and social classroom interaction.
- To state the characteristics of teachers' expectations and perceptions towards inclusion students.

1. THEORETICAL FRAMEWORK

1.1. Ecuadorian Legal Framework

Considering that in our educational system, the LOEI (Organic Law of Intercultural Education) (Ministerio de Educacion del Ecuador, 2013) establishes the inclusion principles which are cited in the Art 17: The Curricular Proposal:

Institutions of formal education shall place emphasis on the principle of flexibility established by the Organic Law of Intercultural Education (LOEI) in regards to the curricular adaptations pertaining the provision of care for students with special educational needs.

For the educational needs student, the curricular proposal should be adapted on:

- A. The objectives and contents
- B. The methodology, strategies and resources.
- C. Learning sequence and temporality
- D. The evaluation and promotion criteria

Besides, the LOEI guarantees several rights for inclusion students as it is mentioned in Art 47, from the Organic Law of Intercultural Education (LOEI), (p.2):

...institutions of formal education as well as non-formal education shall take into account accommodating the special educational needs of people cognitive and psychomotor. The educational law shall ensure these special needs would not become a barrier for the access of education. The Ecuadorian state will guarantee the inclusion and integration of these people in educational establishments eliminating the barriers of their learning.

1.2. Conceptual framework.

It is necessary to give definitions for important concepts in the field of Autism Spectrum Disorder (ASD) for inclusion. According to 34 Federal Code of Regulations from the United States cited in Woolfolk (2010), "Autism Spectrum disorder is defined as a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affect the child's educational performance". (p. 143)

Another definition provided by the American Psychiatric Association cited in Wilmshurst (2010), autism is considered a neurological disorder, which is placed under those fundamental class of pervasive developmental disorders (PDD).

1.3. Prevalence and causes

According to Wilmshurst (2010), autism is regarded as a genetic disorder – though it has not been proved as the cause of it. With the prevalence of "five cases per 10000 with rates ranging from 2 to 20 cases per 10000 individuals" (p30), the disorder is four times more likely to affect males than females. As stated by the DSM-IVR-TR, Autistic people present a certain level of intellectual disability. On the other hand, some others fall under the category of high functioning Autism, having an IQ 70.

Nowadays the precise cause of autism is still unknown due to the complexity of the disorder along with the variation of the symptoms and severity. However, there are three possible theories that may be closer to the causes of this disorder. As Baron-Cohen & Bolton (2004) mention, "the biological theory holds that in autism there are one or several abnormalities in the brain, and that these are caused by one or several biological factors such as genes, complications during pregnancy or birth, or viral infections." (p.26)

Clues for biological theory of autism: Taken from Baron-Cohen & Bolton (2004)

Features of the syndrome

- More often found in males
- Roughly equally common in all areas of cultures

Associated factors

- Mental handicap
- Epilepsy
- Neurological symptoms
- Minor congenital anomalies (birth defects)

Link with other conditions

- Chromosomal / genetic conditions
- Metabolic conditions
- Viral infections
- Congenital anomaly syndromes

Environmental factors theory

A cited publication from the BBC (Gallagher, 2014) suggested that by pollution exposure during pregnancy may cause autism based on the mother's home address, the scientists concluded that high levels of pollution were more common in children with autism. The strongest link was with fine particulate matter that enters the bloodstream and cause damage throughout the body

The genetic theory

Regarding to the believe that ASD is caused due to genetic concerns, it is stated on the page of the American Speech-Language-Hearing Association ASHA (2017) that researches and findings have demonstrated that ASD is more common in boys than girls—most likely due to genetic differences associated with the X chromosome. Chakrabarti and Fombonne, 2005, quoted in ASHA (2017) and twin studies that show a 60% to 90% rate of concordance for identical twins compared with a 0% to 10% rate of concordance for fraternal twins Bailey et al., 1995, quoted in ASHA (2017). In a study conducted by Ozonoff et al. (2011), almost 20% of infants with an older biological sibling with ASD also developed ASD; the risk for developing ASD was greater if there was more than one older affected sibling.

1.4. Features present in children with autism

Wilmshurst (2010), states that there are four essential characteristics which are perceived under the domain of Autism Spectrum disorder (ASD). First of all, in the language sphere and communication skills, autistic people show a delay in the development of verbal communication and infrequent use of features that accompany communication such as pointing and eye to eye gaze. Speech patterns used in communication are monotone, repeating what other people say (echolalia). Furthermore, ASD children may engage in conversation, only to talk about what it is interesting for them without taking into consideration the other participants' views in the matter.

Secondly, regarding social interaction, individuals with autism would rather pay more attention upon objects instead of forming bounds with relatives or friends. Wilmshurst also annotates that another stereotypical characteristic pertaining to ASD is the engagement of individuals with this disease with repetitive activities such as following a routine, hand flapping, factors that keep them from interacting with others. Nevertheless, some children with autism may present advanced development of certain skills in specific domains, for example, reading or problem-solving skills above average. (p.18)

1.5. Pedagogy and inclusion strategies

The theories written about pedagogy do not make distinctions between regular students and inclusion students; this is shown in the work of Piaget and Vygotsky. Woolfolk (2010), maintains that both Piaget and Vygotsky declare the importance of social interactions for acquiring knowledge. “Thus, Piaget believed that the most helpful interactions were those between peers because peers are on an equal basis and can challenge each other’s thinking.” (p.44) It could be concludes that, educational institutions are the most positive environment for the cognitive development of children with special needs.

The knowledge that children is about to learn must be adapted according to their age and cognitive level. For school activity, it must be considered three cognitive development stages from Piaget theory: Preoperational (2-7 years old), concrete operational (7-11 years old) and formal operations (11- adult). Piaget cited in Wadsworth (1996), list the characteristics of each stage:

- For the preoperational child, development of language and thinking in symbolic form. Process operations logically in one direction. Finds it difficult to see another person’s point of view.
- For the concrete operational child it could be found that they are able to solve concrete (hands-on) problems. They can classify and seriate. Understands laws of conservation and reversibility.
- Formal operations characteristics are: solve abstract problems, more scientific and logical in thinking, concerns about social issues and identity. (Wadsworth , 1996)

These characteristics should be taken in consideration when designing materials for any EFL student, with special needs or not.

Woolfolk , 2010 argues that Vygotsky believed that cultural tools, such as rulers, abacus, computers, or the Internet and symbolic tools like numbers and mathematical systems,

Braille, sign language, maps, works of art, and language play significant roles in cognitive development. (p.45)

About the same author, Woolfolk (2010), mentions that Vygotsky stressed more attention than Piaget on the role of learning and language in cognitive development. Genuinely, Vygotsky considered that language in the shape of private speech or (talking to yourself) guides cognitive development. Teachers must assist learning by taking into account a number of factors, including their students' needs, identifying which child requires help on specific skills, leading them to go through the steps on how to solve complex problems, enabling them to make revisions and ask for questions that enriches students' attention. This kind of assistance can aid both subject understanding and act as platform for developing students' academic literacies and skills.

Vygotsky also mentioned in Woolfolk (2010) that another relevant topic is the zone of proximal development in which the learner has to be clearly explained under the guidance of a tutor or in collaboration with another mastered instructor, the steps, details, reminders, clues of a specific problem in order to master and succeed instruction. In other words the teacher must scaffold the knowledge.

2. LITERATURE REVIEW

2.1. EFL and Autism

It is a concern for teachers to establish how useful is the acquisition of a new language in students who have special needs, in this case students with ASD.

Interventions focusing on language development and linguistic development are conducted to teach a second language upon students with ASD. In order to accomplish a better language development it is taken into consideration four different stages suggested by Reppond (2015): expectant waiting, imitating, promoting joint attention, introducing pretend play, and teaching gesture use.

