



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

“TEACHING TECHNIQUES TO PROMOTE THE

INCLUSION OF STUDENTS WITH AUTISM IN THE EFL

CLASS”

RESEARCH PROJECT

As a prerequisite to obtain a:
**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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En mi calidad de Tutor del trabajo de Integración Curricular, denominado "Strategies to promote the inclusion of students with autism in the EFL class", elaborado por la estudiante Génesis Jamileth Prieto Andriouliel, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio Compilatio luego de haber cumplido los requisitos exigidos de valoración, el presente trabajo de investigación se encuentra con el 1% de la valoración permitida, por lo tanto se procede a emitir el informe.

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS OUR RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANATA ELENA STATE UNIVERSITY.

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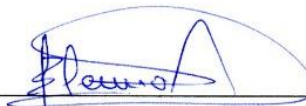
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DEDICATION

I want to thank the people who have been part of my college career starting with God in whom I have put my faith despite the trials and discouragements, I am what I am thanks to his love and strength when I have needed it most, he has been there, I dedicate my achievement mainly to him, to my parents Cristian Prieto and Carmen Andriuoli who have been my support and my greatest motivation to move forward, I can say that their advice has been and will be of strength for my life, they have never abandoned me and with their prayers they have helped me after God, my parents are the basis of my effort and my life full of achievements, to my brothers, sister-in-law and nieces who with their witticisms are part of my happiness to my brothers in the congregation who believed in me and were there when I needed them, to my classmates who were there when I had doubts about any subject and how much more to my teachers who with admiration and respect I see them because they were part of my formation process, each one has achieved an important and special impact in my life with a happy heart I thank them all very much.

With love

GENESIS JAMILETH PRIETO ANDRIUOLI

ABSTRACT

This research project has been developed by analyzing different aspects related to inclusion strategies for students with an autism spectrum disorder in an ordinary English class. The first step to knowing how the reality and being able to create new tools aimed at their inclusion is to know the group of people associated with ASD and recognize their educational needs, the English teachers of the school "Eloy Velazques Cevallos" have been our main agents to the research work to provide information on how they work in a standard schedule with students both with ASD and students without ASD. This research will expose the challenges, advantages, disadvantages, weaknesses, and strengths of the teachers in taking on the challenge of including ASD children in their English classrooms, this project aims to Analyze teaching techniques of inclusion for students with ASD, observing in person to show the positive and negative aspects of the teaching technique, with the target group, interviews were conducted as part of the qualitative study, as they are the most qualified experts on this topic and their analysis will be documented for future reference.

KEY WORD: ASD, strategies, inclusion, challenges, educational needs, advantages, disadvantages.

RESUMEN

Este proyecto de investigación ha sido desarrollado analizando diferentes aspectos relacionados con las estrategias de inclusión para con los estudiantes con trastorno del espectro autista en una clase de inglés común y corriente. El primer paso para conocer la realidad y poder crear nuevas herramientas encaminadas a su inclusión es conocer al colectivo de personas asociadas a los TEA y reconocer sus necesidades educativas, los maestros de inglés del colegio “Eloy Velazques Cevallos” han sido nuestros agentes principales al trabajo de investigación para proporcionarnos información sobre como ellos trabajan en un horario estándar con estudiantes tanto con niños TEA y niños sin TEA. Esta investigación expondrá los desafíos, las ventajas, las desventajas, las debilidades y fortalezas de los maestros al tomar el reto de incluir a niños TEA en sus aulas de clases de inglés, este proyecto tiene como objetivo Analyze teaching techniques of inclusion for students with ASD, observing in person to show the positive and negative aspects of the teaching technique, con el grupo objetivo se realizaron como parte del estudio cualitativo entrevistas, ya que son los expertos más calificados en este tema y su análisis se documentaría para futuras referencias.

PALABRAS CLAVE: TEA, estrategias, inclusión, desafíos, necesidades educativas, ventajas, desventajas.

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INTRODUCTION

After overcoming the lack of inclusion and limited parameters in education, there are still other obstacles to overcome such as English as a second language in cases such as students with educational needs, especially children with autism spectrum disorder, is one of the areas little understood and taken into account as it is an unknown field for many teachers and a great challenge to the introduction due to lack of knowledge and few resources for ease of interpretation.

The study of issues that benefit society is important from an academic point of view for someone pursuing a career in national and foreign language pedagogy. As a result, this research used academic studies as references and interviews to get to know the opinions of the participants. To understand from their position the different aspects both good and bad in reference to the English classes with students with autism spectrum disorder and the different strategies they use during the English class.

The following is a list of the chapters that will be developed in this study.

Chapter I, Here we will share the statement of the research problem together with the main questions, main and specific objectives and the justification of the project.

Chapter 2, here we will find the collection of previous knowledge, such as the theoretical framework as part of the foundation that supports the research. .

Chapter 3, the researcher establishes the type of research to be conducted in the Methodological Framework, also provides details about the qualitative method and how the information is collected through the interview taking into account the population and the predetermined sample.

Chapter 4, This section will analyze and interpret the data obtained from the research in contribution of the participants already chosen before to know the scenario from their point of view with the intention of recognizing the advantages and disadvantages in English classes in a classroom with children with ASD and without ASD.

Chapter 5, here we find the conclusions and deep analysis and ideas in relation to the study, the results are comprehensive and related to the objectives of the study. It will share the process that the author experienced and how the project was carried out. There will also be some suggestions on how the topic can affect or benefit education.

