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TABLE OF CONTENTS

LIST OF TABLES	8
LIST OF ACRONYMS.....	9
RÉSUMÉ	1
ABSTRACT	2
INTRODUCTION.....	3
CHAPTER 1 RESEARCH PROBLEM	5
1.1 Students with Special Educational Needs.....	5
1.1.1 Placement of SSENs in classrooms	5
1.1.2 Educational Policy Concerning Placement of SSENs in Canada	6
1.1.3 Educational Policy Concerning Placement of SSENs in Quebec.....	6
1.1.4 Challenges faced by SSENs in education	7
1.2 SSENs in AL Classrooms	8
1.2.1 Increased Exposure AL Programs: SSENs' Learning Outcomes.....	10
1.2.2 Increased Exposure AL Programs: Stakeholders' Perceptions.....	11
1.2.3 Increased Exposure AL Programs: The Quebec Context.....	12
1.3 Teacher Cognition	13
1.3.1 Teacher Cognition and SSENs in AL Classrooms	13
1.4 Research Objective	14
1.5 Scientific Relevance	14
1.6 Social Relevance	14
CHAPTER 2 THEORETICAL FRAMEWORK	16
2.1 Students with Special Educational Needs.....	16
2.1.1 Placement of SSENs in Mainstream Canadian Education Systems.....	17
2.1.2 Placement of SSENs in AL Classrooms	18
2.1.3 Placement and Classification of SSENs in Quebec	19
2.1.4 SSENs in Increased Exposure AL Programs.....	20
2.2 Teacher Cognition	23
2.2.1 Teacher Cognition in AL Classrooms	24
2.3 Teacher Cognition and SSENs	25
2.3.1 Teacher Cognition and SSENs in AL Classrooms	27
2.3.2 Teacher Cognition and SSENs in IE	29

2.4	Research Questions.....	30	
CHAPTER 3		METHODOLOGY.....	31
3.1	Type of research.....	31	
3.2	Participants.....	31	
3.3	Data collection instruments	32	
3.3.1	Online Survey	32	
3.3.2	Semi-structured interview.....	35	
3.4	Data collection procedure	35	
3.5	Data analysis.....	36	
3.6	Ethical considerations.....	38	
CHAPTER 4		RESULTS.....	39
4.1	Participants' beliefs regarding the integration of SSENs in their classrooms	39	
4.1.1	Beliefs about SSENs	39	
4.1.2	Beliefs about SSENs when classified according to their support needs	41	
4.1.2.1	Statements favoring the SpEd classroom.....	42	
4.1.2.2	Statements favoring the regular classroom	43	
4.1.3	Beliefs about SSENs when classified according to their diagnoses.....	46	
4.1.3.1	Statements favoring the SpEd classroom.....	46	
4.1.3.2	Statements favoring the regular classroom	49	
4.2	Factors influencing IE teachers' beliefs with regards to the integration of SSENs in their classrooms ...	52	
4.2.1	Experience with the survey and with SSENs	53	
4.2.2	Difficulty level of L2 and IE courses	56	
4.2.3	Placement options for SSENs.....	58	
4.2.4	Suitability of different types of classrooms for SSENs	62	
CHAPTER 5		DISCUSSION	64
5.1	Participants' beliefs regarding the integration of SSENs in their classrooms.....	64	
5.1.1	Beliefs about SSENs	64	
5.1.2	Beliefs about SSENs when classified according to their support needs.....	65	
5.1.3	Beliefs about SSENs when classified according to their diagnoses	65	
5.2	Factors influencing IE teachers' beliefs with regards to the integration of SSENs in their classrooms ...	68	
5.2.1	Additional training regarding SSENs	68	
5.2.2	Past experiences outside of AL teaching	69	
5.2.3	Range of presentation of a diagnosis in SSENs	71	
5.2.4	Systemic issues specific to SSENs.....	71	
CHAPTER 6		CONCLUSION	75
6.1	Findings.....	75	
6.2	Limitations	77	
6.3	Future research	78	

REFERENCES80

APENDIX A SURVEY STRUCTURE95

APENDIX B TRI-COUNCIL POLICY STATEMENT 2 CERTIFICATE113

APENDIX C CERPE ETHICS APPROVAL CERTIFICATE114

LIST OF TABLES

Table 4.1 Participants' Responses to the General Questions	40
Table 4.2 Participants' Responses Pertaining to Support Needs – Agreement in Favour of Sped Placement	43
Table 4.3 Participants' Responses Pertaining to Support Needs - Agreement in Favour of Regular-Classroom Placement	44
Table 4.4 Participants' Responses Pertaining to Diagnoses - Agreement in Favour of SpEd-Classroom Placement	46
Table 4.5 Participants' Responses Pertaining to Diagnoses - Agreement in Favour of Regular-Classroom Placement	50

LIST OF ACRONYMS

AL: Additional language

ESL: English as a second language

FI: French immersion

FSL: French as a second language

IE: Intensive English

IEP: Individualized Education Plan

IF: Intensive French

LD: Learning disability

SENs: Special educational needs

SpEd: Special education

SENs: Special educational needs

SSENs: Students with special educational needs

Non-SSENs: students without special educational needs

RÉSUMÉ

La présente étude a permis d'observer les cognitions de trois enseignants d'anglais intensif (AI) concernant les élèves handicapés ou en difficulté d'adaptation ou d'apprentissage (EHDA) dans leurs classes en remplissant un questionnaire en ligne, accompagné d'une entrevue semi-structurée avec l'une des participantes afin de discuter de ses réponses au questionnaire. L'objectif était de répondre aux deux questions de recherche suivantes : 1.) Quelles sont les croyances des enseignants d'AI en ce qui concerne la présence d'EHDA dans leurs classes ? et 2.) Quels sont les facteurs qui influencent les croyances des enseignants d'AI en ce qui concerne la présence d'EHDA dans leurs classes ?

Le questionnaire en ligne comportait trois sections, chacune portant sur un thème différent lié aux EHDA : le niveau de difficulté des différents cours de L2, les pratiques à préconiser relativement au placement et la convenance des différents environnements d'apprentissage. Chaque section comportait des questions centrées sur trois contextes d'apprentissage distincts pour les EHDA : la classe ordinaire, les cours de L2 et les programmes d'AI spécifiquement.

Les résultats de cette étude comprenaient des données sur les croyances des enseignants de l'AI concernant les EHDA, qui variaient selon si les EHDA étaient classés en fonction de leurs besoins ou de leurs diagnostics. Le type de classification des EHDA a donc été rapporté comme un facteur ayant un impact sur les croyances des participants. Cependant, les mêmes diagnostics ou besoin de support ont été associés à un placement dans une classe d'éducation spécialisée ou régulière de manière constante dans le questionnaire, et ce pour les trois contextes d'apprentissage mentionnés. Un impact minime sur les croyances des participants a donc été attribué à ces deux facteurs. De plus, les problèmes systémiques rencontrés par les EHDA, en particulier en ce qui concerne l'accès à un diagnostic officiel, sont ressorties en tant que facteur important influençant les croyances des enseignants d'AI. L'impact des expériences antérieures avec les EHDA et de la formation additionnelle ont également été cités dans l'entrevue comme des facteurs ayant eu un impact sur les croyances de l'une des participantes, ce qui est conséquent avec d'autres études sur le sujet.

Mots clés : apprentissage d'une langue additionnelle, élèves handicapés ou en difficulté d'adaptation ou d'apprentissage, cognition de l'enseignant

ABSTRACT

The present study observed the cognitions of three intensive English (IE) teachers regarding the integration of students with special educational needs (SEENs) in their classrooms. An online survey paired with a semi-structured interview with one of the participants was used to collect the data. The aim was to answer the following two research questions: 1.) What are IE teachers' beliefs with regards to the presence of SEENs in their classrooms? 2.) What factors influence IE teachers' beliefs with regards to the presence of SEENs in their classrooms?

The online survey featured three sections, each pertaining to a different theme relating to SEENs: the difficulty level of different L2 courses, preferable placement practices, and suitability of various learning environments. Each section had questions focusing on three different learning contexts for SEENs: the regular classroom (homeroom), L2 courses and IE programs specifically.

The findings of this study into the beliefs of IE teachers regarding SEENs varied based on whether SEENs were classified according to their needs or diagnoses. SEENs classification types was therefore raised as an important factor affecting participants' beliefs. However, the same diagnoses or support needs items were consistently associated with a SpEd or regular classroom placement throughout the questionnaire. Minimal impact on the participants' beliefs was therefore attributed to the three different learning contexts mentioned as well as the three themes that served as survey sections. Additionally, systemic issues faced by SEENs, especially in terms of access to a formal diagnosis, were found to be a significant factor informing IE teachers' beliefs. As in previous research, the impact of past experiences with SEENs and additional training were also cited in the interview as factors having had an impact on one of the participant's beliefs.

Keywords: additional language learning, students with special educational needs, teacher cognition

INTRODUCTION

Since the middle of the 20th century, all provinces and territories in Canada have established mandatory education laws, which require all Canadian children to be schooled for at least ten years (Oreopoulos, 2005). These laws include those that are classified as having special educational needs (SENs) (Council of Ministers of Education, Canada, 2016). Although traditionally students belonging to this category were placed in special education classrooms, the lack of evidence demonstrating that this separation was beneficial for them or their non-SENs peers has led to their incorporation into regular groups (Kalambouka et al., 2007). Thus, the majority of SSENs are currently schooled in regular groups for most academic subjects (Expert Panel on Literacy and Numeracy Instruction, 2005). However, in terms of additional language (AL) classrooms, their presence is unclear and varies geographically (Arnett & Mady, 2018), especially in the case of increased exposure AL programs such as French Immersion (FI) or Intensive English (IE) (Mady & Arnett, 2009; Selvachandran et al., 2022; Wise, 2011).

The belief that AL classrooms might not be suitable for these students' needs is multifaceted. Recent research in teacher education programs and with new teachers has uncovered a certain reticence towards inclusion in French Immersion programs (Arnett & Mady, 2019). However, as exclusionary practices are regularly taking place and equality issues are raised frequently in such contexts, many of the questions surrounding SSENs in increased exposure AL programs are still left unanswered. One important question that, to our knowledge, has not been answered by research pertains to the factors impacting AL teachers' cognitions regarding SSENs in the context of IE classrooms in Quebec, which is unique for a variety of reasons. While French Immersion programs, which are present in all other provinces and territories in Canada (Government of Canada, 2024), entail that students are taught all or most other subjects through French (British Columbia Ministry of Education and Child, 2022), intensive programs typically involve students spending additional time learning the AL, while being taught other school subjects in their L1 in a condensed schedule (Rocky Mountain School District No. 6 - British Columbia, s. d.). Additionally, Quebec IE classrooms differ further from other increased exposure AL programs in Canada by political and identity matters, reflected in stakeholders' concerns for the development of French proficiency in students completing this program (Conseil supérieur de l'éducation, 2014).

Considering that teachers' cognitions have been shown to impact student outcomes, SSENs constitute a group with significantly lower graduation rates than their peers without SENs (Government of Canada, 2014,

2015), and assessments of stakeholders' beliefs is central to encouraging inclusion of SSENs in classrooms (Muhling, & Mady, 2017), an exploration of IE teachers' beliefs regarding SSENs in their classrooms is indicated.

The research reported here examined the issues surrounding the presence of SSENs in IE classrooms in the province of Quebec, through exploring three teachers' cognitions. The research interests that motivated this study have different origins, including an interest in the field of teacher cognitions, experiences in AL classrooms, Quebec's education system at the elementary and secondary levels, and personal experiences with SSENs. The fact that the question of whether AL classrooms are suitable learning environments for SSENs, especially those whose needs stem from language-related challenges and/or disorders, is frequent on the ground also served as motivation to this study.

The present document includes six chapters; the first chapter will present the research problem, through an overview of the current situation regarding students with special educational needs (SSENs) in education in general, as well as in the additional language (AL) classroom and more specifically increased exposure AL programs in Quebec, which will lead to the establishment of the research objective as well as the scientific and social relevance. The second chapter will present the theoretical framework in which this research is situated. It will detail the two main research areas that will be central to this project; the teacher cognition research approach, and the situation of SSENs in general education, in AL classrooms and in increased exposure AL programs, before examining the meeting point of those two fields, which will lead to the research questions. The third chapter will outline the methodological approach. It will detail the type of research, the targeted participants, the data collection instrument, the data collection procedure, and data analyses, as well as the ethical considerations of the study. The fourth chapter will regard the results of the study, which stemmed from the survey responses of three IE teachers with ten to twenty years of experience in the field, as well as a semi-structured interview with one of the respondents to explore the reasoning behind her survey responses. The fifth chapter will then be composed of a discussion of the results in relation to existing research in the fields of teacher cognitions and AL teaching pertaining to SSENs. Implications for practice will also be discussed. The final chapter will be a conclusion.

CHAPTER 1

RESEARCH PROBLEM

In this chapter, the research problem is presented. First, a definition of what the term students with special educational needs (SSENs) entails is given (1.1). Then, an overview of the placement options for SSENs (1.1.1) and the educational policies concerning this population in Canada (1.1.2) and in Quebec (1.1.3) is done, followed by a review of the challenges faced by SSENs in education (1.1.4). Subsequently, a summary of their presence in additional language (AL) classrooms (1.2), more specifically regarding their learning outcomes (1.2.1) and stakeholders' perceptions (1.2.2) in increased exposure AL programs is conducted. The specifics of the Quebec context (1.2.3) are also examined. Finally, the teacher cognition approach is presented in general terms (1.3) and in how it relates to SSENs in AL classrooms (1.3.1), followed by the research objective (1.4), as well as the scientific (1.5) and social pertinence (1.6) of the present research.

1.1 Students with Special Educational Needs

Compulsory schooling laws across Canada dictate that all children must receive schooling, typically between the ages of 6 and 16. This is generally equivalent to primary and most of high school (Council of Ministers of Education, Canada, 2016; Oreopoulos, 2005), and includes SSENs, who are classified as such when they have needs that differ from their peers in relation to behavioural, communicational, intellectual, and/or physical exceptionalities (Expert Panel on Literacy and Numeracy Instruction, 2005; Wise, 2011).

1.1.1 Placement of SSENs in classrooms

The placement of SSENs in regular and special education (SpEd) classrooms has been a rich source of discussion in educational and scientific settings and is the subject of multiple discrepancies across the Canadian education system. Until the 1970s, SSENs were typically excluded from regular classrooms and placed in SpEd classrooms. The placement of SSENs in regular classrooms, which has been demonstrated as having positive or neutral effects on them, as well as their non-SSENs peers (Kalambouka et al., 2007), is typically conceptualised as being accomplished in one of two ways: integration or inclusion. While integration focuses on supporting SSENs as they try to adapt to the physical, social, and temporal constraints of the local education system (Arnett & Mady, 2018), inclusion aims to find ways to modify the system to better suit all students' needs. Despite research findings suggesting that inclusion is more beneficial to SSENs than integration, the latter is still a more common practice in schools, across levels of compulsory

schooling and subject matters, largely due to the fact that inclusion requires an adaptation of the environment, which requires time and energy from an already overwhelmed system (Rousseau et al., 2014).

1.1.2 Educational Policy Concerning Placement of SSENs in Canada

Although international policy has been in support of the incorporation of SSENs in regular classrooms for multiple decades, considerable disparity is still currently found in educational policy regarding the placement of SSENs into regular classrooms in Canada (Aucoin et al., 2020). In fact, while some provinces have chosen to adopt an approach aiming towards incorporation by restricting access to SpEd classrooms to students with more important SENs (Ministry of Education of Quebec, 2006), or by replacing SpEd classrooms by periodic additional support (Government of Newfoundland and Labrador, s. d.), others have gone further by forbidding the separation of SSENs in special education classrooms (Department of Education and Early Childhood Development of New Brunswick, 2013).

1.1.3 Educational Policy Concerning Placement of SSENs in Quebec

The number of students categorised as SSENs has grown significantly in the last few decades in Quebec – an increase of 71.8% was noted between the 2001-2002 and the 2015-2016 school years, with four of the five administrative regions of the greater Montreal area seeing increases far above the provincial average (CDPJ, 2018). Paired with a decrease of the overall number of students in the Quebec compulsory education system, the proportion of SSENs has skyrocketed in the last two decades (CDPJ, 2018). The *Fédération des syndicats des enseignants CSQ*, a union that represents approximately 95 000 teachers in the province, published a reference document in 2019 in order to better support their members in regard to SSENs in their classrooms (Fédération des syndicats des enseignants & Centrale des syndicats du Québec, 2019). However, the governmental policy with regards to supporting SSENs in the Quebec education system, as well as its “integrated approach to the organization and funding of such services” (p.2) published and then revised a some years later, have not been updated in almost two decades (Gouvernement du Québec, 2007; Gouvernement du Québec & Ministère de l’Éducation, 1999).

The policy advises that placement practices regarding SSENs must be based on the student’s personal characteristics and diagnosis, while favoring a placement in the regular classroom over a specialised education classroom (Ministry of Education of Quebec, 2006).

This approach, which has been qualified as partial inclusion (Bergeron & St-Vincent, 2012), begins with a case-by-case evaluation of the student's needs and strengths with the aim of placing them in an environment that is as close to the regular classroom as possible while also making sure their needs are being met. Although it is also included, a student's diagnostic categorisation is therefore not considered a focal point of the decision-making process (Ministry of Education of Quebec, 2006).

This system leads to discrepancies in the services attributed to SSENs across the province, as decisions vary depending on a range of factors, including access to resources and professionals, and are not based on systematic criteria (Gaudreau, 2010). Additionally, despite the importance of preventative practices and a focus on needs over diagnosis mentioned in governmental policy (Ministry of Education of Quebec, 2006), students who have gone through the formal diagnostic process and have been attributed an administrative code are typically favored in the distribution of resources over those who have been qualified as SSENs without a code. As a majority of SSENs, estimated at 82.6% in the 2005-2006 school year, have not been attributed a code, this practice further impacts the likelihood of them not receiving the services they need to succeed, despite having identified SENs (Gaudreau, 2010). To our knowledge, only one other official ministry document containing guidelines for education professionals regarding SSENs has been published since 2007. This document outlines broad categories of support for SSENs and provides strategies to determine the most suitable type of support for a student (*Direction de l'adaptation scolaire et des services éducatifs complémentaires du Québec, 2015*).

1.1.4 Challenges faced by SSENs in education

Research conducted on the experiences of SSENs and other stakeholders in the Quebec education system has shown that SSENs constitute a group that faces a variety of systemic issues within the compulsory education system in Canada (Law et al., 1999; Mady & Black, 2012; Stephens et al., 2015; Yantzi et al., 2010). The issues they face span from having to go on longer bus rides to attend a school that is adapted to their needs, and being refused access to certain AL programs, to inaccessible playgrounds, school entrances and school layouts. The myriad of accessibility hurdles faced by SSENs have been hindering their learning experiences for decades. Although a variety of possible accommodations may be offered to SSENs, including extended evaluation time, an Individualized Education Plan (IEP) and the use of technological tools such as a computer or tablet (Statistics Canada, 2017), they constitute a group whose graduation rates are two to four times lower than their peers without SENs (Government of Canada, 2014; 2015).

Furthermore, inequality issues are augmented for SSENs who are members of racial and/or linguistic minority groups (Cobb, 2012; Collins & Borri-Anadon, 2021; Dyson & Gallannaugh, 2008). Various factors such as the parents' mastery of the language of instruction, the family's socio-economic status and the school's interpretation of the family's culture and values have been found to impact students' categorisation as SSENs (Collins & Borri-Anadon, 2021; Dyson & Gallannaugh, 2008). Inquiries into the topic found a higher likelihood of being classified as SSENs for students born outside of Quebec whose first language is not French or English, and who are a part of certain racial minority groups (Eid et al., 2011; Mc Andrew et al., 2009). Additionally, in a study of the perceptions of education professionals regarding SSENs depending on their racial and/or linguistic identities, various systemic issues were noted – professionals reported being overworked, lacking resources and feeling an obligation to categorise students in order for them to get the supports they need to succeed (Borri-Anadon et al., 2015).

The inequalities faced by SSENs, whether they are based on their racial or linguistic identities (Borri-Anadon et al., 2015; Collins & Borri-Anadon, 2021; Eid et al., 2011; Mc Andrew et al., 2009), policies (Mady & Arnett, 2009; Mady & Black, 2012; Muhling, & Mady, 2017) , or physical barriers (Law et al., 1999; Yantzi et al., 2010), cause systemic accessibility issues that hinder SSENs' learning opportunities. Additionally, these issues vary geographically within Canada (Arnett & Mady, 2018; Mady & Black, 2012), and within Quebec (Gaudreau, 2010), leading to unequal distribution of support amongst SSENs and in certain cases restricted access to AL classrooms. Further examination of the intersection of SSENs and AL classrooms is therefore needed.

