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ESCUELA DE EDUCACIÓN:

**CARRERA DE
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

RESEARCH REPORT

**A DIDACTIC STRATEGY TO INCLUDE STUDENTS WITH
AUTISM SPECTRUM DISORDER (ASD) IN THE ENGLISH CLASS**

INFORME DE INVESTIGACIÓN:

**ESTRATEGIA DIDÁCTICA PARA INCLUIR ESTUDIANTES CON
TRANSTORNO DEL ESPECTRO AUTISTA EN LA CLASE DE
INGLÉS**

PREVIO AL TÍTULO ACADÉMICO DE:

LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS

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DIVERSITY AND INCLUSIVE EDUCATION

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CERTIFICADO DEL DIRECTOR

Yo, PhD. Haydeé Ramirez Lozada, en calidad de directora de esta tesis certifico haber revisado que el trabajo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del tribunal al trabajo de grado.

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STATEMENT BY THE AUTHOR

I, Joleidy Jordana Ortiz Plaza, affirm that the investigation in the present research is unique, authentic, and personal.

The content of this research is a legitimate legal and academic responsibility of the author and PUCE Esmeraldas.

Joleidy Jordana Ortiz Plaza

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DEDICATION

I dedicate this work to the English teachers of PUCESE and to all educators who are motivated and determined to transform education by breaking barriers and promoting equality and inclusive education.

ACKNOWLEDGEMENT

First. I want to express my deepest gratitude to my lovely father Jehovah God, who has been my guide, my strength, and my foundation. Throughout my life and studies, he has taught me invaluable lessons like love, patience, and wisdom. His support has given me the strength to work hard, remain honest, and persevere, which has been essential in reaching this milestone.

To my parents, I cannot thank you enough for always being there for me, supporting me, encouraging me, and believing in me, even in the most challenging moments. You have been my greatest inspiration, and this achievement is just as much yours as it is mine because of all the love, effort, and sacrifices you have made.

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ABSTRACT

To propose a didactic strategy for including students with Autism Spectrum Disorder (ASD) in English classes in the province of Esmeraldas, a mixed-methods research approach was done. This study combined qualitative and quantitative methods with a descriptive focus. The research involved 20 teachers from different institutions, using techniques such as document analysis and synthetic review, along with surveys for data collection. The results revealed significant challenges in education, particularly in learning a second language such as English. Teachers often lack the preparation and resources needed to effectively support by teaching those students. However, despite these limitations, teachers make every effort to promote the inclusion of these students in the classroom. Regarding the preferences of students with ASD, it has been observed that they often prefer to work individually when completing activities. The implementation of innovative pedagogical approaches, adapted to their needs, can improve their learning outcomes, with collaborative work in groups and pairs, as well as the use of audiovisual aids and technological tools, standing out. Based on the diagnosis, a didactic strategy was design, incorporating the main phases of reading, writing, listening, and speaking, along with their respective activities and actions.

Keywords: Autism spectrum disorder (ASD), Inclusion, English Language Learning, Didactic strategy, diversity.

RESUMEN

Para proponer una estrategia didáctica para la inclusión de estudiantes con Trastorno del Espectro Autista (TEA) en las clases de inglés de la provincia de Esmeraldas, se realizó una investigación con métodos mixtos. Este estudio combinó métodos cualitativos y cuantitativos con un enfoque descriptivo. En la investigación participaron 20 docentes de diferentes instituciones, utilizando técnicas como análisis de documentos y revisión sintética, junto con encuestas para la recolección de datos. Los resultados revelaron desafíos importantes en la educación, particularmente en el aprendizaje de un segundo idioma como el inglés. Los profesores a menudo carecen de la preparación y los recursos necesarios para apoyar eficazmente la enseñanza a esos estudiantes. Sin embargo, a pesar de estas limitaciones, los docentes hacen todos los esfuerzos posibles para promover la inclusión de estos estudiantes en las aulas. En cuanto a las preferencias de los estudiantes con TEA, se ha observado que muchas veces prefieren trabajar de forma individual a la hora de realizar las actividades. La implementación de enfoques pedagógicos innovadores, adaptados a sus necesidades, puede mejorar sus resultados de aprendizaje, destacándose el trabajo colaborativo en grupos y parejas, así como el uso de ayudas audiovisuales y herramientas tecnológicas. A partir del diagnóstico se diseñó una estrategia didáctica incorporando las principales fases de lectura, escritura, escucha y expresión oral, junto con sus respectivas actividades y acciones.

Palabras clave: Trastorno del espectro autista, Inclusión, Aprendizaje del Idioma Inglés, estrategia didáctica, diversidad.

INTRODUCTION

Theme presentation

Inclusive education is a process aimed at addressing and meeting the diverse needs of all students through increased participation in learning, cultural environments, and communities. According to Ainscow (2002), inclusion is a set of processes aimed at eliminating or minimizing barriers that limit the learning and participation of all students. Its scope encompasses culture, policy, and practice. Everyone has the right to receive a dignified education, to learn and develop in appropriate environments that ensure meaningful learning. For example, individuals with disabilities, such as those with autism, have the full entitlement to be included in classes, especially English language classes, to adapt activities to their conditions, and to seek the necessary strategies for them to learn the language.

Inclusion in the English class involves adapting pedagogical strategies or activities and providing appropriate support to ensure that all students, including those with the disorder, can participate meaningfully in learning activities. Educators play a fundamental role in creating an inclusive environment. Understanding the individual needs of students with autism and implementing flexible pedagogical approaches is crucial for fostering academic and social success. Additionally, the involvement of parents, educators, and specialists, if necessary, it is essential to create personalized support plans for the specific needs of each child. By learning English, they develop their intellectual abilities and improve flexibility, memory, and brain function.

Problem Statement

In the different schools of the city of Esmeraldas, inclusive education is advocated for those with special educational needs (SEN) such as the condition of autism. These students, as well as others, deserve equal opportunities to learn especially the English language.

One of the main reasons why learners with autism are not included in English classes is the inadequate teacher preparation. Many teachers do not know how to carry out inclusive practices and lack knowledge about inclusion and autism, which makes it challenging for them to adapt teaching strategies and create an inclusive environment. Without sufficient training, educators may feel insecure about attending to the specific needs of these students, resulting in their exclusion and a less equitable and effective educational experience. Over time, this could bring about grave concerns: students would show limited progress in the language, and teachers would fail to fulfill their duty to teach effectively. Consequently, educators may experience stress and frustration, even to the point of resigning.

Another issue is the lack of motivation among students who participate in classes and learn the language in the classroom. These learners may not feel inspired to voluntarily engage in questions presented by the teacher, limiting their involvement in the learning process. Additionally, during group activities, such as role plays and games, they may experience sensory sensitivities, such as hearing unfamiliar sounds, which make them feel overwhelmed and uncomfortable. All these challenges affect their motivation to engage in English learning activities. In the long term, this can lead to a poor self-perception, believing that they will not be able to learn a language, resulting in low proficiency in the foreign language.

Lastly, and not least importantly, there is a lack of parental support. In this case, parents may be unaware of the situation and inattentive to their children, or they may not recognize the importance of learning a foreign language. This would have a negative effect, as the students would rely solely on the support of institutions and teachers, and they could have with limited exposure to the language in their home environment, which would impede their progress in acquiring English language skills. As a result of these issues the following question emerges:

Which didactic strategy may be useful to include students with autism in the English class?

Justification

Inclusion in the English language teaching and learning process is of utmost importance due to the many benefits it brings to students and the overall educational environment. For example, in the diversity of learning styles, it allows for adapting strategies to meet the individual needs of the student, access to adapted resources, development of essential qualities such as empathy and tolerance, and not least, the preparation for global citizenship.

Given these factors, the aim of this project is to develop various activities aimed at integrating students with autism into the English classroom. These activities will serve to facilitate their learning and acquisition of language skills for future application. It has been noted that several factors contribute to the exclusion of these students. One such factor is the lack of training among teachers; some are unfamiliar with how to implement inclusive practices or understand autism spectrum disorders. Additionally, students' lack of motivation is evident, as they often feel uncomfortable and overwhelmed in the classroom. Lastly, and no less significant, is the tendency of teachers to overlook the specific needs of students with autism, failing to provide adequate activities and instead restricting their engagement to paper-based exercises.