CHAPTER I

The Problem

Research Topic:

Evaluative instrument techniques

Title of the Project

Teaching Techniques to Promote the Inclusion of Students with autism in the EFL class

Problem Statement

Autism is regarded as a challenge for educational development agents both inside and outside of institutions. An educator may have knowledge of the subject, but seeing the case materialize is at an unknown level. Seeing the child in a classroom, sensing the attention in the classroom, and watching the student interact with his peers are huge challenges. Is it possible? That: Is the instructional approach suitable for the educational growth of students with ASD? This is brought up since it is unclear how teaching strategies for kids with ASD and those without it differ.

When teaching a new language as a second language, it's important to understand the types of contents, the assessments, and their methods of learning. Because English is a second language and requires more study and educational development than other languages do, it requires more work and dedication. If we do not pay attention to details, negative results or emotional frustrations for both teachers and students may appear because we have not achieved the teaching-learning objective suggested in the English material. According to my observations, there are more students with ASD in public and private schools, and these students have received acceptance and approval for their educational development from educators in both the teaching of general subjects like

English and they are willing to work with each of them with enthusiasm and responsibility. However, future or current English teachers must be aware of the proper teaching methods for the students in order to provide them with the best possible instruction, it is common to see more than two children with ASD in a single school, which motivates us to make the commitment to learn and soak the subject in depth for our pupils with this sort of trapstorno. We are also called to provide a teaching of quality and warmth, through research the many didactic strategies will be examined with each of the pertinent educational agents to understand the advantages and disadvantages that may arise on stage, in a classroom, and during a peer conference. on a scheduled teaching day and discusses the effects of such inclusion approaches and strategies on students' working and concentration levels in class.

Problem Questions

General Question

Are the teacher truly ready to teach our students with autism spectrum disorder a new language?

Specific Questions

- What would be the tools or materials for working with children with ASD?
- What are the factors that impede the development of knowledge with students with ASD?
- It is possible to have good results by adopting the correct teaching-learning methodology in English to students with ASD without being a specialist?

Objectives

General Objective

- Analyze teaching techniques of inclusion for students with ASD, observing in person to show the positive and negative aspects of the teaching techniques.

Specific Objectives

- Describe the aspects commonly performed by the teacher in classroom activities.
- Interpret the degree of complexity of the teacher's methodology.
- To analyze the difference between the evaluation technique for students with and without ASD

Justification

Beginning with the high degree of complexity in teaching-learning and the enormous challenge for teachers to participate in the formation of the second language, such as English, in students with ASD, the choice of the topic of children with ASD (Autism Spectrum Disorder) in learning English is motivated by these factors. The knowledge will be developed to be providers of solutions for students who have this special case because the treatment is different in some children and it is necessary, With this theme, we hope to make every teacher who reads it hold a wealth of knowledge. This is all in honor of the advancement of English education, and it will make it easier for teachers to teach English to students with special needs, especially those with ASD (Autism Spectrum Disorder), who have previously been excluded from classes due to teachers' ignorance of the subject.

CHAPTER II

Theoretical Framework

Autism

Autism is a term with which people commonly maintain a slight relationship, in this case it is necessary to study it in order to reflect its sustenance.

Several authors such as the ones mentioned below express the following:

“I consider autism as a disorder in which it is necessary to understand it as a peculiar way of being and facing the world. It is the reflection of a tremendously heterogeneous neurodevelopmental alteration that requires a profound observation and understanding of the singularities of each of the people who have it.” (Martoz Pérez & Llorente Comi, 2017)

Not all people have autism, this is the main reason why not everyone understands the point of view or the magnitude in which each of these people are handled. For this author, as it is a neurological alteration, it is necessary a neurological complement, which allows them to develop or help them to stay balanced at the moment of capturing the attention in the pertinent and common case of their daily life. In short, autism deserves understanding due to its uniqueness and complexity in the life of the person.

“Autistic people perceive and understand the world in a radically different way. Recent medical advances in neuroimaging and genetics have brought us closer to understanding the unique perspective of an autistic brain. For some people on the autism spectrum, sensory issues can make it impossible for them to participate in family integration or, in the case of a work environment, to participate in the world of work.” (Paneck & Grandin, 2019)

The present quotation is a bibliographic section, in which the author of the same book, has autism. In this she manifests experientially the reason why the world of autism is seen from a

neural perspective, but in which people are positively treated as an index in which science floods them for the respective equipment of the present world. Genetically speaking, autism lies in its unique way of interpreting things in an imaging way.

The autistic symptomatology in people who have it, in many occasions will prevent them from frequenting group environments, integration situations, perseverance in their activities, and much more to remain constant in the entrusted activities, this and many other things that people who do not have it tolerate and even not their maximum potential. Therein lies the permissive teaching study that each one of the people with autism must handle, since it depends on how to reach them and not on how the one who teaches presents himself before them, but on the impact that everything provokes. For people with autism, they do not look at who but at what provokes them.

Autism Students

Having analyzed the subject of autism, we start from the premise of the case of students with autism, considering this subject even more complex. For these authors, the subject is general and has manifested itself in the following ways.

“People with autistic disorders, make it necessary to develop an education design properly studied and sequenced to facilitate their access to skills and competences of autonomous life. The existence of psycho-socio-educational programs allows the understanding of adaptive behavior, communication and interaction for their own well-being.” (Ojea Rua, 2015)

When referring to autistic people in the role of students, it is recognized that the preparation environment tends to be complex and difficult to show, however for this author, the existence of programs that include the psychological and social, is the most optimal, and it has very good results in its application for people with autistic disorder. That is to say, if it is

possible to offer an education to a person with autistic disorder as long as he is studied or psychologically prepared by interacting, so that this being emerges in communication and adapts to the way of working, only in this way, the welfare in pursuit of his tranquility in his activities can be managed.

