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**CLIL as an Inclusive
Approach. A design of a CLIL
Rubric to evaluate Students
with the Asperger Syndrome.**

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Acknowledgments

To CRIS,
a student that awakened my sense of curiosity for inquiring
into the world of students with the Asperger Syndrome.

Abstract

Inclusive Education is a worldwide system where students are given the opportunity and support to learn together in the same classroom. In Ecuador, it responds to the guarantee of the right to a quality education, of all children, adolescents, youth and adults in the education system, at all levels and modalities; recognizing the diversity, as established in Ecuador's 2008 Constitution about the "RIGHTS OF GOOD LIVING" (*Derechos del "Buen Vivir"*). This study presents a research done around how Asperger students may be evaluated in terms of fairness to their condition facing their peers, and of complete consideration to their innate abilities to gain knowledge within the subject of Literature through a standard rubric.

The first stand of studies has focused on the theoretical framework to comprehend how inclusion is working in education, and how special needs as Asperger are being considered under the local laws for the effect, and from praxis in the daily planning and application of teachers. It also includes an overview of CLIL as an inclusive approach that is the base for our study. The second stand of studies presents literature around assessment through rubrics. This part of the research deepens on how assessment works in CLIL; how the characteristics of assessment in CLIL align with the thesis of inclusion to be adapted to students with special needs, more specifically talking about Asperger students. In addition, there is literature about rubrics to finally propose a standard rubric that comprises criteria and descriptors that make viable an accurate evaluation to Asperger students within the subject of Literature for the tenth grade in secondary school.

So as for an overall view, the education system in Ecuador aims to be an active entity of inclusive education like most of the world. Since English is the lingua franca, Ecuador has adopted it in the same way as the majority of countries around the world have done and also the mandate to include students with special educational needs in regular schools. For these, it can be concluded with great firmness that CLIL is the methodology that meets all the requirements to foster a high quality bilingual education and a powerful gear in attention to diversity, which allows to directly target students with special educational needs through a second language, and an integral education through all the different techniques that encloses, and the personalized and differentiated assessment that it allows.

Key Words: inclusive education, diversity, special needs, Asperger syndrome, assessment, evaluation, rubric

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Chapter 1 – Introduction

Students with special needs immersed in regular classrooms have the necessity to be evaluated and assessed in a different manner, depending on their diagnosis, laws for the effect in the country, and of course on the subject.

Most of us teachers struggle with the different adaptations that we must develop for the students diagnosed with special needs in our classrooms, especially when we have multiple and diverse necessities that need to be assisted at the same time for the same subject.

Inclusive Education is demanding a lot of preparation from teachers in order to meet all the standards required to fully assist students with special needs in the classrooms. Therefore, any tool that shortens this work will totally be welcomed towards our own benefit, because of the high amount of paperwork apart from lesson delivery we as teachers have to accomplish as part of our job.

1.1 Justification of the Proposal and Problem

Inclusion is more than just placing students in a regular classroom and leave them interacting with other peers. Inclusion means participating, belonging, being engaged in the learning process, being welcomed and embraced in the classroom. It involves planning, preparation and providing supports.

In order to support the learning needs of all students, teachers need to differentiate programming to meet individual needs; and, provide appropriate supports and resources to ensure optimal programming.

But, how can teachers do all these, if there are no enough developed resources that help the practice of differentiated programming to shorten teachers' work, and to perform more accurate techniques that benefit students with special needs?

In the private educational institution, "Liceo Los Alamos" located in the city of Quito - Ecuador, CLIL approach has been used for some years now. The subjects have been distributed in CLIL from the preparatory education (first of basic) in which students receive Arts, passing in elementary and middle education (second, third, fourth, fifth, sixth and seventh grade) to receive Science; in higher basic education (eighth, ninth, tenth) Literature and in *Bachillerato* (first, second and third of High School) History. This implementation of CLIL does not come from a

national curriculum established by the Ministry of Education. It is indeed a national policy to implement CLIL as a methodology for teaching the second language in public educational institutions in its first phase. Yet, in the case of private institutions, the teaching of subjects in the second language, depends freely on the institutional authority without any restriction, the only condition is that they meet the burden time arranged in the curriculum and the contents in each year of education. Thus, in the educational institution where I work, middle and high school have arranged eight CLIL hours developed in the subjects detailed above.

For the description given, and focusing on the subject of this master's dissertation that is the subject of Literature in Tenth Year, I will say that the text we use is "Spotlight on Literature" from the Richmond publishing house that is a series that proposes a commitment to Universal Literature, providing knowledge that is meaningful for students, and that assures the growth and depth of the skills and concepts that students should master in order to achieve learning expectations in the curriculum established by the Ministry of Education. Among the established contents, we have the study of the Sonnet, Poetry and Metrics, exploring authors such as William Shakespeare, Christopher Marlowe, John Milton, and Henry Wadsworth Longfellow. And it is precisely here where the need to find the appropriate mechanism to be able to evaluate students with the special educational need of Asperger's Syndrome has arisen, due to the difficulties they present with the features of the subject itself, and their motor and social difficulties.

This investigation shows how an important tool of assessment as the rubrics are, can facilitate the work for teachers when evaluating Asperger Students for a measurable, objective assessment, within the subject of Literature in tenth grade through CLIL context.

1.2 Brief Analysis of the State-of-the-Art

Assessing in the CLIL context means attention to diversity; therefore, this assessment is perfectly compatible with learners with different levels or with specific needs since CLIL is for all learners.

When talking about specific needs of students we refer to all levels of knowledge of the second language, flaws, styles of learning, and special needs that may be encountered within the classroom.

Special needs is a very complex concept that deserve a meticulous analysis, as said in Merriam-Webster dictionary "special needs are any of various difficulties

(such as a physical, emotional, behavioral, or learning disability or impairment) that causes an individual to require additional or specialized services or accommodations (such as in education or recreation)” (Merriam-Webster, 2017) considering this definition we can deduct that attending to these types of need will require more attention when developing an instrument to assess learners correctly, specifically talking about Asperger Syndrome which is a social and language disorder, this study is going to concentrate on.

Asperger Syndrome children “main symptom is significant trouble with social situations” (WebMD, 2017) and this unique characteristic probably makes us reflect on how these kind of learners could interact in groups for a collaborative problem-solving task; how we as teachers can perform a real measure of their interaction within the classroom context, taking into account that group work for collaborative problem-solving tasks is paramount in CLIL context.

Ecuador’s 2008 Constitution establishes on the section "RIGHTS OF GOOD LIVING" (*Derechos del “Buen Vivir”*) under Title II, which speaks of the "Rights", second chapter, on "Rights of Good Living", in section five, articles 26 to 29, the general principles of education. In which, specifically talking about the article 26, presents the fundamental concept of education proposed by the new Constitution and highlights four important aspects for families and society:

- A.- Education as a permanent right of people.
- B.- Education as a priority area of state investment.
- C.- Education as a **guarantee of inclusion**.
- D.- Education as a space for the participation of families.

This first article, determines that education is a right of all people, points out the obligation that the state has to guarantee education to our people, education becomes a guarantee for good living; for it, society as a whole bound has to contribute in this process.

Thus, if education is a “guarantee of inclusion”, Asperger students are indeed included in the educational system with the same rights as others. It is teachers’ work to adapt their classroom planning in order to have as result, a real teaching process that covers these students’ demands, and of course an assessment that truly reflects what their inherent capacities can reach.

As said by Iñiguez (2013) in the Instructor’s Guide for the Introduction of Curricular Adaptations for Students with Special Educational Needs, designing

quality curricular adaptations is an essential need to all teachers committed to education for diversity.

1.3 Aims

1.3.1 General Objective

Inclusive education is a relatively new topic that has been gaining a lot of space within the educational system and other environments as well. It is the main reason why we, as teachers, must know all the ranges covered by inclusion. The main objective of this Master's Dissertation is to show an extended study of inclusion, special educational needs specifically the Asperger Syndrome, legal and constitutional frameworks in education for the effect that supports our teaching practices, and present two rubrics, a holistic and an analytic, focused on the evaluation of the creation of a poem with a rhyme scheme both in regular students and in students with Asperger's syndrome in order to be able to lay the foundations of the differentiation that must be carried out when this group of students is evaluated. This end-of-master project seeks to demonstrate with all these research topics developed here, that CLIL (Content and Language Integrated Learning) for its core features constitutes an inclusive approach par excellence.

1.3.2 Specific Objectives

- Get involved in the study of the development process of inclusive education in Ecuador over the years.
- To elaborate on a complete conceptual-theoretical framework where it is possible to analyze the details of CLIL as an inclusive approach and how its practices in assessment are in service of Asperger Students.
- To research on the Asperger Syndrome as part of the many existing special educational needs its adaptations in the teaching-learning process and assessment.
- To perform a thorough study on CLIL rubrics in order to understand how they work and its dynamics in order to adapt its standards for Asperger Students as a possibility to be assessed and evaluated.

- To create a rubric to evaluate students with the Asperger Syndrome, within the subject of Literature for the tenth grade in a CLIL context. This rubric encloses all the necessary parameters to be created, and meets all expectations regarding inclusive education principles, and special needs adaptations.

1.4 Methodology

This investigation is developed through various methods that conduct us to a fully comprehension of the topics required to understand how Asperger students can accurately be evaluated by a specialized rubric.

- Deductive reasoning works from the more general to the more specific. It starts with the observation of general phenomena with the purpose of particularizing truths explicitly incorporated in the general situation.
- Documentary Analysis implies grabbing information from existing texts. Documents are real, visible materials where facts and ideas have been recorded therefore, there is no need to interrogate people with interviews, questionnaires, surveys, or simply take notes of their behavior.
- Literature review collects facts that already exist related to a specific theme. These facts can be found in various written sources. This methodology has ensured that my dissertation has a strong scientific background.

The chapters developed explain how from the generality of the characteristics of students with the Asperger Syndrome, we can construct a rubric that can measure their abilities in the development of a Literature program without restrictions in the final product of any related topic following the path of CLIL approach.

Chapter 2 – Literature Review

To understand how CLIL works as an inclusive approach, it is necessary to provide an overview of the generalities of inclusion in education; the advancements within guidelines and agreements that are being developed around this topic and how accomplishing with educational laws inclusive education is gaining more and more territory among teachers.

2.1 Inclusion in Education

Inclusion in Education has been a very controversial topic that has been carrying struggles to teachers especially when trying to include students with special educational needs in regular classrooms, and not having the necessary knowledge, training, and supportive resources to get along with the necessities these students demand.

2.1.1 Concept

From the most basic conception, “Inclusion is the educational practice of educating children with disabilities in classrooms with children without disabilities”. (Webster, 2017).

As said in Special Education Guide (2013-2017) “the term inclusion captures, in one word, an all-embracing societal ideology. Regarding individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms”. This concept clearly states how the new societal ideology may embrace this concept as “normal” far away from what parents used to conceive that was the fact that disabled students were supposed to be located in specialized schools.

The Wisconsin Education Association Council (2017) defines inclusion as “a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend.”

All these definitions of inclusion lead us to a universal conception of inclusion in education, which is “Inclusive Education”.

Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural

minorities and children from other disadvantaged or marginalized areas or groups. (UNESCO, 2003, p. 4)

Inclusion in education is a concept that encloses the real essence of teaching for everyone on equal terms; according to the definition of the UNESCO, every single child merits a place in a classroom. It responds to “a civil rights issue, recognizing the rights that people with disabilities deserve. These rights include equal access and equal opportunity” (WEAC, 2017) that are now in practice when talking about inclusion.

2.1.2 Principles

In order to specify the principles that need to be present to promote a real inclusion in education, it is indispensable to remit to the following (Alberta Education, 2017):

Anticipate, value and support diversity and learner differences - Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.

High expectations for all learners - Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.

Understand learners’ strengths and needs - Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.

Reduce barriers within learning environments - All education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students' ability to be successful learners and to participate in the school community.

Capacity building - School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.

Shared responsibility - All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.

As summarized in these six principles, inclusive education covers all the necessary aspects for good school coexistence where learning evolves in a healthy environment that provides all learners and teachers, exquisite opportunities to develop an effective teaching process that inform at the end “value-based and learner-centered decisions” (Alberta Education, 2017).

2.1.3 Considerations

There has been a broad range of practices from state to state considering inclusion as a basis for its daily practice within educational centers. With the intention of a successful start-up of inclusion there are some considerations that need to be taken into account to avoid any failure.

Some of the considerations planned by Edmonton School Board (2013) that we must bear in mind are:

Inclusion is:

- A philosophy, attitude and practice supported by district policy.
- Including students with diverse abilities into all aspects of schooling
- Welcoming all students in neighborhood schools
- Supporting students to maximize learning, contributions and participation in all aspects of school life
- Receiving supports necessary for students with special education needs, their peers and teachers to be successful
- Accessible classrooms and schools
- Programming based on evidence based best practices to meet diverse learning needs of students
- Participating in classroom activities in relevant and meaningful ways with age appropriate peers
- Developing appropriate skills for lifelong learning (life span educational planning)
- Using a variety of strategies to address student learning needs
- Coordinating service delivery and collaboration between professionals

Inclusion is not:

- Identical for everyone
- A place or setting
- Isolation within the regular classroom
- Just for students with disabilities
- Governed by funding
- Just breathing the same air
- Bringing a 'special program' into a classroom for one student

Attaining the aims of inclusive education is not a guileless duty, many assets are required, not only material but human, a qualified and open-minded teaching staff, the assistance of the heads of the departments, society's consciousness and a constant application that does not to refrain from the ever-real resistance to change that occurs in any social group already constituted. Inclusion does not mean having these students inside the classroom and let the specialists, that is to say, the psychologists, the therapists of the language, etc. to solve their problems.