1.2 SSENs in AL Classrooms

The access to AL classrooms for SSENs is also an issue that is approached differently by each Ministry of Education. While British Columbia allows SSENs to be exempt from AL classes, which are otherwise mandatory (Ministry of Education and Child of British Columbia, 2004), other provinces state that all students are encouraged to learn an AL regardless of whether they have SENs, even when AL classes are not a mandatory element of the curriculum (Ontario Ministry of Education, 2015). Furthermore, while AL classes are available within the compulsory education system in all Canadian provinces and territories, they are a mandatory component of the curriculum in only five of them: British Columbia, Quebec, New Brunswick, Newfoundland and Labrador, and the Northwest Territories (Council of Ministers of Education, Canada, 2016). These important differences, paired with the diversity of linguistic contexts caused by the varying concentrations of proficient French and English speakers between regions (Office of the

Commissioner of Official Languages of Canada, 2016) point to the importance of region-specific research on SSENs-related issues in AL classrooms in Canada.

As well as discussions concerning the placement of SSENs in regular or SpEd classrooms, there is, to our knowledge, no other academic subject to be targeted by exclusion policies. These policies allow students to be exempted from otherwise mandatory AL classes on the basis that their SENs would prohibit them from succeeding (Arnett & Mady, 2018). This vision of AL classes as different from other academic subjects is further represented in the way stakeholders approach the incorporation of SSENs in increased exposure AL programs. Indeed, research has demonstrated that SSENs tend to be discouraged by administrators, teachers, and even their parents, in partaking in programs such as French Immersion (FI) or Intensive English (IE), because they are expected to have more difficulties than their peers completing such programs (Genesee, 2007; Mady & Arnett, 2009; Selvachandran et al., 2022). However, the little research that does exist on the outcomes of SSENs regarding ALs demonstrates that they are able to learn an AL, and that when they are included in increased exposure programs, they are able to reach higher proficiency levels than their SSENs peers in regular AL classrooms, when provided with additional support and/or time as for other academic subjects (Bruck, 1978; Genesee, 2007; Mady & Black, 2012). It also suggests that learning an AL is not detrimental to SSENs (Sparks, 2006) or to their learning of other school subjects (Genesee, 2007). In a study on the differences between high school aged participants with and without learning disabilities (LDs), no significant differences were found between students with LDs and their low-achieving counterparts with similar L1 proficiency, on L2 proficiency tests (Sparks et al., 1992).

The belief that AL classrooms are only suitable for certain students, which is still perpetuated today in some Canadian policy documents (Arnett & Mady, 2018), ignores the fact that bilingualism is a skill that is increasingly important in personal and professional settings (Genesee, 2007), and is closely related to the common perception of increased exposure programs such as FI or IE as elite and only suited for academically gifted students (Mady & Arnett, 2009; Wise, 2011). This issue, along with the lack of uniformity in formal and informal educational policies regarding access to AL education, creates potential inequality between Canadian students based on their place of residence, individual differences, and needs (Mady & Black, 2012), which further affects SSENs (Arnett & Mady, 2018) as well as students who are a part of linguistic and/or racial minority groups (Dyson & Gallannaugh, 2008).

1.2.1 Increased Exposure AL Programs: SSENs' Learning Outcomes

While most of the research on SSENs in increased exposure AL programs focuses on stakeholders' beliefs in English-dominant contexts, some studies have investigated the impact of such programs on SSENs' learning outcomes. This research has largely been conducted in Immersion or Intensive programs. Despite French Immersion and Intensive English both being increased exposure contexts, it is important to briefly introduce and differentiate them. While immersion implies that students are taught other academic subjects such as mathematics or history in the AL, the intensive program involves only teaching and evaluating the target language, typically through a focus on comprehensibility over accuracy, over one half of the school year in the fifth or sixth year of elementary school (Castonguay et al., 2018). Subjects such as mathematics and history are taught in the school's language of instruction, over the other half of the school year, which may take place before, after or in alternance with the IE portion, depending on the model in place (Imperiale, 2014). Additionally, the context surrounding IE in Quebec makes it a multifaceted and complex issue that involves dimensions pertaining to linguistic, political and identity matters (Conseil supérieur de l'éducation, 2014), differentiating it further from FI in English-dominant regions.

Research in these contexts has demonstrated that SSENs are able to succeed in such programs, in similar conditions as for other academic subjects, i.e., with additional time and/or support (Bruck, 1978). Multiple studies included in a comprehensive review of research evidence regarding the suitability of FI for SSENs with academic difficulties and/or language-related challenges, and strategies to meet their needs (Genesee, 2007) indicated that SSENs' challenges in FI classes did not differ from the ones they face in core AL classes (see for example Bruck, 1978; Genesee, 1976, 1987). Moreover, a 2012 study into the inclusion of SSENs in Intensive French classrooms in Newfoundland and Labrador also noted important benefits for SSENs learning an L2 in this context (Joy & Murphy, 2012). More specifically, they reported that SSENs showed a better attitude towards French and their abilities, as well as more academic success, motivation, confidence, and comfort when they were a part of the Intensive French program than prior. This was attributed to the "philosophy and practice of the [Intensive French] program" (p.114) at its core, which focuses on meaningful, hands-on, activity-based and interaction-focused teaching and learning.

Although research into learning outcomes of SSENs in increased exposure AL programs has shown that it is a suitable learning environment for this population, research into stakeholders' beliefs concerning the placement of SSENs indicates that exclusionary practices still occur in schools.

1.2.2 Increased Exposure AL Programs: Stakeholders' Perceptions

The belief that programs such as FI or IE are only suitable for an academic elite group of students, and therefore not suitable for those with SENs, is a regularly occurring finding in research looking into the perceptions of the various stakeholders in AL education (Arnett et al., 2014; Arnett & Mady, 2017, 2018, 2019; Mady & Arnett, 2009; Wise, 2011). The main concerns of teachers, administrators, and parents who lean towards exclusionary practices and policies typically regard the students' emotional well-being and the idea that increased exposure programs may not allow for all their needs to be met (Arnett et al., 2014; Arnett & Mady, 2018, 2019; Mady & Arnett, 2009; Wise, 2011).

Parent-focused studies have been conducted to explore this perspective regarding SSENs' experience in increased exposure AL programs. In one study, a mother's journal entries revealed that SSENs such as her son, who choose to go into increased exposure AL programs despite the exclusionary policies and/or practices in place, risk seeing their additional supports removed, as such programs are seen as enrichment, and therefore not suitable environments for accommodations (Mady & Arnett, 2009). A more recent study conducted with five parents of SSENs in the Republic of Ireland and Northern Ireland focused on the parents' motivations to send their child to an Irish immersion school. Four of the five chosen families spoke the majority language, English, at home. Three of the participants' children were diagnosed with Autism; the last two with specific speech and language disorders. The participants' main motivations for this placement included a family member already attending the school, the importance of Irish language and culture for them, the inclusive school culture at the Irish-medium school, and the lack of accessibility of Irish-language learning in English-medium schools for SSENs (Nic Aindriú et al., 2022). However, some of their concerns prior to making their choice had involved the belief that their child would be receiving more support in an English-medium school than in immersion, as well as the additional challenge they encountered of having limited Irish proficiency when trying to support their child's learning at home. Despite this, they chose to place their child in immersion. Four of the five families had positive experiences following this choice and were choosing to continue sending their child to the Irish Immersion program at the time of the study.

A study into the perceptions of preschool educators of SSENs showed that teachers are typically open and willing to share their position on the subject of SSENs, as they are mainly informed by their beliefs regarding childhood and the role of parents in early education (Clough & Nutbrown, 2004). Furthermore, teachers regularly base the rationale behind their practices on their past and present experiences with SSENs rather

than on their training or on recent research (Arnett et al., 2014). Stakeholders' concerns for students' well-being and learning outcomes in increased exposure AL programs are also frequently reflected in governmental policy. Multiple reviews of local governmental education policy have mentioned a theoretical prevalence of inclusion, reflected in research by teachers being favorable to inclusion only under certain circumstances, as evidenced by their use of the formulation "yes – but..." (p.205) (Clough & Nutbrown, 2004). This attitude, paired with the absence of policies ensuring equitable access to such programs, as well as the presence of policy allowing exemption of SSENs if deemed necessary (Mady & Black, 2012), further add to the inequalities of access to AL education for SSENs.

1.2.3 Increased Exposure AL Programs: The Quebec Context

Research regarding SSENs and AL classrooms in Quebec tends to focus on exploring whether increased exposure AL programs, such as the intensive English program, are suitable learning environments for SSENs, and the potential consequences of such placement for this population (Castonguay et al., 2018; Parent et al., 2022, 2024; Vigneault, 1996). Research in this area has shown that Quebec's IE programs are beneficial for students' English proficiency in the short and long-term (Lightbown & Spada, 1991), and do not have significant negative effects on students' French proficiency (Bell et al., 2013; Vigneault, 1996). SSENs enrolled in IE showed higher likelihoods of success in the ministry evaluations at the end of their grade 6 year for ESL, French language of instruction and mathematics in 2015 and 2016 than their peers with SSENs enrolled in a regular program (Castonguay et al., 2018). Lasting effects of IE were also found in SSENs' reading and writing development during their first year of high school, to a similar degree as their peers without SSENs – although the completion of IE did not elevate SSENs' academic performances to the same level as their peers without SSENs, the development of their reading and writing skills generally followed similar patterns of improvement following their time in IE programs (Parent et al., 2024).

Furthermore, in a case study conducted over a 5-month IE program, the three SSENs that were observed showed improvements in all L2 skills over the course of the study, and scored consistently with their performance pre-IE (Imperiale, 2014). Despite research evidence of the benefits of IE for SSENs, it is common for increased exposure AL programs to have selection criteria to determine who will have access to them. This is the case for most schools offering IE in Quebec, which typically include criteria pertaining to academic success and support needs, automatically excluding SSENs as well as students with below-average scores (see for example Centre de services scolaires des Rives du Saguenay, 2021; École de la Mosaïque, Centre de services scolaires de la Jonquière, 2014). Although some schools implement IE

programs for all classes of the same level (Centre de Services Scolaires des Premières Seigneuries, 2021; Gravel et al., 2018), the selection processes have been brought back when resources were not sufficient to offer IE to all students (Centre de Services Scolaires des Premières Seigneuries, 2021).

As SSENs are often impacted by exclusionary practices in terms of access to programs such as IE, ranging from being excluded or discouraged from entering IE, to having their accommodations removed and being encouraged to return to core programs, they constitute a group whose presence in IE has not been the subject of much research (Imperiale, 2014; Parent et al., 2022). In fact, the main body of research on IE in Quebec focuses on the impact of the program on students' learning outcomes in English and French, in an attempt to justify the validity of the program and reassure popular concerns that it threatens students' French proficiency development (see for example Lightbown & Spada, 1991; Perez, 2013; Vigneault, 1996). Doing so, it undervalues the perspective and impact of AL teachers on their students, which has been revealed by research (Voss et al., 2013), and may be explored through the study of their cognition.

1.3 Teacher Cognition

Although very closely linked, the terms *teacher cognition* and *teacher cognitions* refer to distinct aspects of teachers' internal processes. When used in the singular form, is typically used as an overarching term to refer to everything that goes on in the mind of teachers in relation to their profession, as well as their observable or reported practices. The plural form is then used as a more specific term to regroup the mental processes of teachers, which includes their perceptions, beliefs, past experiences, and knowledge about teaching, their students, and their subject-area (Kagan, 1990). This approach to teaching research gives us insight into the immense range of factors that impact how students are taught various academic subjects.

1.3.1 Teacher Cognition and SSENs in AL Classrooms

Few studies have examined the cognition of AL teachers regarding SSENs. To our knowledge, most of the research has been conducted in English-speaking regions of Canada and has focused on teachers of FSL (see for example Arnett et al., 2014; Arnett & Mady, 2017, 2018, 2019; Mady & Arnett, 2009). Some of the themes explored in these studies include pre-service teachers' cognitions regarding the suitability of the AL classroom in general and of different AL programs for SSENs, as well as the rationale for their choices (Arnett et al., 2014; Arnett & Mady, 2017). The evolution of teachers' beliefs between their internship year and their third practicing year has also been the subject of research (Arnett & Mady, 2018, 2019). Although

SSENs are also present in ESL core and IE classrooms in Quebec, to our knowledge, no studies examining the cognition of ESL or IE teachers in the province regarding SSENs have been conducted.

1.4 Research Objective

The lack of data on the cognitions of IE teachers in Quebec regarding SSENs needs to be filled, based on the documented exclusionary practices this program entails, and the importance of English for the personal and professional development of students (Genesee, 2007). In order to improve understanding of SSENs in IE programs, which at present is limited to one case study of three students' learning outcomes and their teacher's perception of their progress (Imperiale, 2014), this research will focus on IE teachers' beliefs concerning the participation of SSENs in their classrooms.

1.5 Scientific Relevance

This study will further understanding of the cognitions of IE teachers regarding SSENs. Considering research on SSENs in this type of program is scarce and largely focused on governmental policy or language learning outcomes (Castonguay et al., 2018; Imperiale, 2014; Lightbown & Spada, 1991; Vigneault, 1996), the use of a teacher cognition lens will hopefully lead to potential explanations and solutions to some of the issues faced by SSENs in IE programs and their teachers, as it will offer a new perspective on the issue.

1.6 Social Relevance

Currently, SSENs may face exclusionary practices throughout their schooling, which can come in the form of lack of access to increased exposure AL programs (Arnett & Mady, 2018; Imperiale, 2014; Mady & Black, 2012; Nic Aindriú, 2022; Wise, 2011) or, alternatively, access but with the removal of additional support they may have received in their regular classrooms (Cobb, 2015; Mady & Arnett, 2009). Knowing more than one language is becoming increasingly more important for students, especially those learning English as an AL, as it has become useful, and sometimes necessary for students' academic and professional future endeavours (Genesee, 2007).

Additionally, research has demonstrated the benefits for SSENs of completing an increased exposure program. These benefits are both related to language proficiency (Castonguay et al., 2018; Parent et al., 2024) and the affective dimension of their language-learning experience (Joy & Murphy, 2012). Therefore, the lack of accessibility to increased exposure AL programs for SSENs may have an important impact on SSENs, who are already much more at-risk than their non-SSENs peers of not completing compulsory

education, with their graduation rates being two to four times lower than their non-SENs counterparts (Government of Canada, 2014; 2015). Consequently, looking at the perceptions and beliefs of IE teachers towards SENs will provide information that can be used to help education professionals and stakeholders reflect on their practices and perceptions of students with SENs, and to consider the impact of their pedagogical choices on their students.

CHAPTER 2

THEORETICAL FRAMEWORK

This chapter presents the main the issues surrounding SSENs (2.1), the placement practices they experience in the Canadian education system in general (2.1.1) and in AL classroom (2.1.2). The placement and classification of SSENs in the Quebec context is then explored (2.1.3), as well as the issues regarding SSENs in increased exposure AL programs (2.1.4). Then, the main concepts of teacher cognition in education in general (2.2) and in the AL classroom (2.2.1) are detailed. Finally, teacher cognition with regards to SSENs (2.3) is explored in AL classrooms (2.3.1) and in IE (2.3.2), and the research questions are introduced (2.4).

2.1 Students with Special Educational Needs

Significant differences can be found in the terms used to refer to SSENs across Canada, with “disabilities”, “exceptionalities” and “disorders” commonly used. Here, the term SSENs will be used, as it has commonly been used in research since the late 1960s (Gulliford & Upton, 2002) as a more neutral term to refer to students who have challenges various areas, and it is the preferred term of the Council of Ministers of Education of Canada, in their Protocol for Agreements on Minority-Language Education and Second-Language Instruction (2016). The term SSENs refers to students with conditions and challenges that affect them behaviourally, communicationally, intellectually, or physically (Expert Panel on Literacy and Numeracy Instruction, 2005). The concept of SENs includes the various needs that students may have, possibly stemming from a psychological or medical disability (Russak, 2016), that cannot be met through what is considered regular, or mainstream education, and therefore require additional support (Gulliford & Upton, 2002).

SSENs constitute a heterogenous group, as it includes a wide variety of impairments and disabilities, including intellectual, motor, visual, organic and hearing impairments, learning disabilities, as well as language-related, behavioural and developmental disorders (Ministry of Education of Quebec, 2006). Additionally, contrary to their non-SSENs peers, they are also a group whose status in classrooms is frequently subject of debate.

2.1.1 Placement of SSENs in Mainstream Canadian Education Systems

When looking at government policies, three approaches to the placement of SSENs in regular or SpEd classrooms exist: inclusion, integration, and exclusion. The first two place SSENs in the regular classroom and may be differentiated based on whether SSENs (inclusion) or the regular classroom environment (integration) must adapt to the other. On the contrary, the last approach places SSENs in a SpEd classroom, where several adaptations are made to the curriculum as well as the environment, to better suit their needs (Government of Ontario, 2022). Though the discussion surrounding the difference between integration and inclusion does not currently lead to a consensus as some believe that both concepts are too semantically close to be distinct terms (Lindsay, 2007), integration is typically said to focus on the disability within the child and to require the student to adapt to their environment while giving them extra tools and supports to do so, while inclusion focuses on the environmental obstacles faced by disabled children, and on adapting the environment to the various students' needs, lowering or erasing the need for extra support altogether (Rousseau et al., 2014).

Certain provinces, such as New Brunswick (Department of Education and Early Childhood Development of New Brunswick, 2013), encourage inclusive practices that aim to transform regular classroom practices and structures to make them better suited to all students' needs. Others adopt an approach focused on integration (Government of Quebec, 2006; Government of Newfoundland Labrador, n.d.) that aims to support integrated SSENs with additional services, accommodations, or tools (Bridgeway Education, 2021), while also encouraging the exclusion of those whose needs are deemed too great to be met in regular classes. While all departments of education theoretically aim towards inclusivity when determining their classification model for SSENs, the manner in which inclusivity is conceptualized varies from one region to another. Some departments choose to have very broad categories that encompass various kinds and degrees of needs, and prefer to focus on the individual student's needs rather than on their diagnosis (New Brunswick Human Rights Commission, 2017). Others prefer to have a greater number of more specific categories to address the diversity that exists within the SSENs population (Newfoundland and Labrador Department of Education and Early Childhood Development, 2015).

Although the concept of inclusion has been supported by research and international policy for the past several decades (Aucoin et al., 2020), it is not commonly applied in practice in Canada (Rousseau et al., 2014), where the treatment and classification of SSENs varies greatly between regions (Mady & Arnett, 2009). In studies looking at the placement of SSENs in specialized and regular classrooms, education

stakeholders' concerns for the learning processes of SSENs as well as their non-SSENs peers are often cited as reasoning for exclusion (Clough & Nutbrown, 2004). These concerns typically target the students' emotional well-being, as well as preoccupations regarding the availability of supports and the suitability of regular classes for SSENs' needs (de Boer et al., 2010). Although evidence of neutral or positive effects of the presence of SSENs in regular classrooms for them and their non-SSENs peers has been found and highlighted through multiple reviews of the literature (Genesee, 2007; Kalambouka et al., 2007), research conducted in schools has also found that parents' support availability concerns may be justified in certain contexts, such as in the additional language classroom (Mady & Arnett, 2009).

2.1.2 Placement of SSENs in AL Classrooms

The inequalities faced by SSENs in the education system are also present in AL classrooms, where a language other than the language of instruction is taught, especially in the case of students who are members of racial and/or linguistic minority groups (Cobb, 2012; Dyson & Gallannaugh, 2008). Research into this issue, which was conducted through interviews with parents of culturally and linguistically diverse SSENs, focused on the perceptions of parents regarding their involvement in their child's education (Cobb, 2012). An analysis of the data collected showed two main elements that hindered both interviewed parents from understanding and feeling involved in the system in which their child was schooled; their lack of prior knowledge of the local school system, which was worsened by the school's inability to provide them with additional information, and their status as speakers of English as a second language were cited. A review of the disproportionalities present in the British education system within the categories of SSENs and non-SSENs brought to light different individual characteristics that seem to be more frequent amongst SSENs (Dyson & Gallannaugh, 2008). Based on data from two studies as well as governmental statistics, the research team revealed that factors such as socio-economic status, observed based on whether students were entitled to receiving a free school meal, gender, and birth month also may have an impact on students' categorization as SSENs. Indeed, being of lower socio-economic status, assigned male at birth and amongst the younger students in the cohort were more common characteristics amongst SSENs than their opposites. Although no specific cause for these disproportionalities were mentioned, the importance of addressing the issue in the future was stressed.

Moreover, the correlation between individual characteristics and a higher probability of being identified as a SSENs revealed by research (Dyson & Gallannaugh, 2008) can cause additional inequalities for both minority students, who are incorrectly identified, and SSENs, whose resources become diluted.

Concretely, the added challenges faced by SSENs in AL classrooms can take on many forms and varying levels of gravity. Notably, SSENs may be exempted from otherwise mandatory core AL requirements (Ministry of Education and Child of British Columbia, 2004) or see their access to increased exposure AL programs such as FI or IE refused. Additionally, when they are able to enter non-core AL programs, they may have to face the loss of the additional supports they are typically allowed, and be encouraged by teachers and administration to return to core curriculum classes (Genesee, 2007). More research pertaining to this issue will be exposed in section 2.1.4.

2.1.3 Placement and Classification of SSENs in Quebec

In Quebec, policy regarding the placement of SSENs encourages stakeholders to base their decisions on the student's individual characteristics and needs, and to favour a placement in the regular classroom (Ministry of Education of Quebec, 2006), which has been qualified as partial inclusion (Bergeron & St-Vincent, 2012). In practice however, administrative codes focused on diagnostic categories and observed severity levels are used by the Ministry of Education to allocate funds to service centres to support SSENs (CDPJ, 2018), and application of the policy varies greatly depending on the region (Gaudreau, 2010).