This study aimed to design this didactic strategy for meaningful teaching and learning for these special students, to make them feel comfortable, each of them contributing to a more inclusive and effective educational environment, addressing diverse learning needs by implementing tailored activities, fostering participation and engagement such as using social stories and role-playing. By adding structured and predictable teaching methods, utilizing technology-based materials, incorporating grammar, vocabulary, etc. Similarly, strategies to enhance academic performance will be integrated, including continuous assessment and initiatives that promote inclusion and acceptance. The goal is to maximize the potential of these students and ensure they have a comprehensive and inclusive learning experience, and these strategies benefit not only students with autism but also contribute to creating a more inclusive and effective education environment for all students.

OBJECTIVES

General objective

- To design a didactic strategy to promote the inclusion of students with autism spectrum disorder (ASD) in the English class.

Specific Objectives

- To identify the main characteristics and needs of students with autism Spectrum Disorder (ASD) relevant to their inclusion in the English class.
- To determine the instructional adaptations needed in activities to support the learning of students with ASD.
- To plan the main stages, actions, and procedures required for the implementation of a didactic strategy.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Scientific Theoretical Foundation

1.1.1 What is Inclusion?

Inclusion means considering all students, including those with disabilities and regular students in education, starting in classrooms and extending to extracurricular, social, and support activities. It is a practice that encompasses both pedagogical and legal aspects.

According to UNESCO (2005), inclusion is the process of adjusting and meeting student needs through increased participation in learning, culture, and communities, leading to the reduction of exclusion in education. This involves changes and modifications in content, approaches, structures, and strategies, as a shared vision that includes all children, adolescents, and adults according to the appropriate age group and the belief that it is the responsibility of the general system to educate all children.

1.1.1.2 Inclusive Education

An education system that includes all students welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools. (UNICEF, 2017)

Inclusive education benefits not only students with ASD but also their peers and educators. For children with ASD, it provides access to a diverse range of learning experiences and fosters social interactions that are critical for their development. For their peers, inclusion promotes empathy, understanding, and acceptance of diversity. Educators gain valuable insights into differentiated instruction and the importance of adaptability, enhancing their teaching practices.

1.1.2 What is autism?

The autism spectrum disorder is a neurological developmental condition characterized by reduced social interaction with deficits in the development of communication through both verbal and non-verbal language. It is severe in its presentation, featuring repetitive behaviors and a lack of interest.

According to Kanner (1943), autism involves an inability to form connections with others, nervousness in language ranging from mutism to the production of nonsensical narratives, and purposeless continuous movements. It exhibits chronic progression with varying degrees of impairment, functional adaptation, and performance in the areas of language and intellectual development. According to various diagnostic criteria, autism spectrum disorder has evolved, complemented, and adjusted over the years, considering the findings of previous research.

Neurological differences in individuals with ASD influence how they perceive and process the world around them. These differences can lead to heightened sensory sensitivities, unique reactions to environmental stimuli, or a strong focus on specific interest (Lord et al., 2020). While some individuals may also experience conditions like anxiety or intellectual disabilities, others demonstrate remarkable abilities in areas such as mathematics, music, memory or memory often referred to as savant (Happé & Frith, 2020).

Recent studies highlight the significance of early diagnosis and intervention. Signs such as delays language in language development, limited eye contact, and difficulties in social interaction are often noticeable in infancy or early childhood (Zwaigenbaum et al., 2015). Diagnostic tools such as the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Interview-Revised (ADI-R) have been developed to enhance accuracy in diagnosis (Lord et al., 2020).

The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR) groups conditions that were previously classified separately, such as Asperger's syndrome and Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), under the broader category of Autism Spectrum Disorder (ASD) (APA, 2022). This unified classification helps clinicians evaluate individuals using a common framework, allowing for more personalized support based on their specific needs.

While ASD presents certain challenges, it is equally important to recognize the strengths and contributions of individuals on the spectrum. A strength-based approach encourages the inclusion of neurodiverse perspectives and values the unique ways in which autistic individuals experience the world. Various educational and therapeutic methods, such as Applied Behavior Analysis (ABA), speech therapy, and occupational therapy, have been effective in enhancing functional communication and adaptive skills (Howlin et al., 2015).

1.1.2.1 Characteristics of students with Autism Spectrum Disorder

There are diverse types that derive from autism, but to be able to recognize it, here are some characteristics.

- Hyperactive, impulsive, and inattentive behavior
- Unusual eating and sleeping habits.
- Lack of fear or more fear than expected.
- Delayed language and movement skills
- Avoid keeping eye contact.
- Repeat words and phrases.
- Follow routines.
- Unusual reactions to the way things sound, smell, taste, look or feel.
- Difficulty with Social Interaction
- Creative and thoughtful
- Enthusiastic about special interest
- Sensory
- Visual thinkers

1.1.2.2 Inclusion of Children with Autism Spectrum disorder (ASD)

Integrating children with Autism Spectrum Disorder (ASD) into the educational system is essential for promoting equitable learning. Inclusion allows all students, regardless of their abilities, to learn alongside their peers, fostering a diverse and accessible educational environment. This approach supports key principles such as diversity, equality, and universal access to education.

Although the benefits of inclusion are widely recognized, implementing it effectively can be challenging, especially for children with ASD. Their unique needs require tailored support and strategies to ensure meaningful participation in the classroom.

1.1.3 What is a strategy?

According to Weinstein and Mayer (1986)

“Learning strategies can be defined as behaviors and thoughts that a learner employs during the learning process with the intention of influencing their encoding process.” (Weinstein and Mayer, 1986, p.315-327).

It refers to specific approaches or methods employed by educators with the aim of facilitating the learning process for students. These strategies encompass various techniques, resources, and practices designed to enhance understanding and retention of information. Common teaching strategies may include the use of multimedia resources, the implementation of interactive methods, the promotion of critical thinking, and the customization of teaching to meet the individual needs of students.

1.1.4 What is Didactic?

Medina (2003) defines didactics as:

A discipline of pedagogical nature that focuses on the teachings goals and compromise with the aim of better human beings through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process (p.7).

It defines didactics as the discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language.

1.1.4.1 Didactic strategies in language learning

A didactic strategy in language learning refers to the set of methods, techniques, and resources that teachers use to facilitate the language acquisition of a new language. These strategies aim to promote the development of communicative skills, cultural understanding, and language proficiency, integrating the four essential skills: listening comprehension, speaking, reading, and writing.

In this context, Task-Based Learning (TBL) emerges as an effective approach, where students engage in practical, contextualized activities, such as simulations or problem-solving- that mimic real-life communication situations (Ellis, 2003). Similarly, Communicative Language Teaching (CLT) emphasizes interaction as the primary means of language learning, prioritizing fluency over accuracy in the initial stages (Richards, 2006).

In addition, adapting visual, auditory, and kinesthetic resources to meet students' needs can greatly enhance the learning experience. The use of multimedia tools, educational games, and collaborative projects not only boosts motivation but also encourages active participation and critical thinking. Incorporating cultural elements into language lessons further strengthens students' intercultural competence, making communication more authentic and meaningful.

1.1.4.2 Didactic strategy implementation in students with autism

Implementing didactic strategies for students with Autism Spectrum Disorder (ASD) requires careful consideration of their unique learning profiles and individual needs. These strategies should focus on enhancing communication, social interaction, and behavioral regulation. Since autism presents in diverse ways, adopting flexible and individualized approaches is crucial for fostering essential language skills.

One effective method is incorporating visual supports, such as picture schedules or social stories, which provide clear, structured information to help students understand expectations and daily routines (Kaiser & Squires, 2006). Additionally, augmentative and alternative communication (AAC) tools can be highly beneficial, offering non-verbal students an effective way to express themselves (Schlosser & Wendt, 2008).

Another important strategy is task analysis, where complex tasks are broken down into smaller, manageable steps. This approach helps students build skills progressively and reduces frustration (Smith, 2001). Furthermore, incorporating sensory-friendly learning environments can improve focus and reduce distractions, allowing students to engage more fully in learning activities (Grandin, 2004).