- Expectant waiting consists on waiting or being aware of a response no matter if it is an action or answer.
- Imitating consists on a repetition of commands, an actions that have a visual goal or meaning.
- Prompting joint attention is a matter of visual coordinating attention that focus on engaging the ASD child to do an action rather than requesting.
- Introducing pretend play consist on pretending as if something is when it is not.
- Teaching gesture, it is based on mimics in order explain an idea or meaning.

It was discovered by Elder, Seung, and Siddiqui (2006) cited in Reppond (2015) “that vocabulary development is a valid measurement for the intervention of children on the autism spectrum; it would seem that the first language vocabulary gains aid in the second language vocabulary gains”. (p.24)

2.2. Lowered teacher expectations

It is important to point out that teachers' expectation upon children with learning disabilities might be reduced so that the child's performance and the growth will dismay the child perceiving as lazy, effortful to teach, and unskilled to learn. However; According to Wilmshurst (2010), "Children with learning disabilities require special teaching techniques and accommodations, additional time to complete assignments, or a peer tutor. These changes to their program do not mean these children are necessarily difficult to teach." (p.18)

According to Antia, Stinson and Gaustad (2002), teachers' expectations can lead to a negative academic performance effect upon students. Due to the teachers' belief that students may not fully participate in classroom activities or that they cannot succeed in academic activities.

On the other hand, the aforementioned authors also argue that "high (and realistic) expectations can result in teachers making appropriate academic demands and taking responsibility for adjusting the environment ... to allow full participation in classroom activities."(p.220)

It is of vital importance to state how teachers hold lower academic and behavioral expectations upon students with learning disabilities than regular students without disabilities. Even though ASD is not considered a learning disability, it does affect learning, as Woolfolk (2010) mentions, ASD affects communication skills and social skills, which are necessary for learning in a school environment. According to Antia, Stinson & Gaustad (2002), cited in Ting & Gilmore (2012), teacher's expectations about the abilities of inclusion students lead to a considerable clout in the way they perform in inclusive settings. Learned dependency and helplessness can be found whether the teachers expect less or do not boost full participation in the classroom. On the other hand, it has been manifested that teachers with a considerable amount of expertise about the needs of these students can achieve more positive expectation leading to better outcomes for their students.

According to Good & Brophy (1997) cited in Campbell, Gilmore, & Cuskelly (2003) suggest that teachers' attitudes and expectations play a major role in students' educational outcomes so that teachers tend to have less than positive attitudes towards individuals having a kind of disability. Additionally, (Bender, Vial & Scott, 1995; Tait & Purdie, (2000) cited in Campbell, Gilmore, & Cuskelly (2003) declare that the teachers' concerns include:

- The amount of individualized time children with special needs might require, possibly to the detriment of other students;
- Apprehension as to the quality of work produced by children with special needs;
- Lack of adequate support services; and teachers' concerns about deficiencies in their own training and preparation in the skills required to support inclusive educational practice.

2.3. Differentiated instruction in an inclusive classroom

The inclusive classroom needs a special methodology adapted to the child with Autism spectrum disorder, but also the teacher needs a methodology that could be applied to regular students as well, this could be differentiated instruction. According to the definition given by Tomlinson (2005), differentiated instruction is "a philosophy of teaching purporting that students learn best when their teachers effectively address variance in students' readiness levels, interests, and learning profile preferences" (p.262), and Anderson (2007) cited in Ellerbrock (2011) arguments that "differentiated instruction is based on beliefs that students are all different; they learn differently and like different things." In conclusion, as inclusion children are different from the regular students, they are in the need to be immersed in a methodology in which everyone is different.

Westwood (2001) mentions, that education institutions in Australia have been moving very steadily toward a more inclusive system of education. For the aforementioned

author, it seems to be that it is just necessary for teachers to have a positive attitude, to be a bit more flexible and adaptable in their teaching approach about inclusion students for example: to do less direct teaching and to encourage more student-centred co-operative activity, and perhaps have a little help from a resource teacher; and then all students will fit in quite happily environment. The magic word for Westwood, in order to guarantee success in inclusive classroom practice is 'differentiation'.

In the overall, in other countries these two fields, differentiation and inclusion, already have been mixed and studied to reach higher goals for inclusion education. On the contrary, in this country these two topics working together are barely known. For that reason, it is important to consider its use.

2.4. Teaching Strategies Used within Differentiated Instruction

Given the fact that the formula for implementing differentiated instruction has not been identified, there are many other teaching strategies that can be implemented under this methodology. Anderson, 2007; Brimfield et al., 2002; George, 2005; Hall, 2009; Heacox, 2009; Levy, 2008; McGlenn, 2005; Wehrmann, 2000 quoted in Ellerbrock (2011), mentioned five different approaches to be applied which are: flexible groups, tiered assignments, learning contracts, cubing and compacting.

2.4.1. Flexible Groups:

Ellerbrock (2011) refers to “grouping” as an instructional strategy that should be used flexibly to ensure that all students achieve their outcomes. In flexible group students have the opportunity to be a member of different groups based on their readiness, interest, or learning style. These groups may be student-selected or Teacher selected. According to George (2005) cited in Ellerbrock (2011) students are placed in many different groupings depending upon the task or content area. The use of flexible groups “may prepare students more effectively for real-life situations, now and in the future”.

2.4.2. Tiered assignments:

According to Lewis and Batts (2005) cited in Hogan (2009) "tiered assignments are assignments designed at different levels of complexity according to students' readiness level" (p.29). This approach effectively addresses students' varying ability levels. It makes students meet the objectives designed at different levels of difficulty or critical thinking enabling students to gain knowledge and understanding at their individual ability level Ellerbrock (2011)

2.4.3. Learning contracts:

These are conceived by the teacher and the students through a written agreement of what material will be covered by when. It develops independent learning skills allowing students become more responsible for their own learning. Anderson, Boud, & Sampson (2004) expressed that "Learning Contracts are considered both a teaching strategy and an assessment tool that will encourage self-directed learning. Students want to learn because the curriculum outcome indicators become their own personal objectives" (p.5)

2.4.4. Cubing:

According to Brimfield et al., 2002; Hall, 2009 quoted in Ellerbrock (2011) Cubing encloses tasks, ideas or concepts presented in six different ways, which stands for the six sides of the cube. Tasks can be differentiated by readiness, interest, or learning profiles; Students roll the cube a predetermined number of times and are required to do the assignments that "land" on the top of the cube. Applying this innovative strategy enables teachers to create different learning activates throughout a lesson and more interesting assignments for the students and yet more engaging and motivating.

2.4.5. Compacting:

Hall (2009) cited in Ellerbrock (2011), states that compacting focuses on the modification of instructional elements to determine pre-mastered material, in other words, the students will not have to relearn the content they already know. This compacting is done in the curriculum; this eliminates specific skills that students have already acquired. The

material implemented will be more challenging in order to put emphasis on personal growth, and give opportunities for advanced learners to extend their knowledge, thought, and skills.

According to Anderson (2007) cited in Ellerbrock (2011), differentiation starts with the creation of learning profiles; “simple profiles of each student containing pertinent information specific to learning preferences, family structure, favorite hobbies and interests, and other aspects of interest” (p. 51).