In the current system, SSENs who have gone through the formal diagnosis process can be attributed one of eleven codes, which regroup students with various presentations of the same diagnosis under one category (Ministry of Education of Quebec, 2006). Additionally, while certain diagnoses, namely intellectual and motor impairments, are divided into two codes according to their level of severity, most codes cover the whole range of severity, or only the most severe presentations for a diagnosis. As a result, important disparities may be present between students who are attributed the same code, and students who have SENs diagnoses of a lower severity level may not be attributed a code at all, and instead considered at risk. Students who do not have a formal diagnosis or administrative code but who are considered at risk by their school and/or service centres are identified in educational policy as students who should be benefiting from additional support from the system, despite no additional funds being allocated from the ministry to provide such services (CDPJ, 2018).

This situation exacerbates the inequalities faced by SSENs in education, whose access to supports and services will also vary depending on their place of residence (Gaudreau, 2010) as well as their ethnic and linguistic backgrounds (Collins & Borri-Anadon, 2021; Dyson & Gallannaugh, 2008).

2.1.4 SSENs in Increased Exposure AL Programs

Research examining SSENs in increased exposure AL programs, which are mainly conducted in FSL programs in English-speaking regions, typically focus on whether SSENs have equal access to increased exposure AL programs as their non-SSENs peers (Mady & Arnett, 2009; Mady & Black, 2012; Wise, 2011), whether increased exposure AL programs are suitable learning environments for SSENs (Bruck, 1978; Genesee, 2007; Imperiale, 2014), and what stakeholders' perceptions towards the matters surrounding SSENs in increased exposure AL programs are (Arnett & Mady, 2017; Mady & Arnett, 2009; Selvachandran et al., 2022).

Pertaining to the first question, research has been conducted on the causes and consequences of the inequities in access to increased exposure AL programs for SSENs as compared to students without SSENs (Cobb, 2015; Wise, 2011), as well as on the governmental policies allowing such issues (Mady & Black, 2012). A study followed the attempt of a mother of two SSENs to ensure that her daughters received gifted support, which is formally recognized as special education in Ontario where the study took place, in their FI program. Semi-structured interviews and correspondences were conducted with the mother years after her daughters had completed their elementary and secondary school programs, which was recognized as one of the limits of the study, and documents pertaining to her endeavour were analysed. The interviews revealed that although her daughters had official diagnoses from a pediatrician, the mother's requests for them to have IEPs were disregarded and not acted upon by school staff. Following continuous demands for an Identification, Placement, and Review Committee, both children were given a psycho-educational assessment and were diagnosed as gifted, which led to their exclusion from FI and their placement in dedicated gifted classrooms. The mother shared that following their transfer, one of the two sisters became disengaged in school, and eventually dropped out of secondary school, after having struggled since the moment she was taken out of FI. An inquiry into the lack of willingness of stakeholders to grant SSENs the additional supports they are legally entitled to receive when they are studying in increased exposure AL programs revealed two inaccurate beliefs to be the causes of this issue (Wise, 2011). Indeed, the myth that federal and provincial funding for SSENs is not applicable to such programs, as well as the belief that increased exposure AL programs are not suitable learning environment for SSENs, were both disproven. A review of Canadian educational policy concerning SSENs revealed that although in theory Canadian education systems are open to inclusion of SSENs in AL classrooms and increased exposure AL programs, the lack of formal policy ensuring equal access to AL classes is an important issue, which when paired with the presence of formal policies discouraging SSENs from learning an AL, exacerbate the already existing inconsistencies within the education system (Mady & Black, 2012).

However, when research focuses on strategies to better support SSENs in increased exposure programs, rather than on questioning their presence, positive outcomes are found for teachers and students alike (Pellerin, 2013). In a 2-year collaborative action study, 12 Albertan early French immersion teachers participated in “a spiral model of action and reflection” (p. 48) developed by the researcher in a previous project. It allowed them to develop more inclusive teaching practices and left them feeling empowered to continue using digital technologies in their classrooms to support all learners. The content of the professional development sessions was strongly influenced by the universal design for learning framework, which aims to offer students a variety of options to engage with content and show evidence of their learning. The addition of technology in the teachers’ teaching practices during this study allowed them to better tailor their content to the diverse needs of their learners, using tools such as videos, audiobooks and voice or video recording applications. The mention of access to funding and technology as barriers to the further implementation of this method, and a reminder that technology should be used to support and enhance learning created by good teaching practices rather than replace it were presented as conclusions.

The second question, with regards to SSENs’ learning outcomes in increased exposure AL programs, was the subject of a longitudinal study into the performance of kindergarten-aged anglophone children learning French in FI classrooms until they had completed grade 3 (Bruck, 1978). Yearly measures of the participants’ French and English proficiency were taken and showed that SSENs who were placed in FI eventually reached the same French proficiency milestones as their peers without SENs also in FI, with additional time. On the contrary, SSENs and students without SENs who were placed in regular core FSL classes showed much less improvement in their French proficiency evaluations over the course of the study. It was also addressed in a comprehensive review of the literature regarding SSENs in increased exposure AL programs, which supported the claims that such programs are suitable learning environments for SSENs, when they are granted the same accommodations as in a regular AL classroom (Genesee, 2007). It also mentions that SSENs’ academic challenges are neither improved nor made worse by their presence in in increased exposure AL programs.

Regarding the third question, research surveying teachers typically focus on their cognitions regarding the suitability of different AL programs for SSENs, which generally include core and FI. A longitudinal study into the cognitions of novice FSL teachers over their first four years of teaching regarding their cognitions about SSENs in various AL programs was conducted (Arnett & Mady, 2017, 2018, 2019). It revealed that experience with SSENs had a significant impact on teachers’ cognitions, and that their main concerns regarded SSENs’

emotional and academic well-being. Data analysis also showed that as teachers gain experience with SSENs, they tend to favor a case-by-case decision process rather than a strict recommendation for placement (a more detailed review of the study will be presented in section 2.3.2).

Research into parents' perspective typically focuses on the support that is received by SSENs and their parents when their child is studying in an increased exposure AL program. A study into the perspective of one mother of a student with SENs identified the local learning disability (LD) identification process, the common perception of FI as an elite program and the lack of research on the ways to support SSENs in FI as main issues (Mady & Arnett, 2009). The analysis of the mother's journal entries showed that she and her son did not feel sufficiently supported during his time in FI. Another study into the perspectives of multiple parents of SSENs in early FI showed similar results (Selvachandran et al., 2022). Semi-structured interviews were conducted with six parents of five SSENs enrolled in early FI, five of which had little to no knowledge of French. The parents' initial motivations for enrolling their child in early FI included their belief that bilingualism is important and their desire for their child to be a part of a community through their enrolment in FI, while the most common concern amongst parents who had little to no knowledge of French was their ability to support their child's learning. This concern posed an issue for parents of SSENs with more significant challenges, as many mentioned having had to request outside help in order for their child to get appropriate support. They also reported considering withdrawing their child from FI as an eventual option, if they felt FI did not suit their child needs any longer. Finally, some parents mentioned feeling that the FI teacher was not equipped to fulfil their child's needs, which was confirmed by the teacher herself, who felt ill-prepared for having SSENs in her classroom.

A third study into the perspectives of SSENs' parents, this time in relation to the Irish immersion program in Northern Ireland and the Republic of Ireland found similar results regarding the motivations of parents for placing their child in an increased exposure AL program as well as their concerns regarding that choice (Nic Aindriú et al., 2022). The structure of Irish Immersion is very similar to that of French Immersion in English-speaking Canadian provinces and territories, as all subjects but English literacy are taught through Irish. Following semi-structured interviews with five parents of SSENs with Autism or specific speech language disorders who were diagnosed or had initiated the diagnosis process prior to entering Irish immersion, motivations pertaining to community, language and culture were mentioned. More specifically, some of the motivations regarded the presence of other family members in Irish immersion, the importance of Irish language and culture, and the inclusive school culture, which entailed that all SSENs are taught in

regular classrooms and given necessary supports outside of the classroom. Additionally, a concern that their child might not have access to Irish-language instruction at all if they were placed in an English-medium school was present. It was illustrated by one of the participant's experience of transferring their child into a SpEd classroom in an English-medium school and having to fight for them to be allowed to join a regular class for Irish-language lessons. Mentions of the difference in teaching methods in core Irish courses as compared to immersion as well as the impact of early AL learning on potential future AL learning were also made to explain the parents' choice to place their child in Irish immersion.

The concerns raised by the parents in this study also reflected those found in Selvachandran et al. (2022), as they were mainly focused on the limited availability of support for SSENs in Irish immersion, as well as their ability to support their child's learning at home based on their limited Irish proficiency. The parent whose child was transferred out of immersion into an English-medium SpEd classroom named the perception that his child was unwelcome in the Irish immersion school as a reason to request the transfer. This opinion contrasted with other parents' beliefs, a difference that was attributed to differences between schools. In general, the participants in this study may serve as examples of the positive view parents of SSENs may have of their child's experience in increased exposure AL programs when they are allowed access to the program, as well as to the additional supports they are entitled to.

Together, these studies show that SSENs face accessibility issues regarding increased exposure AL programs when they attempt to enter them, as well as once they are registered (Mady & Black, 2012; Wise, 2011), perpetuated by stakeholders believing that increased exposure AL programs are not suitable learning environments for SSENs (Arnett & Mady, 2017, 2018, 2019; Mady & Arnett, 2009; Selvachandran et al., 2022), despite research evidence of the opposite (Bruck, 1978; Genesee, 2007; Imperiale, 2014). While the exact causes of these inequalities remain unclear, the fact that stakeholders' cognitions generally do not align with research findings in terms of learning outcomes and policy indicates the need for more research on what influences teachers' and parents' cognitions.

2.2 Teacher Cognition

Teacher cognition pertains to the mental processes of teachers in and out of the classroom, and is accomplished through an exploration of their cognitions and observed or reported practices pertaining to teaching (Kagan, 1990). The plural term *cognitions* is used to regroup a variety of specific elements of teacher cognition such as their perceptions, beliefs or knowledge regarding the profession, their subject,

their students or their teaching context (Borg, 2003). It will therefore be used as an overarching term in the present study unless the context warrants the use of one of the more specific terms for a clear distinction.

Teachers, who are one of the main actors in the classroom, have a significant impact on their students' learning processes and outcomes (Voss et al., 2013). Thus, teacher cognition and the relationships that unite its different components has been the subject of numerous studies since the 1970s. This change in focus was seen as a step away from the process-product approach, which studies the relationship between the processes involved in teaching and what is being learnt by students; the product (Borg, 2015). Since then, teachers have been viewed not only as rich sources of academic content knowledge following prescribed teaching methods, but as being active in the decision-making process, which in turn significantly influences their actions (Borg, 2015). This new interest into the relationship between teachers' beliefs and practices led to a shift from a prescriptive approach, in which the teacher was viewed as a simple executor of recommended pedagogical methods, to a descriptive approach to teacher cognition research, focused on unpacking the motivations behind teachers' pedagogical choices (Clark, 1986 as cited in Borg, 2015).

From this interest into describing the various factors that form teachers' cognitions, a great variety of concepts have emerged, which led to a definition of teacher cognition research as a field which includes explorations of the various aspects of the teaching mind, including its beliefs, knowledge and perspectives regarding teaching and all that it implies, which are influenced by one's schooling, professional coursework, contextual factors, and classroom practices (Borg, 2003). Research into teacher cognition can take on multiple forms, including but not limited to interviews, questionnaires and in-class observations, and be conducted on domain-specific processes, such as grammar or corrective feedback in the case of AL teaching, or on generic processes such as planning or interactive decision-making (Borg, 2015).

2.2.1 Teacher Cognition in AL Classrooms

Teacher cognition research conducted in AL classrooms has explored the relationship between teachers' cognitions and practices, due to this relationship being known to impact students' learning (Voss et al., 2013). Important research investigating this relationship is presented here.

In a study conducted in Quebec's anglophone and francophone school systems, French as a second language (FSL) and ESL high school teachers' perceptions and practices regarding grammar teaching were analysed, using in-class recordings (practices) and questionnaires (perceptions) completed by the teachers

and their students. Following a 2-month data collection period, evidence showed that teachers' perceptions not only matched their practices, which were in favor of grammar teaching, but also their students' preferences (Jean & Simard, 2007). Comparable results emerged from an exploration of the relationship between the training, beliefs, and practices of three experienced English as a Foreign Language teachers working in a university preparatory school in Turkey; through interviews and observations, the research team collected data over 18 months, and found that the teachers' beliefs and practices in relation to grammar were typically consistent but showed some discrepancies in terms of "inductive and contextualised presentation of grammar, meaningful practice and oral group-work" (p.383) (Phipps & Borg, 2009). Similar results were also found in a study of two ESL teachers in Argentina through in-class observations, stimulated recall interviews and semi-structured interviews (Sanchez & Borg, 2014). This research aimed to better understand the effect of teachers' pedagogical concerns on their choice of instructional strategies, along with the impact of their perception of their teaching context on their pedagogical choices. The data analysis showed a very strong correspondence between teachers' reported concerns and perceptions, and their observed practices, which suggests that teachers' pedagogical concerns may impact student learning, through their practices.

In some cases, teachers' beliefs, perceptions, and past experiences may have such an important impact on teachers' practices as to deepen their divide with the most current research findings. This type of disconnect between teachers' beliefs and practices, and research was found in a study of the relationship between three Japanese teachers' cognitions and practices regarding grammar. Data was collected through classroom observations and interviews, and a stronger correspondence was found between the teachers' past experiences and their practices and beliefs, than with current research into L2 grammar teaching practices (Nishimuro & Borg, 2013).

Research presented above supports the claim that the relationship between cognitions and practices is bidirectional, and non-linear (Borg, 2015), implying that teachers' cognitions and practices both evolve throughout their career (see for example Jean & Simard, 2007; Nishimuro & Borg, 2013; Phipps & Borg, 2009; Sanchez & Borg, 2014).

2.3 Teacher Cognition and SSENs

Although the field of teacher cognition dates back multiple decades, very few studies have focused on teacher cognition as relating to SSENs in regular classrooms, either in the case of SpEd teachers (Blanton et

al., 1994) or regular education teachers (Burke & Sutherland, 2004; Clough & Nutbrown, 2004; Ross-Hill, 2009).

A study into the differences in reflection processes of 20 SpEd resource teachers and 20 regular education teachers requested them to respond to a videotape of a reading lesson by describing what they saw as well as their reflections on the matter (Blanton et al., 1994). They were tasked with observing one student, whom they were not explicitly told was considered as having SENs. Significant differences in the perceived importance of four instructional factors, which were rated on a scale of one to four, were found; SpEd teachers' considered "provid[ing] extra time, plac[ing] student[s] in small group, bas[ing] instruction on learning styles, and modify[ing]/adapt[ing] other content areas" (p.67) (Blanton et al., 1994) as more important than general education teachers did. They also found gross motor coordination to be less of an important instructional factor as did their general education counterparts. The second measure contained open-ended questions pertaining to the student's strengths and needs during the lesson, strategies they believed would be beneficial for the student, reasons why they believed strategies to be important, and what they believed to be their role in implementing said strategies. In this portion, general education teachers identified more strengths (83), and focused on more social/behavioral variables and classroom management. On the contrary, SpEd resource teachers identified considerably less strengths within the student (77), but listed more needs, strategies, reasons, and roles, and focused on curriculum/instructional variables. These last two difference was attributed to the groups' training and past experiences, as the SpEd teachers surveyed were acting as resource teachers and were more used to the kinds of behaviours shown by SSENs as opposed to those of non-SSENs. While both groups named similar strategies, SpEd teachers' identification of needs and reasons were more elaborate, which was again attributed to their area of expertise. In sum, results of this study suggested that although SpEd teachers may possess more theoretical knowledge about SSENs, their general education counterparts are able to attain equal knowledge of instructional strategies, and to use them in classrooms.

Research into regular education teacher cognition is mainly focused on the multiple aspects of their cognitions regarding the presence of SSENs in their classrooms (Clough & Nutbrown, 2004), or through an exploration of their attitudes towards this population (Burke & Sutherland, 2004; Ross-Hill, 2009). Clough and Nutbrown (2004) surveyed 94 preschool educators from various regions of the United Kingdom regarding their perceptions towards working with SSENs. The data was collected through a combination of questionnaires, email exchanges and face-to-face interviews, and demonstrated four issues. There are

significant differences in policy between the four countries of the UK, however all favour inclusion. In general, the participants were favorable to early inclusion of SSENs; their perceptions and responses varied based on their experience and background. The participants held strong opinions on the topic at hand and shared their positions willingly. Another study, which looked into the cognitions of teachers regarding inclusion through a 12-item survey, examined the relationship between teachers' attitudes (perceptions) and beliefs regarding inclusion and their past experiences with SSENs (Burke & Sutherland, 2004). Results of the survey indicated that preservice teachers, who were completing an internship at the time of the completion, were more favorable to inclusion than in-service teachers. It also revealed that experience with SSENs impacts teachers' cognitions pertaining to inclusion, which was mentioned as a motivation for increasing teachers' contact with SSENs and training opportunities.

A study into the impact of training on inclusive practices regarding students with dyslexia on AL teachers' cognitions (Kormos & Nijakowska, 2017) revealed that teachers' attitudes and self-efficacy beliefs were more positive, and that they had fewer concerns following a 4-week massive open online course on Dyslexia and Language Teaching. These findings reflected those of multiple studies into the effects of longer intensive in-person pre-service teacher training courses about inclusivity on the participants' self-efficacy beliefs and attitudes (see for example Campbell et al., 2003; Carroll et al., 2003; Lambe & Bones, 2007 in Kormos & Nijakowska, 2017). Video and written content was made available to the participants in four modules, to be completed at the rate of one per week. The modules included comprehension and discussion questions, as well as reflection prompts. The findings of this study suggest that the lack of training and preparation to teach SSENs mentioned by teachers could be fulfilled by training of a variety of formats and lengths.

2.3.1 Teacher Cognition and SSENs in AL Classrooms

Although research on teacher cognition has been conducted for decades, it is not a field that has been frequently paired with an investigation into the presence of SSENs in the AL classroom. In light of the lack of data on AL teachers' cognitions regarding SSENs, Arnett and Mady (2014; 2017; 2018; 2019) conducted a five-year study to explore the cognitions of Canadian FSL novice teachers, throughout the first four years of their career. The study focused on their relationship to SSENs as well as English language learner (ELL) students. Research on the topic frequently regroups or compares the two, as they both represent populations whose AL learning needs differ from their peers. Their questionnaire contained questions pertaining to whether both groups of students had their place in FSL classrooms in general, as well as in the

different programs (core, FI and Intensive French). It is important to mention that although intensive French and IE share multiple similarities, they differ in that French is taught both during the intensive French semester and the compressed curriculum semester, as it typically counts for 80% of the instructional time during the intensive French semester, and 20% during the compressed curriculum semester (Rocky Mountain School District No. 6 - British Columbia, s. d.). The participants had to answer the same questions twice, once regarding SSENs and once regarding ELLs.

During the first stage of the research, an online questionnaire was distributed to 48 teacher candidates before and after their in-class practicum (Arnett, Mady & Muilenburg, 2014), which was held at the end of their Bachelor of Education program. While the participants' personal experience with people with SENs, whether it be in or out of the classroom, was typically limited, the data suggested that said experiences shaped their views of the SSENs population. Furthermore, 6 participants volunteered information regarding the fact that their view of SSENs has been impacted by positive interactions with these students. The results of the questionnaires also followed trends from previous research (see Garmon, 2004; Peacock, 2001, as cited in Arnett et al., 2014), which suggested that certain external factors such as existing research, university coursework or the opinions of others had little to no impact on future teacher candidates' beliefs. The students' emotional well-being, their academic progression, and the extent of the support available to them were mentioned as rationales to support the teachers' beliefs in the third and fourth years of the project. The participants were also more likely to mention favoring a case-by-case approach based on the student's individual learning needs to help decide where each SSENs should be placed in the last two years of the research project than in the first two. Additionally, they showed openness towards including SSENs or ELL students in FSL programs, but still considered exemption an option for specific cases.

During the second stage of the research, four of the original participants were surveyed periodically throughout the first three years following the completion of their Bachelor of Education program (Arnett & Mady, 2018; Arnett & Mady, 2019). The evolution of their beliefs regarding the presence of SSENs and ELL students in various FSL programs was followed through four semi-structured telephone interviews.

The data collected presented a more significant variation in the perceived suitability of FSL programs for SSENs than for ELL students, which was attributed to the greater amount of exposure participants had had with the first group of students as compared to the second. This observation mirrors one mentioned at the end of their 2014 study, which stated that university coursework, amongst other external factors, has little

to no impact on the evolution of the participants' beliefs as compared to their lived experiences (Arnett et al., 2014). Furthermore, specific student attributes, such as motivation, identified disability and work ethic were brought up as possible factors impacting a SSENs' suitability for one FSL program over another, while factors such as age, English level and parental support were mentioned in the case of ELL students.