1.1.5 The Sociocultural approach

Vygotsky (1986) considered that learning and knowledge acquisition occur through social interaction. The cognitive development of individuals is related to social interaction. Regarding the cultural framework of the dominant culture, it corresponds to the process of socialization. This considers the materials or tools and signs that participate in the process of social interaction and the individual's development, especially language or learning a language.

Vygotsky's sociocultural approach is based on the idea that learning and cognitive development are deeply connected to social and cultural interactions. It refers to learning that occurs when interacting with more knowledgeable individuals, such as teachers, peers, or

caregivers. Language plays a crucial role in this process, both as a tool for communication and as a means of internalizing knowledge.

1.1.5.1 The Sociocultural Approach Applied to Teaching EFL to Children with Autism

When applied to teaching English as a Foreign Language (EFL), the sociocultural Approach emphasizes the importance of social interaction and cultural context in language learning. Rooted in Vygotsky's theory, this perspective suggests that learning happens through social engagement and mediation by more experienced individuals. For students with autism, who often face difficulties in social communication, a classroom environment that encourages collaboration with peers and teachers can support both language development and social growth (Vygotsky, 1978).

Integrating culturally relevant materials and contexts into EFL lessons can further enhance engagement for students with ASD. Activities such as storytelling, role-playing, and cultural exploration allow students to connect language learning with real-world experiences. This contextual learning not only strengthens language skills but also promotes cultural competence, which can be especially helpful for students with autism who may find abstract concepts challenging (Swain, 2006).

1.1.6 The Zone of Proximal Development

Vygotsky (1978) defined the Zone of the proximal development as

“The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through the solving under adult guidance or in a collaboration with more capable peer” (p.86).

The assistance suggested by this theory will be provided by the teacher using the proposed teaching strategy, which will facilitate the learning process of students who suffer from ASD. This will allow the students' learning to be meaningful and effective.

1.1.7 Collaborative learning

Smith (1991) defined collaborative learning as an instructional approach where students work together in small groups to achieve common goals and objectives.

It focuses on the interaction and collaboration among students to collectively construct and share knowledge. Through collaboration, learners develop critical thinking skills, improve their problem-solving abilities, and establish a sense of responsibility for their own learning and that of their peers. In addition, this approach fosters communication and teamwork, essential skills in both the academic setting and the real world.

1.1.8 Humanistic Theory

Freire (1970) Describes humanizing pedagogy as an educational approach in which it is no longer seen as a means for teachers to manipulate students but rather reflects the consciousness of the students themselves.

This approach emphasizes the human potential for growth, self-realization, and self-exploration, it seeks to meet individual needs in meaningful learning, active participation, interpersonal relationships, etc. This approach moves away from rigid, one-size-fits-all educational models and instead promotes an inclusive, student-centered learning environment where differences are recognized and valued. For students with ASD, who often experience difficulties with social interaction, communication, and sensory processing, humanizing pedagogy ensures that their unique learning needs are met through personalized approaches. By emphasizing dialogue, active participation, and meaningful learning, this approach encourages the use of visual support, structured routines, and alternative communication methods tailored to their cognitive and sensory preferences.

Additionally, it promotes emotional well-being by creating a supportive classroom environment where autistic students feel safe, respected, and able to express themselves.

1.1.8.1 Education for Children with Autism from a Humanistic framework

From a humanistic perspective, it emphasizes the importance of recognizing each child's intrinsic value, potential, and individuality. This approach focuses on creating a supportive and empathetic learning environment that nurtures emotional well-being, self-esteem, and personal growth. Educators are encouraged to view students holistically, considering their emotional, social, and cognitive needs, and to foster a sense of belonging and acceptance in the classroom. By prioritizing positive relationships, active listening, and personalized learning strategies, the humanistic approach aims to empower children with autism, helping them build self-confidence and develop their unique strengths and abilities (Rogers, 1961). This approach supports the idea that all children, regardless of their challenges, are capable of learning and should be given opportunities to reach their full potential in a compassionate and non-judgmental environment.

1.1.9 The Progressive Critical Approach

The critical progressive approach is an educational perspective that blends elements of critical thinking and progressivism. Its aim is to promote not only the acquisition of knowledge but also the development of critical thinking skills, social awareness, and active participation in society.

According to Dewey (1986), a contributor to this approach, he emphasizes the active participation of the student and the relevance of knowledge in real-world contexts.

1.1.10 Educational Innovation

According to Barraza (2007), educational innovation is synonymous with technological innovation in education. It is the procedure that requires the selection, organization, and creative use of elements associated with institutional management, the curriculum, and teaching, as it usually responds to a need or problem that requires a comprehensive response. In this process, a problem-solving-centered model must be followed, involving a set of actions that must be carried out in a planned, systematic, and structured manner in order to achieve long-term change and be considered an improvement of the existing situation.

1.2 Antecedents

As a first study Bhattacharya et al. (2015) carried out an investigation titled a “Designing Motion-Based Activities to Engage Students with Autism in Classroom Settings.” The objective of the study was to explore the impact of motion-based activities on students' behaviors, as well as how playful gaming activities affected students' engagement, peer-directed social behaviors, and social motor skills. The results highlighted the benefits of interactive technologies for students with autism, extending beyond didactic instruction to create more naturalistic social contexts. Additionally, these activities supported peer interaction.

As a second study Giraldo and Ramos (2021) investigated entitled “Teaching English Online to Students with Autism Spectrum Disorder and Down Syndrome during COVID-19 in Colombia.” The purpose of their study was to establish the impact of implementing an eclectic method, strategies, and techniques using approaches such as the Presentation, Practice, and Production approach (PPP), and behavior management approach on the English Language Teaching-Learning (ELL) process for ASD and DS learners. Their investigation involved methodological intervention with 17 students with autism and 13 students with Down syndrome from the Manizales school. The study included two surveys administered to parents and a researcher journal. The results revealed that: a) the combination of various approaches and

methodological strategies enhanced learning, b) the use of images and pictograms fostered memory, c) setting clear routines promoted self-regulation skills.

In the third study conducted by Lasintia M., Prihantoro P., & Ariani, D. (2021), an investigation titled “English Language Teaching Strategies for ASD (autism spectrum disorder) Students in Indonesia” was performed with the purpose of examining whether teachers apply effective strategies when teaching students with ASD. This study utilized a descriptive qualitative method, with only teachers involved as protagonists. Data was gathered through interviews and documentary analysis. The results revealed that the teacher employed three strategies: comprehension, echolalia, and communication skills enhancement using the PECS (Picture Exchange Communication System) method. Despite students having shown significant improvement in mastering vocabulary and learning from various resources such as books or the internet.

In a fourth study, Hashim, U.H., et al. (2021) conducted a research titled English as a Second Language Learning and Autism Spectrum Disorder: The Obstacles in Teaching and Learning the Language. The authors employed qualitative research design, relying on observation with field notes and interviews as the primary data collection methods. The study involved 45 learners with Autism Spectrum Disorder (ASD) from two autism centers located in an urban area of Selangor, Malaysia. The results showed that educators often struggle to customize teaching materials according to the individual preferences of students due to time constraints and a shortage of teaching staff. This highlights the challenges teachers encounter in adjusting their methods to address the specific needs of students with ASD.

In a fifth study, Brahim, G. M. (2022) conducted research titled Teaching English to Students with Autism Spectrum Disorder: Challenges and Teaching Strategies, aiming to understand the difficulties faced by EFL teachers when instructing students with ASD and to suggest appropriate teaching strategies for students with ASD integrated into mainstream classrooms. He employed an interpretivist approach and a qualitative research method, distributing a structured questionnaire to twelve English teachers at the University of El-Oued in Algeria. The

findings indicated that learners with ASD could benefit from accommodations such as the use of audiovisual aids, information and communication technologies (ICTs), and visual media. Furthermore, the use of social stories was identified as an effective tool for helping students to understand social situations.

In a sixth study, Prieto, G. (2023) carried out an investigation titled *Teaching Techniques to Promote the Inclusion of Students with Autism in the EFL class*. The study aimed to analyze teaching technique with the target group. As a part of the qualitative research, interviews were conducted in the Eloy Velazques Cevallos School. The results showed that teachers created a positive learning environment, and promoted values, for instance respect. Additionally, they implemented strategies like collaborative learning and group work activities, playful psychomotor exercises, including chess, twister, puzzles. Finally, the use of audiovisual resources enhanced both the knowledge of students with autism and their interaction with their classmates.

