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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“CHALLENGES OF CURRICULAR ADAPTATION FOR
STUDENTS WITH AUTISM IN LEARNED ENGLISH”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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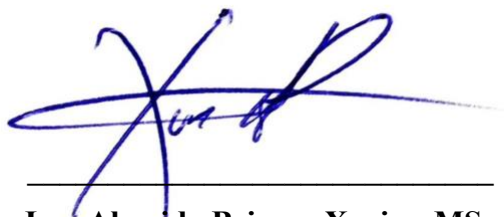
ADVISOR'S APPROVAL

La Libertad, October 29th, 2025

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "**CHALLENGES OF CURRICULAR ADAPTATION FOR STUDENTS WITH AUTISM IN LEARNED ENGLISH**" prepared by **PIBAQUE MUÑIZ MARIUXI ALEXANDRA AND NEIRA QUIMI KATHERINE ALEXANDRA** undergraduate students of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

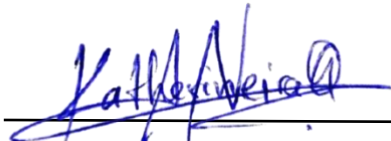


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Statement of Authorship

We, Neira Quimi Katherine Alexandra, with ID number 2450235888, and Pibaque Muñiz Mariuxi Alexandra, with ID number 0928352509, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project “CHALLENGES OF CURRICULAR ADAPTATION FOR STUDENTS WITH AUTISM IN LEARNED ENGLISH”, certify that this study work is our authorship, except for quotes, statements, and reflections used in the research paper



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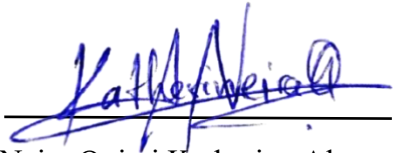


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Declaration

The content of the following graduation project is our responsibility; the intellectual property belongs to the Universidad Estatal Peninsula de Santa Elena.

A handwritten signature in blue ink, appearing to read 'Katherine Neira', written over a horizontal line.

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Acknowledgment I

I express my sincere gratitude to God for granting me the opportunity and strength to reach this stage in my academic career. I am deeply grateful to my mother, Angela Quimi, for her constant encouragement, support, and perseverance, which have guided me throughout this process. I also extend my gratitude to my grandmother, Celinda Suárez, whose trust and unconditional support have always been a source of motivation, and to my younger brother, Joel Neira, for accompanying me along this educational journey. My sincere thanks to my father, Angel Neira, for his constant presence, patience, and trust, which have been fundamental during my professional development. I am grateful to the university professors and our tutor for their guidance and commitment during the completion of this research project. I also thank my friends, especially Mariuxi, Ely, and Maricela, for their support, understanding, and motivation throughout the challenges of our academic training. I would like to express my deepest gratitude to Silya for the time she devoted to teaching me and for her patience in accompanying me through this process. Her constant support, willingness to help, and the confidence she instilled in me were essential in helping me move forward. I sincerely appreciate every moment she shared her knowledge with me and offered me her guidance with such kindness. Finally, I extend my gratitude to my entire family, including my uncles and aunt, for believing in my potential.

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- Katherine Alexandra Neira Quimi.

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- Mariuxi Alexandra Pibaque Muñiz.

Dedication I

I dedicate this work to my parents, **Angel Neira** and **Angela Quimi**, my grandmother, **Celinda Suárez**, and my younger brother, **Joel Neira**. To my mother, whose unwavering support sustained me through difficult times; to my grandmother, whose unconditional care and encouragement were a constant source of strength; and to my brother, whose company accompanied me during my early morning study sessions. I extend special thanks to my father, whose constant presence and guidance were fundamental throughout my professional and academic career.

- With love, Katherine Alexandra Neira Quimi.

Dedication II

I dedicate this project to my husband, **Luis Lainez**, whose constant support has been fundamental throughout my life and academic career. I extend this dedication to my parents, **Ramón Pibaque** and **Francisca Muñiz**, whose unconditional support and encouragement have accompanied me at every stage of my education. I also dedicate this achievement to my children, **Nicolás**, **Mila**, and **Luna Lainez Pibaque**, whose understanding, patience, and presence have been a constant source of inspiration throughout this process. Finally, I dedicate this work to my sisters, **Diana** and **Mercedes**, whose guidance and words of encouragement motivated me to persevere and continue progressing in this professional career.

- With love, Mariuxi Alexandra Pibaque Muñiz.

Abstract

This project analyzed the challenges that the curriculum presented for students with autism, with the aim of identifying the main difficulties they faced and the strategies that teachers implemented to promote inclusive learning. A qualitative approach with a phenomenological design was used to explore the perceptions and experiences of teachers who had worked with students diagnosed with autism. The results revealed that, while progress had been made toward educational inclusion, significant shortcomings persisted in addressing the academic, social, and emotional needs of these students. Furthermore, they indicated that strategies such as daily routines, repetition, visual aids, songs, games, and multisensory activities contributed to improved comprehension and participation. However, the limited availability of specialized resources forced teachers to rely on creativity and improvisation. However, the limited availability of specialized resources required teachers to resort to creativity and improvisation. The study concluded that the inclusion of students with autism in English language teaching required ongoing professional development and the application of personalized and individualized pedagogical approaches that supported the creation of inclusive and flexible school environments that responded to the diverse needs of all students.

Keywords: Curriculum adaptation, Inclusive education, Autism, English language learning, Teachers' strategies.

Resumen

Este proyecto analizó los desafíos que el currículo presentaba para estudiantes con autismo, con el objetivo de identificar las principales dificultades que enfrentaban y las estrategias que los docentes implementaban para promover el aprendizaje inclusivo. Se utilizó un enfoque cualitativo con un diseño fenomenológico para explorar las percepciones y experiencias de los docentes que habían trabajado con estudiantes diagnosticados con autismo. Los resultados revelaron que, si bien se había avanzado hacia la inclusión educativa, persistían importantes deficiencias en la atención de las necesidades académicas, sociales y emocionales de estos estudiantes. Además, indicaron que estrategias como rutinas diarias, repetición, recursos visuales, canciones, juegos y actividades multisensoriales contribuyeron a mejorar la comprensión y la participación. Sin embargo, la limitada disponibilidad de recursos especializados obligó al profesorado a recurrir a la creatividad y la improvisación. El estudio concluyó que la inclusión de los alumnos con autismo en la enseñanza del inglés requería un desarrollo profesional continuo y la aplicación de enfoques pedagógicos personalizados e individualizados que apoyaran la creación de entornos escolares inclusivos y flexibles que respondieran a las diversas necesidades de todos los alumnos.

Palabras Claves: Adaptación curricular, Educación inclusiva, Autismo, Aprendizaje del inglés, Estrategias de los profesores.

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Introduction

Education has become a fundamental priority for educational systems that aim to guarantee equal opportunities for all students. In this context, the presence of students with autism in mainstream classrooms poses specific challenges that require teachers to adapt their planning, methodologies, and teaching practices. Students with autism often learn through different communication styles, require predictable routines, and benefit from visual and multisensory resources; however, these needs are not always fully reflected in the curriculum or in the pedagogical strategies commonly used in English language teaching. This gap between the demands of the curriculum and the actual needs of students often limits their participation and meaningful engagement in the learning process.

In Ecuador, inclusion is supported by national education policies, but its practical implementation continues to reveal difficulties related to teacher training, the availability of materials, and institutional support. For this reason, understanding how teachers experience the process of adapting the English curriculum for students with autism is essential to improving teaching practices and strengthening inclusive environments. This study explored the perceptions and experiences of teachers who have worked with students diagnosed with autism in English classes. Using a qualitative approach with a phenomenological design, the research sought to identify the main challenges they faced, the strategies they implemented, and the factors that facilitated or hindered inclusion. The results contribute to understanding the realities of classroom practice and highlight the importance of training, individualized accommodations, and pedagogical flexibility in promoting accessible and equitable English language learning for students with autism.