Although the data on the cognitions of AL teachers regarding SSENs is still fairly scarce, even more so in the case of increased exposure AL programs, the existing evidence suggests that previous experience with SSENs as well as concerns regarding the student's emotional and academic well-being have significant impacts on their teachers' perceptions of their place in the AL classroom. Additionally, research conducted on teachers' cognitions in other contexts, suggests that teachers' beliefs impact their practices (Borg, 2015), which in turn impact the students' learning outcomes (Voss et al., 2013), emphasizing the importance of studying teachers' cognitions on their students' academic and personal lives.

2.3.2 Teacher Cognition and SSENs in IE

The current lack of research into the cognitions of AL teachers focusing specifically on increased exposure programs such as IE indicates the need for more studies on the subject. To our knowledge, only one study currently available touches on the cognition of an increased exposure AL teacher in a context similar to ours, although it is not its main focus. In fact, the longitudinal exploration of three SSENs experience in an IE program in Quebec contained a teacher-interview component, which gave a few insights into certain aspects of her cognitions (Imperiale, 2014). While the first portions of the interview aimed to collect demographic and organizational information regarding the program in place, the last part focused on the teacher's perceptions concerning her students' positive outcomes, and their causes. Most of the data from the teacher interviews pertained to the improvements she perceived from each student. However, it also highlighted her perceived lack of training in university regarding the teaching of SSENs, which she has been attempting to compensate for in attending workshops and training offered by her school service center's ESL pedagogical consultant, as well as in familiarizing herself with her students' individual learning profiles. Although this study gives us some insight into the cognitions of IE teachers regarding SSENs, its design, which mainly focused on the observation and analysis of students' learning conditions and outcomes in the participant's teaching context, did not allow for a deeper analysis of the factors influencing the teacher's cognitions regarding SSENs presence in the IE classroom.

2.4 Research Questions

Based on the lack of data concerning IE teachers' cognitions regarding SSENs, which has been shown by research to impact students' learning outcomes (Voss et al., 2013), as well as the alarming statistics regarding SSENs' graduation rates (Government of Canada, 2014, 2015), this study will answer the following research questions:

1. What are IE teachers' beliefs with regards to the presence of SSENs in their classrooms?
2. What factors influence IE teachers' beliefs with regards to the presence of SSENs in their classrooms?

CHAPTER 3

METHODOLOGY

This chapter presents the methodological aspects of the research. First, the type of research (3.1) and participants (3.2) is presented, then the data collection instruments (3.3), the online survey (3.3.1) and the semi-structured interview (3.3.2), and data collection procedure (3.4) are detailed, before moving on to the data analysis (3.5). Finally, the ethical considerations (3.6) are explained.

3.1 Type of research

This research was intended to be a quantitative exploratory study using a questionnaire to collect data about the beliefs of around 30 IE teachers about SSENs, with the aim of exploring the possible connection between the selective or non-selective nature of the program and teachers' beliefs. However, due to data collection issues, the design was changed to a qualitative case study, using data from three participants' questionnaire responses and a semi-structured interview with one of the participants. As such, the present study is qualitative, exploratory, and descriptive in nature (Fortin and Gagnon, 2016) with the objective of reporting on IE teachers' beliefs regarding SSENs, and the elements which influenced those beliefs.

3.2 Participants

The three participants who completed the questionnaire were IE teachers in the province of Quebec, who are teaching in French-medium schools in three different administrative regions of the south of the province. They were contacted through various resource-sharing groups on social media. The first participant, with whom the interview was conducted approximately four months after completion of the survey, has been teaching in an urban and low-income area of the province for approximately 10 years, as an IE teacher and as an elementary ESL specialist teacher. As an ESL teacher, she has taught regular and SpEd groups. During her time as an IE teacher, she taught both the English and the French 5-month sections of a non-selective program to the same group of students. Between the survey completion and the interview, she followed a graduate-level course about students with language-related learning difficulties, which had an impact on her beliefs. At the time of the survey, she was in an ESL specialist position, in the same service center where she taught IE a few years prior.

The other two participants had substantial experience teaching ESL and comparable experience in IE. Participant 2 had approximately 10 years of ESL teaching experience, with 5 years in IE, and was working in

a selective program with academic criteria at the time of the survey. Participant 3, with approximately 19 years of ESL teaching experience and 6 years in IE, was working in a non-selective program at the time of the survey.

3.3 Data collection instruments

Due to data collection challenges, part of the data was collected through an online survey hosted on Lime Survey (LimeSurvey GmbH, s. d.), containing 23 multiple choice questions, 9 short answer questions, and 26 questions using a 6-point Likert-scale (see appendix A), while the rest of the data comes from a semi-structured interview on Zoom with one of the survey participants.

3.3.1 Online Survey

The survey items contained in the present study were inspired by Kormos and Nijakowska's (2017) questionnaire with regards to teachers' cognitions about inclusive practices in foreign language classes with dyslexic students, which included items adapted from the Sentiments, Attitudes and Concerns about Inclusive Education Revised (SACIE-R) scale as well as the Teacher Efficacy for Inclusive Practices (TEIP) scale (Forlin et al., 2011; Park et al., 2016). It was chosen as it targeted AL teachers' cognitions in relation to SSENs; the items were also easily understandable for non-researchers. The items targeting beliefs about SSENs, rather than teachers' beliefs about themselves, were adapted to the context of the present study, by including sub-items for various support needs and diagnoses, and broadening the range of topics covered, to focus on IE teachers' cognitions regarding SSENs in IE classrooms.

Similarly to Kormos and Nijakowska's (2017) survey, the first section of the survey contained consent, eligibility and socio-demographic questions, as well as questions regarding the participants' prior experience and current teaching context. This was done to ensure that all respondents are AL teachers with recent experience working in IE classrooms. The socio-demographic questions touched on the participants' individual characteristics such as their age, gender, education, and region, while the questions pertaining to their prior teaching experience and current teaching context were used to contextualize participants' responses.

The survey was then divided into three sections: difficulty level, placement, and suitability. The three themes were mainly inspired by the presentation of the data into various research articles published as a result of Arnett and Mady's 4-year study into the perceptions of French as a second language teachers in

English-speaking regions of Canada (Arnett et al., 2014; Arnett & Mady, 2017, 2018, 2019). The first article regarding this project presented the first stage, during which 50 to 78 Teacher Candidates responded to online questionnaires before and after their practicum (Arnett et al., 2014). The remaining articles covered the link between the participants' beliefs regarding placement and their experiences at two different moments (Arnett & Mady, 2017, 2019), as well as the evolution of participants beliefs regarding exclusion and suitability (Arnett & Mady, 2018). From these, the participants' beliefs about placement and suitability surfaced as potential themes for the present study. The final theme of difficulty level of various L2 courses emerged after consulting various research articles regarding SSENs in language classrooms, as a way to explore a potential factor influencing the participants' responses in the other two sections.

Each main section contained two to three subsections, targeting a specific learning context: regular classrooms, L2 classrooms and IE classrooms. Within those subsections, 6-point Likert-scale questions asked participants to agree or disagree with statements concerning SSENs depending on their diagnosis or their support needs. The questions pertaining to support needs contained four items, while the diagnoses questions contained eleven items. Although a 4 or 5-point Likert-scale was considered, the 6-point scale was chosen to allow a larger range of responses and to avoid misuse of the midpoint, which has been evidenced to happen when participants are uncomfortable with the topic (Chyung et al. 2017) and reflects what was chosen in Kormos and Nijakowska (2017).

Some differences in the structure of the three main sections of the survey were present. Placement and suitability contained all three subsections. However, difficulty level did not start with a general sub-section, as its aim was to focus on the perceived difficulty levels of various AL courses for all students and for SSENs. Placement contained statements that were contradictory in the general and L2 subsections: certain statements were in favour of a placement in the regular classroom, while others pointed to a SpEd classroom placement. The repetition and contradiction were done with the objective of confirming the participants' positions on the issue. The last placement subsection only contained two questions, both stating that SSENs should be placed in IE classrooms, as an opposite statement would have required a negative formulation, which would not have had the desired effect.

Governmental policy regarding SSENs does not outline specific support measures to facilitate SSENs' learning. Rather, the policy dictates that this task should be undertaken by the school staff and parents, based on the identified support needs of each student (Gouvernement du Québec & Ministère de

l'Éducation, 1999; Ministry of Education of Quebec, 2006). As such, the four support needs items were chosen based on governmental documents regarding SSENs' experience in education (Statistics Canada, 2017), the ministry guidelines for end-of-year ministry evaluations for secondary 4 and 5 (Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche & Direction de la Sanction des études, 2015), as well as the researcher's personal experience as an ESL teacher in Quebec. The item "technology use" was included to regroup use of a computer, tablet, electronic dictionary, or any other technological tool that might be supplied to SSENs. The item "additional time" was included to refer to the common practice of allowing one third of additional time to SSENs for formal evaluations (Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche & Direction de la Sanction des études, 2015), as well as any other additional time that may be allocated, such as extending deadlines. The items "specialized help outside the classroom" and "specialized help in the classroom" were included to refer to any additional support given by an education professional or interpreter that may be offered to SSENs. This type of support can take on a wide range of forms and target several different objectives. As such, two items were created to differentiate whether this support may be given in a classroom context, or whether it required SSENs to be taken out of the classroom and brought to a separate environment.

The eleven items relating to different diagnoses were written based on the ministry codes for SSENs, as well as the more recent and detailed "*Référentiel : les élèves à risque et HDAA destiné au personnel enseignant*" (Fédération des syndicats des enseignants & Centrale des syndicats du Québec, 2019). The item "psychopathological disorder" was taken directly from aforementioned documents, while "language disorders" was changed to "other language disorders", to avoid confusion with the other language-related item. For other diagnoses, the severity level indicators were removed, to regroup students who were identified as having behavioral disorders or intellectual impairments of any severity. Separate items were also created for Autism Spectrum Disorder (ASD), as well as Attention Deficit with or without Hyperactivity Disorder (AD(H)D) while other developmental disorders were regrouped under one item, as the prevalence of the first two diagnoses has been rising steadily in the last few decades (Autisme Centre-du-Québec, 2025; Bureau d'information et d'études en santé des populations, Institut National de Santé Publique du Québec, 2017, 2019). The codes for visual and hearing impairments were combined into one item in the survey to limit the length of the questions. Although reference documents did not distinguish between "non-language-related learning difficulty" and "language-related learning difficulty", these items were separated in the survey. This choice was made in order to observe whether the linguistic nature of the learning

difficulty would affect the participants' responses. The context of this study, IE classrooms where an AL is being learnt, justifies this division.

3.3.2 Semi-structured interview

The second data collection instrument was a semi-structured interview used to gather more data in response to the difficulty of recruiting participants to complete the questionnaire. It contained nine questions, focusing on the participant's past experiences with SSENs and thought process while completing the questionnaire. It took place about four months after the survey was completed, lasted approximately 30 minutes, and was conducted over an online videoconferencing platform. Due to the extended time between the completion of the survey and the interview, the participant was emailed her survey responses a few weeks before the interview to refresh her memory.

The questions contained in the interview emerged from the analysis of the questionnaire data for participant 1 and followed a similar structure to the survey. The first three questions touched on the participant's experience with the survey and with SSENs, to target any areas for concern and better understand her reasoning. Then, she was asked to explain trends in her responses for each section of the questionnaire. The interview also allowed to correct data for one of the questions, which participant 1 realized she had misread when reviewing her responses in preparation for the interview.

3.4 Data collection procedure

The online survey was made available for a period of nine weeks to collect as many responses as possible whilst also ensuring a suitable timeline for the completion of the study. The survey was put through a piloting phase, during which graduate second language education students as well as an ESL teacher in the greater Montreal area were asked to provide feedback on question formulation, length, and organisation. Following the piloting, the length of the survey was adjusted to remove repetitive or confusing sections, and a handful of spelling mistakes as well as font irregularities were corrected.

The survey was made available on Lime Survey, as this platform allows respondents to complete a survey without creating an account. Furthermore, this site is approved by the university's ethics committee. About 4 weeks after the first publishing of the survey on ESL teacher social media groups, a very low number of respondents had completed the survey. Therefore, it was published a second time, and distributed through a graduate-level program emailing list, as well as through an ESL teacher organisation emailing list in order

to reach more potential participants. In the end, three complete responses to the survey were used in the data analysis.

Considering the low number of responses, respondents who had completed the survey in its entirety were contacted for semi-structured follow-up interviews, which one participant accepted. The interview was scheduled for a few months after the participant's completion of the survey, due to scheduling conflicts, and lasted approximately 30 minutes. The purpose of this interview being to better understand the rationale behind the participant's responses to the survey. Some clarification questions were added spontaneously during the interview, to ensure proper comprehension of the participant's ideas. The study was shared a third time following the addition of the interview component, but no more responses were received.

3.5 Data analysis

The first round of data analysis focused on the online survey. Each participant's responses were reviewed based on the three survey sections, and on statement type: general, support needs and diagnoses. This allowed trends to emerge. At this stage, it was noted that each participant's responses varied based on whether SSENs were categorised according to their support needs or their diagnoses but stayed consistent throughout the three survey sections for each type of statement. Generally, a regular classroom placement was slightly favored when SSENs were classified according to their support needs, while the opposite trend was present when they were classified according to their diagnoses. This observation informed the organisation of the data during the comparison stage of the analysis.

Prior to the comparison of the participants' responses, statements were regrouped based on statement type, and whether an agreement pointed to a preference for the regular or the SpEd classroom, to allow for accurate comparison of the participants' beliefs. Difficulty level statements focused on the perceived challenge that learning an L2 or completing the IE program represents. As an agreement with such statements points to a preference for the SpEd classroom, they were paired with those in the placement section with the same angle. Suitability statements expressed that the regular classroom and the IE classroom are suitable learning environments for SSENs. They were therefore paired with the placement statements favoring the regular classroom. This allowed for trends to emerge across all participants' responses.

The interview was conducted, transcribed, and analysed by the researcher. Prior to the interview, the participant's survey responses were printed and analysed by survey section, then by diagnoses and support needs. Interview questions that required the participant to explain her rationale for the general tendencies noted in their responses by the researcher were the formulated. This allowed for a semi-structured discussion of the participant's rationale.

One of the interview questions, which pertained to the placement section of the questionnaire, allowed for clarification of an irregularity in the data. It focused on the participant's response to the statement that SSENs should be placed in IE classrooms which was opposite to her responses to the previous statements. While the subsections regarding homeroom and L2 courses contained a statement for SpEd placement followed by a statement for regular classroom placement, the IE section only contained a statement for IE placement. Although this choice was made to avoid using a negative formulation to create an opposite statement in the IE section, this caused a change in the pattern of the survey and led to this confusion. The participant's answers to the statement regarding IE placement were therefore inverted prior to the final analysis of the data, to reflect her true beliefs.

Following the transcription of the interview, the main ideas were highlighted which allowed the first round of coding to be conducted, resulting in 17 codes, based on the themes present in the transcript. The original codes were then connected thematically, leading to the creation of two main coding categories: beliefs and possible influential factors. The first category contained the beliefs about placement, diagnoses or support needs and learning ability, as well as the change in beliefs codes. The second category contained the codes pertaining to the participant's observations about the system, rationale for the survey, reported practices and teaching context. Relevant literature in the field of teacher cognition in increased exposure second language programs was also influential in the selection of these codes (Arnett & Mady, 2017, 2018, 2019). The main themes that had emerged from the analysis of the survey and the interview were compared, and an additional round of literature review was conducted, to explore connections between findings and existing research. The themes of additional training in relation to SSENs, past experiences with SSENs, the range of presentations of a diagnosis and systemic issues faced by SSENs in education were therefore selected as final codes for their presence in the data, and because most of them are featured in existing research regarding SSENs (see for example Arnett & Mady, 2017, 2018, 2019; Borri-Anadon et al., 2015; Cobb, 2015; Collins & Borri-Anadon, 2021).

3.6 Ethical considerations

Throughout the research, all necessary ethical requirements were met. Initially, an ethics certificate was obtained from the university (see appendix C). Furthermore, the Tri-council Policy Statement 2 ethics certificate was completed (see appendix B). Consent was required to access the survey. As all the participants were legal adults, their personal consent was sufficient. To protect the participants' privacy, they were each assigned a participant number when the data was downloaded from the Lime Survey platform, and the questions pertaining to their personal information for possible future contact were discretionary. In terms of the interview, the three participants were contacted once through the email addresses they provided in the survey. One participant responded positively. Due to the low number of participants, extra precautionary measures were taken when mentioning the context and area in which the participants work to avoid possible identification. For this reason, the terms "low income" and "urban" were used to describe the participant's teaching context and area.

CHAPTER 4

RESULTS

In this chapter, the data collected from the three surveys as well as from the semi-structured interview with participant 1 will be detailed, in order to answer the following research questions.

1. What are IE teachers' beliefs with regards to the integration of SSENs in their classrooms?
2. What factors influence IE teachers' beliefs with regards to the presence of SSENs in their classrooms?

The first research question will largely be answered with the data from the three participants' surveys, which will be presented in three sections: participants' beliefs about SSENs as a group (4.1.1), when classified according to their support needs (4.1.2) and according to their diagnoses (4.1.3). A distinction will also be made based on whether the statements favored the SpEd classroom (4.1.2.1 and 4.1.3.1) or the regular classroom (4.1.2.2 and 4.1.3.2). The second question will be answered using excerpts from the semi-structured interview that was conducted with participant 1. The data collected from the interview will be presented according to four themes: the participant's experience with the survey and with SSENs (4.2.1), the difficulty levels of L2 and IE courses (4.2.2), placement options for SSENs (4.2.3) and the suitability of different types of classrooms for SSENs (4.2.4)

4.1 Participants' beliefs regarding the integration of SSENs in their classrooms

With regards to the first research question, the data collected in the survey indicated that participants' beliefs regarding SSENs were generally neutral, with slight preferences for the regular or the SpEd classroom varying depending on two factors: whether SSENs were considered as one group, classified according to their support needs or diagnoses, and the type of support need or diagnosis.

4.1.1 Beliefs about SSENs

Each participant's responses to the general statements, including those pointing to L2 learning and IE being a more significant challenge for SSENs than other students, were generally similar. Their responses were almost exclusively in the partially agree and partially disagree columns of the 6-point Likert scale, which suggests a fairly neutral point of view regarding SSENs as a group. Only two of eleven general statements received responses outside of the middle points; participant 1 strongly disagreed with the idea that

“intensive English (IE) is a significant challenge for all students”, and along with participant 3, agreed that “the IE classroom is a suitable learning environment for all students”.

Table 0.1 Participants’ Responses to the General Questions

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Intensive English (IE) is a significant challenge for all students.			P2 P3			P1
Intensive English (IE) is a more significant challenge for SSENs than for their non-SSENs counterparts.			P1	P2 P3		
Learning an L2 is a significant challenge for all students.			P1 P3	P2		
Learning an L2 is a more significant challenge for SSENs than for their non-SSENs counterparts.			P1	P2 P3		
SSENs should be placed in SpEd classrooms			P2	P1 P3		
SSENs should be placed in REGULAR classrooms			P1	P2 P3		
The regular classroom is a suitable learning environment for SSENs			P1 P3	P2		
The L2 classroom is a suitable learning environment for all students			P1 P2 P3			
The L2 classroom is a suitable learning environment for all SSENs				P1 P2 P3		
The IE classroom is a suitable learning environment for all students		P1 P3		P2		
The IE classroom is a suitable learning environment for all SSENs			P1 P3	P2		

Participant 1 partially agreed with three of the four general items pertaining to the difficulty level, and strongly disagreed with the statement that IE is a significant challenge for all students. This indicated that her view of the significance of the challenge that L2 learning is that it is a challenge for all and is slightly more difficult for SSENs. As for IE programs, her belief is also that it is a challenge for all, but not more so for SSENs. In response to the general statements for the placement section, her beliefs were partially favorable to SSENs being placed in regular classrooms, which is aligned with her responses to the more specific statements of this section of the questionnaire, as well as her interview comments on the topic. In the general statements of the suitability section, participant 1’s responses regarding the suitability of the regular, L2 and IE classrooms for SSENs and all students were in the partially agree column for three of the five items, with one agree and one partially disagree response. This suggest a belief that most regular

learning environments are suitable for SSENs and non-SSENs, which is coherent with her responses regarding support needs, but shows a dissonance with her responses concerning diagnoses.

Participant 2 partially agreed that learning an L2 is a significant challenge for all students, and partially disagreed that it is a more significant challenge for SSENs than for their non-SSENs peers, as well as with the two statements affirming that IE is a significant challenge for all students, and a more significant challenge for SSENs than for their non-SSENs peers. This suggests that although she believes L2 learning to be a challenge, she also believes that having SENs does not necessarily make it a more significant challenge, and that IE is not significantly challenging for SSENs and non-SSENs. In the general questions of the placement section, she partially agreed that SSENs should be placed in SpEd classrooms, and partially disagreed that they should be placed in regular classrooms. In the suitability section, participant 2's responses followed a few trends, and were generally consistent throughout the different statements for each type of question. In the general statements, she consistently partially disagreed that the regular, L2 and IE classrooms are suitable learning environments for all students, and for SSENs specifically, which is consistent with most of her responses in the other questions of this section.