“Transition planning in educational classrooms for children with autism is essential; it is necessary for schools to plan for the transition of children with their families.” (Arky, 2022)

This perspective reflects that it is of utmost importance to stay connected with autistic students in the first instance with their family members.

In this context, the family has an important role to play when students with autism gain access to education. With the will of those who have been close to them since childhood, they will be able to show their intentions in the first days in a learning classroom; it is known that the family is the main axis of the growth of every child in learning issues, that is why in the first steps in a classroom the participation, presence and support of those who have grown up next to them, has a lot of value and is very helpful when they want to learn something new, it is a complex issue of adaptation but by applying the proper techniques can be achieved.

For example, this text is an excerpt from a life story of a child with autism entering the stage of education, including and previously planned for his optimal participation.

Educational Strategies

To speak of strategies is to speak of methodologies to be implemented within an eloquent scope of activities to be carried out throughout the years of education involved.

Such is the interpretation that several authors have in implementing and mentioning in a general way such strategies, such as for example:

“The academic structure requires an apprenticeship, and a training by virtue of all that an education requires by its complex nature and its intellectual application of each discipline”.

(Gutierrez Rico, 2020)

While it is true, education in the life of people is a branch that requires a lot of planning because it is directed to a specific bed of people of such age, which deserves to obtain such knowledge. When speaking of educational structure, it generally refers to the steps that each teacher must implement to achieve their objectives.

The person in charge of imparting knowledge is the main person responsible for ensuring that the information provided at the school is necessary for the optimal growth of children, and this, being complex, must be proper to each personal virtue when teaching.

“In addition to theory, practice is needed, but not in terms of isolated techniques or dynamics that jeopardize the fulfillment of the official program, since they will not provide the elements required for them to learn meaningfully”. (Sánchez, Aguilar, Martínez, & Sánchez, 2020)

It is in practice that the true teacher is built, the theory as we have been mentioning is of vital importance. However, in order for learning to reach students, it is necessary that the application of these elements remain in the minds of the students so that everything they absorb in their classrooms has meaning and value.

Inclusive Education

Within an inclusion frame of reference, the singularity is based on the demands that any traditionalist didactics must present. In addition, the importance of implementing organizational and methodological strategies for the attention of diversity is emphasized, especially at the educational level. Therefore, for some authors, inclusive education is expressed as follows:

“Inclusive education is one of the priorities of the global political agenda and represents an enormous challenge for education systems, which must concentrate their efforts on establishing consistent pillars to successfully fulfill the task of educating in diversity, collaborating in overcoming inequality and social injustice, and thus shaping a more balanced socio-educational fabric.” (Alcalá del Olmo Fernández & Leiva Olivencia, 2021)

Inclusive education in a global framework manifests itself in adaptability, but in a developmental way. That is, such education adapts as it is developed or implemented. Generally, the autistic population or those with various disabilities in intrinsic aspects with society, is difficult to handle, but in view of the fact that it is already a global issue, it has been involved in many areas, including education. It is known that education is a term that points to the growth of knowledge, however, when it comes to growth in people with various types of disabilities, it becomes a matter of balance and constancy when trying to teach something specific. It is a special collaboration between teacher and student.

“Within this model, students with special educational needs, including those with disabilities, are educated alongside their non-disabled peers in schools in their communities.” (Sandoval Mena, Echeita Sarrionandia, & Simón Rueda, 2019)

At the beginning of the time, when education began to be related to people with different abilities or special abilities as the case may be, the fear of involvement became worrisome and difficult to handle psychologically in the family environment. However, these socio-psychological barriers were breaking down as they were implemented to make them part of the education. It is a matter of explanation and equitable management, without the need to isolate them, but to understand them to their fullest potential.

Autism in The Teaching Of English

Currently the bilingual area, which is a term of internationalization, when combined with the global inclusion of autism in the pedagogical areas, the following concepts are manifested: *“If teachers themselves, when dealing with children with autism spectrum disorder in their classrooms, express concern or feel hesitant to adapt their methodological strategies, it is because they need more training”*. (Fernández Betra, 2018)

Not all teachers are ready to handle learning in children with autism spectrum, much less the achievement of the objectives of knowledge adaptation as such. That is why it is necessary that the people in charge of this area comply with the virtue of teachers with teaching sensitivity for the optimal use of their school tools. A teacher who is not trained for such special abilities, especially if it is in the international bilingual area, will not be able to train children with such abilities.

“A diagnosis of ASD in a child living in a bilingual environment leads parents to express their concern about whether their children should learn two languages simultaneously and they turn to specialists for advice. However, this review has shown that there is agreement that bilingualism does not pose any additional difficulties for the language development of children with ASD from the age of 3 years onwards”. (Garido, López, & Carballo, 2021)

The fear that floods the relatives at the moment of interpreting if the children with autism can or cannot interpret the bilingual sciences, submerges them in the doubt of learning, and it is normal, such concern. However, it has been demonstrated in several studies, that it is not a learning disability, but rather a special learning ability, in which a language should be involved, whether corporal, affective, social, artistic, so that their attention is captured. And that should even be encouraged at a specific time of their growth, while in their early years they adapt, in the following years they experience the new of acquiring knowledge.