On the other hand, Robles et al. (2024) conducted research at Universidad Estatal de Milagro in Guayaquil, focusing on the use of interactive platforms to aid in teaching English as a foreign language to a high school student with Autism Spectrum Disorder (ASD). The study, which followed a qualitative approach, explored the impact of tailored tools, like visual aids and interactive activities, in overcoming communication challenges faced by students with ASD. The results showed positive changes in language development, student participation, and social interactions, suggesting that these platforms can be effective resources for inclusive education for students with ASD. The researchers emphasized the need for more studies to explore the long-term effects of such technological tools.

In the final study, Cabrera Revelo and Espinal Ramos (2024) conducted research in Esmeraldas, Ecuador, on teaching strategies for teaching English to students with autism spectrum disorder (ASD) in inclusive educational settings. The study analyzed how the application of adapted pedagogical approaches, such as the use of visual supports and multisensory activities, can improve participation and the development of language skills in these students. Through a mixed approach, the results showed that the implementation of inclusive strategies favors

communication, social interaction, and language learning in children with ASD. The authors highlighted the importance of strengthening teacher training in inclusive practices and promoting the development of accessible resources to ensure an equitable and enriching educational environments for all students.

CHAPTER II

METHODOLOGICAL FRAMEWORK

2.1 Context

This investigation was carried out in the province of Esmeraldas with the participation of teachers from different schools. There, where English is taught as a Foreign language.

2.2 Type of Research

This research followed a mixed approach. According to Hafsa N. (2019), a mixed approach included both qualitative and quantitative research, combining different data types in the same investigation. The inclusion of these two approaches helped this research incorporate and process the data necessary to understand the issues related to students with autism in the institution. According to Johnson, Onwuegbuzie, and Turner (2007), the mixed approach was defined as a type of research in which the researcher blended or combined techniques, methods, approaches, concepts, or language from qualitative and quantitative research. The goal was for the combined result to be more than the sum of its individual parts, providing a richer and more detailed understanding of the phenomenon under study.

Additionally, it had a descriptive scope, as described by Hernández Sampieri (2017), which referred to the characteristic of research that focused on specifying properties, characteristics, and important features of any phenomenon being analyzed. This type of study aimed to describe the object of study in detail, identifying patterns and trends without necessarily seeking to explain the underlying causes of these phenomena.

It was non-experimental.

2.3 Population and Sample

The population of this study consisted of 50 English teachers from the province of Esmeraldas, and the sample was composed of 20 English teachers. The sample was selected using a simple random sampling technique, where each teacher had an equal chance of being selected from the population.

2.4 Variables (Appx 1)

Independent Variable: Didactic Strategy

Dependent Variable: Inclusion of Students with Autism Spectrum Disorder in the English Class

2.5 Methods

The inductive method was used. It permitted the observation of problems in order to generalize theories and solutions. According to Hernandez, et al. (2014), the use of the inductive approach precisely “begins with specific data to arrive at broader conclusions, enabling the development of theories through the observation and analysis of individual cases” (p.30). The deductive method was used as well because from the generalities, specific activities could be designed to teach students with ASD.

The methods of analysis and synthesis were also used. This helped to deconstruct the problem faced into its fundamental elements, which allowed a better comprehension of its structure and operation (García, 2018, p. 42).

The method of synthesis helped to gather all the elements analyzed and bring them together again to design the proposal, which was the solution expected. This was supported by Hernández (2017) who affirmed that the synthetic method "involved bringing together the analyzed elements into a unified perspective to create a solution or understanding" (p. 85).

The combined use of these methods was vital to ensure that the proposed teaching strategy was both well-supported and effective. The in-depth analysis provided a clear understanding of the challenges faced by students with ASD, while the synthesis facilitated the creation of a comprehensive solution that could be practically implemented in the classroom. Thus, the aim was not only to identify needs but also to integrate knowledge and practices to offer an appropriate educational response.

2.6 Techniques and Instruments (Appx 2, 3)

Documentary Study: For this research, a review of previous studies and theoretical literature was conducted to emphasize the development of a didactic strategy aimed at integrating students with autism into English classes.

Survey: A survey was also carried out among teachers. This survey gathered essential data to meet specific objectives, facilitating the design of an effective and educational strategy for incorporating students with autism into English classes.

2.7 Data Processing

The data collected through the survey were manually organized, tabulated, and analyzed using frequency distributions and percentages for each of the indicators. This statistical analysis permitted the identification of key trends and patterns.

A documentary study was also conducted. This involved reviewing and analyzing existing literature, reports, and relevant documents related to the research topic. The integration of both survey data and documentary analysis helped complement the quantitative findings.

CHAPTER III

RESULTS

The primary objective of this study was to identify the main characteristics and needs of students with autism spectrum disorder (ASD) in order to include them in the English class. For this, a documentary study was applied, and they are also described in the theoretical framework in a table that included findings such as communication, social interaction, repetitive behaviors, sensory sensitivity, strengths and skills, and finally spectrum variability.

Tabla 1

Main needs and characteristics of students with Autism

AREA	CHARACTERISTICS OF AUTISM SPECTRUM DISORDER
COMMUNICATION	<ul style="list-style-type: none">▪ Delayed speech development▪ Literal use of language (Metaphors or sarcasm).▪ Difficulty initiating or maintaining conversations
SOCIAL INTERACTION	<ul style="list-style-type: none">▪ Difficulty interpreting gestures and facial expressions.▪ Preference for solitary play.▪ Limited emotional reciprocity (Difficulty sharing or responding to emotions).
REPETITIVE BEHAVIORS	<ul style="list-style-type: none">▪ Repetitive movements (rocking, hand flapping).▪ Adherence to rigid routines (distress with changes)▪ Intense and specific interest (numbers, trains, dinosaurs).
SENSORY SENSITIVITY	<ul style="list-style-type: none">▪ Hypersensitivity (discomfort with sounds, lights, or textures).▪ Hyposensitivity (reduced response to stimuli such as loud noises or pain).
STRENGTHS AND ABILITIES	<ul style="list-style-type: none">▪ Visual and spatial skills (puzzles, drawing).▪ Exceptional memory (details, numbers, dates).

VARIABILITY IN THE SPECTRUM

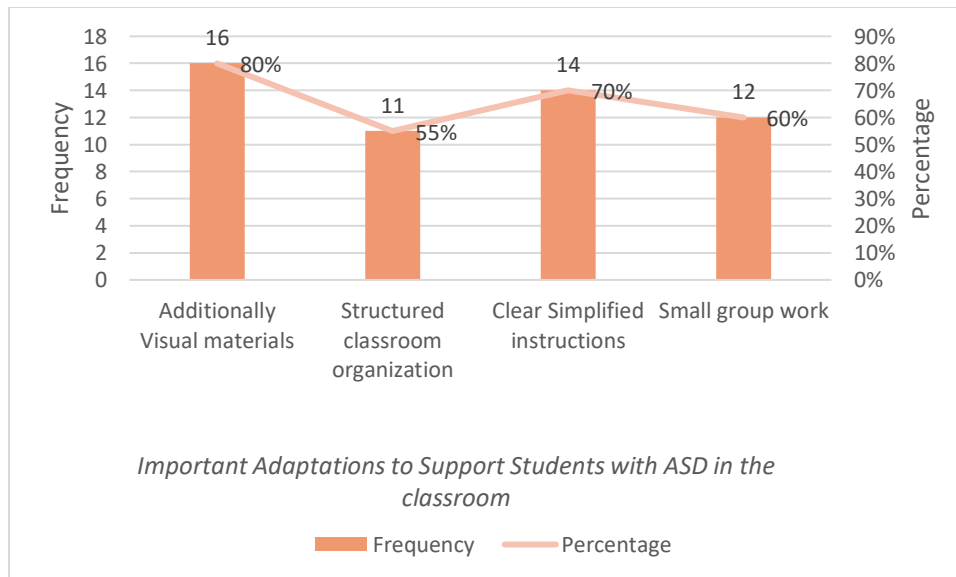
- Focus and attention to detail (high competence in areas of interest)
- Some have advanced verbal skills but social difficulties.
- Others may be non-verbal but excel in areas like music or mathematics.
- Wide range of abilities and challenges

Source: Compiled by the author of the research

When it comes to important adaptations to support students with ASD in the classroom (Figure 1), the data reveal that 80% of respondents identified additional visual materials as crucial. Furthermore, 70% of participants highlighted the need for clear and simplified instructions, while 60% emphasized the importance of small group work. Structured classroom organization was considered essential by 55% of respondents.