Participant 3 partially agreed that learning an L2 is a significant challenge for all students, and partially disagreed that it is a more significant challenge for SSENs than for their non-SSENs peers. Her responses were identical for IE programs. This implies that her beliefs are that L2 learning, and IE are challenges for all students, with little to no change due to SENs. In the general placement questions, she partially disagreed with both presented statements, which had opposite positions on the placement of SSENs in SpEd as compared to regular classrooms in general. However, in the specific questions of the section, her beliefs were more clearly defined. In the general statements for the suitability section, participant 3's responses were generally close to the center of the Likert-scale, with a preference for partial agreement, except for the item regarding the suitability of IE for all students, to which she agreed, and the statement regarding L2 classrooms' suitability for all SSENs, to which she partially disagreed. This indicates a belief that most learning environments are generally suitable for most students, which was reflected in her responses for the rest of this section.

4.1.2 Beliefs about SSENs when classified according to their support needs

When survey statements regarded support needs, participants' responses indicated a slight preference for a regular classroom placement. The statements contained in the three main sections of the survey were

divided into two categories prior to the analysis based on whether an agreement pointed to a preference for the regular or the SpEd classroom.

4.1.2.1 Statements favoring the SpEd classroom

Although they only gave the same response for about half of the items, participants 1 and 3's responses were almost all in the partially agree and partially disagree columns in the difficulty level section, and in the partially disagree and disagree columns for the placement statements suggesting a SpEd placement. This indicated a very slight preference for the regular classroom, which was more marked when being asked about placement than difficulty level. Participant 1 disagreed with three of the four statements for students whose support needs include additional time, and twice for technology. She partially disagreed three out of four times for help in the classroom. Her responses for help outside of the classroom were in the partially agree column in the difficulty level section, but in the partially disagree column for placement statements, indicating a neutral position on this item. Participant 3 disagreed or partially disagreed for the "additional time" and "help in the classroom" items, as well as for three of the four statements regarding help outside of the classroom. Her responses concerning technology varied more; she partially disagreed and partially agreed with one statement and disagreed with the other two.

For the same statements, participant 2's responses were more polarized and varied more depending on the item; she favored a regular classroom placement for the "additional time" and "technology" items, slightly favored the regular classroom for the "help in the classroom" item, and strongly favored the SpEd classroom for the "help outside of the classroom" item. This pointed to an important difference in her beliefs regarding SSENs whose support needs include receiving specialized help outside of the classroom as compared to those whose needs include additional time, help in the classroom and/or technology. No significant difference in trends were observed in statements pertaining to IE as compared to the regular classroom or the AL classroom.

Table 0.2 Participants' Responses Pertaining to Support Needs – Agreement in Favour of Sped Placement

Survey Statements	Support Needs	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Learning an L2 is a significant challenge for SSENs with the following support needs	Additional time			P1	P3	P2	
	Help in class			P2	P1 P3		
	Help outside of class	P2		P1 P3			
	Technology				P1 P3	P2	
Intensive English (IE) is a significant challenge for SSENs with the following support needs	Additional time				P3	P1 P2	
	Help in class			P1	P2 P3		
	Help outside of class	P2		P1	P3		
	Technology			P1 P3		P2	
SSENs with the following support needs should be placed in SpED classrooms	Additional time					P1 P3	P2
	Help in class				P1 P2 P3		
	Help outside of class	P2			P1	P3	
	Technology					P1 P2 P3	
SSENs with the following support needs should learn an L2 in SPED classrooms	Additional time					P1 P2 P3	
	Help in class				P1 P2	P3	
	Help outside of class		P2		P1	P3	
	Technology					P1 P3	P2

4.1.2.2 Statements favoring the regular classroom

When survey statements regarding support needs favoured a placement in the regular classroom, participants' responses were fairly similar. Participants 1 and 3's responses were almost exclusively situated

in two columns: agree and partially agree. This suggests a preference for a regular classroom placement for the four support needs items, which was more marked for participant 1 with regards to the “additional time” item.

As was the case in most of the statements regarding support needs, participant 2’s responses were more polarized than participant 1 and 3’s responses; her position on the “additional time”, “help in the classroom” and “technology” support needs was generally in the partially agree or agree columns, while her responses with regards to the “help outside of the classroom” item were usually in the disagree or partially disagree columns. However, in response to the first placement statement pointing to a regular classroom placement, her answers for the “help outside of the classroom” and “technology” items seem reversed. Considering her responses to those two items in the other statements, this point to an error. This change was therefore not considered in the remainder of the analysis.

Generally, participants’ responses to the statements regarding support needs indicated a preference for regular classroom placement. This preference was stronger for the “additional time” and “technology” items than for “help in the classroom” and “help outside of the classroom”.

Table 0.3 Participants’ Responses Pertaining to Support Needs - Agreement in Favour of Regular-Classroom Placement

Survey Statements	Support Needs	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
SSEs with the following support needs should be placed in REGULAR classrooms	Additional time		P1 P2	P3			
	Help in class		P1 P2	P3			
	Help outside of class			P1 P2 P3			
	Technology			P1 P3			P2
SSEs with the following support needs should learn an L2 in REGULAR classrooms	Additional time	P2	P1 P3				
	Help in class		P3	P1 P2			
	Help outside of class		P3	P1		P2	
	Technology		P1 P2 P3				

SSEs with the following support needs should be placed in IE classrooms	Additional time	P1	P2 P3				
	Help in class		P1 P3		P2		
	Help outside of class		P1 P3			P2	
	Technology		P1 P2 P3				
The regular classroom is a suitable learning environment for SSEs with the following support needs	Additional time	P1	P2 P3				
	Help in class			P1 P2 P3			
	Help outside of class		P1 P3		P2		
	Technology		P1 P2 P3				
The L2 classroom is a suitable learning environment for SSEs with the following support needs	Additional time		P1 P2 P3				
	Help in class			P1 P2 P3			
	Help outside of class		P3	P1	P2		
	Technology		P1 P2 P3				
The IE classroom is a suitable learning environment for SSEs with the following support needs	Additional time	P1	P2 P3				
	Help in class			P1 P2 P3			
	Help outside of class		P1 P3		P2		
	Technology		P1 P2 P3				

4.1.3 Beliefs about SSENs when classified according to their diagnoses

In this section, participants’ responses when survey statements pertained to diagnoses are presented. Their responses to these statements demonstrated a lack of strong preference for the regular or the SpEd classroom, as they were mostly situated in the partially agree and partially disagree columns of the Likert scale.

4.1.3.1 Statements favoring the SpEd classroom

When survey statements regarding diagnoses were in favour of a placement in the SpEd classroom, most responses were in the four middle points of the scale. Participant 2 used the strongly agree point twice for psychopathological disorders and once for behavioral disorders, while participant 3 used strongly disagree once for AD(H)D. Partially agree contained 55 of the 132 responses and partially disagree 33. Two thirds of the responses were therefore in one of the two middle points of the scale, while almost 60% were in the strongly agree to partially agree points. This suggests participants had a slight preference for the SpEd classroom for SSENs when classified according to their diagnoses. Of the 12 responses they each received, the other language disorders item had all 12 responses in the partially agree to strongly agree columns, while intellectual impairments and psychopathological disorders had 11, behavioral disorders 10, other developmental disorders 9, motor impairments 8, and language-related LDs 7. This suggests a strong to moderate preference for the SpEd classroom for those items. The opposite can be said of the autism, AD(H)D, visual and hearing impairments, and non-language-related LDs items, which had 10 or 9 responses out of 12 in the partially disagree to strongly disagree columns.

Table 0.4 Participants’ Responses Pertaining to Diagnoses - Agreement in Favour of SpEd-Classroom Placement

Survey Statements	Diagnosis	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Learning an L2 is a significant challenge for SSENs with the following diagnoses	Behavioral disorders		P2	P1		P3	
	Intellectual impairments			P1 P2 P3			
	Motor impairments			P1 P2		P3	
	Visual/hearing impairments		P1			P2 P3	
	Autism			P3	P1	P2	
	ADHD			P1 P3	P2		

	Other developmental disorders		P1	P3	P2		
	Psychopathological disorders		P2	P1		P3	
	Non-language-related LD			P1 P2		P3	
	Language-related LD		P2 P3	P1			
	Other language disorders		P2 P3	P1			
Intensive English (IE) is a significant challenge for SSENs with the following diagnoses	Behavioral disorders		P2	P1		P3	
	Intellectual impairments			P1 P2 P3			
	Motor impairments			P1 P2 P3			
	Visual/hearing impairments			P1	P3	P2	
	Autism				P1 P3	P2	
	ADHD			P3	P2	P1	
	Other developmental disorders		P1	P3	P2		
	Psychopathological disorders		P2	P1 P3			
	Non-language-related LD				P1 P2 P3		
	Language-related LD		P2	P1 P3			
	Other language disorders		P2	P1 P3			

SSENs with the following diagnoses should be placed in SpEd classrooms	Behavioral disorders		P3	P1 P2			
	Intellectual impairments		P3	P1	P2		
	Motor impairments		P2		P1 P3		
	Visual/hearing impairments				P1 P2 P3		
	Autism				P1 P3	P2	
	ADHD					P1 P2	P3
	Other developmental disorders		P1	P3	P2		
	Psychopathological disorders	P2	P3	P1			
	Non-language-related LD				P1 P3	P2	
	Language-related LD				P1 P2 P3		
	Other language disorders			P1 P2 P3			
SSENs with the following diagnoses should learn an L2 in SPED classrooms	Behavioral disorders	P2		P1 P3			
	Intellectual impairments			P1 P2 P3			
	Motor impairments			P2 P3	P1		
	Visual/hearing impairments			P3	P1 P2		
	Autism			P3		P1 P2	
	ADHD				P2 P3	P1	
	Other developmental disorders		P1 P2	P3			
	Psychopathological disorders	P2	P3	P1			
	Non-language-related LD			P3	P1	P2	
	Language-related LD			P2	P1 P3		
	Other language disorders			P1 P2 P3			

4.1.3.2 Statements favoring the regular classroom

When survey statements regarding diagnoses were in favour of placement in the regular classroom, participants responses were typically identical or in adjacent columns. The strongly agree option was never used in these statements, while the strongly disagree option was used only by participant 2 for two diagnostic items, totaling nine uses: five times for psychopathological disorders, and four times for behavioral disorders. The two most used options were partially agree and partially disagree, with 78 and 59 uses respectively. 119 of 198 responses were in the partially agree to agree columns of the Likert scale, indicating a slight preference for the regular classroom for SSENs when classified according to their diagnoses.

Participants always agreed or partially agreed with statements regarding Autism, AD(H)D, and non-language-related LD. A similar trend was also present for the language-related LD item. However, participant 2 partially disagreed with this item on three occasions. Participant 1 also partially disagreed with the visual or hearing impairments item twice, while all other responses to this item were in the agree or partially agree columns. The responses for the other items showed more variation. Other developmental disorders, behavioral disorders and intellectual impairments were placed in the partially disagree or disagree columns for 12, 14, 15 of 18 statements respectively, indicating a preference for the SpEd classroom in the three participants' responses. Motor impairments and other language disorders were generally placed in the two middle points of the scale, with only one occurrence in the disagree column for each of them. They each had 11 and 9 responses out of 18 in the agree and partially agree points, suggesting participants hold a generally neutral view of these items with a slight preference for the regular classroom for the motor impairments item. Responses regarding psychopathological disorders were all in the partially disagree to strongly disagree columns, suggesting a marked preference for the SpEd classroom for this item.

Table 0.5 Participants' Responses Pertaining to Diagnoses - Agreement in Favour of Regular-Classroom Placement

Survey Statements	Diagnosis	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
SSEs with the following diagnoses should be placed in REGULAR classrooms	Behavioral disorders				P1 P3	P2	
	Intellectual impairments				P1 P2 P3		
	Motor impairments			P1	P3	P2	
	Visual/hearing impairments			P1 P2 P3			
	Autism		P1 P2	P3			
	ADHD		P1 P2 P3				
	Other developmental disorders				P2 P3	P1	
	Psychopathological disorders				P1		P2
	Non-language-related LD		P2	P1 P3			
	Language-related LD		P1	P3	P2		
Other language disorders			P1	P2 P3			
SSEs with the following diagnoses should learn an L2 in REGULAR classrooms	Behavioral disorders			P3	P1		P2
	Intellectual impairments			P3	P2	P1	
	Motor impairments			P1 P2 P3			
	Visual/hearing impairments		P2	P1 P3			
	Autism		P1 P2	P3			
	ADHD		P1 P3	P2			
	Other developmental disorders			P3	P1 P2		
	Psychopathological disorders				P1 P3		P2
	Non-language-related LD		P1 P2 P3				
	Language-related LD		P3	P1 P2			
Other language disorders			P2 P3	P1			

SSENs with the following diagnoses should be placed in IE classrooms	Behavioral disorders			P1 P3			P2
	Intellectual impairments			P3	P1 P2		
	Motor impairments			P1 P3	P2		
	Visual/hearing impairments			P1 P2 P3			
	Autism		P1 P2	P3			
	ADHD		P1 P3	P2			
	Other developmental disorders			P3	P1 P2		
	Psychopathological disorders				P1 P3		P2
	Non-language-related LD		P1 P2 P3				
	Language-related LD		P1		P2		
	Other language disorders			P1 P3		P2	
The regular classroom is a suitable learning environment for SENs with the following diagnoses	Behavioral disorders				P1 P3	P2	
	Intellectual impairments				P1 P2 P3		
	Motor impairments			P1 P3	P2		
	Visual/hearing impairments			P1 P2 P3			
	Autism		P1 P2	P3			
	ADHD		P1 P3	P2			
	Other developmental disorders			P2 P3	P1		
	Psychopathological disorders				P1 P3	P2	
	Non-language-related LD		P2	P1 P3			
	Language-related LD			P1 P2 P3			
	Other language disorders			P2 P3	P1		

The L2 classroom is a suitable learning environment for SSENs with the following diagnoses	Behavioral disorders				P3	P1	P2
	Intellectual impairments				P1 P2 P3		
	Motor impairments			P2 P3	P1		
	Visual/hearing impairments			P2 P3	P1		
	Autism		P2	P1 P3			
	ADHD		P2 P3	P1			
	Other developmental disorders			P3	P2	P1	
	Psychopathological disorders				P3	P1	P2
	Non-language-related LD		P2 P3	P1			
	Language-related LD			P1 P2 P3			
	Other language disorders			P3	P1 P2		
The IE classroom is a suitable learning environment for SSENs with the following diagnoses	Behavioral disorders			P3	P1		P2
	Intellectual impairments			P3	P1 P2		
	Motor impairments			P3	P1 P2		
	Visual/hearing impairments			P2 P3	P1		
	Autism		P1 P2	P3			
	ADHD		P1 P2 P3				
	Other developmental disorders			P3	P2	P1	
	Psychopathological disorders				P1 P3		P2
	Non-language-related LD		P1 P3	P2			
	Language-related LD			P1 P3	P2		
	Other language disorders			P3	P1 P2		

4.2 Factors influencing IE teachers' beliefs with regards to the integration of SSENs in their classrooms

With regards to the second research question, data was divided according to the main themes of the interview questions, which touched on the participant's experience with the survey and her past experiences with SSENs, as well as the three main topics of the survey. The key points of each response are then detailed, and recurring themes are highlighted.

4.2.1 Experience with the survey and with SSENs

In the first part of the interview, the participant was asked about her experience with the survey, to target any areas for concern and better understand her mindset during its completion.

Her first comment was regarding the idea that SSENs, for whom the acronym *EHDAA* is typically used in the French Quebec education system, encompasses students whose needs are not always visible and who are placed in regular classrooms, as well as others who are viewed as unable to function in a regular class, and are placed in SpEd groups. Her main concern regarding the completion of the questionnaire was therefore that the range of presentations of a diagnosis in practice made it harder for her to choose an item on the 6-point Likert-scale presented.

I had a hard time sometimes thinking about like the, well, in French, on dit élèves EHDAA, because like most of them, they're in regular classes. And if they have like everything, some of them are like regular students, as long as they have their computer, they're good to go. But some other ones that have like the same diagnostics, it's, they cannot function in a regular class. So, it's hard to like say, okay, ADHD students. Well, I have ADHD students, we have with like their pill and they're working and you couldn't tell. And you have some other ones that they don't function. So, it's hard to like do a generalization when you have so many different students in the same category.

Her second comment concerning the completion of the survey touched on her experience teaching in IE in a context where she completed both parts of the year with the same group of students, teaching them ESL in one half, and the grade 6 homeroom program in the other half. In relation to this detail, she clarified that she tried to answer the survey as the English teacher, but that if she had answered as the homeroom teacher, some of her responses would have been different.

And the other thing I wasn't sure when you were talking about intensive English, like I taught both the French part and the English part. And my opinion for the I and the English part wasn't always the same. So, like I answered as the English teacher. But if you ask like the I teacher, which was also me, sometimes I would have like different answers.

The second question in this part of the interview concerned the participant's past experiences working with SSENs in any context. In response to this, she mentioned having taught SpEd groups of autistic students as an ESL specialist at the elementary level in a previous contract, and that this was her only experience with SSENs who were not integrated into regular groups. In relation to this second group of SSENs, she stated that in the past she was not always made aware of all of the SSENs that were present in her groups as an

ESL specialist and was instead encouraged to review on her own the files that contained the information regarding their diagnoses and support needs. However, having a specialist position typically entailing teaching hundreds of students each year, she brought up not having the time to go through each student's file, and typically only consulting them once she had met the student and felt the need for more information.

Well, they always tell you at the beginning of the school year, like read the yellow folders where they have like all the things. But then when you have like 400 students, you don't always have the time to read all the yellow folders. So, the students that I suspected something was specific about them, I would go and check the yellow folders.

She then mentioned that in her current work environment, where she went back to being a specialist after a few years in IE, there are typically beginning-of-year meetings to discuss SSENs' files for each level, which she attends, but that as the specialist, she does not get much support following said meeting. She then clarified saying that she can get answers to her questions when she reaches out to the resource teacher, but that this discussion only occurs with her initiative.

So, I would say the school I work in right now, we usually have like a meeting where we talk about like all the students of the level. So, we know like which students have like we have to look at some, we don't. But we don't have a lot of support from the rest of the school. We're pretty much on our own as a specialist as like to go and check and make sure that we put into place what we need to put.

No, but I was going to say every time I went to see like the *orthopédagogue*, I had always like super good communication. But sometimes you have to like knock and ask questions. People won't necessarily come and tell you, hey, by the way, this student, you have to, yeah, you have to learn the hard way sometimes.

The third question pertaining to the participant's past experiences with SSENs asked her which of her experiences with SSENs had the most influence on her perception of those students in L2 classrooms. Her first mention was the fact that in her context, she often has taught students who are known to have difficulties in homeroom, but who do not show the same challenges in ESL, as English is their first and/or stronger language. She explained that this experience specifically has led her to understand that just because a student is considered to have SENS, does not mean that these needs will present the same way everywhere, or at all in some contexts.

I have a lot of bilingual students or that like they have English as a second language, but it's actually their L1. So, some of our L2 students are actually like they have more difficulties in French than in English. And even though like they're supposed to have like special needs, they actually perform really well in English. And sometimes like when I talk to the French teacher, they're like, oh, this one has a lot of difficulties reading and stuff. But I'm like, in English is doing fine. So, it depends. That would be one thing that it's not because they have like an *étiquette*, like that they are going to have difficulties because sometimes they don't.

Her second experience of note in relation to this question was when she had a student in her class with a language-related LD diagnosis, who through a special program was attributed more time with a resource teacher, as well as training for their homeroom teacher, in this case participant 1, to assist them in using technological tools such as WordQ. She mentioned that this experience helped her understand how to adapt her teaching and materials to such technological tools, as well as to understand the importance of having such supports in place for SSENs.

And that's when I learned the most how to adapt for the reading and the writing. Like the importance of using WordQ, the importance of like for those students to be able to listen to the text and to adapt stuff. This I would say that has the most influence for me for the rest of my other groups. Like understand and like get coached on how to adapt your stuff and how the computer and the *outil technologique* can really help the students with that special need.

Detailing the influence of this experience further, she revealed that her approach to adapting her teaching to SSENs and non-SSENs is typically focused on her in-class observations rather than specific diagnoses. She brought up using a trial-and-error method and applying successful approaches to future students with similar behaviors or challenges and adjusting as needed.

Usually, I'm more of like adapting to the needs of the different students than adapting to like the diagnostics. Like I would say, okay, this one is not paying attention. I don't know if he is ADHD or not, but I know this one is not paying attention. So, I have to like make sure he stays with me. Or like this one, I'm not sure if he understood. So, I will make sure that like I'm going to go on one-on-one and explain with that student. So, I would say like all the adaptations that we do in a classroom, I do them with any students, no matter what is their diagnosis.

Participant 1's responses to the questions in this section brought to light a few different themes that were reflected in her answers to the questions pertaining to the three specific sections of the survey, including the range in the presentation of a specific diagnosis in different students, as well as the variation in the participant's beliefs depending on the role she occupied with SSENs and within IE.