2.5. Students with Special Needs

Ellerbrock (2011) suggests that differentiated instruction has been used in special education classrooms for years and it is becoming more popular as a way to accommodate all students' differences in the typical classroom while implementing IEPs as well. Individualized Education Plans (IEPs) is a follow-up process to take account when a student is identified of having learning disabilities. An IEP “formalizes the students' educational needs and specifies the measurable goals and objectives for the student for the academic year” (Laprairie et al., 2010, p. 21 27) cited in Ellerbrock (2011)

2.6. Suggestions for Implementation of Differentiated Instruction

Since differentiated instruction takes the teaching philosophy that embraces learning to all children in favor of reaching a common goal, no matter the path they take to get there, teachers are supposed to meet all of the learner' needs while simultaneously covering grade level content. In order to follow this path, Ellerbrock (2011) states three ways to differentiate a lesson that allows students more choices in their learning by: 1) differentiating content, 2) differentiating process, 3) differentiating product.

2.6.1. Differentiated Content:

On the website EDUTOPIA, McCarthy (2015) writes about the differentiated content. This author mentions that it includes the changes of the material being learned by the student based on the curriculum and what the student needs to learn. For differentiating

content teachers need to use numerous delivery formats just as video, reading lectures or audio in accordance with students' interests.

2.6.2. Differentiated Process:

On the website EDUTOPIA, McCarthy (2015) declares that differentiated process allows students to access the material they are learning, helping them assess what they do and do not understand. In this process they need time to master the learning activities before moving on to the next segment of a lesson. It gives the teacher the opportunity to monitor students' progress.

2.6.3. Differentiated Product:

McCarthy (2015) also states that differentiated product renders students opportunities to demonstrate what they have learnt in various ways. Students could write a research paper, record a podcast or create info-graphics in regards of having clear academic criteria that the students understand. When products are targeted to learning outcomes, students' voice and choice develop, in the time when the content is addressed.

Results of the study from Ellerbrock (2011) emphasize the benefits of using differentiated instruction to increase engagement.

The results indicated that utilizing differentiated instruction in the classroom does have an impact on engagement with both teachers and students. Furthermore, the results indicated that the nature of engagement in a differentiated classroom includes teachers providing support and feedback on a consistent basis, teachers including student interests and various ability levels, and teachers utilizing multiple instructional methods to accommodate for students' diverse learning styles. (p.52)

3. METHODOLOGY

The research conducted for this study is a mixed method approach which according to Cresswell (2013) “provides a stronger understanding of the problem” (p.264) “It involves the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions or hypotheses and it includes the analysis of both forms of data.” (p.266)

This methodology was chosen due to the fact that it was necessary to measure teachers’ attitudes towards a new field which is inclusion and to verify in what way this attitude has affected the knowledge of the student with learning disability (ASD). It was conducted a research comparing different perspectives drawn from quantitative and qualitative data. The qualitative design is a case study; this inquiry design is found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Stake (1995); Yin (2009) (2012), quoted in Cresswell (2013). The case of the student with autism in this school is unique, she is the only child of inclusion in the 4th grade and the intention is to study in depth how teachers’ perceptions towards this student will create a general expectation to the rest of inclusion students. She presents very specific qualities academically and socially (low peer interaction), this is the reason why she is the best inclusion case to be studied.

Data gathering tools

Since the methodology is mixed, it has been chosen elements from qualitative and quantitative methods. This includes a survey adapted from Satterly Roig(2011) about attitudes and teachers’ expectations towards inclusion students. It is a set of twenty premises which the teachers had to show agreement or disagreement through a Likert scale strongly disagree, disagree, somewhat agree, agree, strongly agree.

It was also designed an observation sheet to gather evidence about the academic performance and advancement in the EFL classroom. The data gathered was about: The assessment, classwork, homework, classroom social interaction and textbook. The

observation sheet was filled in a typical school day during English Language Arts class along 45 minutes. The student did not notice the presence of the researcher. It was taken pictures as prove of research.

It was also gathered some evidence from the previous year student's notebook in order to verify the academic achievement and level of knowledge of the aforementioned student.

Participants

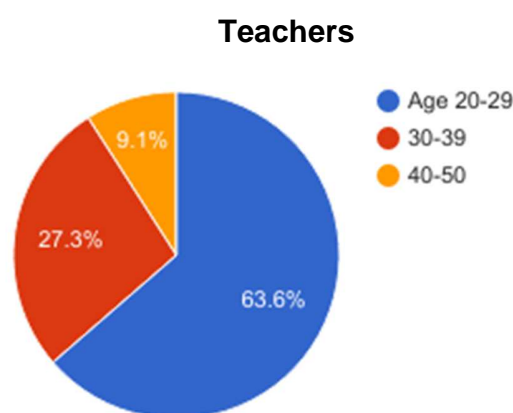
The survey participants were eleven teachers from Unidad Educativa Bilingüe "Sir Thomas More", which corresponds to the complete staff from elementary school.

The other participant was the student of inclusion, an eleven year old girl attending the fourth grade at Unidad Educativa Bilingüe "Sir Thomas More".

DATA RESULTS AND ANALYSIS

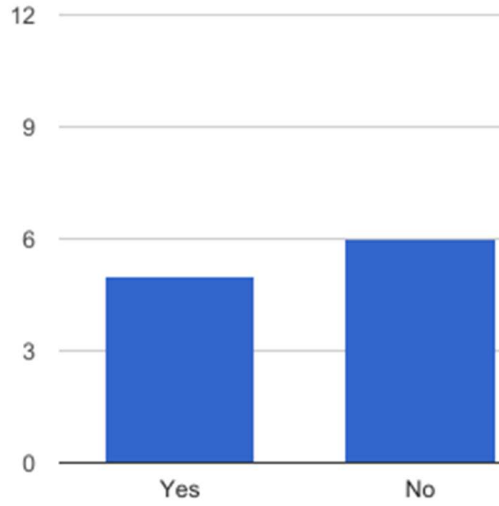
In this section, it will be shown the results obtained upon the survey for elementary school teacher staff implemented at Unidad Educativa Bilingüe "Sir Thomas More".

The age of the majority of the teachers surveyed fluctuated between 20 to 29 years old, which indicates a young teachers' population. Almost half of these teachers hold an Educational degree. The majority of them have two to five years of teaching experience and very few of them have more than six years of experience.



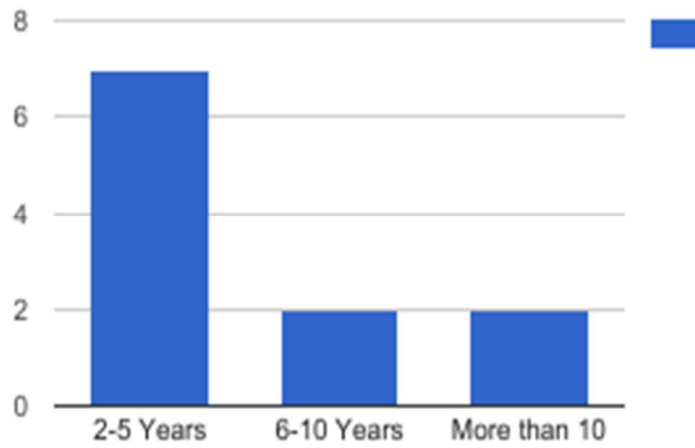
Graph 1 "Surveyed Teachers", designed by the author.

Education Degree



Graph 2 "Surveyed teachers holding an education degree", designed by the author.