Chapter I

The Problem

Research Topic

Curricular Adaptation and Students with Autism in Learned English

Title

Challenges of Curricular Adaptation for Students with Autism in Learned English

Problem Statement

Inclusive education is a challenge for the Ecuadorian education system. However, many institutions have adopted equitable measures to offer equal opportunities to all their students, but challenges remain in English language teaching. Some of the methods and strategies used are not sufficient to meet the needs of students with autism.

According to Yu, Ozonoff, & Miller (2023), autism is a neurodevelopmental disorder that affects communication, social interaction, and understanding. It is not a disease, but a condition characterized by delayed language development and difficulties in engaging in conversation.

“The teachers help students with challenges in real life. However, for work with students with ASD, for teachers who have never worked in special education, it is a shock at first” Cruz, Reo, & Assef (2025, p. 5). Autism should not perceive as a limitation, but rather as a distinctive way of perceiving, communicating and interacting of the word. pace: students with autism experience things differently and learn at their own

pace; although their opportunities may be limited, this condition manifests itself in diverse ways and should not be considered a disease or something abnormal.

Most English teachers do not have the training to adapt the curriculum to students with special needs, especially autism. Although teachers strive to create an inclusive environment, the lack of specific training limits the effectiveness of their teaching. This situation generates obstacles that effects both the teaching-learning process and the effectiveness of the pedagogical support, despite teachers' professional commitment (Jaffal, 2022).

According to Vázquez (2022, p. 15) mention that “difficulties in social interaction and within the classroom are sometimes overlooked by teachers and parents, which affects verbal and nonverbal communication is impaired”. Furthermore, the role of language in autism is limited and requires a great deal of attention. Along with this, insufficient attention to students with disabilities may be due to several factors, primarily the learning environment.

On the other hand, the lack of effective training programs has forced teachers to modify the curriculum, which has also affected the learning ability of students with autism., who are limited by their communication difficulties (Digard, Sorace, & Watson, 2020).

Darwish, et al. (2025, p. 2), explain that “the role of general education teachers is central—not only in delivering content but also in shaping a climate of acceptance and support. Understanding these teachers' perspectives is critical for diagnosing system-level gaps in readiness and capacity for inclusion”. This not only limits learning opportunities for students with autism but also highlights the need to support and train teachers so that

they can adapt to the curriculum appropriately and promote the participation and development of all students equally.

Furthermore, the design of the English curriculum does not offer clear guidelines on how to address students' needs, which creates uncertainty among teachers and leads to certain contradictions in the implementation of integration activities, this issue is particularly relevant in all institutions; even though teachers have the necessary resources, challenges arise, such as the integration of students with autism because there is insufficient curriculum guidance for teaching in an effective and inclusive teaching practice. (Shyh, Ley, & Binti, 2025).

Justification

Currently, curriculum adaptation for students with autism continues to be a significant challenge faced by teachers when teaching English. Furthermore, many difficulties arise within this subject because its main function is the development of different skills for communication, verbal comprehension, writing and reading, and even social skills which are fundamental and important for the learning of students with autism.

Often, the challenge lies in designing the planning and assessment process, which must be carefully adapted for students with autism. In this way, generalized learning is individualized and incorporated into the design of a curriculum where language acquisition is addressed effectively and adapted to the needs of each student.

According to Inzhivotkina & Gándara Vivar (2024, p. 2084), “Teachers reported difficulties handling multiple disabilities and maintaining inclusive environments, often

without adequate resources or professional development”. This analysis confirms the need to explore the difficulties and challenges faced when teaching a new language.

Although there has been an increase in the number of students with autism in schools, there is a gap in research focused on adapting educational content for English language teaching. Much of the information available demonstrates the importance of adaptation and finding solutions, but very little research focuses solely on the problems teachers face in their daily work of teaching languages to students with autism (Brahim, 2022).

Problem Question

How do English language teachers perceive the challenge of adapting the curriculum to meet the needs of students with Autism?

Specific Questions

- How do English teachers address the challenges of adapting the curriculum for students with autism in their daily teaching practice?
- How do teachers describe the obstacles they face when implementing curriculum adaptation for students with autism?
- How do English teachers deal with the process of adapting the curriculum for students with Autism, considering their training and professional preparation?

General Objective

Analyze the difficulties students with autism have in adapting to the curriculum, to understand how these difficulties affect their learning of the English language.

Specific Objectives

- Identify the main challenges teachers have faced when trying to adapt the English curriculum for students with autism.
- To explore teachers' activities for curricular adaptation in teaching English to students with Autism.
- To describe how English teachers experience and address the challenges of adapting the curriculum for students with autism.

Chapter II

Theoretical Framework

Background

In today's educational environment, inclusive education is considered a fundamental principle of social justice and equity. It is based on the recognition that all students, including those with special educational needs related to neurological development such as autism, have the same right to receive quality information within the institution. It is important for schools to address this issue by simply intuitively applying or including the elimination of barriers and collecting curriculum data that guarantees the participation of students with special needs.

International Background

As defined by the American Psychological Association (2020, p 94), considers autism to be “a neurodevelopmental disorder characterized by markedly impaired social interactions and verbal and nonverbal communication; narrow interests; and repetitive behavior”. This definition suggests that autism stems from a neurological problem that impedes social interaction, causes problems with verbal, physical, and emotional communication, makes them sensitive to certain things, limits their own interests, and causes compulsive behaviors.

According to Dinar, et al. (2020, p. 116), “inclusive education is education based on an open spirit to embrace all groups in education (Education for All)”. In their research, education should be grounded in the principles inclusion to address the need of diverse groups, emphasize that education is a right for all. They further explain that inclusion is a

process that helps students with special needs to engage with others from an ethical, social, and cultural perspective.

Teachers' knowledge about autism can significantly influence how they perceive and manage the inclusion of students with this condition in the classroom. If teachers have adequate information and understanding about the characteristics, needs, and challenges of students with autism, they can adopt positive attitudes toward inclusion, specialized and ongoing training for teachers should be fundamental because it not only increases their professional competence but also contributes to and generates more effective inclusive practices within the school context (Wittwer, Hans, & Voss, 2024).

In their research, Umiera, Yunus, & Norman (2022), point out that some parents prefer not to expose their children with autism for fear of stressing them out. They consider exposing them to a new language to be problematic. Furthermore, there have been cases of doctors convincing parents to teach and speak a different language.

Regional Background

UNESCO (2020), In Latin America, inclusive education has political and legal backing and is acknowledged as a right. The effective implementation of curriculum adjustments for students with autism, teaching capacity limits, and resource availability are only a few of the difficulties that hinder its implementation, it also hinders the development of values in the teaching-learning process.

From a single classroom to an educational setting for kids with special needs, inclusive education has advanced in Latin America, according to several evaluations. It is emphasized that students with autism have their own way of learning and developing

their skills; therefore, it is important to have a guide to adapt activities for students with autism.

Kuhn et al. (2020) indicate that, Latino families of students with autism face significant language barriers that often limit their access to essential services. For these students, adapting an English curriculum must be a comprehensive process that not only adjusts to a linguistic level, but also helps implement new visual teaching strategies and considers sensory sensitivities.

National Background

According to Pillajo & Taco (2023, pp. 19-20):

It is important to mention that the teaching-learning process of English as a foreign language can develop differently depending on the circumstances and conditions of the context in which it takes place. This process often undergoes variations when people with disabilities such as autism spectrum disorder are part of it. Due to the characteristics of this spectrum, the teaching learning process of the English language can be affected in some aspects or benefited in others.

It mentions that the teaching-learning process for everyone, depending on the circumstances they face, addresses new topics for students with special needs, in this case students with autism.

Ordóñez & Segarra (2024, p. 21), indicate that:

The teachers expressed that although it was a challenge for them to implement these activities due to the demand for time and material that they needed; the implementation of this method resulted in an increase of attention and motivation in ASD students.