Didactic Techniques for ASD Children

“Reinforcing the child's own competencies, meeting his or her special needs and promoting personalized intervention for developmental difficulties are the three basic precepts on how to work with autistic children”. (UNIR _ Universidad Internacional de la Rioja, 2022)

Working with autistic children requires the application of basic and very thorough tools at the time of wanting to implement them for learning. However, when referring to techniques we consider a personalized treatment of the same, because the greater the concentration in a child with special abilities, the greater the benefit of their talents and skills, and this is the purpose of the real teaching to promote adaptability in the case of children with special abilities without altering their emotions in the area of work or in which they find themselves.

“It is of utmost importance to know where to start when working with these children. We must establish clear purposes, decrease improvisations and increase creativity and flexibility”. (Villalba, 2017)

Of course, it is important to work with autistic children, it is not about applying the same tools, it is about applying special tools for them. That is why a previous analysis, a correct teacher training for these children, will be what will optimize a good teaching of value in their growth stage.

That is to say, the unmanageable approach of only giving deep lectures, texts with a lot of writing, abstract imagery, becomes worthless and unfounded when working with children with autism spectrum disorder. With them it is all about flexibility in images, clear words and colorful pictures, this is what will make children with different special abilities settle down in a calm and restful environment to bring out their ideas, and this is ultimately the purpose of good teaching and its techniques applied in the classroom.

Applying learning techniques to children with autism refers to special treatment for a special outcome in their lives.

CHAPTER III

Methodological Framework

Methodology

General

Methodology is defined as the study for the use of methods and tools that facilitate the obtaining of results, according to (PIAGET, 1970) methodology is the theory of general research procedures that describe the characteristics adopted by the general process of scientific knowledge and the stages into which this process is divided, from the point of view of its production and the conditions under which it should be done (p. 15). In other words, it is an operative and orderly procedure to obtain strategies to promote an inclusive and inductive scheme to children who present cases of Autism in the English Area of the "Eloy Velásquez Cevallos" School of the Canton La Libertad, Province of Santa Elena.

Research Design

“Research Design, Muguira (2018) defines it as the methods and techniques chosen by a researcher to combine in a reasonably logical way so that the research problem is handled efficiently” (pág. 1), allowing us to strengthen this criterion we are going to resort to the execution of a non-experimental design, applied in a transversal way by descriptive typology, to know the permanent incidence of the actors both teachers and students inside and outside the classroom. The Research Design we are going to implement it through a descriptive typology which also Muguira (2018) interprets that the objective of this design is "to describe the nature of a demographic segment, without focusing on the reasons why a certain phenomenon occurs. That is, it "describes" the research topic, without covering "why" it occurs" (pág. 1).

Research Approach

We need to focus our research to arrive at specific answers, which will allow us to expose the criteria and perceptions of teachers who run a classroom with students with ASD, in turn, discover the parameters that have increased the academic learning of their students, thus allowing a practical dosage to some disadvantages that are detected in the study time.

The present research work will be designed under the qualitative approach, maintaining a focus will allow us to develop a monitoring scheme, emphasize a problem and route the solution, make viable a content for a community purpose; we focus on students with the perception of their teachers, this qualitative research approach allows us to analyze the procedures of a population, in addition as mentioned by Barrantes Echavarría (2013) that the Qualitative Model Approach "focuses on the study of the meanings of human actions and social life" (pág. 82), This research is focused on finding inclusion strategies for children with ASD, therefore the first and only actors to whom this project is addressed is the teaching sector of the English Area of the educational institution "Eloy Velasquez Cevallos".

Population

The POPULATION of a research is composed of all the elements (people, objects, organisms, medical records) that participate in the phenomenon that was defined and delimited in the analysis of the research problem. (Díaz de León, 2011)

The informant Subjects of our research, will be 5 Teachers, this group of people are academics of the subject of English that, in particular, have experience in the domain of students with ASD of the educational entity "Eloy Velásquez Cevallos" of the Canton La Libertad.

This population will demonstrate according to their perception, according to a detailed flowchart:

Dates and flowchart.

N ^a	FECHA	DETALLE
1	January 9, 2022	Request to the school authorities to conduct a survey of their English teachers.
2	January 11, 2022	Dialogue with English teachers about project research, take 5 teachers for the survey.
3	January 11, 2022	Creation and sending of survey link to the teachers of the English area, send only to the 5 teachers the link of the survey.

Research Sample and Sampling

The sample is a subset or part of the universe or population in which the research will be carried out (López, 2004), since we will take a subset of the group of the population, we will emphasize the results as a whole; taking into account that we are specifically trying to make viable a knowledge regarding the situation of teachers with regard to children with ASD in their classrooms.

In the sample we will use a type of sampling that will help us to select the characteristics of the population to be investigated, as well as López (2004) defines sampling as the method used to select the components of the sample from the total population (pág. 1)

According to Mugira (2017), "Deliberate, critical or judgmental sampling is that which is selected based on the knowledge of a population or purpose of the study". (pág. 1), And knowing that the population to whom we will survey meet a common purpose issue, since they all have knowledge of the subject of English, in turn they have worked with children with ASD, likewise they have shared their educational activities by the area assigned in the institution, these teachers will be asked to fill out the answers of our survey.

Data Collection Techniques

The Data Collection Techniques according to Arias Gonzales, (2020) "Consists of obtaining qualitative or quantitative data on the study variables, phenomena or attributes, these data are obtained from the study sample" (pág. 10), once we have conducted the survey through direct questions and with objective answers, we will obtain results chosen by a list of numerals that will give at the end a sum of all the participants of the chosen population, the same that will emphasize the needs of the teacher within the classroom. The established study variables will be framed in the area of English with the educational activities carried out with boys and girls with ASD, correlated with each other through the attributes of the teacher, who belongs to an educational entity, teacher of the subject of English, in charge of managing a classroom with students with ASD.