Figure 1

Important adaptations to support students with ASD in the classroom.



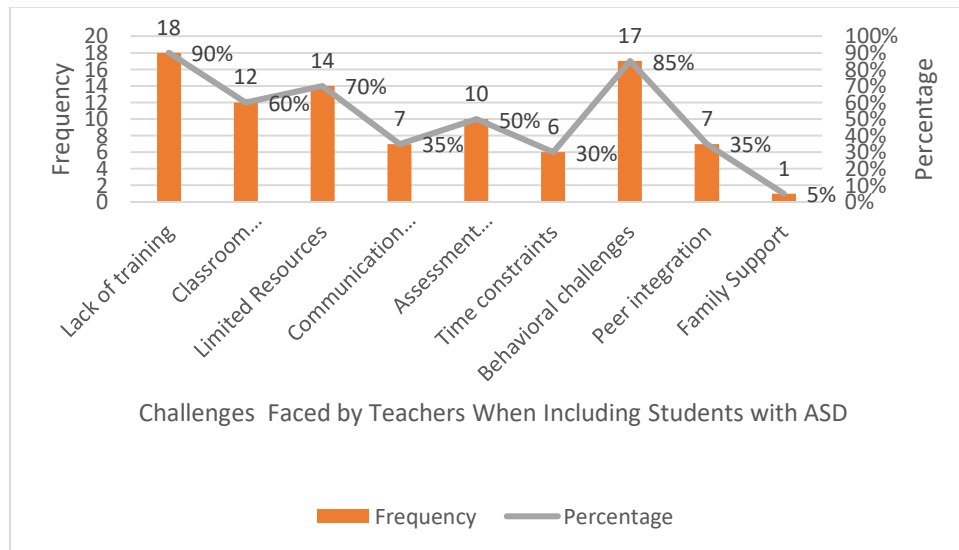
Note: The data were collected from a survey carried out to 20 English teachers

In reference to the challenges faced by teachers when integrating students with ASD into classrooms (Figure 2), in the most significant issue identified is a lack of training, selected by 90% of respondents. This is closely followed by peer integration difficulties, which were reported by 85% of respondents.

Other notable challenges include limited resources 70%, and behavioral challenges 50%., on the lower end, time constraints 30%, assessment difficulties 35%, 7, and classroom management 60%, were also highlighted. Interestingly, family support was identified as a challenge by only 5% of respondents.

Figure 2

Challenges faced by teachers when including students with ASD.

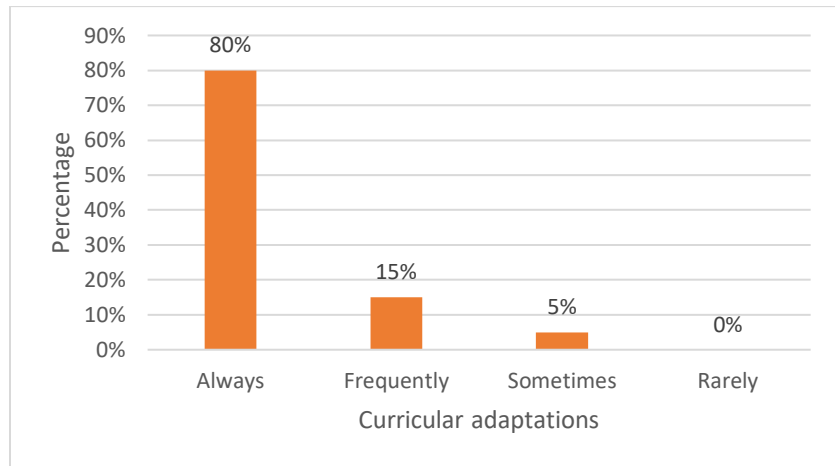


Note: The data were collected from a survey carried out to 20 English teachers

Regarding the importance of curricular adaptations, to teach students with ASD (figure 3), the results revealed that the majority (50%) selected the category always, the 15% selected frequently and 5% selected sometimes.

Figure 3

Importance of curricular adaptations.

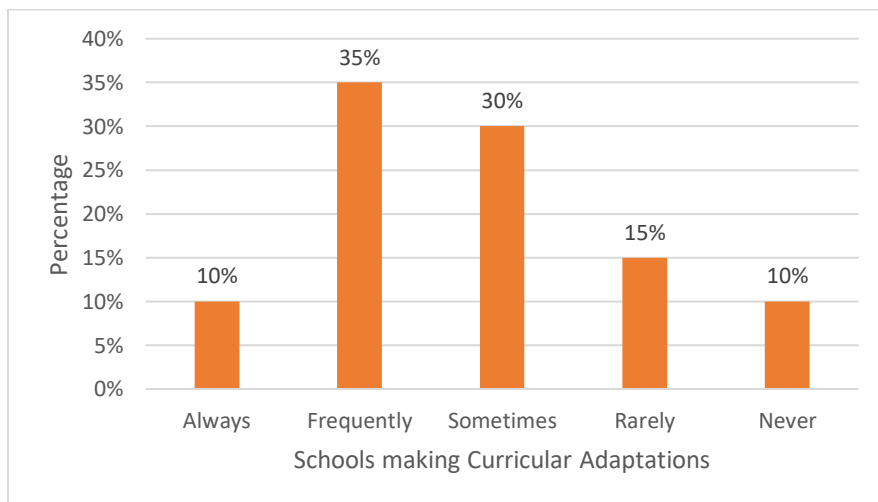


The data were collected from a survey carried out to 20 English teachers

When considering the implementation of curricular adaptations in schools for students with ASD (Figure 4), the findings indicate that most respondents (35%) chose the category frequently category. Additionally, 30 % marked sometimes, while rarely was selected by 15 %. Interestingly, the options always and never both accounted for 10% of the responses.

Figure 4

Schools making curricular adaptations.

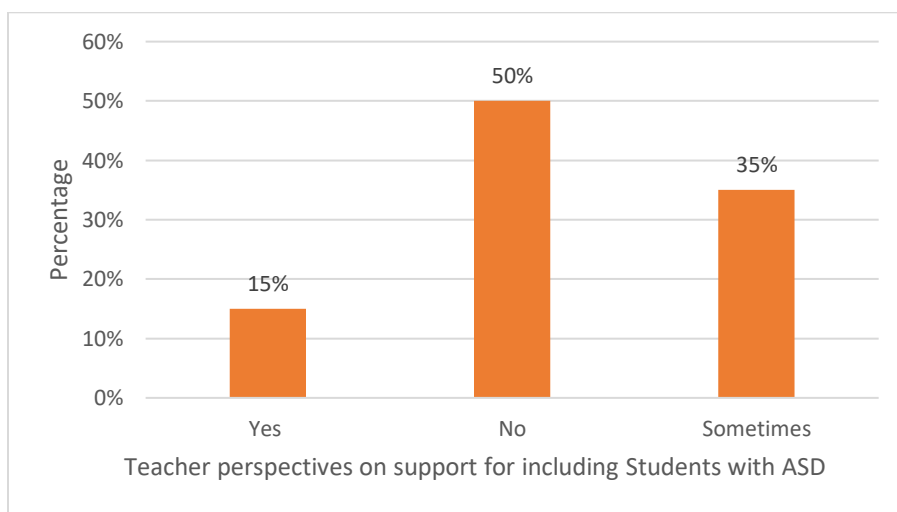


Note: The data were collected from a survey carried out to 20 English teachers

In relation to teachers' perspectives on support for including students ASD (Figure 5), the data shows that 50% of respondents indicated they do not receive support for inclusion. Meanwhile, 35% reported receiving support occasionally, and only 15% stated they consistently have access to such support.

Figure 5

Teacher perspectives on support for including Students with ASD.