4.2.2 Difficulty level of L2 and IE courses

When discussing the difficulty level section, participant 1 was asked two clarification questions. In response to the first question, which pertained to her rationale for partially agreeing that L2 courses and IE programs are a more significant challenge for SSENs than for their non-SSENs peers, she mentioned two main elements; the types of students that composed her group, and the time difference between IE and the regular grade 6 ESL schedule. Her first point was that the non-selective nature of the program she taught in signified that her class contained some bilingual SSENs, whose LDs were present in the French portion of the school year but significantly reduced in the English 5-month period. She also stated that one of the elements that impacted her reasoning about the difficulty level of IE programs for SSENs was the fact that students who complete the IE program have the same ministry-dictated learning objectives to reach as students who complete the regular grade 6 ESL program, which allows SSENs time to catch up to their peers and fill the gaps in their learning they had acquired from grade one to five.

So, they have five months to do what students should be doing in 40 hours. So, they have a lot of time. So, the students with special needs, they kind of, usually they never have time to catch up the rest of the group. But since they're doing the intensive and they have more time to like catch up what they didn't learn in like grade one, two, three, four, five in English, and then start building up towards secondary. Well, yes, it's a challenge for them, but in the end, it pays off.

The second question pertained to the participant's rationale for agreeing or partially agreeing that L2s and IE are a significant challenge for students with most of the diagnoses listed. She was also asked to explain why her perception of the difficulty level was different for the diagnoses as compared to the support needs survey questions. In response, she explained how priority is established in her teaching context and mentioned that for a student to access a diagnosis rapidly, the difficulties shown must be significant, and/or impact other students' learning environment. A student with failing grades who is only 10 or 20 percent away from passing could therefore wait years to access the formal diagnosis process.

How we work in the Quebec system is that we always evaluate like the most difficult or like the worst case first.

... on va toujours évaluer l'élève en plus difficulté, donc celui qui a 40, ou 50, il n'est pas urgent encore. C'est celui qui a 30 et qui lance des chaises qu'on va faire évaluer en premier. Donc par le temps qu'on se rend à celui qui a juste un peu de difficulté, ça se peut qu'il soit rendu en cinquième année, mais si on attend jusqu'en cinquième année pour lui mettre un plan d'intervention, c'est long.

She explains that this procedure was implanted to allow the placement of SSENs with more obvious challenges or support needs in specific SpEd classrooms, out of concern for the other students in the class.

C'est beaucoup par classement, les classes sont séparées par besoins pour les classes spécialisées, donc ça prend le diagnostic, le dossier pour le dossier classement. Donc souvent c'est ceux qui sont plus en difficulté qu'on va évaluer pour pouvoir classer pour faire respirer le reste de la classe.

School teams therefore implement IEPs and support measures for students who have suspected LDs, sometimes years before a formal diagnosis is attributed, to assist their learning. To illustrate this observed phenomenon, participant 1 brings up the hypothetical case of a student who shows signs of a language-related LD in grade 2, evidenced by significant reading difficulties. She mentions that this student, who might only get evaluated for a formal diagnosis in grade 4, would typically have received supports such as training for technological aids and help outside of the classroom by a resource teacher, with periodic re-evaluations of his needs, between the moment his difficulties were noticed by the school team and the access to a formal diagnosis.

Parce que souvent, disons l'élève à partir de la deuxième année, il éprouvait des difficultés, mais il n'était pas encore prioritaire pour être évalué. Alors là, peut-être qu'il va seulement se faire évaluer qu'en quatrième année. Mais en attendant, on va quand même mettre en place les outils technologiques. Disons un élève qui est soupçonné de dyslexie, ou qu'on émet une hypothèse, ou tout simplement un élève qui a beaucoup de difficultés de lecture. Même s'il a de l'orthopédagogie, c'est ça. Parfois, nous n'avons pas de diagnostic, donc on met en place déjà les mesures, on faisait déjà l'entraînement disons aux outils technologiques en troisième année. En quatrième année, on poursuivait, et on évaluait pour voir si c'était aidant ou non. Mais on n'avait pas forcément le diagnostic, parce que si on attendait d'avoir le diagnostic on aurait beaucoup d'élèves qui auraient pas de support parce qu'on a pas assez de professionnels pour émettre les diagnostics, et moi je travaille en milieu défavorisé, donc les parents ont pas les sous donc il faut qu'ils attendent que ce soit l'école qui fait le diagnostic.

She explains this procedure in her teaching context with the shortage of professionals who are trained to give such diagnoses, as well as the fact that she works in a lower-income area, where most families do not have the financial resources necessary to initiate the process of obtaining a formal diagnosis outside of school. Creating an IEP and implementing support measures prior to the formal diagnosis is therefore done to support SSENs while they wait to access a diagnosis through the school's resources. If SSENs finish elementary school without having obtained the necessary diagnosis for these supports to be maintained in their transition to high school, their IEP is then typically closed in secondary 1.

Rendu au secondaire souvent s'ils n'ont pas de diagnostic on ferme le plan d'intervention. Parce que disons, moi quand j'étais en sixième année, on nous disait : tu as mis un tier temps, moi je n'ai pas de diagnostic de TDAH, je n'ai pas de diagnostic de si, donc ça se peut qu'on le ferme en secondaire 1.

These excerpts illustrate how her experience with the formal diagnosis process within the Quebec education system has informed her conflicting view of SSENs with supports in place with and without formal diagnoses by the end of elementary school. They also touch on observed placement procedures in her teaching context, on which her beliefs will be detailed further in section 4.2.3.

4.2.3 Placement options for SSENs

During the interview, participant 1 made various comments about her rationale for the placement section of the survey. To discuss this part of the questionnaire, three questions were asked, to clarify trends that were present in her responses.

The first question pertained to her preference for the placement of students with intellectual impairments or other developmental, behavioral, and psychopathological disorders into SpEd classrooms. To explain this belief, she raised two key points; her comfort level teaching SSENs with those diagnoses and the students' readiness and ability to learn at a similar grade level as their peers. Regarding both points, she mentioned that her main concern with the integration of students with behavioral and psychopathological disorders in regular groups is that as the teacher, she must choose where to direct her attention, and that students with these diagnoses take up a lot of her resources, which leaves less for the rest of the group. Her teaching context at the time of the interview as an elementary ESL specialist exacerbated this issue.

... often you end up either teaching to that one student or to the rest of the group. So, you have like to take a decision. And since we don't see them that very often in English, well, like it's more difficult to adapt our teaching to their needs and to the needs of the group when they're in the classroom.

Another aspect she brought up was that building a relationship with students, especially in the case of SSENs with a behavioral disorder diagnosis, would have a moderating effect on the impact of their SENs on their learning and help support it. However, that is significantly more challenging to achieve as an ESL specialist, due to the low number of hours spent with each group of students each week. Nonetheless, teaching the

same students for multiple years in a row lessens this challenge, as students gain a better grasp of classroom expectations as time goes on.

Because as an ESL specialist, it's very hard to like develop a relationship with them because we don't see them that very often. But we know that it's one of the protective factors. So what do we do? That's the hardest part.

... they know what the expectations are in the classroom and what the limits are and like what the consequences are too. Because at one point, often those students, they have to like to test. So the first year they test and they retest and they re-retest and then they learn what the limits are. And then the second year you build on, they stop testing. Well, sometimes they still do, but like they know what the limits are.

The idea that not all students who are attributed the same diagnosis will present the same characteristics in the same way and at the same intensity was mentioned in almost every section of the interview. She regularly explains that the “levels” of some of the diagnoses listed make it easier or more difficult for her to adapt her teaching to SSENs, depending on how often and how clearly the signs of their diagnoses manifest in class.

And the behavioral disorders, I mean, there's like different levels too. So it's hard to like just pinpoint. Like if it's really one like *trouble grave du comportement*, then like don't put it in my classroom. I'm not like, I don't have the tools to be able to deal with that student. But if it's just that sometimes it misbehave, well, they all misbehave at one point.

Regarding the other diagnoses mentioned, her main concern seemed to revolve around the idea that a student's readiness to learn, and ability to learn at or around the same grade level as their peers, were significant factors for whether her responses leaned towards placement in SpEd or regular and IE classrooms. Although not said textually, a concern for the amount of attention she is able to direct towards the other students' learning needs seemed present again in this justification.

I mean, if this student is not ready to learn, well, I cannot teach an L2 or an L1 or anything. So like, or if their intellectual level is not going to be like high enough to actually understand, that too, like if they can't think like a grade four student, then I cannot teach grade four. But since I have to teach grade four to the rest of the students, then how do I do? I cannot teach grade four and grade one at the same time.

The second question that touched on the placement section of the questionnaire asked participant 1 to explain why she favored a regular classroom placement for other school subjects but less so for L2s for

students with other language disorders, aside from dyslexia and dysorthography. In response to this question, she mentioned that her beliefs with regards to students with language disorders and difficulties had changed since she completed a graduate-level course on the subject, instead of going into her rationale for the survey. She elaborated on her most recent beliefs at the time of the interview, with four main themes: students' language-learning ability, severity of the language disorder, cognitive load when completing the French portion of the 5-month model of the IE program, and good L1 models.

In relation to students' language-learning ability, participant 1's comment was centered around the idea that everyone can learn a second language, even despite a diagnosis of language-related SENs. She explained this with the ideas of transferability of language skills and of learning difficulties across different language learning processes. She mentioned that SSENs with a language disorder might even see their L1 skills become more solid as a result of learning an L2, although in some cases, the same difficulties that are present in the L1 learning process will be found when the student attempts to learn an L2.

Je pense que l'élève avec un trouble de langage va être quand même capable d'apprendre une langue seconde, même si des fois le fait de justement apprendre la langue seconde peut solidifier la langue première. Mais c'est sûr que des fois un élève qui a de la difficulté dans sa langue première il va aussi avoir des difficultés dans sa langue seconde.

She again brought up the severity of the disorder in her rationale concerning the *other language disorders* item, stating that in her experience, it can vary from students who have a slight delay, that still allows them to understand others and express their thoughts, to students with a significant difficulty to form complete sentences.

Mais je pense que là aussi au niveau du trouble de langage ça va dépendre de la sévérité du trouble. Parce qu'on a des élèves qui ont de la difficulté à nous faire une phrase complète et il y a des élèves qui sont juste en en trouble parce qu'ils ont un retard, mais tu vois qu'au final ils sont capables de s'exprimer et ils comprennent.

As she has taught both the French and the English parts of the 5-month model to the same group of students, her experience teaching the French portion of the year had some impact on her rationale for the survey responses, mainly in the placement and suitability sections. In relation to the placement of SSENs with a language disorder in IE, her main worry was the cognitive overload that these students may experience when having to complete 10 months' worth of learning objectives for all other subjects but English in 5 months' time rather than on the demands of the ESL part of the program.

Je me disais qu'un élève qui a déjà un trouble de langage, qui a déjà de la difficulté, qui est souvent en surcharge cognitive, ben la partie française il va constamment être en surcharge cognitive.

Her last comment in response to this question focused on the positive impact of the integration of SSENs with language disorders in regular classrooms. She mentioned that one of the advantages of this placement was that it provides SSENs with several reliable L1 models, which helps support their learning, as compared to a SpEd classroom where less positive language models would be present in the student's daily environment.

Mais je pense aussi qu'au niveau de la classe régulière, je me dis, le plus il est en contact avec des modèles de langue première qui sont des bons modèles, il va mieux apprendre que si on le met dans une classe avec d'autres élèves, qui ont de la difficulté à s'exprimer, il va y avoir moins de modèles sur lesquels se fier.

The third question pertaining to the placement section of the questionnaire focused on the confusion around question J2, which contained responses opposite to the trends that had been observed in participant 1's other questionnaire responses. This misunderstanding was quickly cleared up and attributed to the change in pattern of the survey questions: *"Fait que d'après moi, j'ai comme... C'est l'effet miroir, tu sais, dans... Je pense que j'ai juste rempli comme c'était avant sans lire"*. Amidst the clarification, she also commented on how having a diagnosis of ADHD, which was the case for four of her students at one time, was not indicative of SSENs learning in her class, further solidifying her position that students with this diagnosis should be placed in IE: *"j'en avais comme 4 TDAH dans ma classe à un moment donné, puis c'était pas ça l'enjeu qui faisait qu'ils apprenaient ou qu'ils apprenaient pas, là."*

Despite a concern for the cognitive overload of the 5-month condensed program, and a specification that the degree to which a student's diagnosis presents itself will impact their learning, participant 1's beliefs concerning the placement of SSENs with language disorders other than dyslexia and dysorthography was favorable to their integration into regular classrooms, which aligns with her responses in the general placement questions and the questions pertaining to specific support needs. The impact of her experience teaching the French as well as the English part of IE, which was mentioned in this section, was much more central to her rationale in the discussion regarding her responses to the suitability section of the questionnaire, which will be detailed in 4.1.3.

4.2.4 Suitability of different types of classrooms for SSENs

In the interview, only one question pertained to suitability, to avoid repetition as the participant's responses were aligned with the placement section of the questionnaire. This question targeted her rationale for responding that the IE classroom is not suitable for students with motor, visual or hearing impairments, which was a change as compared to her response in the placement section. Her explanation for this choice focused on the idea that, as she has taught both parts of the 5-month IE model, her experience with the French part tinted some of her responses. She mentioned that her concern regarding the suitability of IE for SSENs with motor, visual or hearing impairments was that it would be a significant challenge for homeroom teachers in IE to adapt to their needs, with the time constraints that IE entails. She also indicates that to properly fill these students' needs in IE, good support at the school level, specifically in the form of a special education technician (TES) who would be able help the teacher in planning and adapting the activities to the student's needs, would be instrumental.

It's mainly because of the French part. I was thinking about my French colleague who would have to teach math and English, math and French and everything, for students who can't see. It wouldn't work. They wouldn't have time to adapt their material. It's not realistic. It's not in a regular context. If so, we'd need good support from the school, to have a TES to do the adaptation of material and everything, but that wasn't even possible in the school where I worked.

Later in her response to this question, she speaks to an instance where she has observed supports given to a student who had a hearing impairment, and how having these resources available impacted her teaching.

We had some students with hearing impairment, and we had the microphone, and they had the hearing aids. I had that, but that's easy to adapt.

However, when thinking about this issue from the IE teacher's perception, her beliefs change. She mentions that the added time and freedom that comes with having 5 months to complete the regular grade 6 ESL program would allow the IE teacher to adapt to SSENs with motor, visual or hearing impairments, which would make the English part of the IE program a suitable learning environment for them. She also reiterated that this is not the case for the French part, in which the program must be completed quickly.

Because in English, it's much easier to adapt. We have a lot of time, and we have a lot of freedom, and we can do whatever we wanted, but then the French part was very a *course contre la montre* because you have 5 months to do the whole program.

Another line of thinking she developed in this part of the interview focused on the benefits of IE for SSENs. While elaborating on this idea, she remarked that a student's SENs will be present regardless of the context in which they are taught, and that those who have significant difficulties will not necessarily be more successful in the other school subjects in the regular 10-month program. However, if those same students have the opportunity to complete the IE program, they will likely have a bigger chance of success in the English half of their school year, as the increased exposure will allow them to progress in their English proficiency, which will in turn help their self-esteem.

The really, the students with a lot of difficulty, they are going to have difficulties anyway. So, even if you give them 10 months to do the program, they won't finish. So, at least, they have 5 months where they learn English and they improve their English and they have some self-esteem that evolves because they feel good at something, because they finally have the time.

As a final remark before the interview concluded, participant 1 repeated her belief that everyone is capable of learning a second language, which led to a final question about her teaching context, to clarify whether she had had students whose first language was not French, and who had English as a third or fourth language. In response to this, she stated that she has had students who fall into this category, and who were put into her ESL class after completing the *classe d'accueil* program. She commented that although these students often experience anxiety when they first enter ESL, they typically quickly progress due to their already developed language learning strategies.

Well, now we have *classes d'accueil*, and when they have *accueil*, they don't have English. So often they have, like, they spend two years in *classe accueil* when they learn French. And so French becomes their second language. And then when they're done, there are two years of *accueil* to get into their regular classes. So now they have English, and they panic because they never had it before. But then usually they have, like, good learning strategies because they just learned a new second language.

Throughout the interview, certain themes were repeated on multiple occasions, and gave insight into participant 1's beliefs about SSENs in her classroom and teaching environment in general. The three most significant themes were the impact of her experience teaching the French part of IE on her beliefs, the concern for the impact of the integration of SSENs with certain diagnoses in regular and IE classes for their non-SSENs peers, and the idea of different severity levels for some of the diagnoses listed. These themes will be detailed and connected to relevant literature in the area of study in chapter 5.

CHAPTER 5

DISCUSSION

In this chapter, the results collected from the three participants' surveys as well as the interview will be discussed to further answer the following research questions:

1. What are IE teachers' beliefs with regards to the integration of SSENs in their classrooms?
2. What factors influence IE teachers' beliefs with regards to the presence of SSENs in their classrooms?

The chapter will be divided into two sections. The first pertains to the first research question regarding the participants' beliefs about SSENs (5.1) as a group (5.1.1), when classified according to their support needs (5.1.2) and according to their diagnoses (5.1.3). The second focuses on the second research question concerning the possible causes of participant 1's beliefs in relation to SSENs in her classroom (5.2), and is divided according to four themes that emerged from the interview: additional training regarding SSENs (5.2.1), past experiences outside of AL teaching (5.2.2), the range of presentation of a diagnosis in SSENs (5.2.3) and systemic issues specific to SSENs (5.2.4).

5.1 Participants' beliefs regarding the integration of SSENs in their classrooms

The participants' beliefs regarding SSENs in their ESL classrooms was the main focus of the survey, which was divided into three sections: difficulty level of L2 courses and IE, preferable placement for SSENs and suitability of different learning environments for SSENs. The participants' responses for most diagnoses or support needs were fairly consistent in the three main sections of the survey, with a preference for the SpEd or regular classroom recurring for the same items throughout. However, variations occurred based on the type of question, which were either general, focused on support needs or on diagnoses. This caused an inquiry into the difference in perceptions of SSENs when classified according to needs as compared to according to diagnoses, which was attributed to systemic conditions specific to SSENs following the interview with participant 1.

5.1.1 Beliefs about SSENs

When the survey questions pertained to SSENs in general, all three participants' responses were almost always in the partially agree or partially disagree columns for all three contexts mentioned (the regular

classroom, L2 and IE), which was consistent with the discrepancies between the other two types of questions of the survey. As the participants in the present study had between 10 and 20 years of teaching experience, the neutrality of their responses when SSENs are treated as a group aligns with research findings in the field of teacher cognitions in relation to SSENs, which supports that as teachers gain experience, they tend to favor a case-by-case approach more frequently (Arnett et al., 2014). Paired with the Quebec Ministry of Education' theoretical preference for a case-by-case approach in the last two decades (Ministry of Education of Quebec, 2006) despite systemic issues making the application of this approach challenging (as discussed in section 5.2.4), it is therefore hypothesised that the neutrality in their responses is an indication of this line of thinking.

5.1.2 Beliefs about SSENs when classified according to their support needs

In the questions pertaining to specific support needs, the participants' responses were generally favorable to integration into regular classrooms for all three contexts mentioned. These questions contained four items (see appendix A); "technology use (e.g. using a computer for written productions or to read texts)", "additional time", "specialized help in the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)" and "specialized help outside of the classroom (e.g. from a speech pathologist, TES, special education teacher etc.)". Additional time and technology use were the two items for which a regular classroom placement was favored the most often, while the beliefs regarding help in the classroom and help outside of the classroom were usually neutral for participant 1 and 3. Participant 2's responses showed a similar trend for the help in the classroom item but indicated a strong preference for a SpEd placement for the help outside of the classroom item. These trends suggest that the three participants were generally inclined towards inclusion for SSENs with the listed support needs, which is coherent with participant 1's interview data (as discussed in section 5.2). As participant 2 was not interviewed, it is impossible to confirm the cause of her distinct perception of SSENs needing help outside of the classroom. However, hypotheses including her past experiences with SSENs with this support need, the selective nature of the program she worked in at the time of the survey, or the nature of the examples given for this item in the survey may be considered.

5.1.3 Beliefs about SSENs when classified according to their diagnoses

On the questions regarding specific diagnoses, participants' responses were mostly distributed amongst the four middle points of the Likert-scale (agree, partially agree, partially disagree, and disagree) for all three contexts. These questions contained eleven items each (see appendix A). While the other diagnoses were

mostly placed in the middle two columns, the items AD(H)D, Autism and non-language-related LD were most commonly associated with a regular classroom placement, and the behavioral and psychopathological disorders items were generally associated with a SpEd classroom placement. The diagnoses for which the regular classroom was most frequently favored, AD(H)D, Autism and non-language-related LDs, are fairly common in Canada amongst children aged 0 to 14. In the 2021 Canadian Census, 16.5% of children aged 0 to 14 were reported to have *difficulties with activities of daily living*, of which 9.9% were classified as difficulties with learning, remembering, or concentrating (Statistics Canada, 2024). Data from the Centre for ADHD Awareness Canada and the Public Health Agency of Canada reported a rate of 5 to 7% for ADHD (Centre for ADHD Awareness Canada, 2024) and around 2% for Autism (Public Health Agency of Canada, 2024) in children aged 0 to 14. Additionally, new data on the prevalence of specific learning difficulties in Canada estimates that 5 to 10% of all school-aged children are affected (Société Canadienne de Pédiatrie, 2024).