To obtain the Data Collection with a Qualitative Model Approach we will conduct a Survey, which will allow us to complete the information according to the experience of the person, through questions that we will ask, taking into account the cognitive variables in the learning of a student with ASD; The Survey, according to (Colás Bravo, 1998) The Survey is "a research method, capable of responding to problems both in descriptive terms and in terms of relationship of variables, after the collection of systematic information, according to a previously established design that ensures the rigor of the information obtained".(pág. 118), the teachers, who will give their answers, will do it through 9 questions with answers in a pre-established nomenclature, to fix to each answer a numbering, which will allow at the end to tabulate the answers through a statistical table with such numerations, and thus identify the difficulties or facilities within a classroom with students with ASD.

Data Collection Instruments

(Espinoza, s.f) Data Collection Instruments are the tools available to the researcher to document the information collected from reality. (pág. 1).

The instrument to be used in this research will be a questionnaire of questions, which will have the following components.

Within this Instrument, the questions required by the researcher will be given, with open answer items, as its name indicates, the answer will be for objective description, according to the need of the question; seeing the concept about "Open questions used in surveys that provide information of textual character; opinions, explanations, justifications." (Gómez, 2014) However, by carefully planning this, we can assess whether the data we gather is sufficient to support the success of our endeavor. Likewise, the measurement scale that we will use in the survey data collection instrument by means of the open response items of Best Response typology will be according to its scale.

The Questionnaire contains 9 questions, according to the following Areas or Dimensions.

1) Perception of academic strategy	1 question
2) Difficulty in educational processes	3 questions
3) Teacher's self-development	1 question
4) Educational Inclusion	3 questions
5) Pedagogical follow-up analysis	1 question

Data Processing Techniques

Rodríguez Rivera, (2013) "The information processing matrices are very important, a good inquirer should know their benefits and limitations, as well as build them in an ingenious and creative way to achieve the purposes" (pág. 8), within our research, by means of the questionnaire of questions to be asked, we wish to discover the teaching-learning patterns of the

teachers within the curricular plane with students with ASD or without ASD, being that the participants, as research population, must demonstrate their appreciations regarding their own development; since they will give a preamble of the management of their academic facet. For this, as a Data Processing technique we will use Information Technology, through the use of devices (laptops, cell phones, tablets) so that the teacher can receive and send us the survey and its results, that is to say, we will use ICTs.

According to (Galán Amador, 2013) Research and the application of technology will be understood as the process of knowledge construction, with the capacity to offer alternative solutions to the problems of the local, regional and national environment (pág. 1), that is to say that the Information and Communication Technologies (ICTs) will help us in the construction of immediate results in an economical, accurate and practical way in front of the problem of our research.

After having the respective permission of your teaching authority, we will send you a digital form, which has been created in advance to give you more reliability, freedom and practicality in the way of receiving and sending a survey.

The answers to each question are automatically stored in a spreadsheet and in turn will allow us to obtain the result of the information we want.

Data Processing Tools

Garibello Cely, (2018) states that the tools for data processing can be identified as an element that allows processing and transmitting information to all areas of the organization to contribute to decision making. (pág. 6), then, our research resources are defined to process the data received:

To carry out the interpretation of the data that will be obtained by the interview questionnaire and survey that will be applied to the teachers the main tool to use will be the Google form.

Google Form.

Google Forms allows you to plan events, send a survey, ask questions to your students, or collect other types of information easily and efficiently. (Perez, 2016)

CHAPTER IV

Analysis of Finding

The following findings are based on the personal criteria of each foreign language teacher at the aforementioned institution. The results obtained are from anonymous interviews. I will share the results in a way that is easy to interpret through a word cloud, thus allowing the reader to have a better understanding of the interviewers' answers.

The interview findings are valuable as a contribution to the growth of this research effort. They show a variety of very relevant data that help meet the proposed objective of this research. In addition, the questions were created specifically to obtain the information from a primary source to seek certain information, so different questions yielded different points of view in each participant. The data show that there are different limitations to working in complement in a classroom with students with ASD alongside students without ASD.

Interpretation of Interview or Focus Group Data

The following interviews about inclusive strategies with children with ASD in an English classroom were applied to the English teachers of the same institution, three high school teachers and two elementary school teachers in order to know the opinions of each of them based on their experiences with children with ASD in a classroom. The interviews were conducted virtually since it is a private school and teachers have different hours of entry and exit, after having obtained the responses of the participants we went on to make the word cloud, to establish the keywords that we have attached, we will identify the teachers (participants) with the code T-1.

Table 1

Identification of teachers as participants.

Maestros

Código

1	T1
2	T2
3	T3
4	T4
5	T5

Interview question

Figure 1.

The Results Based Educational Strategy.

1 Define the number of students who entered with ASD and have done better with your educational strategy in the current school year?



Note: According to the information obtained by T2 as well as T3 said that 2 students have obtained better results, with the criterion of T1 together with T4 and T5 mentioned that only 1 student has obtained a gradual progress with regard to the English base added to the criterion of



Note: According to this question about what they thought about giving different classes to students with and without ASD, T1, T2 and T4 indicated that it is feasible to give classes because the classes should be adapted to them and ensure that the benefit of learning is for all students regardless of the inclusion they need a teaching according to their special needs, T3 mentions that it is not feasible because the class hours are too small to distribute the different classes in the classroom and T5 considers that the same class should be given because there should be inclusion and the same teaching-learning process.