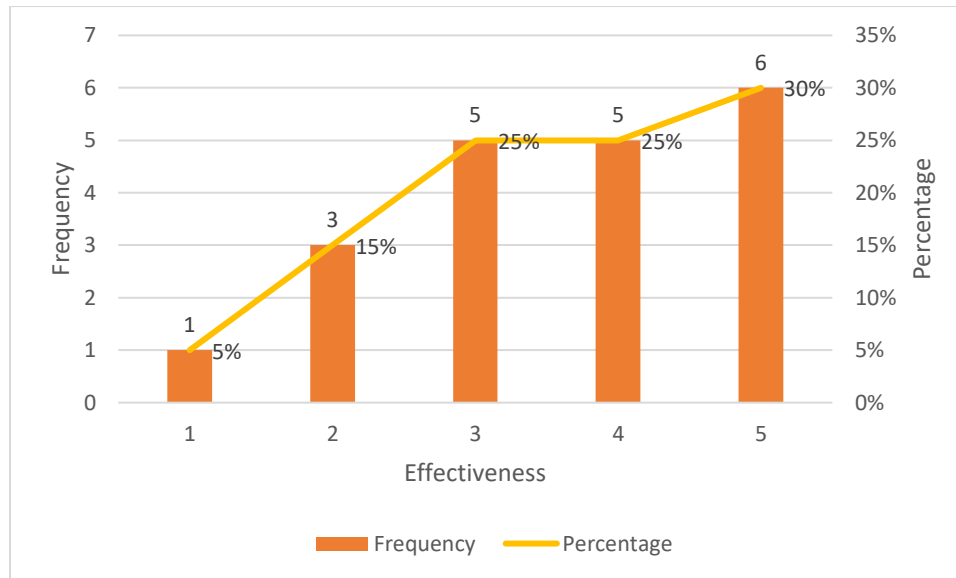
Note: The data were collected from a survey carried out to 20 English teachers

In reference to the evaluation of effectiveness, it illustrates that the highest proportion of respondents (30%) rated the effectiveness at the maximum level (5). This was followed by 25% of participants selecting both levels 3 and 4, showing a moderately positive trend. A smaller portion of respondents (15%) rated the effectiveness at level 2, while only 5% rated it at the lowest level (1).

These results suggest a general consensus towards higher levels of effectiveness of small groups (Figure 6), with the majority of responses concentrated in the top two categories, highlighting overall satisfaction or perceived success. Lower ratings (1 and 2) were less frequent, indicating that only a minority found the effectiveness less than ideal.

Figura 6

Effectiveness

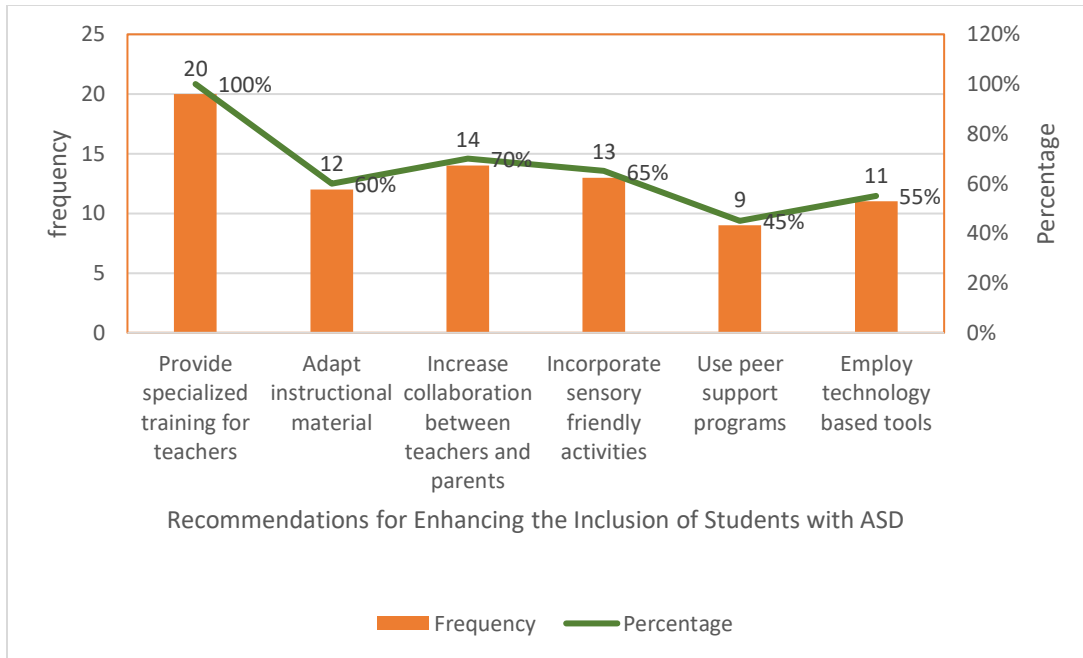


Note: The data were collected from a survey carried out to 20 English teachers.

Concerning recommendations for enhancing the inclusion of students with ASD (Figure 7), the most widely supported suggestion was to provide specialized training for teachers, which was endorsed by 100% of respondents. Other significant recommendations include increasing collaboration between teachers and parents, 70% adapting instructional materials 60% and incorporating sensory-friendly activities 65%. Less frequently mentioned, but still relevant, were suggestions such as employing technology-based tools 55%, and using peer support programs, supported by 45% of respondents.

Figure 7

Recommendations for enhancing the inclusion of students with ASD.

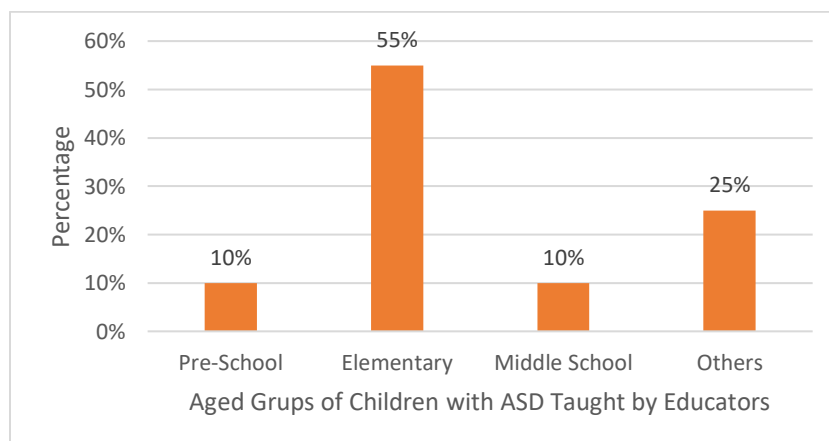


Note: The data were collected from a survey carried out to 20 English teachers

About the age groups of children with ASD taught by educators (Figure 8), the findings revealed that the majority 55% of educators work with elementary-aged children. Pre-school and middle school students were each identified by 10% of respondents. Meanwhile, 25% of participants indicated working with other age groups.

Figure 8

Age groups of children with ASD taught by educators



Note: The data were collected from a survey carried out to 20 English teachers

PROPOSAL

The diagnosis based on the needs and characteristics of students with autism allowed the author of this study to develop and propose a teaching strategy for effective integration into English classes. By identifying the barriers and strengths of these students, they developed activities and pedagogical methods adapted to their sensorial, cognitive and communicative needs. In this way, the strategy sought to facilitate their active participation in classes, promoting an inclusive and equitable educational environment that fosters the development of English language skills.

Tabla 2

A didactic strategy

DIDACTIC STRATEGY TO INCLUDE STUDENTS WITH AUTISM SPECTRUM DISORDER IN THE ENGLISH CLASS

Didactic strategy to include students with ASD in the English class is specially designed to address the individual needs of the student. The teacher can adapt it according to the needs of each student
GENERAL OBJECTIVE

To facilitate the students' participation, academic and social progress in learning English language skills (reading, writing, listening, and speaking) through an inclusive, collaborative, and multisensory teaching strategy.

SPECIFIC OBJECTIVES

- To develop English communication skills (listening and speaking) through interactive, structured activities that incorporate audiovisual aids, repetition, and visual supports to enhance comprehension and oral expression

- To strengthen English reading and writing skills (reading and writing) by using adapted materials, technology, and visual resources that cater to the individual learning needs of children with autism.