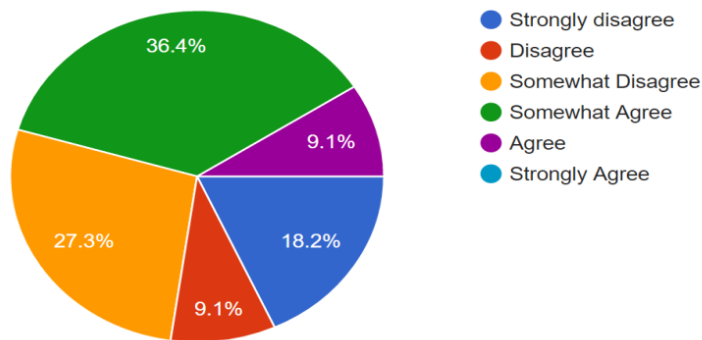
Years of teaching experience



Graph 3 Surveyed teachers years of teaching experience. Chart designed by the author.

Learning new concept expectancy

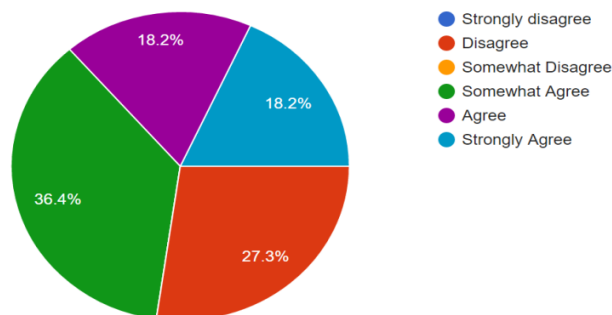
The majority of the surveyed population is somewhat insecure that the student with inclusion will learn new concepts at a rate similar to typical students in my class



Graph 4 Statement #1: I expect this student will learn new concepts at a rate similar to typical students in my class. Chart designed by the author.

Verbal participation

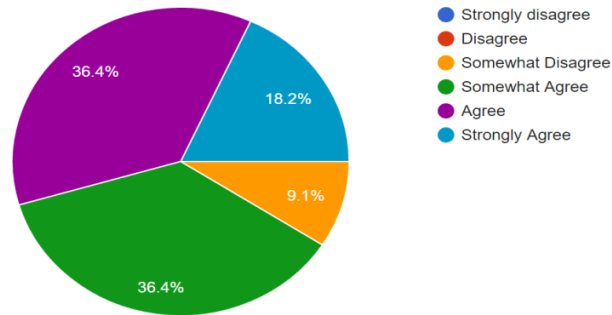
One third of the participants surveyed answered positively to the verbal participation of the student with autism; but there is another third which is insecure and the last third disagreed with the statement aforementioned.



Graph 5 Statement #2: This student will verbally participate in my class. Chart designed by the author.

Active learning

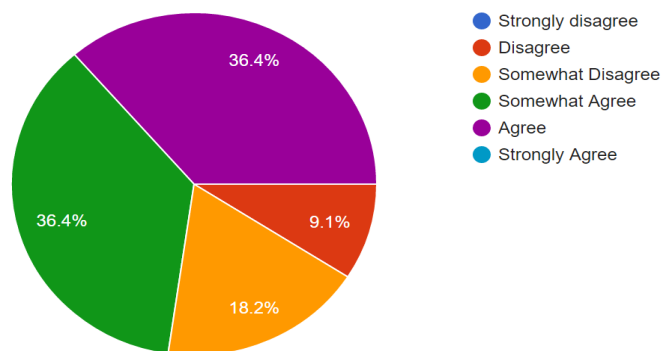
The majority of the teachers surveyed believed that student will actively learn in class, On the other hand, very few of them somewhat disagreed.



Graph 6 Statement #3: This student will actively try to learn in class. Chart designed by the author.

Teachers' expectation within the classroom

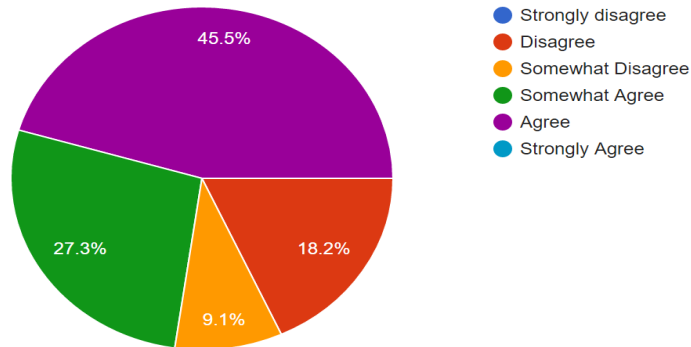
Many of the teachers surveyed acknowledge the possibility that the student will perform to the level of their expectations in class. However, there is a quarter of the population that disagrees with this probability.



Graph 7 Statement #4: This student will perform to the level of my expectations in my class. Chart designed by the author.

Student's problems completing classwork

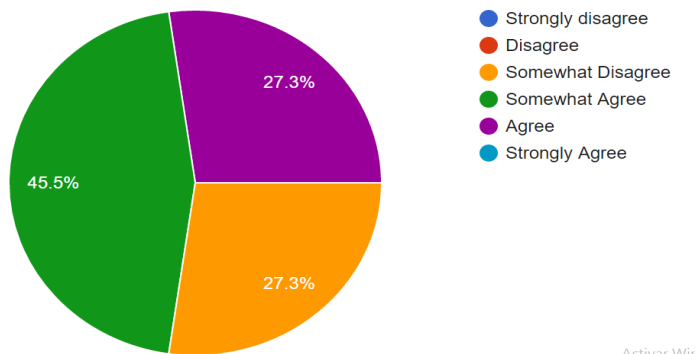
A larger part of the participants demonstrated agreement with the statement that the student will have problems completing classwork, and just a quarter of them showed disagreement upon this possibility.



Graph 8 Statement #5: This student will have problems completing class work. Chart designed by the author.

Student's academic skill deficits

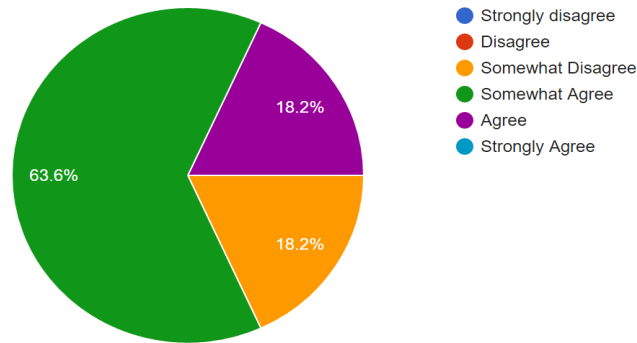
Many of the participants surveyed expect that the student of inclusion may have academic skills deficits, and quarter of the population showed agreement with this topic.



Graph 9 Statement #6: I expect this student will have academic skill deficits. Chart designed by the author.

Following class rules

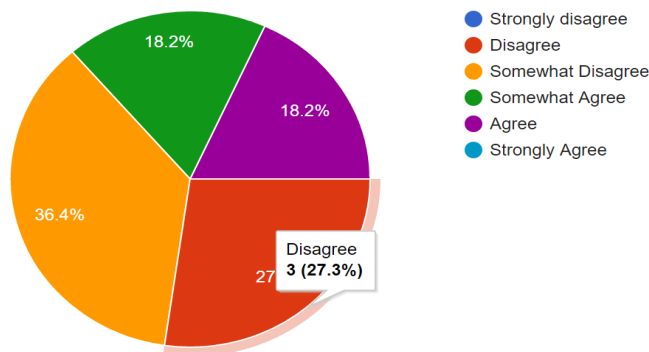
Almost all the teachers surveyed believed that the student will follow class rules.



Graph 10 Statement #7: This student will follow all class rules. Chart designed by the author.