This research has shown that different strategies and resources help to create an inclusive classroom, which encourages participation, and that teacher support is essential in guiding students.

Pedagogical Basis

Pedagogical and Theoretical Bases: Inclusive Education

Petersson-Bloom & Holmqvist (2022), mention that it is a pedagogical approach focused on ensuring that students with autism participate fully in regular classrooms, this requires the implementation of strategies that address both academic and social needs.

One of the most important of these practices is the adoption of positive attitudes by teachers to create a structured classroom environment and develop social skills, the importance of adjusting the physical and social environment of the classroom, where sensory modifications and individualized teaching methods are used to adapt the classroom and reduce barriers that prevent the active participation of students with autism.

Fundamental Pedagogical Strategies: Differentiated Teaching

It focuses on how teaching adapts to the different characteristics, interests, and individual needs of each student. Lifa & Lemmuela (2021) show how the approach is applied to students with autism in an English class, the implementation of strategies that

include different levels of difficulty in a single task, materials adapted to students' abilities, and additional reinforcement outside the classroom to reinforce understanding and participation, showed results that reduced anxiety in students with autism, promoting a more positive and inclusive learning environment.

What is Autism?

Autism Spectrum Disorder, better known as (ASD), is a neurodevelopmental disorder that manifests itself at an early age and is an impairment in communication and social interaction, along with the presence of repetitive and compulsive behaviors and restricted interests (Lord et al., 2022).

National Institutes of Health (2025, p. 2) explains that “Autism is known as a ‘**spectrum**’ disorder because people with autism have a range of characteristics, needs, strengths, and challenges”. This highlights that autism does not manifest itself in just one way but rather presents differently in different people. The use of the word “spectrum” indicates that we are talking about diversity. It also shows that autism is not a difficulty, but rather the strength and talent of each person who has this condition.

Characteristics

Social Skills:

Kanner (1943), presented a systematic description and pointed out that one of the most common characteristics is how children isolate themselves or distance themselves from those around them, including their parents. It was also noted that students, especially children, often have difficulty initiating social interactions, such as greeting each other, asking questions, or joining in an activity with their peers.

Communication:

According to the Washington State Department of Social and Health Services (2013), it has been mentioned that students with autism have difficulty communicating. They also find it difficult to express their feelings or emotions and start a conversation at any time or place due to their condition and the fact that teachers are not properly trained in this area, which limits these students' access to inclusive, quality education. It has been mentioned that many of them have difficulty answering questions. Although this is sometimes one of the difficulties they face, in some cases it is not a limitation, as students can hold a conversation, but to a limited extent, considering that there are different levels of autism.

Repetitive Behaviors:

Tian, Xuping, & Li (2022), highlight that, in different cases, students exhibit various factors that cause movements that can become compulsive and repetitive, and that these occur unconsciously in communication. They also tend to imitate or repeat words and phrases from other people that they have heard or seen in their daily lives, and they imitate them without meaning or with an unusual tone of voice.

Eye Contact:

It is considered a characteristic challenge for students with autism; it is important to maintain specific adaptations to work inclusively. Although they may find it difficult to maintain eye contact naturally and most find it unpleasant, this condition creates significant limitations in social interactions and even limits their ability to interact with their peers, teachers, and families. This research shows that there are methods that can help students

maintain eye contact for extended periods, although their progress is evident in some cases, this difficulty remains present (Strömberg, 2021).

Pedagogical And Specific Strategies for Students with Autism

Visual Support:

Debasu & Chekol (2024), Suggest implementing strategies focused on visual aids as teaching resources to optimize learning for students with autism, some of these strategies include interventions by their peers with the aim of encouraging social interaction, not to mention friendship bonds, through structured activities to foster positive relationships and the incorporation of visual materials to facilitate students' understanding and retention of information, all of this is essential to establishing a structured visual environment where task organizers are used as access guides for students. They even recommend dividing tasks into smaller, more manageable steps, offering instructions with visual aids that promote the effective execution of the following activities to achieve meaningful learning.

Giraldo & Ramos (2021), establish that the Treatment and Education Program for Children with Autism and related communication disabilities is based on a core pedagogical foundation of inclusive education with a particularly structured and visual approach that aims to maximize students' strengths while considering their individual difficulties. This educational model promotes the adaptation of learning, especially for students with autism, using different resources, including visual and clear support that facilitate understanding, planning, and task execution.

Sensory Adaptations

Various studies have shown that students with autism are very sensitive to different textures, which can affect their ability to concentrate and participate in learning. Jonesa, Hanley & Riby (2020), indicate that the implementing sensory adaptations involves modifying the physical environment of the classroom to reduce textures that may be overwhelming for students. Background noise should be reduced, tactile visual materials should be incorporated, visual schedules should be provided to reduce anxiety, and areas should be created where students can temporarily withdraw to regulate their senses. These adaptations promote academic learning and ensure a truly inclusive approach to teaching English and other curricular areas.

Basic Instructions

According to Specialist Autism Support Service (2022), one of the easiest strategies to use, so that students can easily understand instructions through different materials, such as images and even resources such as mini whiteboards for better understanding, audio, and the use of simple language with short sentences.

Areas of Complementary Support:

Development of Social Skills

Developing social skills is essential for students with autism, as it allows them to interact effectively with their peers. Various studies have shown that teaching English is a valuable tool for promoting these skills, as it provides a structured context in which students can practice communication and cooperation. For this strategy to be effective, an environment must be created that is adapted to the individual needs of each student, within

which positive and motivating interaction can be promoted. Within this research, social validity is considered important for determining certain factors in the relationship between students with autism (Mosher & Carreon, 2021).

Theoretical Basis

Inclusive Education is an educational implementation that has a multicultural view that can help students to understand, accept, and respect other people in different ethnicities, cultures, values, personalities, and physical and psychological functioning.

According to Abimbola, Oyebola, & Nneamaka (2024, p. 55), “inclusive curriculum design plays a crucial role in promoting equity and social justice in education and society”. This study emphasizes that curricular adaptation does not mean lowering academic expectations but rather seeking multiple learning pathways. Through inclusive approaches, students with autism can develop linguistic, cognitive, and social skills that contribute to their academic growth.

Mayonel & Lexter (2024), point out that many modern educational centers lack the facilities and some of the learning resources necessary to support students with autism. However, there are many ways in which teachers can play a crucial and effective role, such as specialized training that will help educators identify the individual needs of each student; it will also enable them to adapt teaching methods flexibly, effectively implement strategies that promote inclusive learning, and ensure that all students participate fully in an educational process that fosters inclusion.

Nilholm (2021), highlights that, despite the diversity of definitions of the term inclusion, there is still a research gap that demonstrates a convincing way to implement classroom practices for all students. It should be noted that this gap is due to the lack of a clear approach and the tendency to limit inclusion to a traditional perspective toward students with special needs, which restricts the development of solid theories for educational practice.

Ameen (2024, p. 242) explains that “However, the curriculum of the time did not cater for learners with severe intellectual disabilities”. It mentions that some curricula have not been able to adapt to the needs of students, although this research shows the perspective of teachers who face the challenge of curricular adaptation for students with autism daily.

Legal Basis

The Constitution of the Republic of Ecuador states that:

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Constitución de la República del Ecuador, 2008).

Art. 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el

nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive (Constitución de la República del Ecuador, 2008).

ART. 47.- El Estado garantizará políticas de prevención de las discapacidades y, de manera conjunta con la sociedad y la familia, procurará la equiparación de oportunidades para las personas con discapacidad y su integración social. Se reconoce a las personas con discapacidad, los derechos a: **7.** Una educación que desarrolle sus potencialidades y habilidades para su integración y participación en igualdad de condiciones. Se garantizará su educación dentro de la educación regular. Los planteles regulares incorporarán trato diferenciado y los de atención especial la educación especializada. Los establecimientos educativos cumplirán normas de accesibilidad para personas con discapacidad e implementarán un sistema de becas que responda a las condiciones económicas de este grupo. **8.** La educación especializada para las personas con discapacidad intelectual y el fomento de sus capacidades mediante la creación de centros educativos y programas de enseñanza específicos (Constitución de la República del Ecuador, 2008).