Figure 5.

The Contribution of Teaching Techniques.

5 Do you think your teaching technique supports the development of students with ASD?



added criterion of T4 mentioned that inclusion comes from home with siblings and cousins both adults and children who teach to value and respect everyone around them and that the condition is not only of the student but it is of everyone, On the other hand, and from a not so favorable perspective, T5 mentioned that based on her experience it is very difficult for the student to take part in group activities, I have not been able to get my student to work in a team, but in the recreational activities she tries but it is not permanent, she is encouraged and then withdraws in the middle of the activity.

Figure 7.

Advantages and Disadvantages of Teaching ASD Students

7 Based on your experience do you think there are advantages and disadvantages to teaching students with ASD?



Note: Regarding the advantages and disadvantages of teaching the majority of participants give an opinion option as T2 mentions that it has advantages because as a teacher learn more about them and for students to share and be empathetic, T3 shares with us that it gives advantage for the student because it can improve their learning, for T4 there is disadvantage because it can't properly

address this group, T5 mentions that there are advantages and disadvantages such as learning, loving, training and making patients and then seeing the results of the effort, most of the disadvantages occur when the teacher does not manage to work together with the home, once it becomes a team, the home and teacher form a learning explosion based on mutual contribution.

Figure 8.

Advantages of Didactic Activities.

8 What do you think are the advantages of arranging didactic activities with students with ASD?



Note: T1 mentions that there are many advantages because they facilitate the teaching-learning process and are appropriate to their age and complexity of the disorder, the criterion of T2 is very creative as he describes that it helps him when he performs activities outside the classroom, when participating with other students, when using different didactic materials such as puzzles, legos, giant stories and others, as well as T1 T4 mentions that it has advantages because it is provided to the student according to their learning since the variation depends on the process in which the student is in, T3 shares other advantages that exist, he says that it helps integration with other students, development of memory, development of mathematical and

linguistic skills and develops vocabulary, on the other hand T5 shares interesting information, the participant mentions that generally they like to have the same and added something different in relation to materials to feel cared for and loved, they do not always work as a team but they like to be taken into account by giving them the same materials as the others, in one way or another you can capture their attention.

Figure 9.

Inclusion Training for Teachers.

9 Do you receive training on inclusion work with children with special needs from the educational institution?



Note: The last question seeks to know if the institution applies training or seeks training input for inclusion of students with ASD for active teachers of the institution in which they preside, but looking at the results we found that the implementation of a permanent training of inclusion of ASD is not implemented in the educational institution.

For example, the response of T1, T2 and T3 mentioned that they do not currently receive training but are in the process of receiving them, for T4 as a new teacher has not received

training but is always in virtual courses for self-education, while the response given by T5 shares that I have received training on the different educational needs outside the institution with respect to the issue of inclusion of students with ASD specifically has not been trained.

CHAPTER V

This chapter offers reflections on the research conducted, the experience of conducting the research, the challenges encountered, and the lessons the writers learned about the topic. During this research it was possible to understand a little about the daily challenge of a teacher teaching English to autistic students, thanks to the information gathered and the research already existing in different platforms, it has been possible to see a more particular scenario and in this case it is possible to understand that the main work is the inclusion in all aspects, since the educational, social and affective aspects are worked on, since they are formative stages, that in summary are fundamental for the contribution in the development of the teaching-learning process of the autistic students, through our investigation we have been able to notice the different knowledge and abilities that each teacher has in its maximum demand to its exiguous demand at the moment of exposing its class in a classroom with students with ASD and students without ASD, since the challenge of the teachers is to optimize educationally the capacities of social and communicative interaction and the flexible regulation of the academic development and behaviors of all the students.

From the evidence in the focus group, the objectives of the research and the questions generated before conducting the research, we have observed from a general point of view that the results are not so favorable, teachers are perceived as a very complex challenge to achieve in the different dimensions, whether in planning, teaching, interactive accompaniment or even in the leveling evaluations for various reasons, but first we will answer the doubts already raised above. Through the research we were able to observe that in order to teach a second language to autistic children it is proven that there is no difficulty if they are taught from the age of 3 (Garido, López, & Carballo, 2021) but in the case of teachers it is evident that there are differences of difficulty

to promote English as a second language, perhaps the teachers need talks and training to recognize the differences according to the great capacity of the students and how much they can achieve, adopting the teaching given by the teachers.

We could observe that in the classrooms there are not many ludic resources, but the teachers contribute in everything they can to provide a good class with their students and with respect to the students with ASD, they are also part of all the activities inside and outside the classroom using the ludic activities of psychomotor exercise, such as chess, twister, puzzles, individual and collective games, in addition to the audiovisual resources that the teachers bring as a contribution to teaching, where students are motivated to be included but are not permanent, and some who remain, change their way of interacting inappropriately for other classmates in the middle of the activities and that is a cause of frustration, discouragement, stress, even depression in the attitude of the teacher, when he is already a resident for several months or years, which could trigger an emotional imbalance to continue in the challenge of teaching-learning with children with ASD. There are many factors that impede the development of knowledge such as lack of attention or objects as distractors based on the patterns that students create and repetitive thoughts, teachers learn and resolve distractions by eliminating objects and counteracting repetitive movements to avoid interruption. However, it has been presented some advantages of teaching ASD children such as, for example, when sharing with them they learn about their special world, develop empathy, increase the love towards the students to encourage themselves, self-training to improve and help in their educational needs and what each of them emphasize is that they are gradually part of the teaching-learning process and increase their knowledge in basic topics and those of their social context.