The inclusive model understands that all students have special educational needs at some point or in certain situations each one learns in a different way, therefore there is no reason to identify some as deficient to be improved and others as normal to be required. It is an education that encourages the participation of all, not only the students, but also the educational community that is, the parents, the school and the environment. Inclusion is based on the principles of equity, cooperation, solidarity, community, respect and appreciation of difference (Ministry of Education, 2011).

2.1.4 The Evolution of Inclusive Education in Ecuador

Ecuador recognized itself as a democratic and settled in the will of the people country that is to say of all, has turned its educational system to a principle of inclusion. Education is considered

A right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and indispensable condition for good living. Individuals, families and society have the right and responsibility to

participate in the educational process. (*Constitución de la República del Ecuador, 2008, p. 12*)

The terms of equality and social inclusion determine, in a certain way, the necessity for a diverse education in the country, for a teaching-learning process on parity of rights and opportunities for all, the need for an inclusive education. Starting out from the constitution, Ecuador has required a different and quality education and from the educational institution has should existed a guidance to the subjects towards the achievement of these aims.

In Ecuador, special education has evolved, with the national and international agreements towards inclusive education. In the following table (table 1) have been cited the most important international agreements and commitments:

Table 1:
International Agreements

Universal Declaration of Human Rights 1948	Article 26 recognizes that all people have the right to education.
Warnock Report by Mary Warnock for England, Scotland and Wales 1978	Determines that education is an asset to which everyone has right, that the outcomes are the same and that the educational needs are common to all students. Emphasizes the special educational needs that a student shows throughout his schooling and that require specific attention and different resources from those of their peers. The report states that special education should have an additional and non-parallel perspective hence, special education programs must continue to exist to educate students with severe and complex disabilities, although several of them must be transformed into centers of support for common schools and parents.
World Program of Action for	Promotes effective measures for the

<p>Disabled Persons approved by the General Assembly of the United Nations 1982</p>	<p>prevention, rehabilitation and the achievement of full participation of disabled people in social life and the development of equality. Emphasis is placed on the right of persons with disabilities to have the same opportunities like other citizens and to enjoy improvements in their conditions of life. Adopts the principles of standardization, integration and participation.</p>
<p>World Declaration on Education for All Jomtien Thailand 1990</p>	<p>"Satisfaction of the Basic Needs of Learning", points education as a fundamental right of all men and women of the world of all ages. It also establishes clear objectives to achieve the increase in schoolchildren.</p>
<p>Declaration of the International Day of Disabled Persons by the General Assembly of the United Nations 1992</p>	<p>December 3rd every year. Emphasizes once again the importance of the full integration of disabled people into society.</p>
<p>Adoption of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993</p>	<p>Focus on achieving equal participation in different areas and by promoting the implementation of monitoring measures and mechanisms.</p>
<p>The Salamanca Statement adopted by the World Conference on Special Needs Education: "Access and Quality"</p>	<p>The issues and agreements dealt within the Warnock Report were accepted in this document. Establishes the principles, policies and practices to favor the integration of students with special educational needs in regular schools. Emerges then the concept of an inclusive school that provides quality education to all and develop a pedagogy focused on the child. Emphasizes the importance of the role that parents and the community should play; notes that parents should be</p>

	informed to work together with professionals, take responsibility and choose the education they want for their children.
World Education Forum of Education for All. Dakar, 2000	Reaffirms the idea that all children, young people and adults, as human beings, have the right to benefit from an education that meets their basic learning needs in the noblest and most complete meaning of the term. In addition, it aimed to present the overall results of the decade "Education for all" and to develop a new framework for action. Countries committed themselves to quality education for all and to the need for systematic measures to reduce inequalities and eliminate discrimination regarding the learning opportunities of disadvantaged groups.
International Convention on the Rights of Persons with Disabilities, and its Optional Protocol approved by the General Assembly of the United Nations on December 13 th 2006, and was opened for signature on March 30 th 2007	Constitute an international treaty that includes the rights of persons with disabilities and the obligations of the states that are part of it, through the ratification of the Convention, to promote, protect and ensure the full exercise of all rights of persons with disabilities. Ecuador was the country number twenty in acceding to the convention on March 30, 2007, which was ratified by the National Constituent Assembly on April 3, 2008.

Note. Elaboration based on information retrieved from *Vicepresidencia de la República del Ecuador y el Ministerio de Educación*, 2011.

As said before, not only international agreements have made inclusive education evolved in Ecuador but national too. Ecuador is in the process of transformation towards an inclusive education that responds to diversity. There

have been significant advances in inclusive education since 1940. The presence of inclusive education's principles have been prescribed in the country's laws and educational culture. Ecuador is a country that is going through a phase of social, political and economic transformations. Education is part of these changes and this is shown in its new legal framework. In recent years the concept of inclusion has been gaining ground in the educational field, due to the need to reduce the high rates of exclusion. Below (table 2) is shown a historical review of its evolution:

Table 2:
Historical Review

<p>ASSISTANCE PERIOD 1940-1960</p>	<p>In 1940 by the initiative of parents and private organizations centers were created to give educational attention to children with disabilities, based on criteria of charity. The Constitution of the Republic of Ecuador of that time, in its art. 27, expressed: "access to education for all citizens without discrimination", thus ensuring the education of all; this constitutional mandate became operative with the issuance of the Organic Law of Education by the Ministry of Education in 1945, which provided "the attention of children who suffer from biological and mental abnormality." The care of people with disabilities had a medical approach and where possible, to carry out playful and very few pedagogical activities.</p>
<p>Institutionalization 70s</p>	<p>Characterized by the creation of schools of special education, public and private, whose model of educational attention has a rehabilitating approach understood as a continuous and coordinated process that tends to obtain the maximum restoration of the person with disability in the functional, educational, social, professional and occupational aspects, in order to integrate them into the community as a productive member. The Education and Culture Act of 1977, in its article 5 literal c, established the legal basis for the development of Special Education. This instrument specified the education of people with disabilities and the following year the First National Plan</p>

	of Special Education was formulated, which contained: objectives, fields of action and obligations of the Ministry of Education with respect of how students with disability should be educated.
Rehabilitation Approach 80s	In the year 1983, the national department of special education was created. It was in charge of planning, monitoring and evaluating programs, plans and actions for special education in a national level. Since this decade, terms such as special educational needs and educational integration have begun to be used to refer to the process of moving from special schools to regular schools.
FROM INTEGRATION TO INCLUSION 90s	The recognition of people with disabilities as subjects of rights began, coinciding with the publication of the research project carried out by UNESCO on the new approach of "care for people with disabilities", and coining the term "boy, girl with special educational needs", and the first steps were taken to apply the model of educational integration. In the integration approach, students joining common schools have to adapt to the available educational offer rather than in modifying those aspects of the educational context and of teaching that limited the learning and participation of all.
INCLUSION 2000s	In 2006, through a national consultancy, the "Plan Decenal de Educación" was approved, with more than 66% of the vote. The eight policies of the Ten-Year Plan have an inclusive approach that guarantees the right to education of all people regardless of their personal, cultural, ethnic, social and disability conditions. In 2011, the "Ley Orgánica de Educación Intercultural (LOEI) was approved, in which the right to education of disabled people is guaranteed, ensuring their inclusion in educational establishments within the framework of Good Living (Buen Vivir), interculturality and plurinationality, based on the relationship of all social actors and the educational community.

Note. Elaboration based on information retrieved from *Vicepresidencia de la República del Ecuador y el Ministerio de Educación, 2011.*

As observed in the previous table, the inclusive education movement in Ecuador is a further step in the exercise of the full right to quality education, since it is not only a question of traditionally excluded students being educated in regular schools, but that they transform their cultures, policies and practices to promote their full participation and learning.

The Ecuadorian government has committed itself and has taken actions to address the attention of people with disabilities by establishing as a priority within its State policies inclusive education, in accordance with the Constitution of the Republic (2008), which in various articles states that it is the duty of the state to guarantee without discrimination the effective enjoyment of the rights established in the Constitution and in international instruments, in particular education, health, food, social security and water for its inhabitants.

That Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of Public Policy and State investment, guarantee of equality and social inclusion and indispensable condition for good living.

It also affirms that the state shall adopt, among others, measures to ensure children and adolescents like caring for children less than six years old, ensuring their nutrition, health, education and daily care in a framework of comprehensive protection of their rights, guaranteeing its incorporation into the regular education system and into society.

Additionally, it points that the state will guarantee policies for the prevention of disabilities and together with the society and families, will pursue the equalization of opportunities for persons with disabilities and their social integration. This means an education that develops its potentialities and skills for its integration and participation in equal conditions. Their education will be guaranteed within regular education, and specialized education will be guaranteed for people with intellectual disabilities and the development of their capacities through the creation of specific educational centers and educational programs.

Finally, it declares that Ecuador is intending to adopt measures that ensure social inclusion in favor of persons with disabilities through coordinated state and private plans and programs that promote their political, social, cultural, educational and economic participation. (Annex A)

As detailed, I can state that Ecuador is in the path of a real change for inclusion in education. This change will produce a significant advance in the attention to the population with special educational needs, prompting a reform in

the education system. It is necessary to create conditions that implement the right that all students have to access an education aimed at developing their abilities, individual potential and full participation in the environment. (Vice-Presidency of the Republic, 2011)

2.2 CLIL as an Inclusive Approach

In the current days, it is almost impossible to think on the idea that disabled students have not the same capacity level as non-disabled peers. Research has gone too far discovering the necessity in adaptation of planning in order to generate a more appropriate scope for them. To support the learning needs of all students in every school we need to:

- Differentiate programming to meet individual needs
- Provide appropriate supports and resources to ensure optimal programming

The inclusive education movement is a further step in the exercise of the full right to quality education, since it is not only a question of traditionally excluded students being educated in regular schools, but that they transform their cultures, policies and practices to promote their full participation and learning.

Undoubtedly, the integration of students with special educational needs has produced significant changes in many schools, but not in the education system as a whole that continues to operate in most countries, including Ecuador, with a homogenizing approach that excludes numerous students of education and learning. (Vicepresidencia de la República del Ecuador y el Ministerio de Educación, 2011)

For these reasons, CLIL (Content Language Integrated Learning) is an approach that may be the change that the education system needs in order to attend to diversity in the classroom because of its proper characteristics that have make us seen how they perfectly meets the principles and practices that inclusion needs to be effectively carried on.

2.2.1 Definition and Contextualization

“CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching content and language with the objective of promoting both content and language mastery to predefined levels” (Marsh & Frigols, n.d.). As said by Marsh, CLIL is a methodology that promulgates

the teaching of curricular content through a non-native language, in the case of Ecuador, English; enabling pupils to communicate in academic language C.A.L.P. (Cognitive Academic Language Proficiency) while developing social language as well B.I.C.S. (Basic Interpersonal Communication Skills).

This is affirmed in the concept of CLIL that Coyle, Hood, and Marsh, David (2010) have formulated around it stating that it “is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven”. It is an innovative fusion of both. This fusion that Coyle et al. talk about is the one that turns this approach into a more significant process of teaching and learning. It is not learning just English (in the case that English is the additional language) with prefabricated structures and predesigned vocabulary to be learnt. It is learning spontaneously without any fear of mistaking or omitting features of the language properly talking but gaining the ability to speak out about different subjects which everybody is on the process of learning as well.

When we reflect about the idea that content and language will be integrated is when the fact of thinking about which contents will be taught, comes out to our minds. As said by Baetens (1993) “the social situation in each country in general and decisions in educational policy in particular always have an effect, so there is no single blueprint of content and language integration that could be applied in the same way in different countries-no model is for export”. Denoting with this explanation that this integration CLIL professes “is closely related to the contexts in which the learning and teaching take place” (p.121).

Disclosing this “no model is for export” affirmation, Do Coyle (2005) has proposed a framework known as the 4Cs, which is the reference from which teachers shall guide their doings with CLIL. These 4Cs are: Content, Cognition, Communication, and Culture. Let’s briefly analyze each one:

The C for Content is the knowledge, skills, concepts, and abilities that pupils are required to acquire. It is the subject or content from curriculum properly held. It is the core of the learning process. It is essential in the development of a CLIL process.

The C for Cognition refers to the intellectual process pupils go through in order to reach a higher order level of thinking. For CLIL to be effective, it needs to challenge pupils and conduct them into these higher-order thinking skills in order to generate a deeper understanding and consequently a meaningful construction of their own knowledge. Bloom’s taxonomy has been taken as reference to develop this

level of thinking as it has divided them into two levels: lower order and higher order. This ascending scale helps pupils be more reflective, questioner, and inquirer of their new knowledge.