In Quebec, AD(H)D and Autism diagnoses have both been found to be increasing in numbers in the last few decades; The number of children diagnosed with AD(H)D is estimated to have quadrupled in the last 20 years, going from 0.8% in 2000-2001, to 4% in 2022-2023 (*Institut National de Santé Publique du Québec*, 2024b). The number of children and young adults aged 1 to 24 diagnosed with Autism has also been increasing steadily in the last two decades, and has gone from 0.1% in 2000-2001, to 2.3% in 2022-2023 (*Institut National de Santé Publique du Québec*, 2024a). These numbers show a significant increase in the last decade alone, as in the 2014-2015 school year, approximately 1.4% of children aged 1 to 17 were diagnosed with Autism, and 1.3% of children and young adults 1 to 24 were diagnosed with AD(H)D (*Bureau d'information et d'études en santé des populations, Institut National de Santé Publique du Québec*, 2017, 2019). These important increases in the prevalence of AD(H)D and Autism in children and young adults imply that SSENs with these diagnoses are more and more present in classrooms in the province. It is therefore possible to assume they have also been increasingly common in the participants' teaching contexts. As a result, additional first-hand experience with students with these diagnoses in various classroom environments as compared to other SSENs may have been an influential factor which led to the participants' belief that they should be taught in regular classrooms.

While emotional, psychological or mental health difficulties were reported in 6.5% of responses to the 2021 census (Statistics Canada, 2024), and the 2010 National Public Health Institute inquiry into the prevalence of mental health issues in Quebec reported rates of 14% amongst children and teens (*Institut National de*

Santé Publique du Québec, 2010), specific data was not available for the two specific diagnoses of behavioral and psychopathological disorders, which represent only two of the diagnoses included in these numbers.

Despite past research evidence that SSENs' presence in regular classrooms does not impact their learning or that of other students negatively, (Bruck, 1978; Genesee, 2007; Kalambouka et al., 2007), the concern of a negative impact of SSENs' presence in regular classrooms for other students' learning is mentioned frequently in research in teacher cognitions (Clough & Nutbrown, 2004) despite a desire to include SSENs (Massé et al., 2018), and was present in the interview data. It may also explain why the support needs and diagnoses that were most frequently associated with SpEd classroom placements in the survey were those that are typically thought of as having an impact on other students, as evidenced by their definition in certain governmental documents, such as the most recent document published by the Quebec Ministry of Education regarding classification of SSENs. In this document, there is a noticeable difference in the examples used to describe how behavioral and psychopathological disorders can be observed in classrooms as compared to the other codes listed. The other codes typically focus on observable behavior characteristics, using formulations such as "major difficulties in making friends and integrating into a group" (p.21) for pervasive developmental disorders, or "extremely limited social skills and likelihood of exhibiting inappropriate behaviour" (p.13) for profound intellectual impairments. In contrast, the examples given to describe the behavior of students with severe behavioral or psychopathological disorders codes feature formulations that focus on the subjective impacts of the behavior on other people rather than impartial observable signs: "putting the physical safety of others in danger by throwing objects or in other ways" (p.12) for severe behavioral disorders, and "behaviour that can harm their physical or psychological well-being, or that of others" (p.22) for psychopathological disorders (Ministry of Education of Quebec, 2006). Although the presentation of the different codes in the Ministry's document may not have directly influenced participants' beliefs, an interesting parallel can be drawn between their beliefs and the governmental document, as they are both evidence of differences in how SSENs with these diagnoses are viewed in the education system as compared to SSENs with other administrative codes.

Despite this, more recent documents from other organizations such as school boards and teacher associations have chosen to use formulations that are more descriptive and objective in nature, aiming to target specific observable behaviors, as well as updated coding systems that include more categories and distinctions regarding the type of categories (*Centre de services scolaire des Affluents, 2024; Fédération des*

syndicats des enseignants & Centrale des syndicats du Québec, 2019). In the 2019 publication by the *Fédération des syndicats des enseignants CSQ*, a second code is presented to classify behavioral disorders that are not considered severe, which in turn contains two subcategorizations that classify the disorder as over-reactive (featuring aggressive and/or oppositional behaviors) or under-reactive (featuring passive indifferent, and/or fearful behaviors), adding nuance and precision to the classification of these SSENs. Furthermore, the descriptors used in this more recent reference document focus on the types of behaviors that can be observed rather than the impact on others and are accompanied by a list of possible causes and means to support SSENs in this category, which exhibits a more uniform way of presenting information in relation to SSENs. Still, it may be argued that the language used in the Ministry's documentation is an indication of the difference in perception of SSENs with behavioral and psychopathological disorders as compared to other SSENs and non-SSENs, and that the concern for the impact of the presence of SSENs in regular classrooms for other students present in the data of this study is linked to these perception differences, as well as to systemic issues faced by SSENs (as discussed in section 5.2.4) to some extent.

5.2 Factors influencing IE teachers' beliefs with regards to the integration of SSENs in their classrooms

The semi-structured interview with participant 1 aimed at finding possible explanations for her beliefs regarding the presence of SSENs in her classroom, especially during her time as an IE teacher. From this discussion, four main factors emerged, which allowed for a contextualization of the participant's beliefs regarding the issues surrounding the presence of SSENs in the Quebec education system, and within the IE classroom. These four factors will be detailed below.

5.2.1 Additional training regarding SSENs

One of the most significant factors influencing the participant's view of SSENs in her classroom had to do with her access to additional training on issues relating to SSENs, at two moments in her career.

The first moment mentioned occurred while she was teaching in IE and had in her group a student with a language-related LD, more specifically dyslexia. She mentioned that through a special program within her service center, this student was allowed additional time with a resource teacher outside of the classroom, as well as training sessions for their teacher to learn how to better assist them in the use of the WordQ software. She mentioned that not only did this additional training help her better support her student, but it also made her more aware of the importance of supports such as technology use for SSENs.

The second mention of the positive impact of additional training about SSENs-related issues regarded a graduate-level course the participant had followed between the completion of the survey and the interview. Although this sequence of events was not a planned aspect of the research process, it allowed for a valuable contribution to the data. In fact, participant 1 brought up the fact that her beliefs in relation to placement of SSENs with language-related LDs had changed since the completion of the survey and attributed this evolution to the course she had completed during that time, adding that her main takeaway from this experience was that anyone is capable of learning a second language. The comments that followed contained concepts likely stemming from the contents of the course she completed, including the idea of transferability of language-learning skills and learning difficulties, as well as the positive effects of reliable L1 models to justify her current beliefs leaning towards inclusion rather than SpEd placements. The finding that additional training regarding SSENs has had a significant impact on participant 1's beliefs regarding SSENs caused her to become more favorable to inclusion than she had previously been. This conclusion was also found in ample research (see for example Campbell et al., 2003; Carroll et al., 2003; Lambe & Bones, 2007 in Kormos & Nijakowska, 2017), including a study into the cognitions of teachers surrounding an online 4-week training regarding dyslexia and language teaching, where an improvement in teachers' attitudes and self-efficacy beliefs was found after the course (Kormos & Nijakowska, 2017).

5.2.2 Past experiences outside of AL teaching

The second significant factor which participant 1 named as having been influential for her beliefs regarding SSENs was her experience teaching both the ESL and the French parts of the IE program to the same students. During the years she taught in an IE program, she taught both the IE portion and the regular French program, each in a distinct five-month period. This differed from the typical format of IE, as generally an ESL teacher covers the English part, and an elementary generalist teacher covers the French part. The two then change groups according to a set schedule, which can take on many forms, but always attribute approximately half of the school year to English, and the other half to French and other subjects. She mentioned that having experienced both parts of the IE program meant that she had additional concerns in relation to its suitability for SSENs, because of the limited availability of supports for them and their teachers when completing the regular grade 6 program, and the fast-paced nature of the program.

Although the format of IE differs from FI, where all or most other subjects are taught in the target language from early elementary to the end of high school, the comments made on this topic reflect findings in a study on nine future teachers' beliefs of favorable placement for SSENs (Arnett & Mady, 2017). Through

interviews, they found that concerns for SSENs' progression on all academic topics, including French, were significant factors influencing three of the participants' preference for core French over immersion for SSENs. More specifically, they noted a concern for the difficulty level of learning other subjects through French, as well as the challenge that developing their French proficiency while focusing on other subjects represents for SSENs, indicating significant importance attributed to the demands of the two programs in the decision-making process.

This same concern was present in the present study's interview data, where participant 1's main concern for SSENs was the cognitive overload that may occur due to the rhythm at which the content must be taught in the French part of IE to complete a 10-month program in 5 months. However, she mediated this remark with the idea that a student who struggles to complete the program in 5 months would not necessarily be more successful if allowed 10 months, but that having the chance to enter IE could give them an opportunity to fill the gaps in their learning acquired throughout the first five years of elementary school and gain better self-esteem through this success. This finding was also included in past research on a French intensive program in Newfoundland, where data regarding SSENs following the program in four different schools were collected through interviews with 19 staff members (Joy & Murphy, 2012). These stakeholders reported ample benefits of the intensive French program for SSENs, including better motivation, confidence, and attitude as well as a higher comfort-level in class. They also reported an improvement in students' self-esteem, and a decrease in frustration, anxiety, and negative behavior. Participant 1's beliefs about the positive impacts of IE on SSENs, which were influenced by her completion of additional training, were therefore supported by research.

The time constraint that comes with teaching the French part of IE was at the heart of her comment regarding the challenge it represents to teach SSENs in this context. More specifically, she mentioned that it would make it more difficult for a teacher to adapt their teaching methods and materials to a student with "very special needs", implying students who need more significant supports as compared to their peers, such as SSENs with motor, visual or hearing impairments. She added that to be given the proper resources, such as help from support staff to adapt the materials and give additional support to the student, or technological tools tailored to their needs, would resolve this issue. This comment raised an issue which will be detailed further in this chapter (see section 5.2.4) and is centered not around the characteristics of SSENs or their teachers, but rather stems from the system in which these two groups of people interact.

5.2.3 Range of presentation of a diagnosis in SSENs

Comments concerning the severity level of various diagnoses were fairly common in participant 1's interview responses. This reoccurring theme's presence was not surprising, as many of the codes used in the Quebec education system at the provincial and local levels to allocate support and resources to SSENs and to determine their placement contain adjectives relating to severity (*Centre de services scolaire des Affluents, 2024; Fédération des syndicats des enseignants & Centrale des syndicats du Québec, 2019; Gouvernement du Québec & Ministère de l'éducation, 2007*). Regarding the interview, participant 1's comments about the severity level of students' SENs added nuance to her survey responses and indicated that she placed more importance on the severity label of certain diagnoses than on the category of diagnosis itself, indicating that the trends in her responses may have been more defined had this dimension been added to the survey's diagnosis items. This further supports the need for a case-by-case approach for SSENs, as the variations in the presentation of a diagnosis makes it an unreliable tool on its own to accurately determine a student's needs, strengths and challenges. Additionally, this line of thinking led her to discuss the lack of accessibility to the diagnostic process she noticed in her time as a teacher in the Quebec education system, which will be detailed in the next section.

5.2.4 Systemic issues specific to SSENs

The last theme which transpired from participant 1's interview was the array of systemic issues faced by SSENs in the Quebec education system, as was detailed in ample studies previously across Canada in AL classrooms specifically (see for example Arnett & Mady, 2018; Cobb, 2015; Genesee, 2007; Mady & Arnett, 2009; Mady & Black, 2012; Wise, 2011) as well as in schools in general (see for example Law et al., 1999; Stephens et al., 2015; Yantzi et al., 2010). In the present study, the main issues mentioned by participant 1 included the lack of accessibility of the diagnostic process, which is exacerbated for students with less visible struggles, as well as the lack of resources, training, and time that teachers must compose with, despite their desire to adapt their teaching practices and materials to SSENs.

Regarding the first issue, she pointed to the lack of trained professionals who can diagnose SENs as a cause and mentioned that priority is usually given to those whose SENs are more visible and severe. As a result, students whose needs do not impact others' learning, or who show lesser signs of struggle may have to wait until the end of elementary school to access the formal diagnosis process.

Similar findings were reported in a study on families of SSENs' experience with the diagnostic process within the Quebec education system (Rivard et al., 2021). The longitudinal study comprised of 259 families of SSENs who accessed an Autism or intellectual disability diagnosis before they were recruited to complete a questionnaire regarding their experience with the diagnostic process. The research team found that the average wait time between the first concerns regarding the child's development and the formal diagnosis was of 26 months with a mean wait time of 48 months, during which less than 25% of families received support or intervention services.

The accessibility and efficiency issues presented in Rivard et al. (2021) align with the compensatory measures observed by the present study's participant 1. When elaborating on the diagnosis process in her interview, she mentioned that schools in which she has taught have developed a system to ensure that SSENs are supported as soon as possible, rather than waiting years for them to have a formal diagnosis to allow them support. This typically entails the implementation of an IEP, as well as periodic meetings with various stakeholders to adjust supports as needed. However, this kind of compensatory measure is generally only available to SSENs while they are in elementary school, and many will see their supports removed once their case is reviewed when they enter high school.

While the described approach with SSENs whose needs are less visible focuses on providing them with support so they may stay in regular classrooms, the reported procedures regarding SSENs whose challenges are more visible and possibly impact other students lean towards exclusion. In fact, the interview participant mentioned that priority in the diagnostic process is typically given to SSENs with the goal of placing them in SpEd classrooms, to alleviate the burden on the regular classroom teacher and students. While this statement is loaded, it is aligned with ample research findings of the still-present concerns for SSENs and non-SSENs learning outcomes and needs (Arnett et al., 2014; Arnett & Mady, 2017, 2018, 2019; Mady & Arnett, 2009; Wise, 2011), as well as of the exclusionary measures frequently faced by SSENs in education (Genesee, 2007; Mady & Arnett, 2009; Nic Aindriú, 2022), both of which are exacerbated in increased exposure AL programs. Paired with the aforementioned comment regarding the lack of support and resources available for teachers that would allow them to adapt their teaching methods and materials to SSENs, this statement is considered a symptom of the current systemic issues in the Quebec education system regarding SSENs, rather than an unwillingness of the participant to adapt to SSENs.

The second issue mentioned by the interview participant, which concerns the lack of support given to SSENs as well as their teachers has been explored in research in Canadian education systems through various angles (see for example Arnett & Mady, 2010, 2018; Mady & Arnett, 2009; Mady & Black, 2012; Wise, 2011), including accessibility relating to transport to and from school (Buliung et al., 2021), playgrounds (Yantzi et al., 2010) and school buildings (Law et al., 1999; Stephens et al., 2015), which has been reported on for decades. The ample studies on the subject showed that SSENs with motor, visual or hearing impairments frequently face accessibility issues which may hinder their educational experience. This long-lasting situation, paired with accessibility issues related to increased exposure AL programs for all SSENs (Mady & Arnett, 2009; Mady & Black, 2012; Wise, 2011) may therefore have impacted participant 1's beliefs in relation to the placement of SSENs with the aforementioned diagnoses in IE, as a lack of resources to support these students is a common reality in Canada.

Additionally, participant 1's comments regarding the positive impact of the additional training she completed on her beliefs and practices indicates a concordance with past research into the effects of additional training on teachers of SSENs (Kormos & Nijakowska, 2017). More precisely, her comments regarding the support she received through a special program for students with dyslexia demonstrated an increase in self-efficacy, and aligned with findings relating to the benefits of e-inclusion practices in other increased exposure programs (Pellerin, 2013).

She also mentioned having gained a more positive outlook on SSENs with language-related LDs, following the completion of a graduate-level course on the topic. This finding aligns with previous research, which was used as a guide for the creation of the survey in the present study (Kormos & Nijakowska, 2017). This prior research on teacher cognitions following an online course regarding students with dyslexia reported more positive attitudes and self-confidence, as well as less concerns in their participants after the completion of the course. It also suggested that non-SpEd trained teachers, who may face low self-efficacy in relation to supporting SSENs in their classrooms (Selvachandran et al., 2022) have a lot to gain from completing additional training on the topic, and have shown a desire to do so (Kormos & Nijakowska, 2017). When paired with findings on the perceptions of over 200 education graduates regarding whether their training has prepared them for the realities of teaching, which suggested new graduates do not feel fully prepared to enter the workforce (Dufour et al., 2021), the need for additional training for teachers, especially regarding SSENs, which are a growing population (Statistics Canada, 2024), is evident.

In sum, the findings in the present study reflected or elaborated on findings from previous research into teacher cognitions (Clough & Nutbrown, 2004; Dufour et al., 2021), SSENs (see for example Arnett & Mady, 2017, 2018, 2019; Kormos & Nijakowska, 2017; Nic Aindriú, 2022; Pellerin, 2013; Rivard et al., 2021) and IE classrooms (Imperiale, 2014). The general preference for a SpEd placement for the listed diagnoses and for a regular classroom placement for the support needs, along with most other findings, was attributed to the systemic issues faced by SSENs on a regular basis in education systems, as evidenced by ample research going back decades (see for example Law et al., 1999; Mady & Black, 2012; Stephens et al., 2015; Wise, 2011; Yantzi et al., 2010). Additionally, the positive impacts of additional training noted by participant 1 on her beliefs and practices in relation to SSENs highlights the importance of supplying teachers and other educational stakeholders with the appropriate resources and support, which will allow them to help alleviate the weight of systemic issues on SSENs.

CHAPTER 6

CONCLUSION

The main objective of this research was to observe IE teachers' cognitions in relation to SSENs in their classrooms, and more specifically to explore their beliefs as well as the reasoning behind them. To our knowledge, this is one of two studies focusing on SSENs in IE programs in Quebec, and the first inquiry into teachers' cognitions in this context.

Through an online survey and a semi-structured interview, the beliefs of three IE teachers regarding SSENs were explored. The survey touched on the participants' beliefs regarding the difficulty level of various L2 courses, the preferable placement for SSENs, and the suitability of various learning environments for SSENs. The survey responses were analysed per participant and compared to observe trends. A few months after the completion of the survey, one of the participants was interviewed to gain a better understanding of the reasons for her responses to the survey. This represented a change in the planned structure of the project and was done to account for the low number of responses the survey had collected despite multiple recruitment methods used. The interview data was organised according to the three sections of the survey and connected to the survey data through a thematic analysis.

6.1 Findings

The main findings for the first data collection instrument include a marked difference in the participants' responses based on the topic of the question, with a preference for neutrality on general questions, for the regular classroom when SSENs were classified according to their support needs and for the SpEd classroom when classified based on their diagnoses. This trend was found after the comparison of the participants' responses for each section of the survey was completed and showed little to no change for most support needs or diagnosis items between the sections.

This finding was attributed to the accessibility issues faced by SSENs in the diagnostic process within the Quebec education system following the interview with participant 1. Her explanation regarding the attribution of priority within the diagnostic process had to do with the visibility of a SSEN's challenges and the extent of the impact of their needs on others. This suggested that the variations in beliefs when SSENs are classified according to their needs as compared to their diagnoses is potentially due to the fact that often only SSENs with visible needs that impact others are diagnosed quickly in their elementary school

journey, while others with less visible struggles are attributed an IEP and support measures while they wait to access a diagnosis. SSENs who have diagnoses are therefore the more obvious cases and are viewed as having more severe needs than others who are waiting for the same diagnosis.

The second significant findings for the interview concern the impact of additional training regarding SSENs, past experiences outside of AL teaching, the range of presentations of a diagnosis and the systemic issues faced by SSENs on IE teachers' beliefs. The interview participant's additional training regarding SSENs was accessed through a special program in her service centre for which one of her students with SENs was selected, and through a local university. She reported following a graduate-level course on SSENs with language-related LDs between the completion of the survey and the interview, and noticed a change in her beliefs, which had evolved to favor inclusion more strongly.

Her experience teaching both the French and the English parts of IE was frequently mentioned in the interview as an influential factor for her beliefs. This raised concerns regarding the fast-paced nature of the French part of the IE program, which were mediated by her knowledge that the additional time and exposure to English in the other part of the school year typically has positive effects on students, some of which are increased for SSENs. Although these beliefs are not new findings, the fact that they are held by the same professional is a testament to how complex and seldom contradicting the field of teacher cognition can be.

Comments regarding the differences between SSENs with the same diagnosis at various severity levels was recurrent in the interview, and reflected the language used in governmental policy regarding the classification of SSENs. This correspondence was not surprising, as the interview participant has been trained in Quebec, and has been teaching in the local education system for approximately 10 years. Finally, the most significant factor influencing the participant's beliefs regarding SSENs in the interview data concerns the various systemic accessibility issues faced by SSENs in the Quebec education system.

The lack of accessibility to the diagnostic process and to appropriate resources for SSENs and their teachers were raised as factors impacting the practices and beliefs in relation to SSENs. As a result, although teachers and other educational stakeholders have a desire to adapt their teaching environments for SSENs, they remain a group with significantly lower graduation rates as their non-SSENs peers (Government of Canada, 2014, 2015) due to them facing SSENs-specific systemic hurdles.

6.2 Limitations

The present study contains various limits that must be acknowledged. The number of participants who responded to the survey limits the possible generalizations that can be made from the presented findings. Although there were some strong similarities in the three participants' responses, a wider range of IE teachers would have needed to participate for the trends to be generalizable to the IE teacher population.