Asamblea Nacional del Ecuador (2003) establishes that the Code on Children and Adolescents provides the following:

Art. 6.- Igualdad y no discriminación. - Todos los niños, niñas y adolescentes son iguales ante la ley y no serán discriminados por causa de su nacimiento, nacionalidad, edad, sexo, etnia, color, origen social, idioma, religión, filiación, opinión política, situación económica, orientación sexual, estado de salud, discapacidad o diversidad cultural o cualquier otra condición propia o de sus progenitores, representantes o familiares. El Estado adoptará las medidas necesarias para eliminar toda forma de discriminación (Código de la Niñez y Adolescencia, 2003).

Art. 37.- Derecho a la educación. - Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que: **1.** Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente; **3.** Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender; **4.** Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice

también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas (Código de la Niñez y Adolescencia, 2003).

Art. 42.- Derecho a la educación de los niños, niñas y adolescentes con discapacidad. - Los niños, niñas y adolescentes con discapacidades tienen derecho a la inclusión en el sistema educativo, en la medida de su nivel de discapacidad. Todas las unidades educativas están obligadas a recibirlos y a crear los apoyos y adaptaciones físicas, pedagógicas, de evaluación y promoción adecuados a sus necesidades (Código de la Niñez y Adolescencia, 2003).

LOEI (The Organic Law on the Ministry of Education of Ecuador) defines inclusive education as a system that responds to the different needs of all students by increasing participation in learning and reducing exclusion from education system. Intercultural Education (2011) aims to ensure equal opportunities for communities, peoples, nationalities and groups with special educational needs (SEN).

Article 51 of the LOEI states: [...] El Estado garantiza el acceso y permanencia a la educación básica y bachillerato a todas las personas que por, cualquier motivo, se encuentren en situaciones tales como privación de libertad, enfermedades prolongadas, necesidad de protección y otras que no les permitan acudir a instituciones educativas. El Estado, a través de la Autoridad Educativa Nacional, dictará las políticas y programas especiales que garanticen el acceso a la educación de las niñas, niños y adolescentes en condición de doble vulnerabilidad, madres adolescentes, así como en los casos en que el padre o la madre se encuentren privados de su libertad (Ley Orgánica de Educación Intercultural, 2024).

Article 158 of the General Regulations of the LOEI on specific educational needs states: [...] Son aquella condiciones o situaciones de los estudiantes que, para garantizar su acceso, permanencia, aprendizaje, participación, promoción y culminación en el Sistema Nacional de Educación, requieren del apoyo a adaptaciones educativas temporales o permanentes. Estos apoyos y adaptaciones buscan la eliminación de barreras de aprendizaje, accesibilidad, comunicación u otros determinados por el Nivel Central de la Autoridad Educativa Nacional [...] (Ley Orgánica de Educación Intercultural, 2023).

Article 159 of the Regulations states: [...] Se consideran como necesidades educativas específicas asociadas a la discapacidad las siguientes: a. Discapacidad física; b. Discapacidad intelectual; c. Discapacidad psicosocial; d. Discapacidad sensorial; e. Multidiscapacidad y f. Sordoceguera (Ley Orgánica de Educación Intercultural, 2023).

Chapter III

Methodological Framework

Type of Research

The research methodology is based on qualitative research that focuses on the experiences, arguments, and opinions of teachers. Based on teachers' perspectives on how they perceive the education of children with autism and the challenges that arise when creating an inclusive classroom and an appropriate curriculum adaptation in the subject of English.

Creswell (2009, p. 17), states that, “Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches”. This difference is crucial because qualitative methodology is linked to education, where different branches of information are based on teachers' experiences. are presented, it is closely related to educational pedagogy. Therefore, the qualitative method is key to developing this research and gaining a deeper understanding of the challenges posed by curriculum adaptation.

According to Taherdoost (2022, p. 10), “questions are commonly divided into two broad categories: close-ended and open-ended questions”. These two data collection methods are used when dealing with a questionnaire with open-ended and closed-ended questions. For this qualitative research, open-ended questions are used to address much more than just the teacher's experiences. Based on this data, open questions are used to deepen the ideas and arguments based on the teachers' experiences when interacting with students with autism, face-to-face interviews within the institution.

Phenomenological Studies

McLeod (2024), in phenomenological research, perceptions are interpreted based on experience, which must be unique and meaningful to shed light on the subject's specific experience. Phenomenological research seeks to uncover the meaning of everyday experiences, but assumptions are always avoided.

It is recognized that phenomenological research is based on experiences. This research project seeks to analyze and understand the challenges teachers face when teaching English to students with autism. This research aims to collect teachers' experiences of how they perceive the challenges of adapting to the curriculum.

Data Collection Techniques

Interviews are used in qualitative research to gather the opinions and perspectives that teachers have acquired throughout their professional careers. They are generally aimed at specific groups and take the form of a list of questions. It should be noted that qualitative research interviews have strengths that guide the research. (Omika, 2022)

These interviews will be conducted in person at the selected school to gather data that will enable teachers to explain, from their perspective, how they teach English to students with autism and how they perceive the challenges of adapting the curriculum to promote an inclusive classroom.

Instruments

Questionnaire Research:

According to Lim (2025, p. 200)

Qualitative research, with its emphasis on context, existence, experience, perspective, meaning, and subjectivity, offers a unique lens through which to explore and interpret the complexities of social phenomena, which contrasts with quantitative research, not as a contradictory, but as a complementary, each with its distinct strengths and areas of application.

Questionnaires allow us to collect various organized data to understand different experiences, opinions, and behaviors. The main objective is to obtain qualitative information that would answer the research questions. Using questionnaires in the educational field is of great importance because their use implements and facilitates truthful information. It allows us to know and understand the challenges and experiences of each teacher interviewed.

Population and Sample

Qualitative methodology is linked to education, where different branches of information based on teachers' experiences are presented. It is closely related to educational pedagogy. Therefore, the qualitative method is key to developing this research and gaining a deeper understanding of the challenges posed by curriculum adaptation.

Nanjundeswaraswamy & Divakara (2021), the population is made up of a group of people who have or have had experiences according to the selected related topics. This is a form of data collection through arguments. In qualitative research, interviews with the teachers are used.

The sample size is manageable and feasible for interviews and qualitative survey data collection. This will allow for a detailed exploration of teachers' perceptions and experiences. This delimitation fits with the objectives of this research, which aims to analyze the difficulties of curricular adaptation for students with autism learning English.

This population and sample were selected because English teachers are the ones who teach and apply the respective curriculum adaptations for students with autism, to gain a deep and specific understanding of the challenges posed by curriculum adaptation.

Chapter IV

Analysis Finding

Brief Explanations of the Finding

Interviews with five local teachers revealed how they perceive the challenges of adapting the curriculum to students with autism. They shared their experiences and how they deal with different challenges, noting that traditional methods such as word repetition, music, and daily routines are effective in improving listening comprehension and oral expression. They also emphasized that helping students gain confidence in their school environment allows them to integrate naturally with their peers and not feel excluded.

In addition, they mentioned strategies such as the use of flashcards, images, and music to improve concentration in the activities they want to implement in general. Although their institutions provide them with training or preparation to improve the teaching of students with autism, they continue to encounter difficulties that they consider challenges as part of their professional development as teachers.