Bloom's Taxonomy

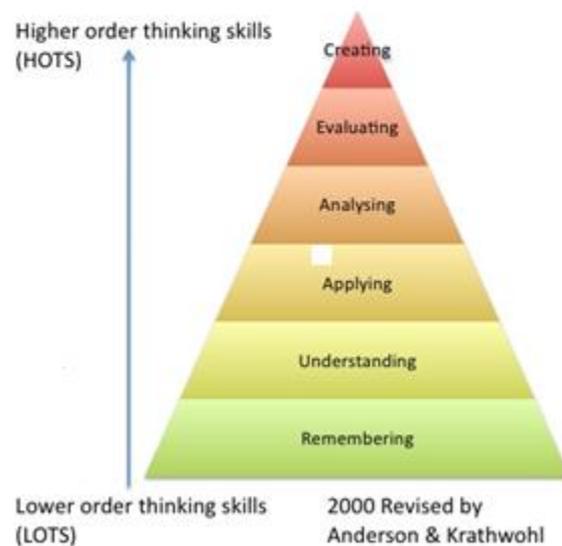
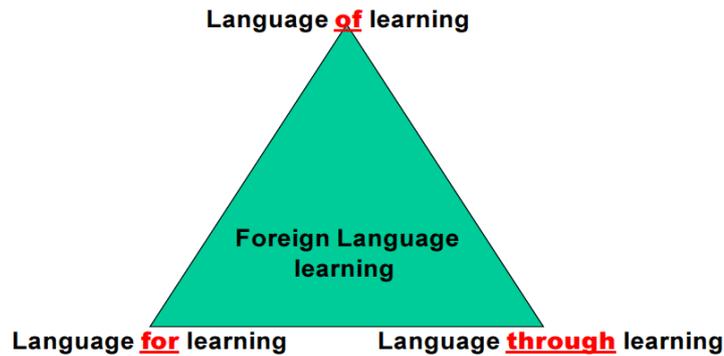


Figure 1: Bloom's Taxonomy (Anderson & Krathwohl, 2000)

The C for Communication is the language component. “The formula learning to use language and using language to learn is applicable here”. Language takes the characteristic of being used and not being learned. Language of, for, and through form the CLIL language triptych. Language OF learning is the language of the content that is being studied; language FOR learning is the indispensable language needed to learn the content; and language THROUGH learning is the language that spontaneously will come out while active thinking and interaction within the learning process.

Reconceptualising Language Learning



The Language Triptych

Coyle, Hood, Marsh, 2010

Figure 2: The Language Triptych (Coyle, Hood, Marsh, 2010)

Finally, to understand the C for Culture it is important to take into account this statement: “Studying through a foreign language is to fostering international understanding”. Undoubtedly, this component creates a valuable opportunity for pupils to recognize their world and to build connections with the outer world. Within a globalized world like the one we are living in, and the multiple cultures and languages that exist, studying through a foreign language opens the window for a wider international view and acceptance.

The 4Cs frame is an instrument to outline CLIL activities and to exploit potentiality in any school year and age of students. CLIL takes place whatever the model is.

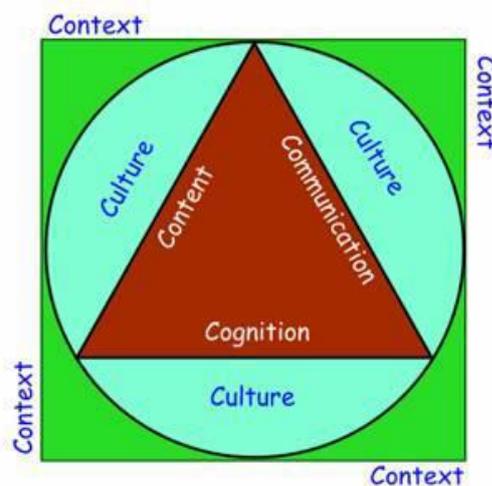


Figure 3: 4Cs Image (Coyle, Hood, Marsh, 2010)

This 4Cs framework must respond in practice to CLIL's core features as the goal is to achieve both challenges: cognitive and linguistic. To achieve this challenge, the use of questions is paramount for teachers. A driving question based in a real context engages pupils to carry out several tasks to find the answer to it. This is the process on which projects are settled nominating them to be the most accurate strategy to connect with CLIL principles.

CLIL promotes an integral development of a person due to the features it professes. CLIL core features are: co-operation, multiple focus, safe and enriched learning environment, authenticity, active learning, and scaffolding. Let's deepen how each work:

Multiple Focus refers to the supporting of language and content learning in both, language and content classes. CLIL allows for integrating several subjects. Learning is organized through cross-curricular themes and projects. All these components obviously support reflection on the learning process.

Safe and enriching learning is promoted by using routine activities and discourse. It is necessary to display language and content throughout the classroom being an option on the walls or with realia on their reach, this will build pupil's confidence as they are experimenting in a different context with language. We need to strengthen pupil's language awareness, and make them internalize the acceptance of errors as part of an effective learning process.

Authenticity implies the maximization of pupil's interests using materials from the media and other sources that connect learning with their real lives. The generated engagement will let pupils feel free to ask for the language help they need.

Active Learning sets students in the center of the teaching-learning process. Teachers don't talk too much. Pupils are the ones that have to communicate more than teachers. They negotiate the content, the language, and the learning skills outcomes. They evaluate others and self-progress in achieving these outcomes, favoring peer co-operative work.

Co-operation all the educational community (teachers, employers, authorities, parents) must be involved in supporting pupils; especially between language and content teachers.

Scaffolding is building on pupil's prior knowledge that can be existing skills, attitudes, interests and experience, presenting the information in an easy and comprehensible way addressed to the different learning styles. All these considerations challenge pupils to abandon their comfort zone and

foster creative and critical thinking. (Genesee, Frigols, and Marsh, 2008, p. 25).

As we can see CLIL features are undoubtedly outlining the path that we must follow when talking about an inclusive education. In its features it preaches the considerations needed to develop the teaching-learning process accurately, encasing us more and more to the approach that teachers must welcome to develop their duties when facing special needs in their classrooms.

Järvelä (2006) concluded that personalisation of learning has become imperative. Meaning with this that it is an approach in educational policy and practice whereby every student matters, equalising opportunities through learning skills and motivation to learn; pointing clearly that the world is demanding a new inclusive approach in education which accomplishes with all the demands of inclusion. CLIL is undeniably the approach that the world of education is looking for. Its features make it the approach that can comply with a personalized education which is the one inclusion is demanding for. All the features that an inclusive education requires, personalized education has them. This loop has led us to analyze how CLIL fulfills personalization in education and therefore for inclusion.

2.2.2 Personalised Education and the CLIL Methodology

Current educational approach is learner-centered. This suggests preparing pupils for the challenges that humankind has to face. Implanting lifelong learning skill is the major one. For these reasons, personalized education is a potential approach to meeting future educational needs and may provide new alternatives that foster learning capacity among individual learners (Bentley and Miller, 2004).

As previously said, personalized education is akin to the principles of CLIL methodology. In personalized education the learners are who drives the learning; they connect learning with their interests and abilities; they actively participate in the design of their learning; they own and are responsible for their learning; they identify the “goals for their learning plan and record their progress along their learning path with guidance from teachers; they acquire the skills to select and use the appropriate technology and resources to support and enhance their learning; they build a network of peers and teachers to guide and support their learning; they demonstrate mastery of content in a competency-based system” (Bray and McClaskey, 2013, p.18).

They monitor their progress and reflect on learning based on mastery of content and skills. Assessment in personalized education is AS and FOR learning with minimal OF learning.

All these features that reveal the nature of personalized education as the core features of CLIL methodology pursue as final goal the facilitation of pupils' integral development as a person.

Thereupon, García Hoz (1988) labels three key matters that rule this educative conceptualization, these are: singularity, autonomy and openness.

- **Singularity** has to be with being unique; making pupils aware of their own potentials and limitations.
- **Autonomy** is the capacity to govern ourselves; it enables us to make decisions in a self-sufficient and responsible way.
- **Openness** to interact with others, to establish relationships; communication is the core.

These three aspects underlie the core features of CLIL as explained in the following table (table 3):

Table 3:

Personalised Education in relation with CLIL core features

Personalised Education	CLIL Core Features	
Singularity	Support reflection on the learning process.	Multiple Focus
	Increasing students' language awareness.	Safe and enriching learning environment
	Maximizing the accommodation of student interests.	Authenticity
	Making regular connection between learning and the students' lives.	
	Building on a student's existing knowledge, skills, attitudes, interests and experience.	Scaffolding
	Responding to different learning styles.	
Fostering creative and critical thinking.		
Openness	Students communicating more than the teacher.	Active Learning Cooperation
	Favoring peer cooperative work.	
	Negotiating the meaning of language and content with students.	
Autonomy	Students evaluate progress in achieving learning outcomes.	Active Learning
	Challenging students to take another step forward.	Scaffolding
Openness and Autonomy	Building students' confidence to experiment with language and content.	Safe and enriching learning environment
	Letting students ask for the language help they need.	Authenticity
	Students help set content, language and learning skills outcomes.	Active Learning

Note. Elaboration retrieved from *Educación Personalizada*. Hoz, 1988.

To sum up, personalised education and CLIL preach for the integral development of the person. Both, recognize how collaborative efforts and networked forms of expertise are increasingly needed in the future knowledge society. Understanding that in CLIL we should also consider the additional language, for their focus both increase student interest and engagement in learning activities. The following figure shows the interrelation presented along this study to better visualize how CLIL involves an inclusive approach.

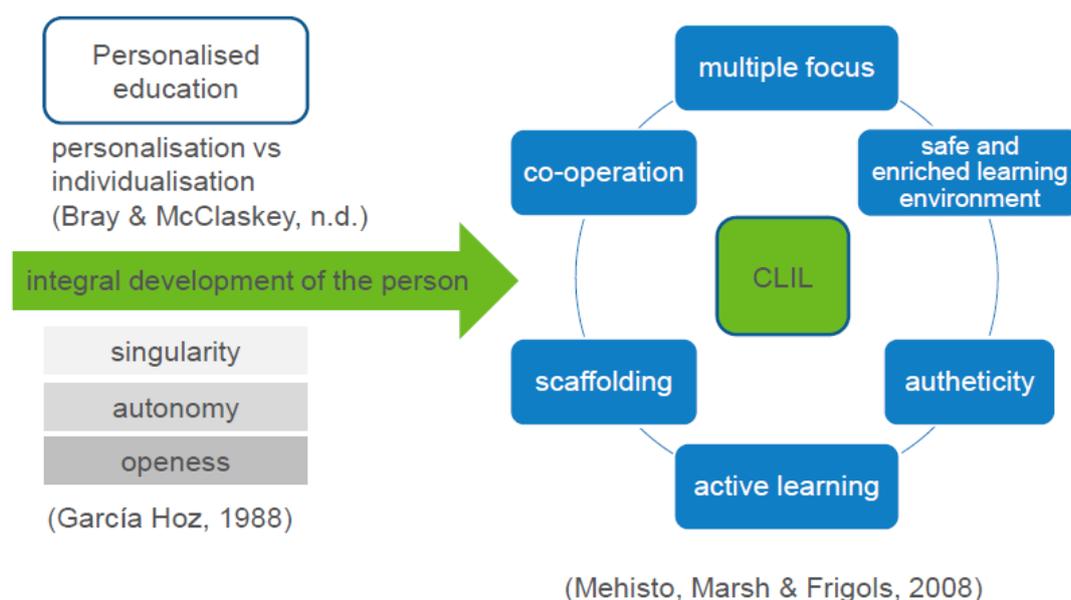


Figure 4: Personalised education and CLIL

Retrieved from: The Bilingual Teacher: Profile and Methodology. Unit 3 Personalising Education. pp.4. UNIR

2.2.3 Assessment in CLIL

If there is something that cannot be missed to conclude with CLIL contextualization is assessment. Assessment is a cornerstone of CLIL. As stated by Järvinen (2009) “assessment in CLIL should be integrated and it has to be present in every step of the way in order to reach CLIL related competences or skills” (p.4).

According to Professor María Rodríguez (2017), tests were believed the only tool to evaluate students on what they were supposed to learn. The problem has always been its limited mixed-up nature, lack of attention to different intelligences. In fact, tests are perfect tools to evaluate insofar they are well

designed and aiming to measure different abilities (to hold or do something); a multi-purpose evaluation.

Now, tasks and projects are excellent tools for process of figuring out the worth, amount, or quality of something in general and for CLIL. These tools allow pupils to carry out group working and real HOTS-based tasks or projects which focus on process and product and the way to show that learning is happening. In other words, a worldwide, continuous, ongoing evaluation; they make pupils, peers and teachers been involved.

Real-life tasks and projects serve the purpose of testing-related both: process and product; this kind can show connection to technology, multi-format information. They have to be clearly connected with the aim and the useful things needed to carry it out. Final tasks and projects must be planned to assess HOTS (Higher Order Thinking Skills), as well as to measure the pupils' fluency and reading and writing abilities. Pre-tasks, helping tasks, evaluation tasks and tests must be designed to assess LOTS (Lower Order Thinking Skills) and HOTS, the problem is that they only figure out the worth, amount or quality of LOTS as it happened in traditional models of evaluation. A test to evaluate previous knowledge could be focused in LOTS, but the final one should be designed to evaluate HOTS.