-To work inclusion, collaboration, and social interaction through pair and group activities that encourage teamwork, empathy, and mutual respect among all students, fostering a sense of belonging in the classroom.

Aspects **Procedures**

Activities **Use of videos and songs**

Listening and Speaking Select short, engaging videos and songs in English that include clear visuals, subtitles, and repetitive phrases. For example, use animated videos from platforms like YouTube Kids

After watching or listening, encourage children to repeat key phrases or words. For example, If the video introduces animals, ask them to say, "This is a cow" or "I see a zebra."



Use visual aids like flashcards or puppets to reinforce vocabulary and make the activity more interactive.

Role-playing with visual support:

-Create scenarios using cards with images and simple phrases. To illustrate, one card may show a restaurant scene with the phrase, “Can I have a salad”

-Pair students and have them practice short dialogues, with one performing as the customer and the other as the seller. This activity aid increase confidence in speaking and listening skills.

-Provide visual script or sentence starters to help students who may find speech difficult.

Interactive apps and games:

Use language learning apps like British council or Endless Alphabet which give pronunciation practice and listening exercises trough games format

Contain games like "Simon Says" or "I Spy" even commands in English to make listening and speaking practice fun and engaging.



Activities for reading and writing

Interactive books and storytelling:

Utilize digital audiobooks with narration and animations to bear youngster’s reading comprehension. Platforms like Harper kids, LibriVox, Loyal books, etc. Without forgetting to include a variety of leveled books in English.

-After reading, motivate, little ones to draw a picture or write a simple sentence related to the story. Like, If the book is about wild animals, they could write “I see a tiger” or “The rhino is gray”

-For students who fight with writing, provide sentence frames or allow them to say their answers to a teacher or peer, provide sentence frames or allow them to dictate their responses to a teacher or peer.

Collaborative story creation:

In small groups, keep scholars create a story using a set of picture cards and prompts. Each child contributes a sentence or idea, and the group works together to build a simple narrative.

Use a large piece of paper or a digital whiteboard to write the story collaboratively. This activity encourages creativity, teamwork, and writing practice.

Pictograms and visual support:

Make use of pictograms or visual aids to help students with ASD in understanding and setting up sentences. Come up with a series of images representing actions (e.g., "sing," "jog," "sit down") and objects (e.g., "pen," "chair," "backpack") to help them create sentences like "I eat an apple" or "I play with a ball."

Introduce work banks or visual dictionaries to support vocabulary and writing tasks.



Collaborative activities

Pair work:

Assign each child with autism a partner for structured activities. For example, in a "Find Your Match" game, each pair receives cards with images and words (e.g., a picture of a cat and the word "cat"). They must work together to match the cards correctly.

Use peer buddies to support children with autism during group activities. The buddy can help with communication, turn-taking, and staying on task.

Group projects:

Organize group thematic projects, such as creating a poster about "My Favorite Animals" or "Our Classroom Rules." Each group member contributes by drawing, writing, or presenting part of the project.

Encourage groups to present their work to the class, fostering public speaking skills and teamwork.

Modified Board games

-Incorporate games like "Memory," "Bingo," or "Guess Who?" using English vocabulary cards to promote interaction, turn-taking, and language development

-Adjust the games by adding visual aids, such as picture clues or written prompts, to ensure all students participation.



Use of Audio visual and technology

Interactive whiteboards:

Display videos, images, and interactive games on a smartboard to engage the whole class. For example, use a matching game where children drag words to the corresponding images.

Incorporate multimedia resources like animated stories or virtual field trips to make learning more dynamic and immersive.

Tablets and educational apps:

Use apps that allow children to record their voices and listen to themselves, helping them practice pronunciation and self-correction.

Source: Design by the author of the research

Implementation Procedures

1. Organization and Preparation:

- Use a visual daily planner with symbols, pictures, and step-by-step instructions to create a clear and organized schedule.
- Use **flashcards, pictograms, and graphic organizers** to reinforce concepts visually.
- Establish structured transitions between activities to minimize anxiety and increase predictability.
- Incorporate **sensory-friendly learning environments**, allowing students to use noise-canceling headphones or designated quiet areas if needed.

2. Communication Strategies:

- Use **Picture Exchange Communication Systems (PECS)** for non-verbal students.
- Introduce **communication cue cards**, such as "I need help," "I need a break," or "I want to participate."
- Reinforce spoken language with **gestures, facial expressions, and written prompts**.



3. Activities:

Listening and Speaking

- **Interactive Listening Games:** Use audiobooks and recorded dialogues with visual aids.
- **Role-Playing Scenarios:** Practice real-life conversations, such as greetings, asking for help, or ordering food.
- **Repetition and Echo Techniques:** Reinforce pronunciation and word recognition through structured repetition.

Reading and Writing

- **Picture-Based Reading:** Use books with pictograms and simple text to enhance comprehension.
- **Sentence Construction with Visual Aids:** Arrange word cards to form meaningful sentences.

- **Guided Storytelling:** Provide sentence starters and let students create and illustrate their own stories.

Name: _____ Date: _____

Read, mark the answer, and color.



Jen, Alex, and Hannah like to go to the park. They go to the park with their mom or dad. Jen likes to dig in the sand. Alex likes to go down the slide. Hannah likes to swing.

Who likes to go to the park?

Jess, Ben, and Hal

Joe, Bess, and Holly

Jen, Alex, and Hannah






What does Jen like to do?

swing

dig in the sand

go down the slide

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	Say the sentence
	Write the sentence
	Read the sentence
	Check the sentence
<p>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz</p> 	

Social Inclusion and Collaboration

- **Group Projects:** Encourage teamwork in crafting posters, stories, or presentations.
- **Peer-Assisted Learning:** Pair students with supportive classmates to complete tasks collaboratively.
- **Emotion Recognition Activities:** Use flashcards and role-playing to help students identify and express emotions appropriately.

Annual Goals and Adaptations

1. Speaking Skills

Short-Term Goals:

- Answer yes/no and multiple-choice questions using visual aids.
- Follow 1-2 step verbal instructions.
- Express needs using simple sentences with support.

Adaptations:

- Use visual aids and real objects when giving verbal instructions.
- Allow extra response time and provide structured prompts.
- Offer alternative communication methods (e.g., pointing, drawing, augmentative devices).

2. Reading and Writing Skills

Short-Term Goals:

- To recognize and write basic letters and words.
- To read simple adapted texts with pictograms.

Adaptations:

- Use multisensory techniques (e.g., tracing letters in sand, digital writing apps).
- Modify reading difficulty and provide alternative formats (e.g., audio-assisted reading).

3. Social Interaction and Inclusion

Short-Term Goals:

- To participate in small group discussions.
- To practice greetings, turn-taking, and appropriate classroom behaviors.

Adaptations:

- Assign structured social scripts for common interactions.
- Use cooperative learning strategies with peer support.

Evaluation and Progress Tracking

- Use **individualized progress charts** to document skill development.
- Provide **teacher feedback and peer reflections** after activities.
- Implement **self-assessment tools** where students can rate their comfort and understanding levels.
- Adjust strategies based on **observations, student responses, and parental input**

CHAPTER IV

DISCUSSION

Comprehending the challenges of teaching English to students with Autism Spectrum Disorder (ASD) is essential to create inclusive and productive learning environments. The present discussion explores the difficulties, approaches, and results related to teaching English to students with ASD by comparing the findings of this research with the ones obtained by other authors who have done research on the topic, as well as with some theories that contribute to support this research. Some previous researchers that are included here are Giraldo and Ramos (2021), Brahim (2022), Prieto (2023), Robles et al. (2024), Bhattacharya et al. (2015), and Cabrera and Espinal (2024).

The results obtained through this study coincides with Giraldo and Ramos (2021), who argue that many kinds of curricular adaptations, including providing extra visual material for students with ASD must be carefully and systematically designed. Such adjustments ensure the experiences of students with care and have a profound effect on the notion that they are just different they should be isolated. The latter students a standard to run by each information can be better processed, and learners operate in a p predictable environment, which is very crucial for people with ASD. With such material in use, a teacher could well offer students a situation where every child can shout out and participate meaningfully.