Analysis of the questionnaire addressed to five teachers

- Question number one was: **Based on your experience, What challenges do teachers face when adapting the English curriculum for students with autism?**



Figure 1. Most common words used by participants in their responses

Interviewees considered that one of the most significant challenges is striking the right balance between the objectives of the institutional curriculum and the needs of each student. They emphasized that the curriculum is designed for the general population and is not appropriate for students with autism, who have different levels of comprehension and communication skills. This forces teachers to plan activities with varying degrees of complexity, with visual adaptations and using strategies that involve constant repetition. They mention that one of the most visible problems is the lack of resources, and in some cases they are forced to improvise and design their own materials and tools, which require very advanced pedagogical knowledge. Additionally, it requires patience, extra time, and flexibility to adjust strategies to obtain positive results from each student.

Question 2

- Question number two was: **In your experience, how do language learning difficulties manifest themselves in students with autism when there is no adequate curriculum adaptation?**



Figure 2. Frequency of keywords identified in the teachers' answers

According to the interviewees, they point out that behaviors such as **echolalia** (repetition without understanding), evasive participation, or sensory crises appear. In addition, they indicated that some students destroy materials if the activities do not interest them or simply isolate themselves. They emphasize that textbooks do not always include adaptations and, in general, tend to use the same material for everyone. They also mention that they emphasize the importance of knowing the personal tastes and preferences of each student with autism, such as singing, drawing, or moving, to design different activities that are motivating. Not having the necessary curricular adaptations not only affects language acquisition but also compromises the student's emotional state. The aim is to reinforce the ideas already taught in the language, and these must be personalized, versatile, and tailored to the students' needs.

Question 3

- Question number three was: **What are the main challenges when planning English activities for students with autism?**



Figure 3. Main terms mentioned in participants' descriptions

The interviewees consider planning to be a major challenge, as they must anticipate multiple learning scenarios in each group and offer different activities to meet the needs of their students. They also recognize the importance of offering engaging and motivating activities that prevent students from losing interest quickly. In addition, they observed that students with autism tend to respond better to activities such as routines, songs, activities involving body movement, flashcards, and visual activities, but show resistance to written activities. This requires more time and constant dedication to implementing these resources, which is very difficult for teachers. Sometimes, adaptations are very difficult to make, as they require more work and greater dedication to implement these resources, and the adaptations go far beyond their own preparation.

Question 4

- Question number four was: **From your perspective, what aspects of teaching English require the most effort when working with students with autism?**



Figure 4. Most frequent words for the most effective work

The interviewees agree that the greatest difficulty is getting students to maintain the same level of attention and achieve effective interaction skills, without limiting themselves to repeating vocabulary. They also explained that the greatest difficulty is getting students to relate what they say to what they do, preventing them from repeating unfamiliar words and teaching them to use language in real contexts (greetings, taking turns to speak, asking for objects). Another important aspect they mention is the constant difficulty of dealing with sensory overload to create a controlled environment. They also highlight the importance of routines, so that actions and words are related to each other. On the other hand, they mention that children respond better to this modality than young people, because repetition causes boredom. They also emphasize that it requires a lot of patience and better preparation. But above all, it is necessary for language to be more functional and not just repetitive.

Question 5

- Question number five was: **Based on your experience, which are the most common activities you use to adapt to the needs of students with autism during English classes?**



Figure 5. Key terms that appeared most frequently in teachers' statements

Most interviewees mentioned that the most effective activities are those that include routines, visual aids, songs, flashcards, games, puppets, and sensory and multisensory activities. They believe that these strategies facilitate language comprehension and maintain students' attention. They emphasized that daily routines could provide stability and confidence, which are key factors in language learning for students with autism. In certain cases, the use of sign language as a complement strengthened communication and facilitated the learning process. Among the most successful activities was the combination of different structures, teaching resources, and visual aids, such as flashcards, which created an inclusive environment, generated meaningful learning, and helped reinforce teaching strategies focused on sensory experiences and motivation.

Question 6

- Question number six was: **In your experience, how can the effectiveness of curricular adaptations for teaching students with autism be evaluated?**



Figure 6. The most frequently used words in the answers

The interviewees mentioned that assessment should be based on various functional factors linked to participation and ensured that they do not use traditional paper-based tests. Teachers pointed out that assessment methods should be based on observing individual progress, comprehension, confidence, and active participation in the various activities mentioned above, such as games, sensory or multisensory activities, and songs, with the aim of evaluating learning outcomes. They believe that it is not enough for students to have understood an activity designed for their own needs; it is also essential that they apply what they have learned in everyday situations, such as daily routines and interactions with their peers. In addition, they indicated that images can be an important support when evaluating and help to track the progress and advancement of the knowledge of students with autism.

Question 7

- Question number seven was: **Based on your experience, what are the most common limitations encountered when adapting an English class for students with autism?**



Figure 7. Words most frequently used in response to the limitation

According to the interviewees mentioned that one of the limitations is the lack of time, specialized training, and availability of resources, which are often characterized by insufficiency in various institutions and environments with overcrowded classrooms. They pointed out that the absence of trained tutors can become a burden for teachers and that the need to help create an inclusive classroom requires greater creativity and additional effort. Institutional resources are often generalized and poorly adapted, which limits the effectiveness of English language learning for students with autism. They also pointed out as a limitation the large gap that can arise between the demands of curricular adaptations and the reality within the classroom, highlighting the importance of teachers' strategies to encourage creativity and collaboration within flexible planning.

Question 8

- Question number eight was: **Do you think that the resources available, such as materials, time, and training, help or hinder you when making adaptations in English class? Why?**



Figure 8. Words that have been used most frequently in responses to this question

The interviewees mention that the materials provided by institutions do not have the necessary resources to teach children with autism, so they are forced to create their own resources or materials. They also mention that it would be essential to have a platform of specific resources for students with autism in English Teachers believe that their creativity compensates for the lack of materials, but this requires a great deal of additional effort, also mention that the available materials are very useful but not specialized enough. The commitment and dedication of each teacher is superior, and they are willing to continue innovating every day. The resources provided by the institutions constitute very limited support, but the real strength lies in the creativity of the teachers and teamwork, even if this means an overload of responsibilities.

Interpretation of Bibliographic Review

Analysis of the interviews revealed that teaching English to students with autism faces various challenges, whether pedagogical, sensory, or structural, due to a lack of resources and time, as well as the need for individualized adaptations. In addition, the

commitment of the teacher is evident, basing their planning on creativity, patience, and their limited knowledge of students with autism. Many of the strategies identified show that inclusive learning is possible, although it faces limitations.

The first question on which all interviewees agree is that adapting content is not limited to changing notes but requires a methodological change in teaching on the part of the teacher. English teachers face different challenges that are more related to communication, strategy design, and, in some cases, a lack of institutional support, which limits the effectiveness of inclusive teaching. In addition, effective communication, lack of institutional support, and the design of specific strategies are some of the factors that affect English language learning by students with autism. On the other hand, the absence of specialized information limits the effectiveness of teaching, suggesting that limitations come not only from students with autism, but also from conditions that affect teachers' work (Ismael, 2022).

In the second question, Bolourian et al. (2021) indicate that classroom-related factors contribute to the success of inclusion, but that these factors do not replace the active use of teaching techniques. Students with autism need specialized activities and motivational strategies that reduce the difficulty of language learning. Teachers emphasize that when the curriculum is not adequately adapted, greater difficulties arise in communication, comprehension, and participation. This also depends on the teacher's ability to spark interest and encourage active participation among students.

In third question, Sepadi (2025) points out that, in contexts where resources and materials are very limited, ideas for integration may be good for some teachers, but they

may have problems when planning activities in English for students with autism, creating a large gap between inclusion and practical reality, in which teachers rely solely on their creativity. Some teachers often resort to practices such as the use of visual and tactile resources and individual support. In addition, all these adaptations require a significant investment of time and creativity. Without the right resources, this becomes a major challenge for teachers.

Regarding the fourth question, according to Tárrega, Gómez, & Sanz (2021), the most successful strategies were those applied in inclusive environments, characterized by complex structures and repetition. This shows that curricular adaptations in teaching English to students with autism must be planned, organized, and structured in advance, avoiding improvisation in the classroom. It should be noted that this type of intervention requires a significant investment of time and prior preparation, which implies greater daily effort in teaching classes, but also in planning and correctly adapting content and activities to the needs of students.