Working together is extremely important in pupils' lives, they communicate through text messages, messenger, whatsapp, tweeter, videochat, googledocs, etc. so let's teach and track their learning through combining different things together so they work as one unit into tasks and evaluation. Pupils need to perceive that what they are doing has a purpose. If evaluation just grades pupils with a mark and nothing else, if there are no reactions or helpful returning information, the assessment cannot be considered a learning activity.

Well-designed testing may be internal –school and class related- or external –organized by people in charge- to measure smart abilities at the end of certain stage. Unfortunately, talking about external evaluation, there is no formal external testing or assessment guidelines on the CLIL programs, that is why we have to focus mental and physical efforts on developing a good internal evaluation in CLIL terms.

Evaluating CLIL in the school courses has always answered to the question that if content teachers have to evaluate language; and the answered always has been yes. Language judging requirements are included in all school-related areas, because language is the vehicle to learn. Besides, every area must add to the development of language and communication smart ability. The more tests, lists of questions the teacher uses, the more multi-purpose, very close to the truth or true number,

combined different things together so they work as a unit and fair process of figuring out competence will be.

There is no official curriculum looking at the development in CLIL; that is why it happens in the second level (in school). The starting point is the official school syllabus with which the subject teacher (CLIL teacher) will include and adapt subject-related criteria and assessable standards, and then the language specialist will add the language related ones. Criteria has to be formulated taking cognition into account (Bloom's Taxonomy); and in the language component the 4 skills have to be present as well as language OF, FOR, and THROUGH.

Rodríguez (2017), has also manifested that the whole plan for a schools comes to life in a number of units developed for the class lessons; where teachers have to design assessment in criteria and standards besides only goals and contents. This global assessment must contain tasks and projects through which students will meet the aims already set up. Professor stated that CLIL teachers should be aware of the following assessment-related fundamentals and strategies:

Fundamentals:

- Assessment must be ongoing.
- Teachers should use instruments where: a) Pupils work is registered and b) more criteria other than content could be used, such as cognition, communication and community.
- Correction should not be penalized when assessing. It should be considered for classroom interaction.
- Assessment must be aligned with classroom practice.
- Assessment must be transparent; this means that pupils know the criteria and standards.
- Assessment must take into account the processes involved in additional language learning.
- Assessment in CLIL is integrated = Content + Language.

Strategies:

- Use portfolios to store pupils' work as an essential element for assessment.
- In content-related tests aiming to measure primarily content learning, reduce verbal information in the pupils' answers by using: multiple choice, summaries and mind-mapping, visual and graphic elements.
- To attend to different levels, adapt exams/tests from a language point of view and simplify instructions.
- Use rubric-dependent tasks and projects as assessment tools.
- Provide pupils with glossaries and word banks so that they can carry out the task/project or do the test under optimal conditions.

Assessment cannot exist without effective feedback:

- It is provided in a timely manner.
- It is accurate, descriptive and will help students develop independent learning habits.
- It is given to students either in words –and may require any visual supports to ensure clarity– or through any other means such as tutorials, graphs, mind maps, visuals.
- It includes statements of students’ strengths and weaknesses as well as guidance on how to improve.
- It describes attainable student learning goals.
- It requires students to focus on the task.
- It must involve students and may involve peers.

To conclude, it is imminent to express that “CLIL assessment will focus both linguistic and academic competences in integrated forms of authentic assessment”. (Järvinen, 2009, p. 3). “It also provides information to students about their strengths and weaknesses, giving them the base to improve their learning”. (Wewer, 2014). For assessment to be alternative it is imperative to vary and use as many options as possibilities exist.

2.3 Special Needs in Education

It has been addressed along this research the imperative need to make inclusive education a daily practice in the schools. But regrettably, reality shows that however well-intentioned the education system is, promoting policies for the total implementation of inclusive education, a great majority of teachers around Ecuador have just heard about it because they have received scarce training around this topic. It is almost impossible to encounter teachers that are specialists around special needs in order to put in practice inclusive education within the scholar system. This is the main reason why, inclusive education sounds like a very beautiful melody but with no one wanting to hear it again. Ecuador inclusive policies need to reinforce in training its teachers for them to know about special needs more than just hearing some names and recognize them. It is an issue of self-awareness with the support of authorities in training, with the purpose of speaking the same language to attain the same final goal already established worldwide.

2.3.1 Concept

According to the UNESCO (2008) special needs in education have to be with the positive respond that teachers perform to the difference in learning of students through their increasing participation taking into account cultures and communities, and the reduction of exclusion being the starting point, education.

As stated by Arguello (2013), a student presents Special Educational Needs when it shows more difficulties than the rest of their classmates to access the offered curriculum and requires, for compensate them, adaptations in the different elements of the curricular proposal.

Burgos (2013) considers that when a student presents greater difficulties than the rest of his classmates to achieve a certain objective within their learning process - in addition to require human, technical, material or technological resources to compensate these difficulties, has a special educational need. The special educational need is the situation that results from the difficulty of a student to access determined learning objective. Whether it is a strictly cognitive objective or has to do with other areas of training -for example, social relationship or capacity building- if the student cannot reach it as easily as their peers, then the teacher faces the task of devising and implementing relevant strategies to effectively solve this situation with this student.

Special Educational Needs appear when a boy or girl presents greater difficulties than the rest of his peers to access the learning that is determined in the curriculum for age, either due to internal causes, difficulties or shortcomings in the social environment family or because of a mismatched learning history. Given this, you need to compensate these difficulties. One way to do it is through adaptations of access and/or significant curricular adaptations in several areas of that curriculum. (Marchesi, Coll, & Palacios, 1999)

García (2001) noted that Special Educational Needs appear when a student presents a rhythm to learn very different from that of their classmates and the resources available at his school are insufficient to support him in the acquisition of the contents established in the plans and programs of study. Thus, requires greater or different resources, which may be: professionals, materials, architectural adjustments and curricular adaptations.

To conclude, Puigdemívol (1998) expressed that “Special Educational Needs point to everything student who is hindered in the advancement of school learning, by any reason, must receive help and special resources that replace these

impossibilities, being this temporary or permanent help, considering the educational context as normal as possible".(p. 85)

It is undoubtedly that some practices, like inclusion, are accepted by community if they are practiced and socialized in schools. Children bring these conceptions home and the perspective with which that topic was treated at home, sometime changes and it is adopted as a family practice. And the same way with families within society, they start reproducing the same actions in their community and it starts to spread. That is why if difference is accepted in schools as one of the main means of diffusion, society will accept differences as well.

It is considered that special educational needs require extraordinary AIDs that are required for someone to be educated where they are being educated. And of course these AIDs have to be given by the teachers. There is why is very important for teachers to know about the different special needs that exist, and that they may encounter within their classrooms, in order to perform the accurate AIDs for those students presenting any of these existent needs.

2.3.2 Classification

There are permanent and temporary Special Educational Needs. The first are those that a person presents throughout his life and training, however, the temporary or transitory ones are evidenced during a period of schooling and, with the necessary support, they are overcome or diminished. The definition of the temporary or permanent nature of the Educational Needs Specials is a fundamental step for their treatment. To categorize Special Educational Needs according to the duration of the same it has been used the terms Transitory and Permanent, it is the terminology that the international specialized field usually uses.

Special Educational Needs are associated with disability or not. Special Educational Needs associated with disability in general are permanent according to the degree of affection. It will depend on the curricular competence of the student. Special Educational Needs not associated with disability are those that the individual presents at some point of their schooling, they are temporary and require responses from the educational institution, as reinforcements, remedial plans or adjustments to the curriculum. Special Educational Needs associated with disability or not are classified as follows:

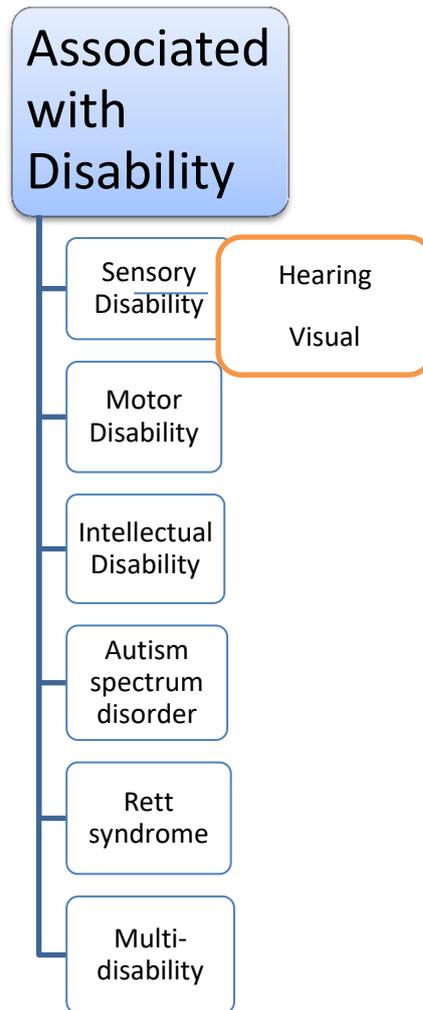


Figure 5: SEN associated with disability

Elaboration based on information obtained from *Guía de Trabajo Adaptaciones Curriculares para la Educación Especial e Inclusiva*, 2013.

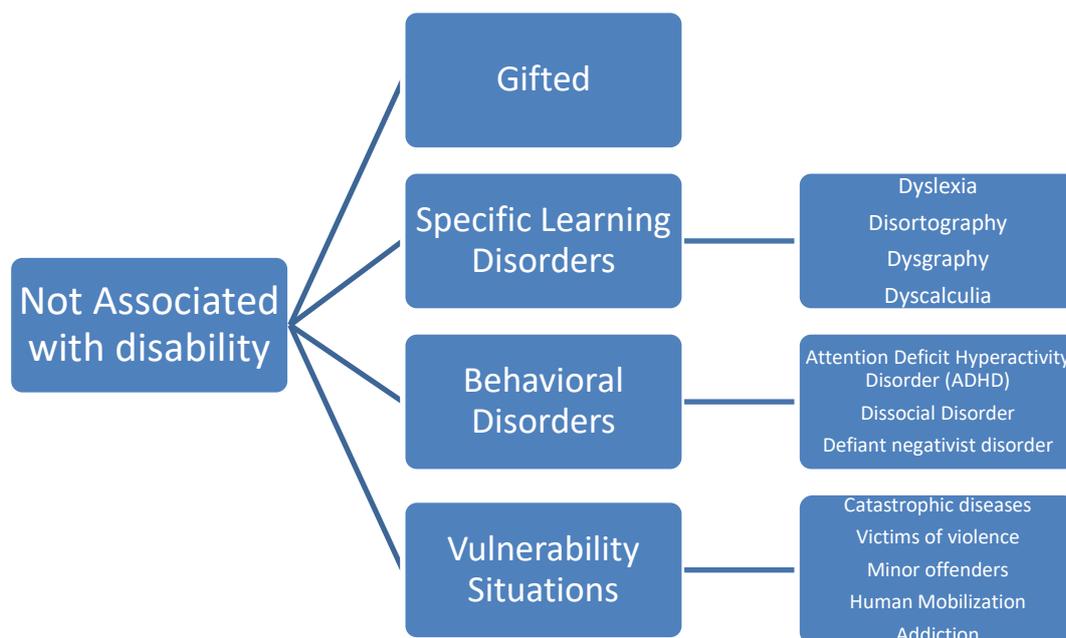


Figure 6 SEN not associated with disability

Elaboration based on information obtained from *Guía de Trabajo Adaptaciones Curriculares para la Educación Especial e Inclusiva*, 2013

This classification demonstrates that teachers might encounter with any of these special educational needs, and they need to be aware on how to proceed with these students. Every single need possesses its proper characteristics, treatment, and strategies that teachers must apply in order to assist them. It is imperative then, to be aware on how to work with these special needs and/or seek advice from the educational psychology department of each school to get orientation on which procedures must be performed for any of the needs presented.

The case study of this dissertation is the Asperger Syndrome which matches a special educational need associated with disability within the Autism Spectrum Disorder.

2.3.3 Asperger Syndrome

According to *Fundación Asperger Ecuador*, Asperger Syndrome affects 3 to 7 children per thousand diagnosed. It is a profound disorder of brain development characterized by deficiencies in social interaction and motor coordination, and by unusual and restrictive patterns of interest and behavior. This behavior was observed and described by Hans Asperger, an Austrian doctor, whose work was only translated to the rest of the world in the eighties.

“Asperger Syndrome is recognized by the World Health Organization as a Generalized Developmental Disorder of a chronic and severe nature, which implies the qualitative alteration of social and communicative development and restricted and stereotyped interests as a result of mental and behavioral rigidity. It has no associated mental retardation or severe language delay”. (Coto, 2013, p. 9)

As considered by the World Health Organization, it has recently enacted an agreement to include Asperger Syndrome in policies and programs related to child and adolescent health and development and mental health. Stated by OMS (2014):

Autism spectrum disorders

The Health Assembly urged Member States to include the needs of individuals affected by autism spectrum and other developmental disorders in policies and programmes related to child and adolescent health and development and mental health.

This means increasing the capacity of health and social care systems to provide services for individuals with autism spectrum disorders and for their families and shifting the focus of care from long-stay health facilities towards non-residential services in the community. It also means improving health surveillance systems to capture data on autism spectrum disorders and ensuring countries are better able to diagnose and treat autism spectrum disorders.