Student's disruptive behavior

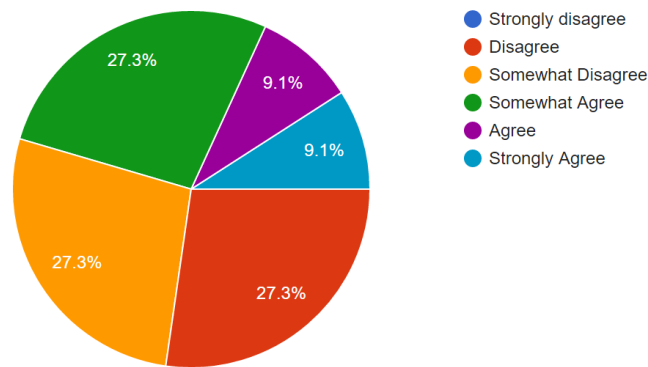
A third part of the surveyed population states that a child with autism will disrupt the learning of other students, there is another third of them that is not sure about this possibility and another third of them showed disagreement on this topic. This shows the lack of knowledge about the characteristics of a child with autism. It is very difficult that the child could become disruptive if they don't talk to anybody.



Graph 11 Statement #8: I expect this student will disrupt the learning of others students. Chart designed by the author.

Student's level of cooperation interference

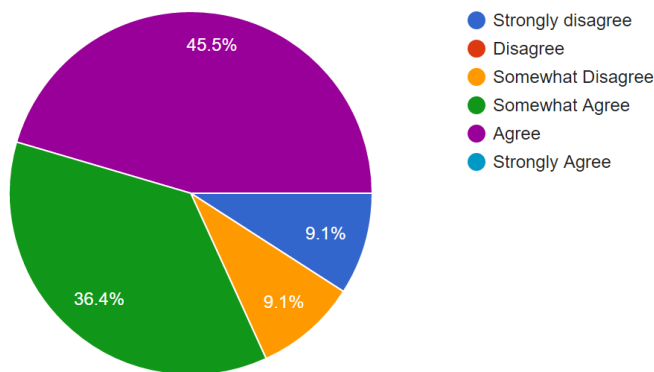
Half of the population surveyed highlights disagreement with the idea that the level of the student's cooperation will interfere with the learning; but there is another half of them that showed agreement on this possibility. Here it is shown the lack of knowledge about the teaching strategies to implement with a child with autism.



Graph 12 Statement #9: This student's level of cooperation will interfere with learning. Chart designed by the author.

Student's effort on tasks

The majority of the teachers surveyed indicated agreement on the idea that the student will put forth effort on all task in class. Yet very few of them highlighted disagreement with this probability.

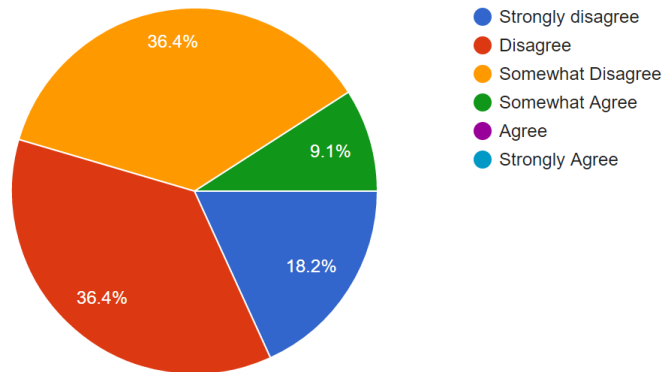


Graph 13 Statement #10: This student will put forth effort on all tasks in class. Chart designed by the author.

Student's

behavior

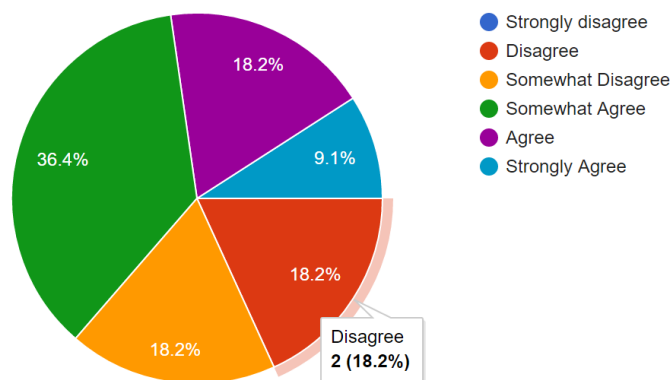
Almost three quarters of the teacher's staff indicated that the student will not behave aggressively towards others; while very few of them believed that the child will behave aggressively. This demonstrates that some teachers know little about the characteristics of a child with autism. These children do not have interpersonal contact with others.



Graph 14 Statement #11: This student will behave aggressively toward others. Chart designed by the author.

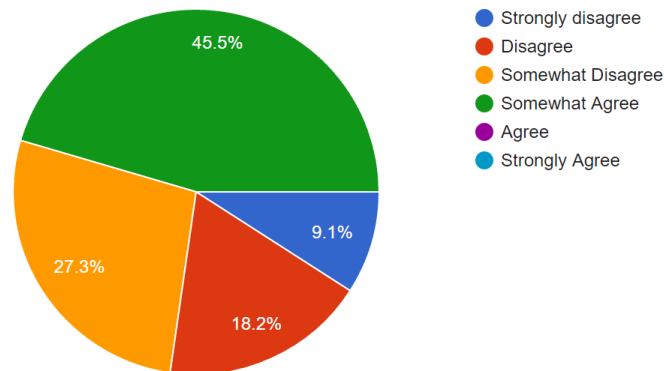
Student's distractive behavior

More than the half of the participants stated that the student will easily become distracted, and thirty-six percent of them did not think that the child will become distracted.



Graph 15 Statement #12: This student will easily become distracted. Chart designed by the author.

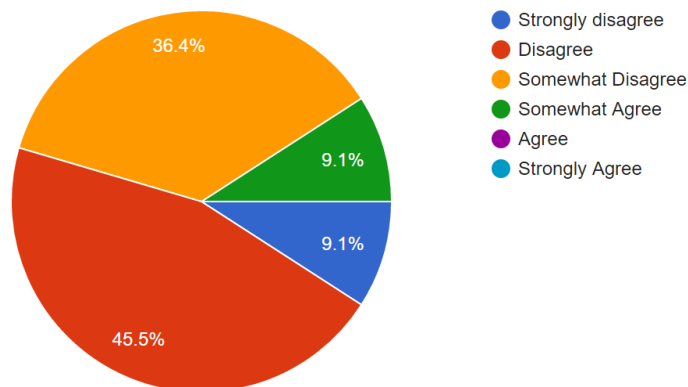
The majority of the participants are in doubt about the impulsive behavior that the child could show; and, a quarter of the participants considered that the child will not behave impulsively. Again, it is shown the lack of knowledge that the teachers have about the characteristics of a student with autism, since they have lack of communication skills. It is difficult to find an impulsive behavior.



Graph 16 Statement #13: I expect this student to behave impulsively. Chart designed by the author.

Student's aggressive behavior

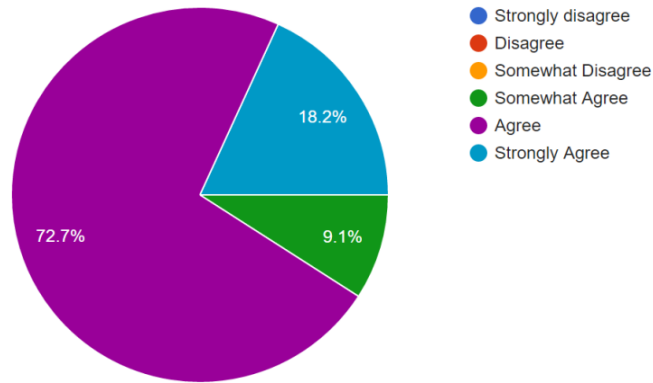
The majority of the participants surveyed states that the student will not argue or fight with others, and few of them think that the child will argue or fight with others. Given the fact that this student has communication deficits; it is difficult to for them to start arguing with others.