During the research process, the general objective of participating in the observation in person was not achieved, due to the institution's holiday and different schedules for the teachers' arrival and departure; for this reason we proceeded to conduct the virtual interviews to obtain information about the teachers' personal work. However, nothing prevented us from continuing with the research process; on the other hand, the teachers were ready at all times to contribute to the research.


The author faced a number of challenges in completing this research study, including how to formulate the objectives to be achieved and locate a possible solution. Similarly, it was a challenge to locate some material online due to a lack of knowledge of how to use some academic platforms. The process of creating the interview questions was complex because some of them needed to be structured and modified to fit the topic under investigation and allow the author to collect accurate and necessary data to conduct the topic analysis. The most valuable lesson from this research was the importance of including any student with different special abilities and understanding the development of a teacher in a classroom with children with special abilities such as children with ASD, as in this short period of research they have been admirable as it is a challenge to teach English to students with ASD and at the same time teaching children without ASD is worthy of admiration, at the time of the interviews they highlighted how much they valued the inclusion of all students regardless of their exceptional abilities.

In terms of the challenges for teachers when it comes to strategies for using them for learning, working with autistic children requires the deployment of simple but quite comprehensive tools. However, when it comes to techniques, a personalized approach is taken into account because a child with special needs who is more focused will benefit more from his

or her talents and abilities. This is the goal of true teaching: to foster adaptability in the case of children with special needs without changing their emotions in the area of work or where they are and for teachers to understand the details of good use of strategies for ASD children has been a great personal challenge and because of that they have been the subject of frustration and concern because they have used strategies and the same tools of children without ASD in a classroom attended by children with ASD children who have an autism spectrum condition, the typical strategy of simply offering deep lectures, books with lots of writing and abstract images is useless and unfounded. With them, it is all about using flexible visuals, simple language and vibrant graphics; this is what will get children with diverse special needs to settle down in a calm environment and express their views and give their best for the comfort provided.

Last but not least, the author would like to offer suggestions to teachers who are currently working with students who have an autism spectrum disorder, as there are several platforms and courses to learn about autism spectrum disorder to enrich their knowledge and reduce teaching difficulties, This will encourage them to be proactive, to stop discouraging their students from learning a new language, because they have the ability and, if they do not have the resources to study independently, then we propose to make a personal request to be assigned by the institution to future trainings on the subject.

ATTACHED



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- 2  <https://childmind.org/es/bio/beth-erly/>
- 3  <https://core.ac.uk>
- 4  <https://core.ac.uk/download/pdf/80531008.pdf>
- 5  <http://www.bps.hk>

Project Progress Control Form

 REGISTRO Y CONTROL DE TUTORÍAS DE PROYECTOS DE INVESTIGACIÓN/ EXAMEN COMPLEXIVO 2022-2					
Facultad: Ciencias de la Educación e Idiomas					
Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros					
Tipo: Tutorías de Titulación					
Docente tutor: Lic. Verónica Limones Borbor					
Curso: Octavo semestre					
FECHA	NOMBRES DEL LOS ESTUDIANTES	TÍTULO DEL PROYECTO DE INVESTIGACION /	AVANCE DE CONTENIDOS (indicar porcentaje) Cap. I	OBSERVACIONES	FIRMA
16-12-22	<u>Génesis Jamileth Prieto Andriuoli</u>	Strategies to Promote the Inclusion of Students of Autism in the EFL class.	80%	Correcciones en la redacción, También se sugiere considerar el tipo de cita bibliográfica y parafrasear para reducir el porcentaje de plagio.	
19-12-22	<u>Génesis Jamileth Prieto Andriuoli</u>	Strategies to Promote the Inclusion of Students of Autism in the EFL class.	90%	Las correcciones en la redacción han sido mínimas, sin embargo, se sugiere el tipo de cita bibliográfica parafrasear para reducir el	

			Cap. II	porcentaje de plagio.	
22-12-22	<u>Génesis Jamileth Prieto Andriuoli</u>	Strategies to Promote the Inclusion of Students of Autism in the EFL class.	80%	Las correcciones en la redacción han sido mínimas, sin embargo, se sugiere el tipo de cita bibliográfica parafrasear para reducir el porcentaje de plagio.	
23-12-22	<u>Génesis Jamileth Prieto Andriuoli</u>	Strategies to Promote the Inclusion of Students of Autism in the EFL class.	90%	Las correcciones en la redacción han sido mínimas, sin embargo, se sugiere el tipo de cita bibliográfica parafrasear para reducir el porcentaje de plagio.	
13-01-23	<u>Génesis Jamileth Prieto Andriuoli</u>	Strategies to Promote the Inclusion of Students of Autism in the EFL class.	90%	Se sugiere que se cumpla el objetivo principal planteado, ya	

				que la observación áulica no se dio por diferentes situaciones pero la estudiante argumenta que se basó en observaciones previas ya que las prácticas pre-profesionales se realizaron en la misma Unidad Educativa 0% plagio	
			Cap. IV		
31-01-23	<u>Génesis Jamileth Prieto Andriuoli</u>	Strategies to Promote the Inclusion of Students of Autism in the EFL class.	90%	Se sugiere que se cumpla el objetivo principal planteado, ya que la observación áulica no se dio por diferentes situaciones pero la estudiante argumenta que se basó en observaciones	

				previas ya que las prácticas pre-profesionales se realizaron en la misma Unidad Educativa 0% plagio	
			Cap. V		
07-02-23	<u>Génesis Jamileth Prieto Andriuoli</u>	Strategies to Promote the Inclusion of Students of Autism in the EFL class.	100%	Se sugiere que se cumpla el objetivo principal planteado, ya que la observación áulica no se dio por diferentes situaciones pero la estudiante argumenta que se basó en observaciones previas ya que las prácticas pre-profesionales se realizaron en la misma Unidad Educativa	