The resolution highlights the need for the WHO Secretariat to help strengthen countries' capacities to address autism spectrum and other developmental disorders; facilitate resource mobilization; engage with autism-related networks; and monitor progress. All efforts will be conducted in alignment with the WHO Mental health action plan 2013–2020.

Autism spectrum disorders comprise a range of development disorders which include autism, childhood disintegrative disorder and Asperger syndrome. Worldwide, most people with autism spectrum disorders and their families do not receive any care from health and social care systems. (par. 5).

The Health Assembly has called for efforts to assist individuals with Asperger syndrome and their families because of the importance that encases this disorder. As stated by the *Fundación Asperger Ecuador* 3 out of 7 children are diagnosed with this syndrome, and this gives the possibility to encounter with an Asperger student within classrooms, and the necessity to actuate fully aware, include not only what the local educational system suggests, but what a worldwide organization has planned for them.

In consonance with Coto (2013), the characteristics that describe the Asperger syndrome surround three specific areas: communication and language difficulties, social relations and reciprocity difficulties, and mental and behavioral inflexibility.

- **Communication and Language Difficulties** are observed as a language too correct or even pedantic with a very rich vocabulary. It is hard to adapt this language to the social context. As a result, they can talk to you in the same way. Metaphorical language is something in which they also present problems. The emotional charge of the content of the message causes problems in their intonation. They tend to revolve around their subject of interest to which they return obsessively.
- **Social relations and reciprocity difficulties** refers to the limitation in that ability to imagine the thoughts, feelings and opinions of other people. They have a literal and rigid thought, attached to the concrete facts, so it is very difficult to extract ideas or conclusions that are not shown explicitly. For them it is an unpredictable world in which they feel vulnerable and insecure. The belief that in general people with Asperger Syndrome reject contact and relationships with other people is false. They try but they do it clumsily.
- **Mental and behavioral inflexibility** has to be with the little imagination and creativity in terms of games that they have. When they have understood the operation of a game or task they become routine and repetitive, wanting to always play the same way and applying the rules with inflexibility. They usually have a topic of unusual interest in its content or intensity. They like to collect items or information on this topic of interest from which they can become true experts.

In addition to the three areas described, people with Asperger Syndrome have often very affected the area of motor co-ordination, both coarse and fine. This manifests itself in routines and praxis of precision such as writing, manual work, learning musical instruments, buttoning buttons, zips or knotting shoes.

Concretizing about the features of the Asperger syndrome *Fundación Asperger Ecuador* has summarized those that with more frequency has presented in

their organization. Manifesting that the child who suffers from Asperger has a normal external appearance, they are usually intelligent and have no delay in the acquisition of speech. The intellectual capacity of children with Asperger's Syndrome is normal and their language is usually only altered when it is used for communicative purposes. A child with this syndrome will also be affected, in their connections and social skills, and in behavior with repetitive features and a limited range of interests. Despite their difficulties, children who suffer from this disorder are noble, have a great heart, a kindness without limits, are faithful, sincere, and have a host of values.

When teachers have confirmed with the assistance of the psychological department and the specialized units for the effect that an Asperger student is part of their classes, is when attention to this special need starts, and inclusive education takes action.

Said by Burgos (2013), attention in the classrooms to the Special Educational Needs of the students is concentered in the construction of curricular adaptations. These adaptations are the answer that from the curriculum are elaborated to give attention to the particular requirements of students with learning difficulties. To the extent that this adaptation is effective, students under consideration will be able to achieve learning objectives easier, they will have better access to the contents that have been proposed to them and develop more quickly and adequately the skills he needs to develop in school and in life in general. Thus, designing curricular adaptations of quality is an essential need for all teachers committed to education for diversity.

2.3.4 Curricular Adaptations

“Curricular adaptations are modifications that are made in the elements of the curriculum, such as objectives, skills, methodology, resources, activities, time of completion of the task, evaluation, as well as access conditions, in order to respond to each student's special educational need”. (Arguello, 2013, p. 14)

The following figure shows the principles that need to be taken into account to develop curricular adaptations:

Flexible	• Curriculum can be modified.
Based on the student	• Curriculum is adapted to the student with a special need.
Contextual	• Immediate context is taken into account.
Realistic	• It is necessary to start from realistic approaches, and to know the available resources and how far it is possible to go.
Cooperative	• Teachers work as a team to state curricular adaptations.
Participatory	• Parents give valuable information for the elaboration of curricular adaptations.

Figure 7: Principles for Curricular Adaptations

Elaboration based on information obtained from *Guía de Trabajo Adaptaciones Curriculares para la Educación Especial e Inclusiva*, 2013.

These six principles reflect how accurate could curricular adaptations be, if teachers are assertive following them. As shown, the participation of colleagues and parents is mandatory for the construction of adaptations' standards. They play a very important role taking into account the information they can contribute with.

Ecuadorian Ministry of Education enacted an agreement that refers to the regulations regarding the attention to students with special educational needs within regular and specialized schools. Besides this agreement expresses the scope for specialized education and inclusive education, it also talks about *UDAI*s (*Unidades de Apoyo a la Inclusión*) which is a specialized and technically implemented educational service for the care of students with special educational needs through assessment, counseling, placement and psycho-pedagogical intervention in the various educational programs and services, in all the modalities of care and at all levels of the education system.

The mission of the *UDAI* is to facilitate the inclusion of children and adolescents with special educational needs, associated or not with a disability, and who do not need the attention of a specialized education institution. The Inclusion Support Units will be formed by a specialized multidisciplinary team that will provide psycho-pedagogical support to the ordinary school education establishments and will have the mission of favoring the inclusion of students with special educational needs and raising the inclusive quality of education.

The *UDAI* will offer psycho-pedagogical services with the objective of supporting the inclusion process and favor the educational processes of the students, for which they will have evaluate the requirements, strengths and weaknesses

regarding the learning forms of students with Special educational needs programs associated or not to the disability; also to identify, describe, locate, guide, advise and monitor the attention in the programs and services that are offered in inclusive education; and prepare the Individual Document of Curricular Adaptations (*DIAC Documento individual de Adaptaciones Curriculares*), which will allow teachers to access knowledge, understanding and correct application of the principles, techniques and procedures to provide quality care and warmth to each student. (Annex B)

As summarized above, in Ecuador inclusion support units (*UDAI*s) are the ones that prepare the individual document of curricular adaptations (*DIAC*s) that will be applied within students with special educational needs. This individual document of curricular adaptations contain general parameters of the adaptations that teachers need to perform to their students, but teachers are the ones that have to adapt it according to the subject, contents, and strategies that they are applying within their classes.

The curricular adaptations are classified according to the level of concretion (first level, second level and third level); according to the entity in which they are applied (educational center, classroom and student); and depending on the degree of involvement (degree 1 or access to the curriculum, degree 2 or nonsignificant and degree 3 or significant) and according to their duration (temporary and permanent).

Table 4:
Types of Curricular Adaptations

LEVELS OF CONCRETION	ENTITY	DEGREE OF AFFECTATION	DURATION
1 st . level of concretion: The State; curriculum adaptations.	Educational Centre	DEGREE 1 ACCESS TO THE CURRICULUM Infrastructure, resources, materials and personal, of communication and time.	Temporary

<p>2nd. Level of concretion: educational institution plans: Educational Project (<i>PEI</i>), which contains the Curricular Project (<i>PCI</i>), to which the Annual Curriculum is articulated. (<i>PCA</i>).</p>	<p>Classroom</p>	<p>DEGREE 2 NOT SIGNIFICANT Degree 1 plus methodology and evaluation</p>	<p>Permanent</p>
<p>3rd. level of concretion: Classroom; Individualized Adaptation (<i>DIAC</i>).</p>	<p>Student</p>	<p>DEGREE 3 MEANINGFUL Degrees 1 and 2 plus educational objectives and skills with performance criteria.</p>	

Note. Elaboration based on information retrieved from *Guía Práctica de Trabajo*. Arguello, 2013.

Taking into account this classification it is necessary to establish which curricular adaptation is pertinent for Asperger Students within the subject of Literature in the tenth year of secondary education.

In this point it is indispensable to allow for some considerations around teenagers with Asperger syndrome. In concordance to Coto (2013) teachers working in the secondary school observe some peculiar aspects from their Asperger students, these are:

- They are usually alone at breaks. They are looking for teachers or adults to talk to.
- The rest of classmates reject or ignore them, they see them weird.
- The relationship with peers is sometimes controversial. They have disproportionate reactions when a partner makes a comment that they interpret as offensive or harmful. They are too suspicious and their partners are tired.
- Unintelligible handwriting and chaotic presentations.
- There are subjects in which they are very lost although in others they are doing very well.
- Never ask a question or participate / Do not stop interrupting (We can find cases in one extreme or another).
- They do not write down homework in the agenda, nor the dates of exams.
- Their language is too pedantic and correct.

- Sometimes they speak to teachers with too much familiarity, as if they were "colleagues"(p.14).

And a very important one that has been seen within the subject of Literature through English as a second language which is:

- Literary creations enriched from an exquisite vocabulary.

Pointing to the CLIL context “children with Asperger syndrome are typically in the normal or higher range of cognitive and intellectual ability” (Choi & Nieminem (2008 cited in Sagia, 2015); which lead to think that the acquirement and use of an additional language, in this case English, will not be an obstacle, which is correct as, “many studies indicate that their language development is unhindered” (Hermelin, 2001 cited in Oda, 2010; Wire, 2005; Attwood, 2006; Besnard, 2008 cited in Oda, 2010 cited in Sagia, 2015).

So, what to do and which curricular adaptations should be applied? General specialized research suggests that Asperger students:

- Must be placed in the first seats in the classroom with the least external distraction.
- Teachers need to provide them equal treatment.
- Supervision, both in tasks and in the classroom, must be personalized.

All this, as general recommendations, for a better class development, and attention to their need, and responding to what curricular adaptations on degree 1 is requiring.

Referring to curricular adaptations on degree 2, the list considered by Coto (2013) include:

- Group work based on the development of a project of interest where Asperger students collaborate from their capacity and possibility. As social relations is a weakness for them, teachers should consider peer scaffolding appointing a mentor partner that collaborates with this labor. Here is where CLIL core features (co-operation, multiple focus, safe and enriched learning environment, authenticity, active learning, and scaffolding) take action as part of this inclusive chore.
- Collaborative writing dynamics between classmates, it is based on the responsibility that collaborators share in order to contribute to increase and improve the knowledge of all, specially , of those who

have problems at the moment to translate their ideas in written form as Asperger students do as their handwriting is sometimes illegible.

- This includes making them jot down in their agendas important data that will be needed in the future and for homework as well.
- Homework should be written less due to their graphomotor limitation and the load should be reduced to avoid frustration before even starting.
- When developing tasks it is indispensable to assign their responsibility on them with a simple structure with steps to follow. It is indispensable to be flexible with the format, template, and time limit.

Degree 3 of curricular adaptations as previously stated, take place individually. From my perspective, all Asperger students require to be adapted individually. Considering that they might be obsessed for something that really awakes their interest then, their kinship for a subject or another may be different as well. Therefore, an individualized adaptation may occur aligned to any difficulties they present or on the contrary for the major interest showed for a determine subject, and because of their condition is not fully appreciated.

In this case, adaptations in degree 3 comprise performance criteria and educational objectives. Arguello (2013) took under consideration the following ones:

- Oral tests of questions and answers.
- Written (objective) tests. They are composed of option questions multiple, complementation, ordering, pairing, true or false, etc.
- Objective attitudinal evaluation. Observation and evaluation of work and effort.
- Conversations. From a video or a socialized reading, each student exposes the main idea of the story and gives his opinion.
- Rubrics. It is a matrix that evaluates different aspects of a task.
- Other evaluation strategies. Instead of a written assignment, the teacher asks students with reading or writing difficulties to make a collage, a model or a drawing.

It is precisely here where this investigation takes a new starting point since, rubrics are a strong instrument to assess and evaluate students' production. So, if taking into consideration all the particular features of Asperger students means

appraise their interest, capacity, and effort thence, rubrics might be the most adequate curricular adaptation that will cater for a real and accurate appreciation of their classroom performance.

2.4 Rubrics

Rubrics have become an essential work instrument for teachers nowadays. They are the answer for the classical students question and expression of Why did you grade me that way? or I didn't know you were going to grade that! as they provide more details than a simple grade o mark; and of course serve as backup for further clarifications and parents information.

2.4.1 Conceptualization

A 'rubric' is a way of assessing what an individual student has learned about a particular topic. A rubric uses a checklist made of the sub-tasks or components within the task, with graded descriptions of how well a student can DO or has LEARNED the task (Gough, 2006, p. 8).

Not only for an individual student I would say, but a group of students in an oral exposition for example or any other task that requires a group work.

Stevens & Levi (2013) manifested that from the most basic concept of rubric, it is a tool to grade, that contains specifications for a task. The rubric divides this task into specific components that will be appreciated when grading, pointing out the performance details that are going to be marked as acceptable or unacceptable for each one. The particularities punctualized in this definition turn a rubric into an instrument that for its highly framing of parameters, allows a very objective measuring of any lerning activity intended to be appreciated.