In the fifth question, Alfi-Shabtay & Bendavid (2021), highlight in their study that teachers show favorable attitudes toward innovative teaching methods, adapting their activities with visual aids, simplified instructions, and personalized tutoring. However, they also express uncertainty, as many teachers acknowledge that they lack specialized training and adequate materials to teach students with autism. Their research shows that activities are effective in practice and depend on the creativity and willingness of the teacher, revealing that educational inclusion depends as much on the individual commitment of the students themselves as on a consolidated institutional system.

For the sixth question, Hernandez et al. (2023) point out that teachers evaluate the effectiveness of adaptations by observing their own practices, which shows that teachers continually adjust their strategies to make them work and achieve individual student progress. They also indicate that assessments do not show problematic limitations but rather generate achievements in interaction and participation. This study suggests that inclusive assessment of students with autism should be dynamic and flexible and should also be adapted to each student's pace.

In the seventh question, according to Rusli & Kheng (2025), there are significant limitations related to both the general resources needed to implement curricular adaptations, which is time-consuming, and the lack of institutional planning and certain deficiencies in the support framework. These are essential elements in helping teachers organize and manage a class effectively. General resources can cause frustration among teachers, but materials for students with autism are also shown. The authors emphasize that without visual support, materials adapted for comprehension, and communication tools, teachers are forced to rely exclusively on improvised strategies and their own creativity, which creates inequality in the learning of students with autism compared to their peers.

The eighth question, according to Senoo et al. (2024), states that available resources are a key factor for inclusive education, although the lack of specific materials, time, and inadequate teacher training constitute an obstacle to creating effective accommodations. Inclusion is affected by a lack of resources, and this is far beyond the control of teachers. Studies show that there are teachers who are committed to teaching students with autism and who use their own creativity to ensure that strategies are not limited. Furthermore,

inclusion is possible with sustained investment in training and the implementation of new materials to avoid the difficulties that can arise when creating an inclusive classroom.

Table 1

Teachers' perspectives on the challenges of curriculum adaptation for students with autism in learned English.

Questions	In your experience, how do language learning difficulties manifest themselves in students with autism when there is no adequate curriculum adaptation?	Based on your experience, What challenges do teachers face when adapting the English curriculum for students with autism?	Based on your experience, which are the most common activities you use to adapt to the needs of students with autism during English classes?	Based on your experience, what are the most common limitations encountered when adapting an English class for students with autism?
Answers	Difficulties in the continuous use of echolalia cause frustration and lack of participation, leading to constant crises.	Main challenges are striking a balance between standardized curricula and resources and the need to design an environment that promotes learning for students with autism.	Strategies considered most effective were routines, the use of flashcards, puppets, and games that include multisensory activities.	Limitations include not having time to plan, not having access to specialized information to help them in their training, and not having the support of mentors who are trained in these areas.
Authors	Spontaneous inclusion of language such as echolalia is considered a lack of participation that causes frustration in children (Zeinali & Tadayyon, 2025).	Teaching students with autism requires training and a group of teachers who are better prepared to address limitations according to each student's needs, with the aim of avoiding difficulties and establishing clear strategies that focus on the use of different resources that facilitate language comprehension (Maysuroh et al., 2024).	Teachers who teach students with autism face various challenges that impose limitations on them, including a lack of preparation on the part of teachers and difficulty maintaining concentration. One of the best activities is the use of visual aids, games, and flashcards (Solo, Lustyantje, & Murtdaho, 2025).	The limitations on adapting the curriculum to the needs of students with autism often require too much time, which leads to a lack of resources, a lack of specialized training, and even a lack of time for planning (Ehlert, Adloff, & Souvignier, 2025).

Chapter V

Conclusions and Recommendations

This study focused on analyzing the challenges posed by curricular adaptation for students with autism in learning English. The main objective was to identify the main obstacles faced by teachers and explore which activities were most effective for curricular adaptation for students with autism. By including in this detailed analysis, the limitations that arise in the implementation of curriculum adaptation, it was concluded that, although teachers make significant efforts to help students with autism, there are various limitations, such as a lack of specialized training, resources, and institutional support, which hinder the implementation of inclusive education.

Teachers face different challenges when adapting the curriculum for students with autism, where the main difficulty lies in balancing standardized institutional activities with individual pedagogical needs. This places a greater workload on teachers, who must develop different activities and even materials independently.

The most frequently mentioned strategies are the most effective for the inclusion of students with autism. In addition, the inclusion of visual resources such as flashcards, schedules, daily routines, sensory activities that use games and tactile experiences that facilitate communication and understanding, and above all avoid sensory overload, is considered to help students with autism associate vocabulary with experiences from their daily lives.

Additionally, there are institutional limitations that can significantly affect the effective adaptation of different activities. This includes a lack of time and knowledge, which forces students to resort to improvisation and self-learning. Although there are

supports such as multidisciplinary teams, they are currently totally insufficient, which can affect the individualized teaching of each student with autism.

Recommendation

English teachers can prioritize activities such as routines, schedules, and multisensory activities to encourage active and communicative participation from all students, which is an effective strategy, this leads to better teaching practices and a better understanding of the needs of students with autism.

Educational institutions can create support teams, such as educational psychologists and English teachers with experience in teaching students with autism, to create an environment that allows for individualized curriculum adaptations when necessary. In addition, they can devote much more time to planning and developing materials that ensure effective teaching practices.

Institutions and the Ministry of Education can offer mandatory continuing education and programs to all teachers focused on teaching English to students with autism. Each training session can highlight Universal Design for Learning, which emphasizes the creation of visual materials and strategies selected for sensory environments.

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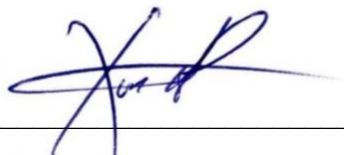
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Annexes**Annex A: Anti-Plagiarism System Certificate****CERTIFICADO SISTEMA ANTI-PLAGIO**

En calidad de tutor del Trabajo de Integración Curricular denominado **“CHALLENGES OF CURRICULAR ADAPTATION FOR STUDENTS WITH AUTISM IN LEARNED ENGLISH”** elaborado por las estudiantes **PIBAQUE MUÑIZ MARIUXI ALEXANDRA AND NEIRA QUIMI KATHERINE ALEXANDRA** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, 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 requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



Ing. Almeida Briones Xavier. MSc
TUTOR

Capítulo I, Capítulo II, Capítulo III, Capítulo IV, Capítulo V, Neira Quimi Katherine Alexandra and Pibaque Muñiz Mariuxi Alexandra



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Annex B: Questions for Interviews

Population: Five local professional teachers specializing in teaching English to students with autism

Questions for interviews

1. Based on your experience, What challenges do teachers face when adapting the English curriculum for students with autism?
2. In your experience, how do language learning difficulties manifest students with autism when there is no adequate curriculum adaptation?
3. What are the main challenges when planning English activities for students with autism?
4. From your perspective, what aspects of teaching English require the most effort when working with students with autism?
5. Based on your experience, which are the most common activities you use to adapt to the needs of students with autism during English classes?
6. In your experience, how can the effectiveness of curricular adaptations for teaching students with autism be evaluated?
7. Based on your experience, what are the most common limitations encountered when adapting an English class for students with autism?
8. Do you think that the resources available, such as materials, time, and training, help or hinder you when making adaptations in English class? Why?