Graph 17 Statement #14: This student will argue or fight with others. Chart designed by the author.

Teachers' help on academic skills

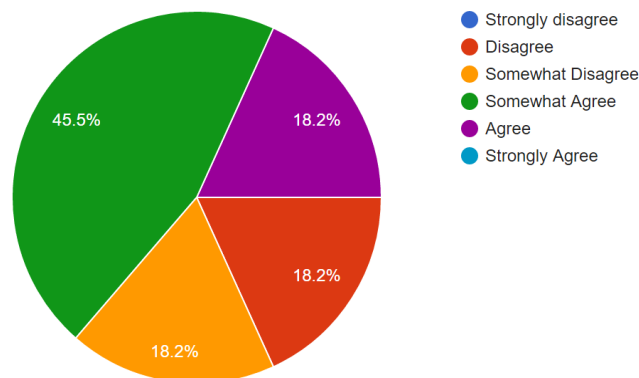
The majority of the population surveyed acknowledge on the possibility that they can help this student learn academic skills.



Graph 18 Statement #15: I can help this student learn academic skills. Chart designed by the author.

Moving the student through core content

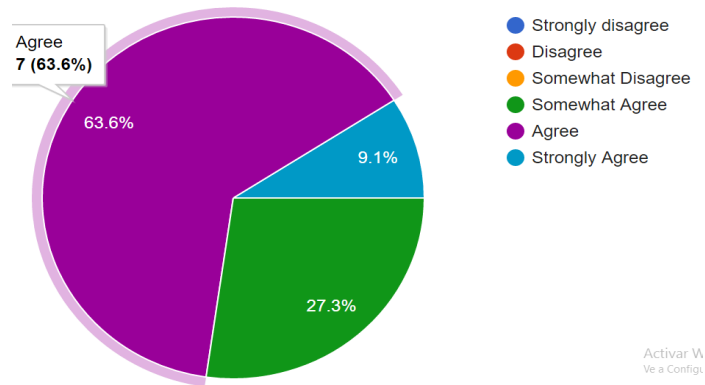
More than a half of the participants stated that it will be difficult for them to move through the core content with this type of student, and the thirty six percent of them state that they will not have difficulties with this probability.



Graph 19 Statement #16: It will be difficult for me to move through the core content with this type of student. Chart designed by the author.

Teacher's knowledge strategies

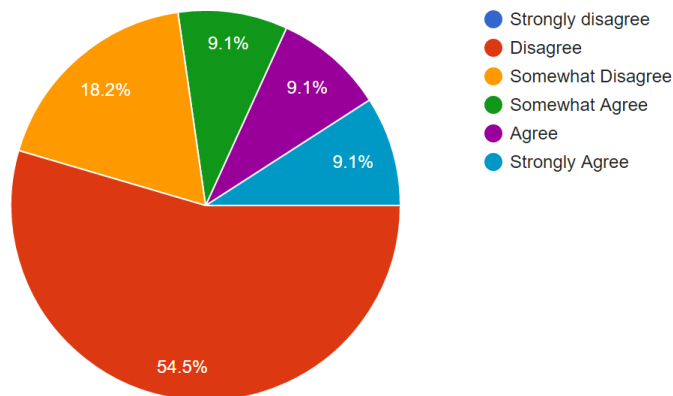
The majority of the participants stated that they could effectively implement their training to help this student. However, this is not possible given the fact that the teacher staff has not received training along the year neither the last year.



Graph 20 Statement #17: I can effectively implement my training to help this student. Chart designed by the author.

Student taught by a different teacher

The majority of the population surveyed does not think that a different teacher would better teach the student; and, on the other hand, more than a quarter of them believed that the student will be better taught by a different teacher.




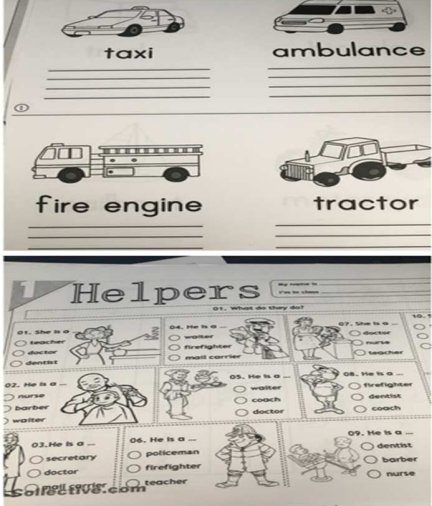
Graph 21 Statement #18: This student would be better taught by a different teacher. Chart designed by the author.

OBSERVATION SHEET

In order to gather information about the child with autism, it was designed an observation sheet in which it will be illustrated a school day in the EFL classroom with all of its activities. The elements to be observed were: assessment, homework, classwork, classroom social interaction and textbook.

ASSESSMENT	<p>ON WHAT CONTENT IS SHE EVALUATED?</p> <p>She is barely evaluated along each term. She is evaluated just for the mid-term exams.</p>	<p>HOW IS SHE EVALUATED?</p> <p>WRITTEN?</p> <p>Paper and pencil exam with multiple choice questions</p> <p>OBJECTIVE?</p> <p>Yes, it is.</p> <p>OPEN QUESTIONS?</p> <p>These kinds of questions deals with the grammatical pattern that the girl has previously being taught.</p>
HOMEWORK	<p>WHAT IS BEING DELIVERD?</p> <p>Homework is seldom delivered to her, given the fact that the girl doesn't have a follow up by the parents.</p> <p>The homework delivered is a merely repetition of isolated words.</p>	<p>HOW IT IS DELIVERED?</p> <p>The teacher finishes the class with the rest of the students and later explains her she has to do for homework. The homework seems to be different from what she has being taught in class.</p>
	<p>WHAT IS BEING PLANNED?</p> <p>The teacher immediately picks her pack of "special needs material", leading the girl to pronounce and</p>	<p>HOW IS IT DEVELOPED?</p> <p>Once the girl is instructed how to develop the activities, the teacher continues working with the rest of</p>

<p>CLASSWORK</p>	<p>repeat isolated words. The teacher ensures that the girl pronounce and repeat the words that are shown In the worksheets. The classes seems not to be well planned and well-structure.</p> <p>“Special needs material”: The teacher is given a pack of worksheets that is common to all students with special needs in the elementary school. Usually these are activities such as: coloring, repeating vocabulary words, tracing, decorating, completing, memory game, painting paper string around different shapes of animals and things. (see annexes)</p>	<p>the students covering with them a different topic. The teacher also instructs the “shadow teacher” (a teacher that assists students with special needs inside the classroom) to lead the girl for developing the activities. Then the girl spends most to the time working on the activities like coloring, tracing, pasting paper balls on different shapes.</p>
<p>CLASSROOM-SOCIAL INTERACTION</p>	<p style="text-align: center;">DESCRIPTION</p> <p>The girl is just included in the warming up activity that the teacher provides to the class. But she is not acknowledge in the rest of the class session.</p> <p>For the warming up, the teacher provides tasks like filling worksheets, games other activities like, songs, “Simon Says” and races.</p>	<p style="text-align: center;">EVIDENCE</p> 

	YES / NO	EVIDENCE
<p>TEXTBOOK</p>	<p>The girl does not have any textbook. The teacher provides the material that consists on the worksheets previously mentioned.</p> <p>The girl was fast at completing tasks in the worksheets given the fact that she had already done those activities before.</p>	 <p>The evidence shows three worksheets. The first two show illustrations of a taxi and an ambulance, and a fire engine and a tractor, each with a label and a blank line for writing. The third worksheet is titled 'Helpers' and contains several multiple-choice questions about professions, such as '01. She is a' with options like teacher, doctor, and dentist, and '04. He is a' with options like waiter, firefighter, and mail carrier.</p>

From the worksheet, it could be highlighted that the student is poorly challenged. The child is in a different context in comparison with the rest of the class. For example, when the students are studying a unit about food, the girl is given a “Special needs material” which has nothing to do with the book unit. The special needs material contained basic and isolated vocabulary words for the student to develop. The student is not taught how to structure sentences and not to answer questions in full.