Rubrics various benefits are extended into how they save time for teachers when grading; they increase objectivity and reduce subjectivity; they convey accurate and on time feedback to students and they make students realize what elements to include for an assignment (Stevens & Levi, 2013).

In agreement with the mentioned authors, rubrics can be used to assess a wide range of educational practices like: assignments, research papers, homework, poetry creations, class participation, debates, projects, group work, essays, performances self-assessment, group work, portfolios oral presentations, just to name some.

As a common criterion rubrics have always had four basic elements that depending on the author and area where they are being used may change their denomination. Among the most typical names there are: criteria, levels of performance, scores, and descriptors.

To deepen on these four elements, targeting on CLIL rubrics as fundament of this investigation, will clarify the importance on the use of rubrics, particularly in a CLIL context.

2.4.2 CLIL Rubrics

Rubrics are a very important tool to value the real work, effort, knowledge, capacities, abilities, and skills developed, and acquired on a specific topic by students. They are the perfect instrument to measure the real progress of pupils, in order to move on the next stage, reinforce the same one, or restructure on the going to reteach something that has not been well developed.

2.4.2.1 Concept

CLIL rubrics can be translated as the perfect tool to finalize the complex process that assessment in CLIL possesses. They are the concretization of the whole process. It is institutionalized that rubrics are instrumental in CLIL because “they integrate assessment of, for and as learning; serve the purpose of attending to diversity in the classroom; outline criteria for tasks and projects; and provide informative feedback about strengths and areas that need improvement” (Rodríguez, 2017, p. 14).

As previously analyzed, rubrics are multi-purpose. They may be used by teachers to assess prior knowledge; assess on the teaching-learning process; and at the end as for summative assessment. They may also be used by students under teachers directions for self-assessing or in determined activities to peer assess (Rodríguez, 2017).

2.4.2.2 Elements

A CLIL rubric as other rubrics consists of four clear elements. They are: criteria, standards, descriptors and qualifiers.

Criteria are the specifications around which standards will be created in order to reach them. They are set up according to the category that wants to be evaluated. Under Ecuadorian legislation it would be equivalent to the skills with performance criteria.

Standards are the criteria sub-divided into specific guidelines of performance. Each standard receives a quantitative or qualitative mark.

Descriptors are the nouns that point at the characteristic that is going to be measured according to a scale of appreciation.

Qualifiers are the numbers or adjectives that show a scale in the performance over which an effective feedback lays on.

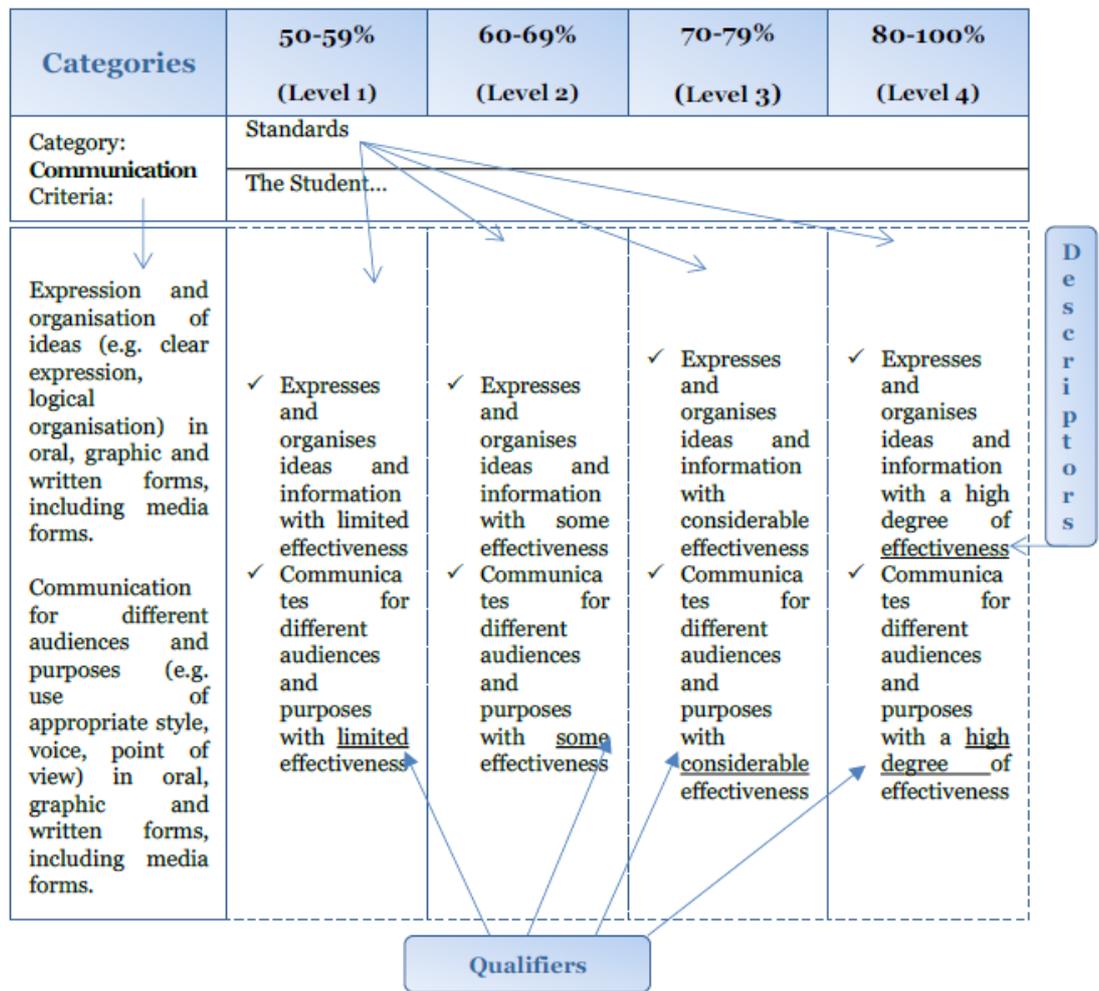


Figure 8: Elements of a CLIL Rubric

Retrieved from: Curriculum Planning. Unit 12. The CLIL Rubric. pp.15. UNIR

2.4.2.3 Types

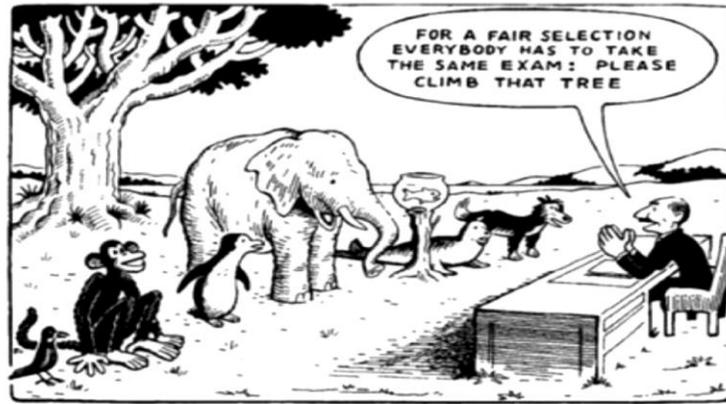
There are two types of rubrics: Analytic and Holistic Rubrics.

Analytic rubrics are those that teachers break into parts in order to score them separately, and sum the total at the end. It is said that this type of rubric suits best CLIL if we consider that scoring language and content separately meets the criteria of building this type of rubric in separate parts. In this way, this type of rubric is more detailed and contains information addressed exactly to what wants to be evaluated. (Foran, 2012).

On the other hand, holistic rubrics are made of just a global criterion that summarizes all in one. It means that teachers score an overall process. An advantage is that it takes less time to be done, but it implies being less detailed as well, so it might lead to an imprecise measurement of a specific descriptor of any skill. (Foran, 2012).

Considering the characteristics that these two types of rubrics have, the final purpose of this investigation takes shape pointing to an instrument that will summarize all the objectives stated for this dissertation: A holistic rubric encompasses the principles to evaluate students with the Asperger Syndrome as it evaluates an overall process that is what teachers must desire to obtain from their students with this special educational need according to the traits that these students present that have been researched in this document. This holistic rubric strives to find social justice in the classroom for students with the Asperger Syndrome, as it will set a fair playing field with personalized opportunities to reach and develop the maximum of capacities that an Asperger Student may reach if they get the corresponding and accurate parameters for their performance.

Moreover, allowing for personalization, it has been already established how personalised education is tightly interwoven with CLIL core features (Hoz, 1988). Both, personalised education and CLIL preach for the integral development of the person which is part of the social justice in classroom mentioned before; as the creation of the holistic rubric will be oriented to evaluate the skills that can be accomplished by Asperger Students, and it will set a nondiscriminatory starting point in the development of any task proposed in the classroom.



"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

Figure 9 Differentiated Evaluation

Retrieved from <http://morelearning4morestudents.com/>. Morelearning4morestudents. (2015)

2.4.2.4 Considerations around the use of Rubrics to evaluate Asperger Students

Assessing the performance of Asperger Students is crucial. Delimited parameters with detailed descriptors of development are a panorama that has to be fairly evaluated in these students according to their innate abilities. It is impossible to evaluate Asperger Students as the rest of peers in the class with no special educational needs.

Rubrics offer the opportunity to Asperger Students to be fairly evaluated because they cater for a personalized evaluation as teachers can design them according to the necessities of the pertinent assessment; this way Asperger Students have the possibility to realize why they got a certain grade, for the reason that sometimes Asperger students are unable to find the relation of a completed assignment or their student performance with a grade, losing any motivation or engagement that could have had, meaning nothing to them and consequently failing those classes. This is why rubrics offer a clearer perception of what expected from them (Wagner, 2009).

From this point of view, holistic rubrics should be applied when assessing and evaluating Asperger students. As said by Chase (1999), "holistic rubrics are customarily utilized when errors in some part of the process can be tolerated" and this is precisely what needs to be observed in the development of any assignment by

Asperger Students. Due to their proper features, teachers will find errors of different types along the tasks, and are those errors exactly the ones that need to teachers need to be flexible about, in order to generate an appropriate feedback, monitoring, and acceptance of their faculties.

It is important to highlight that holistic rubrics are more appropriate to be used in a task where there is no a unique correct answer, but performance in creating some kind of response is what is going to be scored. (Nitko, 2001). Taking into account the topic of this dissertation, it is important to fence in that in secondary school, the subject of Language and Literature is increasingly complex with difficulties in reading comprehension and understanding of meanings; In literature, concepts are handled too much abstract as poetry, lyrical beauty, poetic prose, metaphors, figurative senses, literary figures, aesthetic values, etc. will be a complex task in which Asperger students will feel lost. (Coto, 2013). And adding the fact that it has to be developed in the second language (L2), in this case English, compressing the content to the maximum and examining the student product or performance in order to get an "overall" sense of what the student was able to accomplish will highly increase their sense of achievement and motivation. (Mertler, 2001).

There are many considerations needed to be taken into account when tailoring a rubric to evaluate an Asperger student. They will obviously going to depend on the specific product that will be graded and the subject. But in general, take into account the following:

- Consider fabricating a holistic rubric that prevents undermining Asperger utmost.
- Select the most precise parameters for an easy achievement.
- Vary the amount of the task going to be scored.
- If a time limit is included in any criteria consider reducing it for their presentation with the maximum of the score.
- Allow oral, face to face presentations if student doesn't feel comfortable with a written assignment and a public presentation.
- Don't include a parameter of an aesthetic presentation if it is a written task. Handwriting in Asperger Students is almost illegible. (Coto, 2013).

Denying that the challenges in the English as an Additional Language classroom with pupils under this spectrum are many is almost impossible, yet they are not insurmountable. The experience of language learning for pupils with Asperger syndrome boosts their self-esteem and motivation. Since failure to acquire

basic knowledge of English is associated with feelings of rejection and frustration for them, gaining accreditation in a foreign language is a triumph. It is well worth catering for best practices to facilitate their learning needs, embracing unbiased evaluation instruments that improve their schooling experience, sense of personal achievement and socialization. (Sagia, 2015).

Chapter 3 – Discussion

In this chapter of the dissertation, it is wanted to propose a discussion around two rubrics of my elaboration, a holistic rubric and an analytical one, in order to establish a comparison, both in their contents and in their effectiveness of use in their application.

The topic to be evaluated with the rubrics that have been elaborated corresponds to the subject of Literature in the tenth year of basic of secondary education, which unit 2 is about poetry. As a summative assessment to evaluate student's performance at the end of their learning process, it is established the elaboration of a poem based on an event that had an impact on pupils, their families, their community, or their country; Using a structured meter that includes a rhyme scheme of the form AABBA AACCA DDEEA; and composed by three stanzas of five verses each one.

In accordance with the topic proposed throughout this investigation, I had to elaborate two rubrics. An analytical rubric with which the poem developed by the students in general will be evaluated; and a holistic rubric with which students with Asperger syndrome will be evaluated.

