UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"INCLUSIVE TEACHING STRATEGIES FOR ENGLISH LANGUAGE ACQUISITION IN CHILDREN WITH AUTISM SPECTRUM DISORDER"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Authors:

Magallanes Del Pezo María José

Rodríguez Solís Paola Mercedes

Advisor:

Intriago Alcivar Wellington Segundo, MSc.

La Libertad - Ecuador

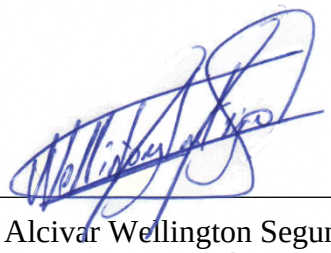
2026

La Libertad, July 23th, 2026

Advisor's Approval

In my role as advisor of the research paper and title **"INCLUSIVE TEACHING STRATEGIES FOR ENGLISH LANGUAGE ACQUISITION IN CHILDREN WITH AUTISM SPECTRUM DISORDER"** prepared by **Magallanes Del Pezo María José and Rodríguez Solis Paola Mercedes**, undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, 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,



Intriago Alcivar Wellington Segundo, MSc.

ADVISOR

Statement of Authorship

We, Magallanes Del Pezo María Jose with ID number 2450180530 and Rodríguez Solís Paola Mercedes, with ID number 0919473538, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project INCLUSIVE TEACHING STRATEGIES FOR ENGLISH LANGUAGE ACQUISITION IN CHILDREN WITH AUTISM SPECTRUM DISORDER, certify that this study work is our authorship, except for quotes, statements, and reflections used in this research paper.

Maria Magallanes

Magallanes Del Pezo María José

AUTHOR

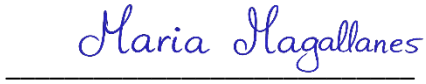
Paola Rodriguez

Rodríguez Solís Paola Mercedes

AUTHOR

Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



Magallanes Del Pezo María José

CI: 2450180530

AUTHOR



Rodríguez Solís Paola Mercedes

CI: 0919473538

AUTHOR

Board of Examiners



Leon Abad Eliana Geomar, MSc.

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR´S DIRECTOR



Parraga Solorzano Rudy Jonathan, MSc.

SPECIALIST PROFESSOR



Intriago Alcivar Wellington Segundo, MSc.

ADVISOR



Vergara Mendoza Ketty Zoraida, MSc.

UIC PROFESSOR

Acknowledgment I

First and foremost, I wish to thank God for being my guide throughout this academic journey. He was with me in every moment of exhaustion, doubt, and difficulty that occurred along the way. It was his patience, faith and wisdom that gave me the strength and courage to continue until I finally achieved the goal that I had been working towards for so long.

Secondly, I would like to express my deepest appreciation and gratitude to my family, especially my parents, my spouse, and brothers and sisters for their love, unconditional support, understanding, and encouragement. Your words of encouragement, belief in me, and presence in my life have helped me to keep moving forward and not give up whenever I felt overwhelmed by the process.

Thirdly, I want to thank all my professors and those who contributed knowledge that assisted in the development of this thesis. I am very grateful to Paola, who believed in me and worked with me to complete this project and achieve this goal. I also want to extend my thanks to Kelvin, a friend of mine who offered guidance and teaching as well as dedication which contributed tremendously to both my personal and academic growth.

Finally, I want to thank each of you who have been there for me throughout this process and whose words of advice, support, and encouragement have made it possible for me to reach this important milestone in my life.

- Magallanes Del Pezo María José.

Acknowledgment II

First and foremost, I want to thank God for giving me the ability to study with strength, health, wisdom, and guidance. This could never be accomplished without God's help and blessing.

Secondly, I would like to give thanks to my family and particularly my husband and children for their unwavering love, patience and motivation. Thank you for being there for me through every difficult time and believing in me so that I could continue.

I want to say thank you to my thesis partner, Maria, for her great commitment to our project, as well as for her team spirit. Additionally, I appreciate my friend for helping me out with many things during this process and providing me with helpful advice at times when I was uncertain about what to do next.

Lastly, I want to thank all my professors who provided us with their expertise, direction and invaluable assistance both while we were studying and while working on this research.

- Rodríguez Solís Paola Mercedes

Dedication I

Firstly, I thank GOD for allowing me to receive the ability to carry out these studies with His help as well as for providing me with the perseverance, knowledge, and fortitude required to complete them. Thank You for assisting me with each challenge, specifically during the most challenging times of this journey, and for giving me the opportunity to fulfill my desires.

Additionally, I would like to extend a sincere expression of appreciation to my family, including but not limited to, my parents, brother(s), and nephew for their unconditional love, support and encouragement throughout the entire course of this process. I appreciate that you believed in me, provided me with guidance and shared your experiences. Also, I appreciate the lesson you taught me that, no matter what obstacles are present on the path toward academic success, they may be surmounted with determination and faith.