Notebooks analysis

Form the notebooks and the material used, it could be inferred:

1. The girl does not work with the class textbook.
2. The is using the same material, (worksheets) with the same content as the previous year: The alphabet, consonant and vowels, indefinite article “a” “an”, colors, shapes, numbers, prepositions, jobs and occupations, school supplies, clothing and family members. This contents was merely repetitions of isolated words not been used as functions of communication. These worksheets are designed for all students with learning disabilities in general, which means that they were not adapted for her ASD specific characteristics and did not follow the content mainstream.

3. Mostly the activities were written. The girl showed clear handwriting. Other activities were similar to the ones done in kindergarten like: pasting paper balls on a topic related picture; also tearing pieces of paper and pasting them on a picture.

4. PROPOSAL

From the data analysis it was concluded that there exists lowered teacher expectations upon the student with autism spectrum disorder. This knowledge triggers the possibility of proposing a planning in which all the students are different and could be addressed in a specific way. For this reason, the proposal consists in a differentiated EFL planning for fourth grade using the textbook Backpack 3, where it is introduced some adaptations for the inclusion student. The following is the general objective for this proposal:

- To design an alternative for enhancing the development of EFL skills and social interaction in the classroom for an inclusion student.

The overall objective for this proposal is to create a more challenging cognitive environment for the child with autism. From the evidence gathered in the observation sheet it was found that the student was not using the textbook, or learning the vocabulary unit and was not participating in the classroom activities. The student was only filling out worksheets with isolated vocabulary.

On the other hand, this proposal will also be a challenge for the teacher since this type of planning is very different from the traditional one. This includes that the teacher must plan in a way that all the students learn differently. It was considered three samples different groups according learning styles in which one of those the ASD student is been included. She is supposed be immersed in the group as all the rest of the class rather than being included in the class. This strategy may enhance the social interaction of the inclusion student with her peers.

The following lesson plan is designed for an 18-students classroom in which the student with autism is included.

Differentiated Instruction Planning

Unit Theme: From Morning to Night daily activities

Unit Questions: What time is it? What do you do after school? What do you do during recess?

Time: 80 minutes (two sessions)

Design: By product.

Subject: Language Arts

Grade: Fourth Grade

OBJECTIVES	<ul style="list-style-type: none"> To ask for and tell the time To talk about activities one does before, during, and after school. 		
WARM UP	<ul style="list-style-type: none"> The teacher will sing, "What time is it song" for the students to sing along. Make emphasis on the expressions "o clock" when telling time. The teacher projects an illustration of a clock for students say the time at different hours. 		
GROUPING	<p>Students will be divided into three groups in accordance with the multiple intelligences. The groups are going to be named by colors. The multiple intelligences to be considered are kinesthetic, audiovisual, artistic, linguistic, musical, interpersonal, and intrapersonal.</p> <ul style="list-style-type: none"> The first group is going to be red: the children with kinesthetic and musical intelligences are going to be grouped. The second group is going to be blue: the children holding linguistic and interpersonal characteristics will be grouped under this color. The last group will be orange: the children presenting audiovisual and artistic features are going to be under the color orange. 		
DIFFERENTIATE STRATEGY	<p>Cubing strategy: the students are given a dice and a worksheet to be developed per group. The worksheet contains paper based activities.</p>		
	Red Team	Blue Team	Orange Team

DIFFERENTIATE WHAT?	<p>(Student with autism included in this team)</p> <p>Worksheet</p> <p>Description: Students will be delivered a hand out with instructions about performing a song using daily routines. Ss will ask for suggestions on new ways to perform the lyrics of song well-known songs. They will use their tablets to listen and play the lyrics.</p>	<p>Worksheet</p> <p>Description: Students will create short two minutes role play in which they will show how to use the unit vocabulary of daily routines and telling time.</p> <p>The role play consists about a familiar morning routine in which they will act out in front of the classroom.</p>	<p>Worksheet</p> <p>Description: Students will develop 5 flashcards with routines and time. They will sit in a circle and start an oral chain real asking what time is it so the other student answer “it is time to have lunch, go to bed, go to school and so on.”</p>
DIFFERENTIATE HOW?	<p>Interest and Learning Profile: kinesthetic and musical</p>	<p>Interest and learning profile: linguistic and interpersonal</p>	<p>Interest and learning profile: Audiovisual and Artistic</p>
RESOURCES	<p>Real clock, flashcards with routines, pieces of cardboards, markers, crayons, worksheets</p> <p>Cellphone/ Tablet- music – speakers-</p>		
	<p>(Peer tutoring for the red team) help the child of inclusion.</p>		

ADAPTA- TION	Teacher monitoring performance.
ASSESS- MENT	<p>Students are going to elaborate a piece of craft with consist on a watch to ask and tell the time and include the daily routines learned. Each child is going to have a different time in their watches and the students are going to be allowed to walk around the classroom to ask and tell the time.</p> <p>** The child with autism has to be monitored if she needs extra help; but it is expected that an engaging activity like this will make this student acquire a social interaction which is highly positive for self-esteem.</p>

- The following is the worksheet that the students are going to be provided by the teacher. The strategy used is cubing.

Roll



Language Arts Worksheet

Unit 1: Telling time and Daily Routines

Instructions: Roll the dice given and according to the number shown you must develop the activity. Listen to the music given and sing the lyrics the of song using daily routines

	Song	Routines
1	**Pharrell Williams: Happy	Wake up, eat breakfast, clean the room.
2	Maroon 5: Sugar	Get dressed, mop the floor, take a shower.
3	** Bruno Mars: Uptown Funk.	Dance, eat lunch, wash the dices.
4	Katy: Perry Roar	Do the shopping, go to school, take a bath.
5	** Wiz Khalifa: See you again	Eat dinner, go to bed, sleep.
6	Sia: Cheap Thrills	Set the table, do the dishes, go to school.

5. CONCLUSIONS

Based on data of the observation sheet, it can be concluded that the child with autism effectively was limited in terms of academic performance and social interaction. The student was given tasks that were different from their classroom partners, it was also evidenced that she worked with a different content and she was barely include in activities that the rest of the students worked on.