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

MEMORANDO

REFERENCIA: PINE-235-2022

DE: Ing. Eliana León Abad, MSc.
DIRECTORA DE CARRERA

PARA: Génesis Jamileth Prieto Andriuoli
ESTUDIANTES CARRERA PINE

Cc: MSc. Verónica Limones Borbor
DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Teaching Techniques to Promote the Inclusion of Students with Autism in the EFL Class, siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Verónica Limones Borbor	jlimones@upse.edu.ec	0990130424	Tutor
MSc. Ruddy Parraga Solórzano	rparraga@upse.edu.ec	0993055665	Especialista

Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Ing. Eliana León MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

C/c Archivo

Interview


Este proyecto de investigación se enfoca en un Metodo cualitativo mediante la recolección de información y datos a través de preguntas abiertas a los docentes de inglés de la “Unidad Educativa Eloy Velázquez Cevallos”. Asi mismo, ésta investigación tiene como objetivo analizar las respuestas de los participantes sobre “El Enfoque de las estrategias inclusivas con niños con TEA en un aula de clases de inglés”. Toda la información recopilada será confidencial.

1. Defina la cantidad de estudiantes que ingresaron con TEA y han obtenido un mejor resultado con su estrategia educativa en el presente año.
2. ¿Considera importante la diferencia de evaluación de los alumnos con TEA y sin TEA?
3. ¿Considera usted complejo realizar una planificación diferente a los alumnos con TEA?
4. ¿Considera usted viable dar clases distintas a los alumnos con TEA y sin TEA?
5. ¿Cree usted que su técnica de enseñanza es un apoyo para el desarrollo de los alumnos con TEA?
6. En base a las actividades inclusivas ¿cree que el estudiante forma parte gradual en el proceso de aprendizaje?
7. En base a su experiencia, ¿cree usted que tienes ventajas y desventajas al dar clases a los estudiantes con TEA?
8. ¿Cuáles cree usted que son las ventajas de disponer actividades didácticas con estudiantes con TEA?
9. ¿Recibe usted capacitación de trabajo de inclusión con niños con capacidades especiales por parte de la institución educativa?

Interview Format

TESIS ☆

Preguntas Respuestas 5 Configuración Puntos totales: 0



TESIS

ENTREVISTA
ESTRATEGIAS PARA PROMOVER LA INCLUSIÓN DE ESTUDIANTES CON AUTISMO EN LA CLASES DE INGLES.

Defina la cantidad de estudiantes que ingresaron con TEA y han obtenido un mejor resultado con su estrategia educativa en el presente Año Lectivo.

Párrafo

Enviar

TESIS ☆

Preguntas Respuestas 5 Configuración Puntos totales: 0

¿Considera usted importante la diferencia de evaluación de los alumnos con TEA y sin TEA?

Texto de respuesta larga

¿Considera usted complejo realizar una planificación diferente a los alumnos con TEA?

Texto de respuesta larga

¿Considera usted viable dar clases distintas a los alumnos con TEA y sin TEA?

Texto de respuesta larga

Enviar

TESIS ☆

Preguntas Respuestas Configuración Puntos totales: 0

¿Cree que su técnica de enseñanza es un apoyo para el desarrollo de los estudiantes con TEA?

Texto de respuesta larga

¿En base a las actividades inclusivas cree que el estudiante forma parte gradual en el proceso de aprendizaje?

Texto de respuesta larga

¿En base a su experiencia cree usted que tiene ventajas y desventajas al dar clases a los estudiantes con TEA?

Texto de respuesta larga

Enviar

TESIS ☆

Preguntas Respuestas Configuración Puntos totales: 0

¿En base a su experiencia cree usted que tiene ventajas y desventajas al dar clases a los estudiantes con TEA?

Texto de respuesta larga

¿Cuáles cree usted que son las ventajas de disponer actividades didácticas con estudiantes con TEA?

Texto de respuesta larga

¿Recibe usted capacitación de trabajo de inclusión con niños con capacidades especiales por parte de la institución educativa?

Texto de respuesta larga

Enviar

Interview request

Santa Elena, 09 de Enero del 2023

Lcda. Arisdely Parrales

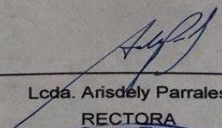
Rectora de la Unidad Educativa "Eloy Velásquez Cevallos".

En su despacho.

La estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Estatal Península de Santa Elena, Prieto Andriuoli Génesis, me dirijo a usted para solicitar realizar una entrevista virtual dirigida a los docentes de Ingles de la institución que preside. Debido a que me encuentro realizando la Tesis de Titulación llamado "STRATEGIES TO PROMOTE THE INCLUSION OF STUDENTS WITH AUTISM IN THE EFL CLASS." dicho documento requiere de información que será adquirida mediante la entrevista que consta de 9 pregunta que se adjuntan.

En espera de una respuesta favorable, le saludo muy atentamente.

Génesis Prieto Andriuoli



Lcda. Arisdely Parrales

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*

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Sello de aprobación

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