There is coincidence of the results of this study with those of Brahim's (2021) in relation to how curricular adaptations, which must include clear simplified instructions, group work on a small scale, etc., have great beneficial effect upon children with autism. These give structure and accessibility to students in understanding or experiencing their language practice individual items might typically be simplified in order to reduce the cognitive burden they place upon students. This will help those teaching the ASD students to take them along bit by bit without their being overwhelmed, while small group work means that students can comfortably and safely practice different aspects of language acquisition. Moreover, adaptation on the curriculum for different

learning needs means that students with autism get tools necessary to develop skills in language development at their own pace. Instructive adjustment tailored carefully to suit how students themselves comprehend pays off teachers who can accept that while language used in sit-down storytelling may be easy, other work, such as listening comprehension exercises, will require some background knowledge. Accommodations strategies such as extra visual supports bring a meaning and significance to English language learning while establishing a healthy environment for students to learn both spoken and written language.

It is also in this connection that the present study discovered challenges of teaching English to children with autism but merely an echo of findings recently presented by Hashim, Yunus and Helmi (2021), which outlined several major difficulties problems, shortage in this area: Lack of training, behavioral problems, lack of resources. Many but adequate professional preparation to meet diverse learning needs of these ASD students in another marked difference. Lacking special training in these methods, many teachers may have difficulty modifying their instruction properly and end up feeling as frustrated as their students, Also, to manage the behavioral issues that arise with some regularity inside classes of students with autism suffers.

Collaborative activities, as discovered by Prieto (2023), have been an effective strategy for including students with autism in participation in the learning process. For inclusion, using group work and pair activities provide a structure which still allows for social interaction. This not only helps students with Asperger's syndrome to develop their communication skills, but it also keeps them involved in the community of the classroom. With these methods comes off-the-job support; so, students learn not only from their teacher but also from fellow students, a fact that in turn helps them understand the language better. Moreover, working in small groups can allay anxiety since students may feel more at ease in a less overwhelming setting. If thoughtfully implemented, collaborative activities can promote a sense of belonging and enhance both academic performance and social outcomes. They are an important tool for creating a school environment in which all students can learn well and feel really a part of things.

To establish a learning environment that is truly inclusive of students with autism, the research of Robles et al (2024) instructs that various kinds of interventions must be combined. Their research suggests that materials need to be adapted and customized to meet these students' special situations. They stress the importance of promoting "sensory-friendly activities" in this environment to get these students involved and comfortable as much as possible.

Valeria and Espinal (2024), in addition, argue that it is crucial for parents to take an active interest in their children's education and that teachers maintain a strong line of communication with the home. If dialogue between educators and the family of each student remains open and consistent, that helps teachers to understand the specific needs, strengths and weaknesses of their individual students and so gives them a clear direction as to where to provide appropriate support. When both school and family work together then they create the most supportive and involved learning community, with an outcome that is worthwhile in every sense: students with autism get better educational experience and have a fuller sense of well-being.

CONCLUSIONS

The main characteristics and needs of autistic students relevant to inclusion in English classes have been identified in the study. Regarding communication, these students use literal language and may experience delayed speech development, among other characteristics. In social interactions, students with autism may demonstrate limited emotional reciprocity, repetitive behaviors, sensory sensitivity, and unique strengths and skills. They may also show variability on the spectrum, for example, they may have advanced verbal skills but social difficulties. Others may be non-verbal but excel in areas such as music or math.

The instructional adaptations required in strategies to help the English language learning process of students with ASD were determined. Important ways include the use of technology resources, curriculum adaptations such as visual aids, games, and collaborative activities such as pair and group work. This behavior can improve the learning process and improve the social integration of students with ASD in the study hall.

The main procedures, actions and stages needed for the implementation of a didactic strategy to include students with ASD in the English class were conscientiously designed.

RECOMMENDATIONS

The following recommendations are made:

-Teachers should encourage collaborative activities such as group work and peer partnerships to help students with ASD develop their communication and social skills. By creating opportunities for students to engage in meaningful interactions with their peers, educators can support not only their academic growth, but also their social integration and sense of belonging within the classroom community.

-It is essential that teachers receive adequate training in inclusive teaching methods that meet the needs of students with ASD. These training programs should focus on strategies for creating accessible lessons, implementing curricular adaptations, and managing behaviors commonly associated with ASD. Well-trained teachers can better support students with ASD and foster a positive learning environment in English classes.

-To teachers, use the didactic strategy proposed in this research in their classrooms, to improve the inclusion of students with ASD in the English class.

-To researchers, continue researching this topic, and develop some action research or experimental research using the strategy proposed or designing others, depending on the educational contexts, to include students suffering from ASD.

-Train teachers on how to include students with ASD to the English class, through upgrading programs designed to achieve this purpose.

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Appendix 1

OPERATIONALIZATION OF THE VARIABLES

TITLE OF INVESTIGATION: A Didactic strategy to include students with autism spectrum disorder to the English Class

STUDENT: Joleidy Ortiz Plaza

GENERAL OBJECTIVE: To design a Didactic Strategy to include students with autism spectrum disorder in the English Class

VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENTS	ITEMS
Dependent Include students with ASD to the English class	Inclusion is the process of adjusting students' needs through increased participation in learning, culture, and communities.	The process of providing all students, regardless of their needs, with the opportunity to fully participate in learning, activities, and school life, through instructional adaptation, social integration and peer support.	Instructional adaptations Engagement-Social integration Peer support	Modify teaching methods Participation Classroom environment Peer group-collaborative and cooperative.	Documentary study Surveys	Study Guide Questionnaire	1 2 5
Didactic Strategy	Strategy designed to adapt teaching methods and resources in an	A set of activities, methodologies, and classroom adjustments that	Linguistic Performance	Basic Vocabulary		Checklist	

	English class to facilitate the inclusion of students with autism spectrum disorder (ASD).	enable students with ASD to actively participate in English class, promoting social integration and meaningful learning.	<p>Communication Skills</p> <p>Integration and participation in activities</p> <p>Adaptability and classroom behavior</p>	<p>Pronunciation and intonation</p> <p>Expression of needs in English</p> <p>Participation in groups</p> <p>Following instructions and attention</p>	<p>Observation</p> <p>Observation</p> <p>Continuous Observation</p>	<p>Observation guide</p> <p>Observation guide</p>	
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Appendix 2

Survey: Inclusion of Students with Autism in English Classes

Teacher Survey

Instructions: Below are some questions about your experience, knowledge, and perception of including students with autism spectrum disorder (ASD) in the English class. Mark the option you consider most appropriate and answer the open questions sincerely. The information will be used to improve inclusive strategies in the classroom.

1. **Do you consider that curricular adaptations are necessary to teach students with ASD to the English class**
 - Always
 - Frequently
 - Sometimes
 - Rarely

2. **How often does the school make curricular adaptations to include students with ASD to the English class?**
 - Always
 - Frequently
 - Sometimes
 - Rarely
 - Never

3. **How familiar are you with inclusive teaching strategies for students with ASD?**
 - Very familiar
 - Moderately familiar
 - Slightly familiar
 - Not familiar at all

4. **Do you feel that you receive the necessary support to include students with ASD in your class?**

- Yes
- No
- Sometimes

5. **On a scale of 1 to 5, how effective do you think group work is for including students with ASD in the classroom?**

- 1 (Not effective at all)
- 2
- 3
- 4
- 5 (Very effective)

6. **What adaptations do you consider important to support students with ASD?** (Check all that apply)

- Additional visual materials
- Structured classroom organization
- Clear and simplified instructions
- Small group work
- Other: _____

7. **Which challenges do you consider teachers face when including students with ASD in English class?**

- Lack of training
- Classroom management
- Limited Resources
- Communication Barriers
- Assessment difficulties
- Time constraints
- Behavioral Challenges
- Peer integration
- Family support

8. What recommendations would you suggest for improving the inclusion of students with ASD in English class?

- Provide specialized training for teachers
- Adapt instructional materials
- Increase collaboration between teachers and parents
- Incorporate sensory friendly activities
- Use peer support programs
- Employing technology-based tools

9. Would you be willing to receive additional training on inclusive strategies for students with ASD?

- Yes
- No
- Maybe

10. Do you have experience teaching students with Autism Spectrum Disorder (ASD)?

Yes

No

11. Which age group of children with ASD do you teach English to?

- Preschool
- Elementary
- Middle school
- High school
- Others