According to the result form the survey conducted to the EFL teacher's staff at Unidad Educativa "Sir Thomas More" it's highlighted that: the teachers feel insecure about the academic performance of inclusion students, like for example they mostly believe that inclusion students can easily get distracted which is a stereotype because any regular student can get easily distracted. Here are some other conclusions:

- The teachers fell insecure about the idea that the students will learn new concepts at a rate similar to typical students in their classrooms. They also feel hesitant with the verbal participation of this kind of students.
- Many of the teachers suggest that inclusive students will have problems completing classwork. They expect that the student of inclusion may have academic skills deficits. Many teachers are certain about the difficulties they will encounter when moving through the core content in the EFL classroom, like moving through the core content with this type of student.
- Some teachers think that a child with autism will disrupt the learning of other students. This statement shows lack of knowledge about the characteristics of autistic children. They also showed doubt about the impulsive behavior that the child could show in the classroom.
- Teachers surveyed acknowledge the possibility that the student will perform to the level of their expectations in class. This sound contradictory considering that previously they mentioned that they will not expect this student have academic performance

- Many of the teachers believed that student will actively learn in class. This is not possible given the fact that the students with inclusion spend the time filling the worksheets passively.
- The majority of the teachers believe that the student will put forth effort on all tasks in class. This is contradictory given the fact that they previously feel insecure about the student academic performance.
- The majority of the teachers acknowledge on the possibility that they can help this student learn academic skills. This is very contradictory because teachers at Unidad Educativa Bilingüe “Sir Thomas More” haven’t received any training session on inclusive strategies.

6. RECOMMENDATIONS

- This research about lowered expectations must be socialized among the teachers at Unidad Educativa Bilingüe “Sir Thomas More” to bring up awareness of this problematic situation happening to inclusion students, so as teachers can reflect over their own perceptions and try to change.
- Teachers must try to boost self-esteem inclusion students by including them in group work. The activities of differentiation are very motivating and meaningful so it is expected that inclusion students would develop real language skills with this methodology suggested.
- Teachers must restate their expectations to more challenging ones for helping inclusion students to gain a better academic performance in order to succeed in the next educational level. (high school).
- Teachers should get prepared on differentiated strategies; there are many websites that give some great ideas to be used in the classroom.

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ANNEXES

Web Based Survey sent to teachers by Google Forms

Age:

Sex:

Teacher certification:

Level of proficiency:

Education level:

Year experience:

1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4= Somewhat Agree, 5 = Agree, and 6 = Strongly Agree

Rating Scale Item

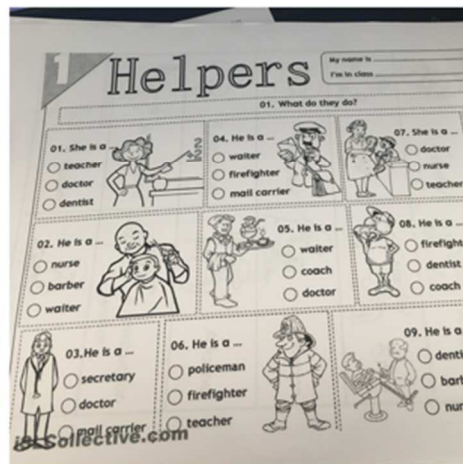
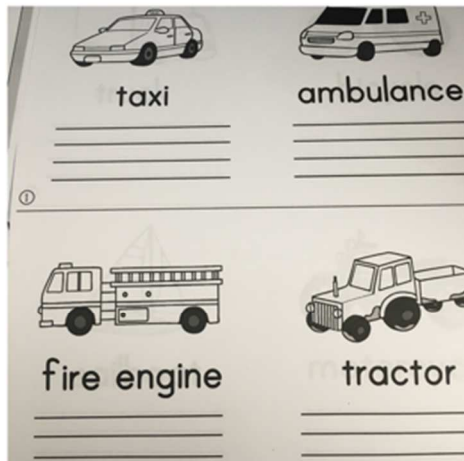
1	I expect this student will learn new concepts at a rate similar to typical students in my class.
2	This student will put forth effort on all tasks in class.
3	I can help this student learn academic and social skills.
4	This student will behave aggressively toward others.
5	This student will use independent time appropriately (as defined in our class rules).
6	This student will verbally participate in class.
7	This student will argue or fight with others.
8	This student will respond to redirection within one prompt.
9	This student will not perform to the level of my expectations in my class
10	I can effectively implement my training to help this student.
11	I expect this student to behave impulsively.
12	This student will have problems completing work
13	This student will easily become distracted
14	This student would be better taught by a different teacher
15	I expect this student will disrupt the learning of others students.
16	I expect this student will have academic deficits
17	This student will actively try to learn in class.
18	This student's level of cooperation will interfere with learning.

Evidence

- Student Presenting moderate Autism Spectrum Disorder



- Class observation





UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Carrera Lengua Inglesa

Solicitud de permiso para realizar investigación

Con motivo de mis estudios de titulación que sigo en la Universidad Católica Santiago de Guayaquil, me encuentro realizando la investigación titulada: **Teachers' expectations and EFL differentiated planning proposal for a 4th grade student with autism.**

Para lo cual solicito su permiso para recabar información de los maestros y la estudiante **García Villacís María José** del cuarto año de educación general básica en la asignatura de Language Arts.

Este proceso incluye observaciones áulicas, evaluaciones diagnósticas a la estudiante, encuestas y entrevistas a los profesores. Dicho proceso se llevara a cabo en los meses de Noviembre y Diciembre del 2016 y Enero del 2017.

Le agradezco de antemano su tiempo y su amable atención a la presente, me despido de usted.

Atentamente,

Byron Xavier Falcones Reinoso.
Estudiante de Lengua Inglesa, UCSG

Guayaquil, Noviembre 14 de 2016

Autorizo a **Byron Xavier Falcones Reinoso** para la realización de la investigación antes descrita en este plantel educativo.

Institución: Unidad Educativa Bilingüe "Sir Thomas More"

Autoridad: Lcda. Paola Murillo

f. _____



DECLARACIÓN Y AUTORIZACIÓN

Yo, **Falcones Reinoso, Byron Xavier**, con C.C: # **0919769158** autor del trabajo de titulación: **Teachers' expectations and EFL differentiated planning proposal for a 4th grade student with autism** previo a la obtención del título de **Licenciatura en Lengua Inglesa** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

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Guayaquil, 17 de febrero de 2017

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Nombre: Falcones Reinoso Byron Xavier

C.C: 0919769158

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Teachers' expectations and EFL differentiated planning proposal for a 4th grade student with autism		
AUTOR(ES)	Falcones Reinoso Byron Xavier		
REVISOR(ES)/TUTOR(ES)	Vásquez Barros, Mariela Fátima		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
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TITULO OBTENIDO:	Licenciatura en Lengua Inglesa		
FECHA DE PUBLICACIÓN:	17 de febrero del 2017	No. DE PÁGINAS:	58
ÁREAS TEMÁTICAS:	Autism in inclusión: Lowered, Teachers, Expectaions; Differentiated, Instruction.		
PALABRAS CLAVES/ KEYWORDS:	Autism, teachers, expectations, planning, inclusión, differentiation.		
RESUMEN/ABSTRACT : This Project was conducted in order to gather information about the lowered expectations perception that the EFL elementary school teachers form Unidad Educativa Bilingüe "Sir Thomas More" have upon a student with moderate autism spectrum disorder from 4 th grade.			
<p>First, a bibliographical research was carried in other to explore the rights in the Ecuadorian legal framework (LOEI) and its implication with inclusion students. There were studied theories about autism, gathered the concepts, the prevalence, causes, and the features presented in a child with autism. Furthermore, pedagogical and inclusion strategies theories were gathered to have a vast Knowledge in order to conduct the proposal. Moreover, there was found the relationship between child with autism, and the EFL environment. It was also found how teachers' expectations can affect students' academic performance, so that it was collected information about differentiation and some strategies.</p> <p>Second, the methodology designed used in this study was mixed methods. In order to gather data from the teacher's expectations upon the inclusive student. It was also used an observation sheet in order to gather information about the content, the assessment and the social classroom interaction that the student presents when she is immersed in the classroom.</p> <p>Third, according to the data analysis it was suggested a proposal under a differentiated methodology.</p>			
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
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