Additionally, while the three participants taught in different administrative regions and service centres, a wider sample of participants from more regions, in rural and urban areas, would be necessary to find conclusions which could be applied to IE teachers across the province. A greater variation in the number of years of experience of the participants could have also presented with interesting findings, as beliefs have been shown to be heavily influenced by past experiences (Arnett et al., 2014; Arnett & Mady, 2017, 2018, 2019).

Furthermore, despite the valuable information extracted from the interview with participant 1, it is impossible to know whether her reasons for responding to the survey in the way she did may be applied to the other survey participants, without conducting interviews with all three.

The survey used was inspired by a data collection tool used in previous research by a team composed of experienced researchers (Kormos & Nijakowska, 2017) and the adaptations to the current contexts were informed by other relevant research in the field (Arnett et al., 2014; Arnett & Mady, 2017, 2018, 2019). However, this study used a new data collection tool which had only been piloted with a handful of graduate students and teachers. The novelty of the instrument is likely a cause of the confusion in the placement section mentioned by participant 1, which may not have been caught had she not been interviewed. The change in the question pattern when it came to the IE subsection, which caused her to misread the question and give answers opposite to her beliefs on the topic, could possibly have been avoided had the questionnaire been piloted by a larger number of people.

Moreover, the choice not to include severity level qualifiers in the diagnostic items of the questionnaire is a limit. Although severity level qualifiers were omitted to reduce the number of items and therefore the length of the questionnaire, it prevented the observation of whether the variation in beliefs about the same diagnosis with a different severity level mentioned by the interview participant was also present in the other two participants' beliefs.

6.3 Future research

This study allowed a better understanding of three IE teachers' beliefs in relation to SSENs in their classrooms. However, the lack of research in the field of SSENs in IE classrooms, paired with the lack of research on IE teacher cognitions indicates that the intersection of these two fields should be explored further.

Based on the themes that emerged from the current study, future research in this area could take on many forms. One possibility would be to aim to survey a wider audience of IE teachers across the province, through different channels than were taken in the present study, to find generalizable conclusions. However, a case study approach surveying a few participants before and after they follow additional training regarding SSENs, complete with an interview component, could also potentially yield valuable results. By using a similar methodology with a more significant number of participants, a comparison could be made with this study's participant to observe whether the reasonings mentioned in relation to her beliefs are common occurrences amongst IE teachers in the Quebec French education system. The impact of additional training regarding SSENs could also be observed, allowing researchers to determine whether an increase in theoretical knowledge can be associated with a more marked preference for inclusion in other participants as well.

In a future study where the survey would be reused, a few adjustments should be made, especially to prevent the confusion raised by participant 1 regarding the change in pattern in the placement section. This could be achieved by adding a contradicting statement in the IE section, suggesting SSENs should be placed in regular grade 6 classes over IE, or by reorganising the questions in this section. A more detailed piloting phase would also likely reveal possible improvements, and lead to a better data collection instrument. Furthermore, the addition of severity level qualifiers for the diagnostic items should be considered, with the objective of yielding more marked results. Future researchers should however be mindful of the length and the timing of the distribution of the survey, which might have had a role to play in the low number of respondents to the current study.

Due to the variations in the types, names and number of codes used across the province to classify SSENs, the possibility of creating different versions of the questionnaire to feature the diagnostic codes used in the local service centre could also be considered. This would help further tailor the language of research to the language used in the field, and potentially encourage participation.

It is our hope that this study will encourage researchers in the adjoining fields to explore the intersection of SSENs, IE and teacher cognitions, as it is an area of research that offers a significant research potential.

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APENDIX A
SURVEY STRUCTURE



Section A: Consent

A1. Project objectives

We invite you to participate in a research project. Its aim is to collect data on the perceptions of ESL teachers in an intensive English program with regard to special needs students. The aim will also be to observe whether, and to what extent, the optional or compulsory status of the intensive English program in which the participants teach has an impact on their perceptions.

If you agree to participate

We'll be asking you to complete this online questionnaire, comprising around 40 multiple-choice or Likert scale questions (e.g. "Special needs students should be placed in regular classes", "totally agree", "tend to agree", "tend to disagree", "totally disagree"). The questionnaire will be available online for two months. It will take approximately 25 minutes to complete.

Right of withdrawal

You are always free to stop participating in the project, without having to justify your decision. If you wish to do so, simply contact us at st-laurent.marie-eve.5@courrier.uqam.ca. We will destroy all your information unless you explicitly authorize us to keep it.

Please note that we will only be able to use your answers to the questionnaires if you answer more than 50% of the questions.

Confidentiality

Your information is confidential. All identifying information will be replaced by a pseudonym assigned to you.

Only with your consent may we contact you to inform you that the data resulting from the research will be published in the form of a memoir and/or an article (see Participant Consent section).

Contacts

If you need more information to make a decision, you can contact the project manager, Marie-Ève St-Laurent, at 514-773-3752, st-laurent.marie-eve.5@courrier.uqam.ca.



A2. Participant consent

I have read this form. If necessary, I have had the opportunity to ask a member of the research team questions and to reflect before making my decision.

By clicking I agree, I voluntarily agree to participate in the project.

By agreeing to participate, I am not depriving myself of any right or recourse in the event of prejudice linked to the project.

I agree

I do not agree (exit the questionnaire)

A3. If you would like to receive a summary of the project results, please enter your e-mail address below.

A4. Other research projects

Your information may be of interest to other projects. Do you give us permission to share your information in other research projects after deleting anything that could identify you?

Yes, my data can be used in other research projects

No, my data cannot be used in other research projects

Section B: Eligibility

B1. Excluding occasional substitute teaching, are you currently teaching English as a second language (ESL) in Quebec?

Yes

No

B2. Do you currently teach in an Intensive English (IE) program in a French service center in Quebec?

Yes

No

B3. Excluding occasional substitute teaching, how many years have you been teaching IE?



B4. Have you ever taught IE?

Yes

No

B5. How many years have you taught IE?

Section C: Demographic Information

C1. Do you currently hold a valid Quebec teaching licence?

Yes

No

**C2. Are you in the process of obtaining a valid Quebec teaching licence?
(e.g., currently completing a Bachelor of Education, waiting to receive your valid teaching licence etc.)**

Yes

No

C3. How old are you?

C4. How do you identify?

Woman

Man

Non-binary

Transgender woman

Transgender man

Would rather not say

C5. What is your highest level of education?

Bachelor's degree

Master's degree



- Graduate certificate
- PhD
- Other

Other

C6. What was the focus of the program you completed? (e.g. Teaching English as a Second Language)

C7. Where did you complete this degree?

C8. In which service center (centre de services scolaires) do you currently teach?

Section D: Prior experience

D1. Excluding occasional substitute teaching, how many years have you been teaching ESL?

D2. Excluding occasional substitute teaching, in which of these contexts have you previously taught?

- IE in grade 5
- IE in grade 6
- ESL in regular elementary groups
- ESL in special education elementary groups



homeroom to regular elementary groups

homeroom or other subjects to special education elementary groups

regular ESL in high school

enriched ESL in high school

ESL to special education groups in high school

other subjects to regular groups in high school

other subjects to special education groups in high school

would rather not say

Other

Other

D3. Do you have experience working with students with special educational needs (SEENs)?

Yes

No

D4. Which role have you occupied when working with SEENs?

Homeroom teacher (in regular groups or in IE)

ESL teacher

resource teacher

special education teacher

mentor teacher

Other

Other



Section E: Current teaching context

In the following section, you will be asked questions about your current teaching context. These questions will focus on your knowledge and observations about your school. If you currently teach in more than one school, please think of the one where you spend the most time when answering school-specific questions.

E1. In your current school, do all students (with and without SSENs) have ESL classes?

Yes Uncertain No

.....

E2. In your current school, are SSENs taught ESL in a separate group from their non-SSENs peers?

Yes Uncertain No

.....

E3. Which of the following support needs will generally cause a student to be placed in a separate ESL class in your school?

- Technology use (e.g. using a computer for written productions or to read texts)
- Specialized help OUTSIDE of the classroom (e.g. from a speech pathologist, TES, special education teacher etc.)
- Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)
- Additional time

E4. Which of the following diagnoses will generally cause a student to be placed in a separate ESL class in your school?

- Behavioural disorders
- Intellectual impairments
- Motor impairments (e.g., cerebral palsy or motor dyspraxia)
- Visual or hearing impairments
- Autism
- AD(H)D
- Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)
- Psychopathological disorders (e.g., clinical disorders or personality disorders)
- Non-language-related learning difficulty (e.g., dyscalculia)
- Language-related learning difficulty (e.g., dyslexia and/or dysorthography)
- Other language disorders (e.g., verbal dyspraxia or global language delay)

E5. Which of the following support needs will generally cause a student to be excused or excluded from ESL classes in your school?

- Technology use (e.g. using a computer for written productions or to read texts)



Specialized help OUTSIDE of the classroom (e.g. from a speech pathologist, TES, special education teacher etc.)

Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)

Additional time

E6. Which of the following diagnoses will generally cause a student to be excused or excluded from ESL classes in your school?

Behavioural disorders

Intellectual impairment

Motor impairments (e.g., cerebral palsy or motor dyspraxia)

Visual or hearing impairments

Autism

AD(H)D

Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)

Psychopathological disorders (e.g., clinical disorders or personality disorders)

Non-language-related learning difficulty (e.g., dyscalculia)

Language-related learning difficulty (e.g., dyslexia and/or dysorthography)

Other language disorders (e.g., verbal dyspraxia or global language delay)

E7. Do you currently teach in a school where there is an active intensive English (IE) program?

Yes

No

E8. Do all students in your school complete the IE program?

Yes

No

E9. Which criteria are used to select students and determine eligibility? Please provide as much information as possible.

E10. Who makes the selection?

the principal(s) and/or vice-principal(s)

the previous year's classroom teacher



- the previous year's ESL teacher
- the IE teacher
- the special education teacher(s)
- the speech therapist(s)
- Other

Other

Section F: Difficulty level of L2 courses

F1. This section of the questionnaire focuses on the difficulty level of L2 courses for SSENs and non-SSENs. You will be asked to agree or disagree with the following statements.

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Learning an L2 is a significant challenge for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning an L2 is a more significant challenge for SSENs than for their non-SSENs counterparts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2. Learning an L2 is a significant challenge for SSENs with the following diagnoses:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F3. Learning an L2 is a significant challenge for SSENs with the following support needs:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for writing or reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE the classroom (e.g. from a speech pathologist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section G: Difficulty level of IE courses

G1. The following section concerns the difficulty level of IE courses specifically. You will be asked to agree or disagree with the following statements.

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Intensive English (IE) is a significant challenge for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensive English (IE) is a more significant challenge for SSENs than for their non-SSENs counterparts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G2. Intensive English (IE) is a significant challenge for SSENs with the following support needs:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech pathologist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G3. Intensive English (IE) is a significant challenge for SSENs with the following diagnoses:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section H: Placement - Regular Classrooms

This section of the questionnaire focuses on the type of environment in which you believe SSENs should be placed. It concerns education and classrooms in general, regardless of the age or the school subject. The term regular classroom (sometimes called classe ordinaire), is used to refer to classrooms where students of the same age are taught the standard curriculum through pedagogical methods designed for the majority of students (Office québécois de la langue française (OQLF), 1998).

H1. In this section, you will be asked to agree or disagree with the following statements about placement.

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
SSENs should be placed in SpEd classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SSENs should be placed in REGULAR classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H2. SSENs with the following support needs should be placed in SpED classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech therapist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



H3. SSENs with the following support needs should be placed in REGULAR classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech therapist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H4. SSENs with the following diagnoses should be placed in SPED classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H5. SSENs with the following diagnoses should be placed in REGULAR classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section I: Placement - L2 Classrooms

The following section concerns L2 classrooms, regardless of the age or the type of group (enriched, regular, SpEd, IE etc.).

11. SSENs with the following support needs should learn an L2 in REGULAR classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech therapist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. SSENs with the following support needs should learn an L2 in SPED classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech therapist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I3. SSENs with the following diagnoses should learn an L2 in REGULAR classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I4. SSENs with the following diagnoses should learn an L2 in SPED classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section J: Placement - Intensive English Classrooms

The following section concerns IE classrooms specifically.

J1. SSENs with the following support needs should be placed in IE classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech therapist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J2. SSENs with the following diagnoses should be placed in IE classrooms:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Section K: Suitability - Regular Classrooms

In this section of the questionnaire, the concept of suitability refers to whether certain types of classrooms are suitable learning environments for SSENs, without SSENs-specific adjustments being made.

The following section concerns education and classrooms in general, regardless of the age or the school subject. The term regular classroom (sometimes called *classe ordinaire*), is used to point to classrooms where students of the same age are taught the standard curriculum through pedagogical methods designed for the majority of students (Office québécois de la langue française (OQLF), 1998).

K1. In this section, you will be asked about what you think about the suitability of regular classrooms for different categories of students.

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
The regular classroom is a suitable learning environment for SSENs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K2. The regular classroom is a suitable learning environment for SENs with the following support needs:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech pathologist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K3. The regular classroom is a suitable learning environment for SENs with the following diagnoses:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section L: Suitability - L2 Classrooms

In this section of the questionnaire, the concept of suitability refers to whether certain types of classrooms are suitable learning environments for SSENs, without SSENs-specific adjustments being made.

The following section concerns L2 classrooms, regardless of the age or the type of group (enriched, regular, SpEd, IE etc.).

L1. In this section, you will be asked about what you think about the suitability of L2 classrooms for different categories of students.

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
The L2 classroom is a suitable learning environment for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The L2 classroom is a suitable learning environment for all SSENs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L2. The L2 classroom is a suitable learning environment for SSENs with the following support needs:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech pathologist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L3. The L2 classroom is a suitable learning environment for SSENs with the following diagnoses:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section M: Suitability - Intensive English Classrooms

In this section of the questionnaire, the concept of suitability refers to whether certain types of classrooms are suitable learning environments for SSENs, without SSENs-specific adjustments being made.

This section concerns IE classrooms specifically.

M1. In this section, you will be asked about what you think about the suitability of L2 classrooms for different categories of students.

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
The IE classroom is a suitable learning environment for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The IE classroom is a suitable learning environment for all SSENs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M2. The IE classroom is a suitable learning environment for SSENs with the following support needs:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Technology use (e.g. using a computer for written productions or to read texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help OUTSIDE of the classroom (e.g. from a speech pathologist, TES, special education teacher etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized help IN the classroom (e.g. from a special education teacher/aid, sign language interpreter etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M3. The IE classroom is a suitable learning environment for SSENs with the following diagnoses:

	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Behavioural disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly agree	Agree	Partially agree	Partially disagree	Disagree	Strongly disagree
Motor impairments (e.g., cerebral palsy or motor dyspraxia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual or hearing impairments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD(H)D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other developmental disorders (e.g., Rett's syndrome or childhood disintegrative disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychopathological disorders (e.g., clinical disorders or personality disorders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-language-related learning difficulty (e.g., dyscalculia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language-related learning difficulty (e.g., dyslexia and/or dysorthography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other language disorders (e.g., verbal dyspraxia or global language delay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

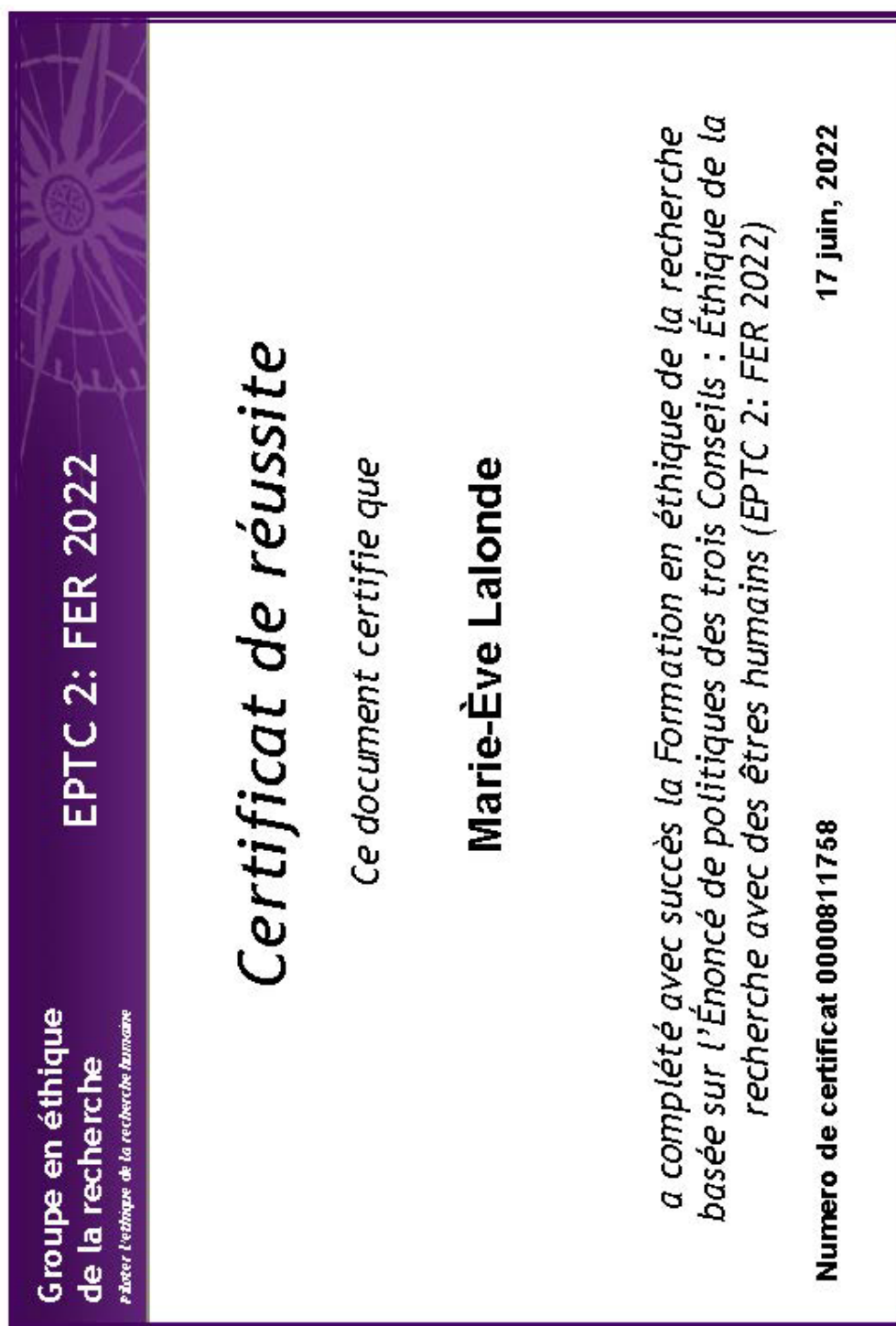
Thank you for completing our survey!

For any question, feel free to contact us by email at st-laurent.marie-eve.5@courrier.uqam.ca or by phone at 514-773-3752

APENDIX B

TRI-COUNCIL POLICY STATEMENT 2 CERTIFICATE

Note: As this certificate was acquired prior to a legal name change, it features the researcher's previous last name.



APENDIX C
CERPE ETHICS APPROVAL CERTIFICATE

Note: As this certificate was acquired prior to a legal name change, it features the researcher's previous last name.



No. de certificat : 2023-5149
Date : 2023-01-11

CERTIFICAT D'APPROBATION ÉTHIQUE

Le Comité d'éthique de la recherche pour les projets étudiants impliquant des êtres humains (CERPE plurifacultaire) a examiné le projet de recherche suivant et le juge conforme aux pratiques habituelles ainsi qu'aux normes établies par la *Politique No 54 sur l'éthique de la recherche avec des êtres humains*(2020) de l'UQAM.

- Titre du projet : **TEACHING ADDITIONAL LANGUAGE STUDENTS WITH SPECIAL EDUCATIONAL NEEDS: QUEBEC INTENSIVE ENGLISH TEACHER COGNITIONS**
- Nom de l'étudiant : **Marie-Ève Lalonde**
- Programme d'études : **Maitrise en didactique des langues**
- Direction(s) de recherche : **Philippa Bell**

Modalités d'application

Toute modification au protocole de recherche en cours de même que tout événement ou renseignement pouvant affecter l'intégrité de la recherche doivent être communiqués rapidement au comité.

La suspension ou la cessation du protocole, temporaire ou définitive, doit être communiquée au comité dans les meilleurs délais.

Le présent certificat est valide pour une durée d'un an à partir de la date d'émission. Au terme de ce délai, un rapport d'avancement de projet doit être soumis au comité, en guise de rapport final si le projet est réalisé en moins d'un an, et en guise de rapport annuel pour le projet se poursuivant sur plus d'une année au plus tard un mois avant la date d'échéance (**2024-01-11**) de votre certificat. Dans ce dernier cas, le rapport annuel permettra au comité de se prononcer sur le renouvellement du certificat d'approbation éthique.

Élise Ducharme
Pour **Caroline Coulombe**,
Vice-Présidente CERPÉ plurifacultaire et Professeur titulaire, Département de management

A handwritten signature in blue ink, appearing to read 'Elise Ducharme'.

Signé le 2023-01-11 à 09:48