Regarding:

That the superior interest of education is to train competent human beings, capable of facing the challenges that the world will bring in its future, and that all students should receive a quality education that promotes equality and social equity. (Constitución de la República del Ecuador, 2008);

That students with Asperger syndrome due to their own characteristics have difficulties with language, specifically in the acquisition of languages other than their mother tongue; that their handwriting will be illegible due to his lack of development in fine motor skills; and that his ability to understand figurative language as literary is limited; that communication and socialization may be affected; that the tolerance time must be greater than what can be had towards the different evaluation activities. (Coto, 2013);

That the inclusion in education is not only allowing students with special educational needs to attend school to receive classes in the year that corresponds to them, with a group of peers and submit them to the established study curriculum and be asked to abide by the letter of an unadapted planning as requested by the Ministry of Education through the *DIACs* issued by the *UDAI*s (Reglamento General a la Ley Orgánica de Educación Intercultural , 2012);

That the work and support provided to students who are in condition of Asperger syndrome, during the evaluation, should contemplate their potential and abilities, their functional participation in the environments that are developed and also the adequacy of a set of supports and conditions necessary for the application of the tests. (Instructivo para la evaluación y promoción de estudiantes con necesidades educativas especiales, 2016).

It is for all these reasons that the resolution to design a holistic rubric was taken, for the simple reason that it evaluates the overall product, in this case the poem that this Asperger student according to his abilities, can perform. Obviously, feasible parameters have been considered for them, including the content requested, the handling of the L2, and the ability to complete it in a first instance; and secondly, the fact that if it is not completely legible it can be clarified with a small explanation about the written.

The rubric proposed for this evaluation is the following:

Table 5:
Writing a Poem Holistic Rubric

WRITING A POEM	
Score	Description
5	Writes the poem 100% (15 lines). It is fully written in English. Focuses on the selected topic and clarifies handwriting or sense doubts.
4	Writes the poem 80% (12 lines). Contains one to three words in Spanish. Focuses on the selected topic and clarifies handwriting or sense doubts.
3	Writes the poem 60% (9 lines). Contains a stanza written in Spanish. Focuses on the selected topic and partially clarifies handwriting or sense doubts.
2	Writes the poem 40% (6 lines). It is almost all written in Spanish. Distorted focus on the selected topic and partially clarifies handwriting or sense doubts.
1	Writes the poem 20% (3 lines). It is all written in Spanish. No clear selected topic and cannot clarify handwriting or sense doubts.
0	No attempt to make the poem.

Note. Elaboration based on information retrieved from Spotlight on Literature Level F, 2013.

It has been considered in the first instance the fact that the Asperger student may finish writing the poem. Given that, there were three stanzas of five verses each, the maximum is 15 lines; this being the parameter with the highest score; and on a

descending scale by the number of written verses, a respective percentage and score have been assigned.

Second, the language component was taken into account. While it is true that students with Asperger syndrome have difficulty in acquiring the language itself, it is further aggravated by the fact of acquiring a second language. However, since CLIL is a methodology that allows us to personalize the delivery of teaching, thus becoming a fully inclusive methodology, it is impossible to doubt that the acquisition of a second language in this type of students will be much more comfortable, assertive, directed and accompanied at all times.

That is why, as it has been applied, the level of language that an Asperger student handles will influence the oral or written development, in this case, of the poem. That is why the writing parameter has been established in English in its entirety, and on a descending scale likewise, the occasional use of Spanish until it has been written in Spanish in its entirety; obtaining in both parameters the highest and the lowest score.

Due to this written sense of the poem, it has been taken into account among the parameters of evaluation the fact of the lack of legibility of the writing of Asperger students because they have not developed their fine motor skills as already explained in one of the previous chapters. .

For this characteristic, the possibility that the Asperger student may clarify any doubt in the writing of the content of the poem has been established, given the case that the teacher will not be able to understand what is written. This clarification logically will be given in a reserved and non-public, due to the difficulty of social interaction that these students present. In this way, we will be able to fully assess the meaning of the poem and realize if the student managed to maintain the meaning of the poem and focused clearly on the subject that the content should have.

For all the aspects exposed, it is very easy to recognize that it has been possible to contemplate all the needs that Asperger students would present at the time of developing an assignment like this. And making sense of social justice in the classroom, so that the qualification that they receive, reflects their true potential, is essential the use of a holistic rubric like the one that has been proposed here, to give true fulfillment to an inclusive education, with the use of authentic instruments adapted and proposed by the CLIL methodology.

Now, to evaluate the regular students in this same assignment, an analytical rubric has been designed, which contains all the necessary elements to be a rubric CLIL.

This rubric is much more specific, provided with all the details to gather all the necessary information, and obviously being a CLIL rubric, it evaluates both the content component and the Language component.

This rubric will evaluate five clear categories: focus on topic; overall organization; rhyme scheme; use of visual imagery, alliterations and personifications; and mechanics, grammar and spelling. Each with its standards gradually defined in order to assign a score for each level of achievement. The descriptors that specify the desired performance criteria have been established according to the expected learning outcomes; and the qualifiers denote the acceptable levels of performance that one wishes to obtain from the students in this activity. Descriptors and qualifiers have also been specified very clear so that students get an effective feedback on the score that they may obtain on the assignment after being evaluated with this rubric. Each of the standards established by each category, describe the spirit of what is wanted to be evaluated; the skills that you want to be seen developed, according to what was taught and learned throughout the development of the unit of the subject.

In the focus on topic category, it is expected to find that there is one clear, well-focused topic, which Main idea stands out. Make it easy to notice; that the words used in the poem give the reader the clear sense of the topic and feeling.

In the overall organization category, it is desirable to control that the pupils follow the instructions to make Poem with three five-verse defined stanzas and that each evolves one idea to the next; that they are concatenated; that they are not loose ideas, yet that they all point to a single main topic.

Regarding the criterion of rhyme scheme, the appropriate use of the proposed scheme that is AABBA AACCA DDEEA has been considered, in order to be able to verify the students' ability to search in their vocabulary words that can give the poem the necessary rhyme to cover the parameter of the scheme, and delve into the knowledge of the vocabulary in L2 of the subject they have chosen; in addition to the full understanding of how the rhyme scheme works in the creation of a poem.

About the use of visual imagery and the literary figures of alliterations and personifications apart from checking the understanding of them already in their own creations, speaking of the poem itself, it is desired to verify in which way the pupils make visualize the subjects of the poem , and if the use of all these literary resources enable the reader to see, hear, feel, or think about the subject in a new way or in a more powerful way than ever before, considering this being the ultimate goal of the creation of a poem .

Finally, concerning the mechanics, grammar and spelling criteria, the language component implicit in the writing of the poem will be given importance, through the verification of the good use of grammar in terms of coherence with the subject and the verb; in the same way as for the spelling of the words used for the writing of the same, in order not to cause lack of understanding on the part of the reader or confusions that may be generated by errors committed in both aspects.

As it is possible to visualize in the rubric below, this is a rubric that covers all the aspects that a regular student (that is, without special educational needs), could achieve in the best development of their abilities. And that undoubtedly contains both content and language aspects, which is why it qualifies perfectly as a rubric to be used in the CLIL field.

Table 6:
Writing a Poem with Rhyme Scheme Analytic Rubric

WRITING A POEM WITH RHYME SCHEME

	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
Focus on Topic	There is one clear, well-focused topic. Main idea stands out. Words in the poem gave reader clear sense of topic and feeling.	Main idea is clear but the supporting information is general. Words in the poem made a strong connection to the topic.	Main idea is somewhat clear but there is a need for more supporting information. Words in the poem related to the topic.	The main idea is not clear. There is a seemingly random collection of information. Words in the poem did not match the form.
Overall Organization	Poem has three five-verse defined stanzas. Evolves one idea to the next.	Poem has three five-verse defined stanzas. But does not evolve one idea to the next.	Poem has three stanzas but with less than five verses. Ideas do not evolve one to the next.	There are no visible stanzas in the poem. Except for the edge of the page.
Rhyme Scheme	It is correctly followed. Lines of the poem rhymed when they should. They strengthen the rhythm of the poem.	It is correctly followed. But lines of the poem do not rhyme as they should because of the incorrect use of words. They may not distract the reader from the rhythm of the poem.	Rhyme scheme is attempted but not accurately followed. Lines of the poem do not rhyme when they should. They distract the reader from the rhythm of the poem.	Poem does not follow the established rhyme scheme. Lines of the poem do not rhyme when they should. Words in the poem did not match the form.
Use of Visual Imagery, Alliterations and Personifications	Uses strong imagery, alliterations and personifications that help the reader visualize the subjects of the poem. The poem enables the reader to see, hear, feel, or think about the subject in a new way or in a more potent way than ever before.	Imagery, alliterations and personifications are used appropriately. They make sense. The poem enables the reader to see, hear, feel, or think about the subject.	Imagery, alliterations and personifications are used in the poem, but may not make sense. The poem enables the reader to see, hear, feel, or think about the subject, but this is accomplished through clichés, worn-out images, or other predictable choices.	Little or no attempt to use imagery, alliterations and personifications was made in the poem. The poem does not enable the reader to see, hear, feel, or think about the subject.
Mechanics, Grammar and Spelling,	There are no or few errors in mechanics, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	The poem is hard to understand at times because of errors in mechanics, grammar, or spelling.	The poem is consistently difficult to understand because of errors in mechanics, grammar, or spelling.

Note. Elaboration based on information retrieved from Spotlight on Literature Level F, 2013.

As can be seen in each of the rubrics presented here, these have been designed according to the needs of the two groups of students under study in this research.

It has been said in one of the previous chapters of this study, that the analytic rubrics are the ones that best fit CLIL, due to its meticulous detail in preparation for the full contemplation of both content and language (Mertler, 2001) this argument is not refuted, excepting the case of evaluation of special abilities as is the case of this dissertation.

From the point of view of fairness in the classroom, of equity in the evaluation by providing performance opportunities according to the profile and characteristics of each student, which could show them to be useless in the case of not correctly addressing the evaluation of their learning; The analytic rubric proposed here for this evaluation would be that tree that would not allow the fish to show the great swimmer that it is, if its evaluation depended on climbing the tree as Einstein said once.

If I evaluated my students with Asperger's syndrome with that rubric, surely their score would not reach half of the total score, and they would believe all their lives that they are not good to write a poem or even worse that they do not want to try again for fear of a low rating. The idea of evaluation is to show progress and aspects in which development can be improved. An effective feedback for a student with Asperger could not come from an evaluation with that rubric because it would not make sense for him, realizing that the aspects in which he did not reach the highest grade, are aspects that are far from his understanding and Innate ability to perform them.

In the case of these three criteria: rhyme scheme; use of visual imagery, alliterations and personifications; and mechanics, grammar and spelling; all intentionally assault the difficulties of students with Asperger's syndrome, it seems that they put them on purpose so that they may fail right there.

Because of its limitation in the acquisition of another language, the rhyme scheme would constitute a limitation without doubt, the precariousness in its vocabulary, would not allow them to find enough words within the context to be able to rhyme; then linked to this topic of language is the criterion of mechanics, grammar and spelling, how complicated would relate the fact of not having the language at a high level to not make mistakes of that kind and even worse the fact that already with much effort It has been written in English.

It has also been known in the chapter of students with Asperger syndrome that the impossibility of understanding sarcasm, double meanings and literary

language is a very peculiar characteristic of them; for this reason, to ask them to include visual imagery in the writing of their poem, and literary figures such as alliterations and personifications, would constitute an almost impossible mission

Only by logic of understanding all these aspects here disclosed, would clearly show a teacher the inescapable fact of having to adapt his rubric for an Asperger student in his class, because if he does not do it, he would be unfair to his grade knowingly their limitations; and even worse would be generating a demotivating barrier, which will undoubtedly affect the emotional intelligence of this student that instead of helping them to continue to grow and develop, will limit them and will not generate any type of learning and even worse, engagement to continue in the subject path.

Finally, I would like to express with great satisfaction the fact of being able to take into account these two rubrics here proposed as tools of exclusive evaluation for CLIL, being able to be part of a repository that we teachers can create as we develop and adapt materials necessary for the best development of CLIL through practice since it is a relatively new approach and it is precisely this development of CLIL tools that through their socialization will allow the CLIL teachers to have more and better resources for the development of our work.

Chapter 4 – Conclusions

The inclusion of students with Asperger's syndrome in regular schools has been a challenge for Ecuadorian teachers, especially because the knowledge they have is very vague and there is no specific training that allows them to act appropriately to develop their abilities to the utmost.

Ecuador is a country that is on the path to inclusive education with a firm step and aware of the challenge that this implies. Beyond the current national regulations and the international agreements of which it is a subscriber, it is undeniable that it will be put into practice as soon as possible in order to seek mechanisms that adapt to the reality of Ecuadorian education and the benefits that this may offer to students with special educational needs.

In addition, with the creation of the *UDAIs (Unidades de Apoyo a la Inclusión)* in Ecuador of which we have already explained their functioning in one of the previous chapters of this dissertation, the education system in Ecuador aims to be an active entity of inclusive education like most of the world. Undoubtedly, these support units for inclusion are fundamental axes for the guidance of teachers towards the correct application of a curricular adaptation in the case of having students with special educational needs. In this way, the equity in education received by these students is charged in the same terms of quality but in accordance with their abilities. However, it is advisable for a future, that the UDAIs have Bilingual staff to give a more specific orientation in the development of the contents in the second language (English).