Annex C: Transcription of Interviews with Teachers

Results of the interview responses	1. Based on your experience, What challenges do teachers face when adapting the English curriculum for students with autism?	2. In your experience, how do language learning difficulties manifest themselves in students with autism when there is no adequate curriculum adaptation?	3. What are the main challenges when planning English activities for students with autism?
Interview 1	<p>This seems not all the activities feed their learning pace or sensory needs because the curriculum is student-centered, and when you must adapt to that, it is the challenge. Well, this question is very interesting because sometimes students show frustration because they lose focus easily or avoid participation because they are shy or lack confidence. So, some repeat words without understanding or stay in silence. So that's the brief situation and the adaptation</p>	<p>Well, the English curriculum presents difficulties due to its abstract and social nature; for example, greetings, expressions of feelings, and role-playing are especially complex for students with autism. It can be observed that students can memorize phrases but have difficulty using them practically. The need for visual, concrete, and predictable materials often forces us teachers to design and adapt our own resources. This adaptation requires additional planning time, creativity, and specialized pedagogical knowledge.</p>	<p>One of the main challenges in lesson planning is maintaining student attention, fostering communication, and managing sensory overload. Another difficulty arises when students act without a filter, saying things that can disrupt the class or affect the lesson's focus. This highlights the need to anticipate different learning scenarios and design motivating and engaging activities that help students stay focused on the task. Therefore, I believe that maintaining focus and motivation requires additional time and consistent dedication.</p>

The **challenge** lies in its abstract and social content, which is difficult for students with autism. They can memorize phrases but often struggle to use them naturally. That's why I focus on **using visual and predictable materials**, even though creating them requires more time and creativity.

The main challenge is finding appropriate activities, since some students are **visual** and others are **auditory**. This reflects the need for personalized and motivating strategies adapted to each learning style. When there is no adequate curriculum **adaptation**, **keeping the whole class engaged becomes difficult**, which may lead to disinterest or isolation. The response highlights how **lack of variation** and limited **materials** affect the learning and **emotional** state of students with autism.

The main challenge is the **heterogeneity of the autism spectrum**. Within the same class, there are students with different abilities — some verbal and functional, others non-verbal — so the teacher must plan **multiple versions** of one activity. For example, matching tasks, tracing, sentence production, and role plays. This requires anticipating different learning scenarios and offering varied activities to meet all students' needs. The teacher also notes that this level of **individualization requires more planning** time and effort, showing that **adaptations** demand great dedication and often go beyond the teacher's preparation

Interview 2

Interview 3

I think that the challenges are presented every day in the classroom, I had days with the material ready for my student, but it did not work. I had **special worksheets** for them. In terms of preparing the curriculum I had to **adapt the material** as a student with two years old even when they were 5 years old. The main challenge was to adapt the activities according to their needs. The activity could be easy for the rest of the students, but I had to **make it even easier** for my student with autism.

When **adaptations** are missing, students often appear non-engaged or withdrawn and may show behaviors such as **echolalia** (repetition without understanding) or **scripting**, which looks like language but isn't functional communication. In severe cases, **frustration** leads to **avoidance behaviors** or **sensory meltdowns**.

The learning difficulties can be manifested in many ways. For example, they sometimes do not listen because it is **difficult for them to process the information**. I had to apply **repetition** and gestures. I had to apply TPR, the **total physical response method**. They need total **attention** and commitment, and to be **included in the classroom**.

Interview 4

The **constant need for adaptation** in the classroom means that prepared **materials** may not work as expected; greater **simplification** and creativity are required. The main challenge is making activities accessible without

This may be because they often display **frustration**, **lack of engagement**, or disinterest. Some may have **difficulty following instructions**, while others may repeat words without truly understanding them. Without accommodations, it

I plan activities tailored to the students' needs, choosing painting for its combination of colors and images, which are **visually appealing and motivating**. I prepare special **materials** with

losing their educational purpose. This situation demonstrates the **flexibility** and patience of each teacher, as well as the **lack of institutional resources** for individualized learning.

is evident that their progress slows, and their **confidence diminishes**

the same vocabulary but using **larger images** and **less text** to facilitate learning. As teachers, we strive to create **visually** engaging activities that maintain interest and adapt to the different **learning styles** of our students. The emphasis on simplicity and **visual** support demonstrates the importance of **consistency and adaptability** in planning

Interview 5

In my experience, the main challenges teachers face when adapting the English curriculum for students with autism are the **lack of specific resources** and **materials** that allow for their **proper inclusion** in the classroom. Often, we must find ways to help them understand and analyze what kind of **adaptation** can be made, since there are no **materials** specifically designed for them. In my

Well, the importance of **visual schedules**, hands-on **multi-sensory activities**, and **color coding** for grammar.

They also use **sentence scripts** to practice social language. The response aligns with the analysis stating that **routines, visual aids**, and multi-sensory activities are highly effective, and that teachers' dedication and innovative strategies support learning

The greatest challenge lies in helping students connect what they say with what they do; for example, saying the name of an item of clothing while putting it on. This **connection between language and action** requires practice, patience, and constant repetition. Maintaining student interest, fostering understanding through **movement and**

case, I have a student with autism, and he isn't provided with different **materials**; he does the same activities as the other students, although I must accompany and **guide** him throughout the process.

even when institutional resources are limited

music, and adapting the pace of instruction to their **attention spans** are also essential. These ideas align perfectly with the analysis, which shows that linking words to actions, managing **attention** and **sensory overload**, and creating functional and **interactive** learning are the main challenges that demand the most effort and preparation

Results of the interview responses

4. From your perspective, what aspects of teaching English require the most effort when working with students with autism?

5. Based on your experience, which are the most common activities you use to adapt to the needs of students with autism during English classes?

6. In your experience, how can the effectiveness of curricular adaptations for teaching students with autism be evaluated?

Interview 1

Students respond best to **songs**, **visual schedules**, and flashcards, as these help them stay attentive and engaged. Activities like singing and **repeating** are

I believe that curricular **adaptations** are very important, especially because in overcrowded classrooms teachers often must create or adapt their

The effectiveness of the curricular **adaptations** is the main point. Sometimes in the school, students in the classroom are very

effective, as is using schedules with clear steps to follow **routines**, for example, "First, we take attendance; second, we leave." I believe these comments highlight the importance of **routines** and **visual aids** in helping students connect actions with language and develop **functional communication** skills, rather than simply repeating vocabulary. Furthermore, this also reflects our efforts to manage **attention** and avoid **sensory overload** through structured and predictable activities

own **materials**. In those cases, we use online resources, games, and **interactive activities** to make classes more effective. This is closely related to the analysis that mentions that teachers' creativity and innovation help compensate for limited institutional resources, and that **visual aids**, **routines**, and interactive tasks really contribute to maintaining student **attention** and facilitating language comprehension

crowded. By observing their **participation**, teachers can see progress in simple tasks, which is the most effective way to evaluate. Working in peers, evaluating the lesson, or student-by-student assessment helps. Online resources, games, or interactive activities can also be used to check learning outcomes.

Interview 2

It requires a lot of effort. Teaching functional communication demands the most effort. It's not enough for the student to identify a pencil case on a card. They need to learn how to ask for it, share it, or describe it in an everyday situation. It's not enough to say, "Okay, Pablito, repeat 'pencil case,'"

I believe that **visual schedules**, **multisensory activities**, and the use of color facilitate the learning of grammar and social language. **Pre-recorded music and visual resources** are very **effective**. Furthermore, the dedication and **innovative strategies** of

I believe that **functional generalization**, **data collection** in discrete trials, and **participation** and **compliance** are key. These ideas are directly related to functional factors linked to **participation**, observation of

and have Pablito say "pencil case," and that's it. No. Pablito must use it in **real-life situations**. That step from word recognition to **spontaneous functional** use is incredibly difficult. Another area that requires a lot of effort is teaching the **social functions** of language, such as greetings ("good morning," "good afternoon," "good evening") correctly, or taking turns in a board game

the teachers drive learning, even with limited resources.

individual progress, and the application of learning in everyday situations. I also assess whether students apply what they have learned outside the classroom, demonstrating understanding and active **participation**. This approach reflects a comprehensive evaluation that considers both academic achievement and functional behavior.