Ecuador has adopted English in the same way that countries around the world have done it. This has made bilingual education gain ground in the country and with it the experimentation of methodologies that tend to the best teaching-learning process of it. If we add to this fact, the obligation to include students with special educational needs in regular schools, under the research carried out in this dissertation, it can be concluded with great firmness that CLIL is the methodology that meets all the requirements to foster a high quality bilingual education and a powerful gear in attention to diversity, which allows to directly target students with special educational needs through a second language, which offers an integral education.

Core features of CLIL (scaffolding, co-operation, multiple focus, safe and enriching learning environment, authenticity, and active learning) foster not only foreign language and content acquisition in a greater way but also lifelong learning skills which humbly speaking meets all the requirements to rule the mainstream

education in Ecuador. The present case of study has shown that CLIL generates more authentic, engaging, meaningful and stress less student's attainments. Therefore, it is essential that stakeholders see the need for a change in the area of content and language instruction and assessment and can thus yield for an inclusive methodology that allows biliterate, bilingual, culture aware, and knowledgeable training.

The Asperger syndrome, case study of this dissertation, is one of the many special educational needs that benefit from this inclusive methodology that promulgates CLIL in its principles. Students with Asperger's syndrome are students that due to their special characteristics, both in social interaction and in writing, could present difficulties in the management and development not only of the content of the subjects in their mother tongue but also in the second language. That is why the purpose of CLIL in its application, fit perfectly to the needs demanded by an Asperger student to support him in the acquisition not only of the second language but the content of the subject, in a natural, relaxed way, appropriate to his needs and with constant monitoring and help in the construction of both at all times.

Students with Asperger syndrome present difficulties in three specific areas: communication and language, social relationships and reciprocity, and mental and behavioral inflexibility. It is for this reason that when proposing the development of an activity in the communicative area and pretending to evaluate it in the same way as other "regular" students, the evaluation of this student with Asperger will never be fair since evaluation instruments should be designed according to the skills that this student has and the achievement markers that he can reach. The assessment and evaluation in these students is a crucial factor for the engagement and motivation that this can generate with the subject and therefore, with the language, for the best learning of both and the effective application of the techniques required for the teaching-learning process.

The use of holistic rubrics meets this criterion of fair evaluation and according to the performance skills that these students can reach. It is important to remember that holistic rubrics evaluate the overall product of the assigned task. The evaluation criteria established in them are custom designed in order to assess accurately and according to the needs and adaptations that Asperger students demand in the development of their skills in this specific case of a written poetic creation, which are two areas in which this spectrum presents difficulties.

Finally and without fear of being mistaken, despite the fact that it was not possible to carry out an evaluation with the rubrics discussed in this dissertation, from my previous experience as a second-language (English) literature teacher, I can

attest that the use of a holistic rubric to evaluate a poetic literary creation, covers all the expectations of the work developed by an Asperger student and when he is aware of how and why his work received a certain rating, he will notice the importance of his performance in this class and will generate the hook without hesitation , motivation and desire required to continue with the learning of it. All students can learn and succeed, but not in the same way or at the same pace.

Chapter 5 – Limitations and Further Research

Throughout the development of the theoretical framework of this research, it has been observed that there is no greater investigative study about the close relationship that CLIL has in its principles and core features with special educational needs. On one hand theory has been found regarding inclusive education around the world and Ecuador specifically, considering the special educational needs, focusing on the Asperger syndrome. On the other hand, we delve into the research in CLIL, its principles, core features, and benefits that this methodology brings with it in the acquisition of a second language and academic content. In addition to detailing assessment and the rubrics that in CLIL are an essential part, so that as a whole, they constitute a complete methodology. But no academic study was found that refers to the relationship between CLIL and Asperger syndrome or at least with special educational needs in general, which is a real limitation. It is in this subject not yet deepened in which in the future a research can be based to give greater importance to what it covers it and to propose more available material for consultation.

One of the greatest limitations has been the disadvantage of not being able to put into practice the rubrics designed for this dissertation, and therefore not knowing the real results that could have thrown the application of them in an evaluation. Having much more time for the development of the whole practice, we could have observed the students with Asperger's syndrome, evaluated with the designed rubric and prove how their affective filter levels could have had gradually descended to reach a degree of comfort, that they would have shown us the assertiveness in the application, to confirm my rationale in this investigation, but unfortunately it was not possible to reach this point.

It is for this very reason that it would be very interesting to be able to socialize the rubric here presented among teachers of Literature in English, in whose curriculum is Poetry and that in their classes they have students with Asperger's syndrome so they could apply it and do a comparative results study in terms of social justice in the classroom and motivation for the subject and the language at the same time, with another group with the same characteristics but without the rubric that I designed.

Since the Ecuadorian education system is barely penetrating inclusive education, it would also be important to call educational authorities to action, so

that they consider very seriously the fact of speeding up the process of dissemination and training to all teachers in the country. This issue, due to the urgency with which it is necessary to generate more inclusive classrooms, and in which one day would be possible to position bilingualism as an imperative in this globalized world, through a complete, assertive and inclusive methodology, as CLIL is.

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Annexes

Annex A. Inclusive Education Articles Constitution of the Republic of Ecuador 2008

Art. 3.- Son deberes primordiales del Estado: 1. Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la educación, la salud, la alimentación, la seguridad social y el agua para sus habitantes.

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Art. 46.- El Estado adoptará, entre otras, las siguientes medidas que aseguren a las niñas, niños y adolescentes:

1. Atención a menores de seis años, que garantice su nutrición, salud, educación y cuidado diario en un marco de protección integral de sus derechos.

3. Atención preferente para la plena integración social de quienes tengan discapacidad. El Estado garantizará su incorporación en el sistema de educación regular y en la sociedad.

Art. 47.- El Estado garantizará políticas de prevención de las discapacidades y, de manera conjunta con la sociedad y la familia, procurará la

equiparación de oportunidades para las personas con discapacidad y su integración social. Se reconoce a las personas con discapacidad, los derechos a:

7. Una educación que desarrolle sus potencialidades y habilidades para su integración y participación en igualdad de condiciones. Se garantizará su educación dentro de la educación regular. Los planteles regulares incorporarán trato diferenciado y los de atención especial la educación especializada. Los establecimientos educativos cumplirán normas de accesibilidad para personas con discapacidad e implementarán un sistema de becas que responda a las condiciones económicas de este grupo. 8. La educación especializada para las personas con discapacidad intelectual y el fomento de sus capacidades mediante la creación de centros educativos y programas de enseñanza específicos. 9. La atención psicológica gratuita para las personas con discapacidad y sus familias, en particular en caso de discapacidad intelectual. 10. El acceso de manera adecuada a todos los bienes y servicios. Se eliminarán las barreras arquitectónicas. 11. El acceso a mecanismos, medios y formas alternativas de comunicación, entre ellos el lenguaje de señas para personas sordas, el oralismo y el sistema braille.

Art. 48.- El Estado adoptará a favor de las personas con discapacidad medidas que aseguren:

1. La inclusión social, mediante planes y programas estatales y privados coordinados, que fomenten su participación política, social, cultural, educativa y económica.

2. La obtención de créditos y rebajas o exoneraciones tributarias que les permita iniciar y mantener actividades productivas, y la obtención de becas de estudio en todos los niveles de educación.

Annex B. UDAI and DIAC Ecuadorian Ministry of Education Agreement 0295-13

0295-13



Ministerio
de Educación

Despacho Ministerial

Capítulo IV LA UNIDAD DE APOYO A LA INCLUSIÓN (UDAI)

Art. 20.- Definición.- La Unidad de Apoyo a la Inclusión -UDAI- es un servicio educativo especializado y técnicamente implementado para la atención a los estudiantes con necesidades educativas especiales a través de la evaluación, asesoramiento, ubicación e intervención psicopedagógica en los diversos programas y servicios educativos, en todas las modalidades de atención (a distancia, semi presencial, diurna, nocturna) y en todos los niveles del sistema educativo (inicial, básica y bachillerato de las instituciones fiscales).

La misión de la UDAI será facilitar la inclusión de los niños, niñas y adolescentes con necesidades educativas especiales, asociadas o no a una discapacidad, y que no necesiten la atención de una institución de educación especializada. Organizativa, financiera y administrativamente la UDAI será atendida y rendirá cuentas directamente ante la correspondiente Dirección Distrital de educación.

Art. 21.- Descripción.- Las Unidades de Apoyo a la Inclusión estarán conformadas por un equipo multidisciplinario especializado que brindará apoyo psicopedagógico a los establecimientos de educación escolarizada ordinaria y tendrán como misión favorecer la inclusión de los estudiantes con necesidades educativas especiales y elevar la calidad inclusiva de la educación.

Art. 22.- Implementación.- Las UDAI serán implementadas a nivel distrital. De acuerdo a la demanda que se genere en cada sector, se podrán crear equipos adicionales.

Art. 23.- Talento Humano.- El equipo multidisciplinario de la UDAI estará integrado por dos (2) psicólogos educativos, uno de los cuales asumirá la coordinación del equipo y será responsable de la unidad; dos (2) pedagogos, un (1) psicólogo clínico, dos (2) terapeutas de lenguaje y un (1) terapeuta ocupacional. La Dirección Nacional de Educación Especial e Inclusiva, con la aprobación de la Subsecretaría de Coordinación Educativa, definirá los respectivos perfiles profesionales para cada especialidad.

Art. 24.- Funciones.- Las UDAI ofrecerán servicios psicopedagógicos con el objetivo de apoyar el proceso de inclusión y favorecer los procesos educativos de los estudiantes, para lo cual tendrán las siguientes funciones:

- a) Evaluar los requerimientos, fortalezas y debilidades respecto a las formas de aprendizaje de los estudiantes con necesidades educativas especiales asociadas o no a la discapacidad para identificar, describir, ubicar, orientar, asesorar y monitorear la atención en los programas y servicios que se brindan en la educación inclusiva. Para la evaluación se tendrán en consideración los criterios que desde las diferentes disciplinas (pedagogía, psicología, psicoanálisis, terapia de lenguaje y ocupacional, entre otras) puedan aportar al mejor desarrollo del proceso educativo. La evaluación que realicen las UDAI no servirá para delimitar trastornos, ni síndromes, ni ningún otro tipo de clasificación psicopatológica;
- b) Determinar y brindar la intervención psicopedagógica pertinente a las necesidades de cada estudiante, e informar sobre su progreso a través de fichas de seguimiento;

- c) Elaborar el Documento Individual de Adaptaciones Curriculares (DIAC), mismo que permitirá a los docentes acceder al conocimiento, comprensión y correcta aplicación de los principios, técnicas y procedimientos para brindar la atención de calidad y calidez a cada estudiante;
- d) Determinar previa evaluación la posibilidad de ingreso de un estudiante con necesidades educativas especiales a los establecimientos de educación escolarizada ordinaria o especializada;
- e) Informar por escrito a padres y maestros de los estudiantes con necesidades educativas especiales sobre los resultados de la evaluación aplicada en concordancia con los lineamientos técnicos aprobados para el efecto;
- f) Orientar a los docentes para detectar y canalizar las demandas de atención a las personas con necesidades educativas especiales;
- g) Asesorar y promover a la comunidad educativa respecto al desarrollo de una cultura inclusiva y fomentar la calidad y la calidez de la atención de los estudiantes con necesidades educativas especiales; y,
- h) Brindar a los docentes estrategias de adaptaciones curriculares y de evaluación diferenciada así como metodologías de atención para el trabajo dentro y fuera del aula.

Art. 25.- Vínculos.- Junto con la UDAI, los equipos multidisciplinares de las instituciones de educación especializada determinarán la posibilidad de ingreso o cambio de un estudiante con necesidades educativas especiales, asociadas o no a una discapacidad a los establecimientos de educación escolarizada ordinaria o especializada.

DISPOSICIONES GENERALES

PRIMERA.- Se delega a la Subsecretaría de Coordinación Educativa, para que a través de la Dirección Nacional de Educación Especial e Inclusiva, defina, difunda y revise la metodología pertinente para la atención a las necesidades educativas especiales.

SEGUNDA.- Las instituciones de educación especializada (JEE) coordinarán su actividad con las Unidades de Apoyo a la Inclusión (UDAI), unidades de la red pública de salud (maternidades, centros de salud, servicios de rehabilitación), organizaciones gubernamentales y demás de carácter social o comunitario, cuando el caso lo amerite.

DISPOSICIONES TRANSITORIAS

PRIMERA.- Los Centros de Evaluación, Diagnóstico y Orientación Psicopedagógica –CEDOPS– que han venido funcionando hasta el momento, cambiarán su denominación a Unidades de Apoyo a la Inclusión (UDAI) y se acogerán a las disposiciones de este instrumento normativo en el plazo de sesenta (60) días contados a partir de la suscripción del presente Acuerdo Ministerial. El personal que ha venido laborando en estos centros será evaluado por la Subsecretaría de Educación del Distrito Metropolitano de Quito, Subsecretaría de Educación del Distrito de Guayaquil o Coordinación Zonal correspondiente, en base a los perfiles y criterios que determine la Autoridad Educativa Nacional a través de la Dirección Nacional de Educación Especial e Inclusiva.

SEGUNDA.- Se responsabiliza a la Dirección Nacional de Educación Especial e Inclusiva, previa aprobación de la Subsecretaría de Coordinación Educativa, sobre el desarrollo del Sistema Especializado de Promoción y Evaluación para los estudiantes con necesidades educativas