Interview 3

As English teachers we had to be patient because they just need **attention**, intention, and love. It sometimes is a challenge because if you have a classroom with more than 30 students, it could not be realistic to give our **special attention** just to them during a lesson. I had to prepare more activities or prepare images to paint so

During the English classes, I had worksheet activities like painting, joining, and circle the correct answer. I used a lot of **flashcards** with big images. On the other hand, I was using **puppets and toys** during every vocabulary lesson with my primary students with autism. It was a plus for my students with autism because they love toys. We were practicing speaking, and they had to

In my case, I had to adapt the activities and the test for them, at the end of every vocabulary unit. Luckily in my institution, as English teachers we had a tutor that was providing important information to apply in the classrooms, even when it was for students of other ages, I had the chance to make my own

they could be busy doing something.

say the vocabulary using the toys. This was a nice activity because we had a **circle time** to apply this activity, so they were passing the toys to the next student, and they had to say the word. Usually, I was close to my students with autism, so they could be the first to participate.

activity. I had the chance to evaluate my students individually and working just with them allowed me to realize how much they learned and if they got the vocabulary. It was great to see how they learned and memorized the words, even without a perfect pronunciation but still a great advance. In general, for every vocabulary there were not more than 6 words.

Interview 4

The importance of curricular **adaptations** and notes that, in overcrowded classrooms, teachers often need to create or **adapt their own materials**. They use online **resources**, **games**, and interactive activities to make classes effective. This relates to the analysis that highlights that teachers' creativity and **innovation** compensate for limited institutional resources, and

Flashcards, **gestures**, projectors, role-playing games, and technological tools such as **interactive videos**, word **repetition**, and **routines** allow students to learn at their own pace, which aligns with the points in the analysis regarding **visual aids**, **routines**, songs, and **multisensory activities** that improve language comprehension and

It highlights that effectiveness is measured by observing **progress in communication**, **participation**, and **confidence**, which aligns with the aspects of individual progress, confidence, and **participation** mentioned in the analysis. Furthermore, they emphasize the

that **visual** aids, **routines**, and interactive tasks help maintain students' attention and facilitate language comprehension.

attention in students with autism

importance of **feedback from parents** and special education staff, broadening the assessment toward a collaborative approach that monitors the progress and development of students with autism

As English teachers we had to be patient because they just **need attention, intention**, and love. It sometimes is a challenge because if you have a classroom with more than 30 students, it could not be realistic to give our **special attention** just to them during a lesson. I had to prepare more activities or prepare images to paint so they can be busy doing something.

Daily **routines** include **songs and movements**, auditory activities with music, stickers, **picture cards**, short games, and **sign language**. These activities maintain students' **attention**, allow for natural learning, and reinforce vocabulary acquisition in both English and Spanish. Activities such as **routines**, songs, **visual** resources, games, and sensory activities are the most effective, and teacher creativity and collaboration are essential to maximizing the impact of limited institutional resources.

I assess effectiveness by observing whether the child recognizes images, performs **actions**, and associates words with **meanings**. This directly relates to the use of images as a fundamental support and the observation of comprehension and **participation**. Furthermore, I **avoid traditional paper-based tests** and instead use hands-on activities such as songs and gestures. This aligns with **functional assessment** methods based on sensory and everyday

Interview 5

activities,
demonstrating an
evaluation focused on
functionality and the
application of language
in real-life situations.

<p>Results of the interview responses</p>	<p>7. Based on your experience, what are the most common limitations encountered when adapting an English class for students with autism?</p>	<p>8. Do you think that the resources available, such as materials, time, and training, help or hinder you when making adaptations in English class? Why?</p>
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<p>Interview 1</p>	<p>As I already mentioned, sometimes classrooms are very small and overcrowded, the lack of specific materials or the poor training of teachers, and the lack of time for individualized attention and evaluation, make teaching difficult.</p>	<p>The available materials and training are helpful, but insufficient. Furthermore, teachers need more training and often must adapt or create their own materials, which directly reflects the analysis that institutional resources are limited and that teachers must design their own materials. It also</p>
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refers to the Ministry of Education (UDAI), which occasionally offers training, demonstrating that institutional support exists, but it is **neither continuous nor sufficient**, confirming the idea that institutional resources provide limited support and that **teachers' creativity** and dedication compensate for this lack.

Interview 2

The truth is, there are several limitations. For example, **there aren't enough specialized tutors**, there's a **lack of training** provided by institutions, and support staff aren't always well-prepared. Furthermore, the classroom environment is often very **noisy and visually overwhelming**, which aligns with what the analysis mentions about poorly adapted **environments** and a **lack of institutional support**. I also think it's important that institutions provide training not only in English but also

Although resources are available, most are **general and not designed** for students with autism, which limits their effectiveness. Therefore, **teachers often must create their own materials**, such as images and worksheets, which require additional time and effort. The **lack of specialized training** also hinders the appropriate **adaptation** of English as a Foreign Language instruction. Despite this, the interviewee's creativity and commitment allow them to improvise and develop new

on autism, because when there aren't enough trained tutors, the workload for teachers increases, and this directly impacts the effectiveness of inclusive classrooms

strategies. This reflects the analysis's conclusion: the resources provided by institutions are helpful but not specialized enough, and the real strength lies in the teachers' creativity, dedication, and teamwork, even if this involves a heavier workload.

I was giving the class for all my students, it was crucial to have a routine, without following the routine it could be very difficult to get their attention. My routine was followed by songs: Hello song, colors song, shapes song, tidy up song, and a goodbye song. In every song we were singing and dancing, everyone had to participate and follow me. In another case they would not be the new helper in the next class. With my students with autism, they were my helpers most of the time. It was a way to keep them connected and included in the class,

If a teacher has everything that is necessary it can help with the learning process of each student, because it is such an important tool that can reinforce the teaching during the lesson. I consider that could be difficult for an English teacher that does not have the support to apply an adaptation for students with autism, if a teacher does not have the materials or training it could be a huge challenge. On another hand if you are a teacher that cares about your students, you will do your best and look for information, prepare yourself even if your

Interview 3

sometimes they had the puppets for a while. The limitation would appear if they felt not seen, then the attitude can change, and the **interest disappears**

institution is not provided with the resources, you still can find a solution and apply it, in order to get an advantage with the students with autism and they can acquire the knowledge.

Interview 4

Lack of time, **limited access to specialized materials**, and **insufficient training** are factors that directly correspond to the findings of the analysis regarding time constraints, resource scarcity, and a lack of specialized training. These limitations hinder curriculum planning, reflecting the gap between **adaptation** requirements and classroom realities. This aligns with the analysis's emphasis on the **additional effort and creativity** teachers need to address their students' needs.

Resources are often **limited**, which makes **adaptation** difficult, but **progress is possible through creativity and collaboration**. She emphasizes that **training is essential**, as even the best **materials** are ineffective without it, which fully aligns with the analysis that indicates that while the **materials** are useful, they are not specialized enough, and that creativity and teamwork are crucial. Her response clearly demonstrates that innovation and teacher cooperation help overcome the lack of institutional resources.

Interview 5

The most common limitations include a **lack of**

The available resources are helpful but still **limited**, as

suitable **materials**, insufficient preparation time, inadequate institutional training, and the absence of online platforms specifically designed for English-language **materials** adapted for individuals with autism.

Another challenge is maintaining engaging activities and independently creating new resources, which demonstrates the additional **creativity and effort teachers dedicate**, as described in the analysis.

This relates to the perception that institutional resources are not available to everyone.

teachers must create their own **materials** and adapt songs or activities. The report also notes that while **institutions** offer some workshops and training, specific **materials** and ongoing professional development are still lacking. This aligns with the analysis's main findings: are not sufficiently specialized, teachers compensate for this lack through creativity and teamwork, and **institutional support** remains limited. The report concludes by emphasizing that **collaboration among teachers** leads to better **adaptations** and outcomes, reinforcing the idea that teacher creativity and dedication are fundamental to the effective teaching of English to students with autism.