In a unique manner, I would also like to dedicate this accomplishment to my husband, Julio Cesar, for being my greatest supporter and motivator. I am grateful for your patience, understanding, love and continuous encouragement throughout all those times when I was uncertain about myself. Your confidence in me, your desire to hear from me and your continued support provided me with the strength to move forward at each stage of this journey.

This achievement is not solely mine. It is also owed to everyone who has supported me, encouraged me and participated in some capacity in my academic journey. Without your love, support and faith in me, achieving this significant goal would not have been possible.

- With love, Magallanes Del Pezo María José

Dedication II

First and foremost, I want to express my gratitude to God for His guidance, protection, and inspiration through this entire academic experience. God, please accept my heartfelt thanks for granting me good health, for giving me wisdom, for providing me with the courage to persevere, and for the strength to complete this significant goal over the past four years.

I also wish to dedicate my mom and sisters. My appreciation goes out to you as well; thank you for loving me unconditionally, for believing in me when things were at their worst, and for instilling in me a sense of purpose, a willingness to work hard, and an understanding that preparation is key to success.

My kids are the driving force behind everything I do. They motivate me every step of the way, and they give me the strength to keep moving forward. This degree is just as much theirs as mine; I am so grateful to be able to demonstrate to them that nothing is ever impossible if we believe and work towards our dreams.

Thank you to my friends those people who have become so much more than friends for always being there for me, for being such strong supporters of everything I wanted to accomplish, and for reminding me time and again that I had what it took to succeed. Thank you for listening to me when I needed someone to talk to, for supporting me on so many different levels, and for helping make this journey less painful than it could have been by letting me know I wasn't going through it alone.

- With love, Rodríguez Solís Paola Mercedes

Abstract

This study explores inclusive teaching strategies for English language acquisition in children with Autism Spectrum Disorder (ASD). The Ecuadorian curriculum for English language as a foreign language (ELF) education has limited support for adapting to students with special needs to ensure quality English-language education. Autistic students frequently encounter challenges when learning English, including limited vocabulary and social and communicative skills. A qualitative approach was used to understand teachers' insights about the use of inclusive teaching strategies for English language acquisition in young learners with autism. By employing a phenomenological approach, the researcher was able to properly examine teachers' perceptions through semi-structured interviews and draw relevant data from participants. Findings reflected English teachers' perceptions emphasizing the importance of inclusive teaching, relevant challenges, and interesting strategies for autistic students to develop English language skills. The research concluded that teaching strategies for Autistic peers are crucial to promote English language learning and overcome teaching challenges.

Keywords: Autism Spectrum Disorder, English as a foreign language, Inclusive Teaching strategies, Teaching challenges, Language acquisition.

Resumen

Este estudio explora las estrategias de enseñanza inclusiva para la adquisición del idioma inglés en niños con trastorno del espectro autista (TEA). El currículo ecuatoriano para la enseñanza del inglés como lengua extranjera ofrece un soporte limitado para su adaptación a estudiantes con necesidades educativas especiales, lo cual dificulta garantizar una educación lingüística de calidad. Los estudiantes con autismo se enfrentan con frecuencia a diversos desafíos al aprender inglés, tales como un vocabulario reducido y limitaciones en sus habilidades sociales y comunicativas. Se empleó un enfoque cualitativo para comprender las perspectivas docentes sobre la aplicación de estrategias de enseñanza inclusiva en el aprendizaje del inglés por parte de estudiantes jóvenes con autismo. Mediante la adopción de un diseño fenomenológico, la investigación examinó de manera rigurosa las percepciones del profesorado a través de entrevistas semiestructuradas, obteniendo datos relevantes de los participantes. Los hallazgos pusieron de manifiesto la postura de los docentes de inglés, quienes enfatizaron la trascendencia de la educación inclusiva, los desafíos asociados a esta y diversas estrategias de interés para que los estudiantes con autismo desarrollen sus competencias lingüísticas. El estudio concluye que la implementación de estrategias pedagógicas adaptadas resulta fundamental para promover el aprendizaje del inglés y superar las barreras en la práctica docente.

Palabras clave: Trastorno del espectro autista, inglés como lengua extranjera, Estrategias de enseñanza inclusiva, Desafíos docentes, Adquisición del lenguaje.

Index

Advisor's Approval 1

Statement of Authorship 2

Declaration 3

Board of Examiners 4

Acknowledgment I 5

Acknowledgment II 6

Dedication I 7

Dedication II 8

Abstract 9

Resumen 10

Introduction 15

Chapter I 17

The problem 17

Research Topic 17

Title of the Project 17

Problem Statement 17

Justification 19

Research questions 20

Problem Question 20

Specific Questions 20
Objectives 20
General Objective 20
Specific objectives 21
Chapter II 22
Theoretical Framework 22
Background 22
Pedagogical Basis 26
Inclusive pedagogy 26
Differentiated instruction 27
Theoretical Basis 27
Sociocultural Theory 28
Cognitivism Theory 28
Universal Design for Learning 29
Autism Spectrum Disorders 29
Legal Basis 30
Constitución de la República del Ecuador 30
Organic Law of Intercultural Education (LOEI) 31
Chapter III 33
Methodological Framework 33

Types of Research 33

Phenomenological Studies 33

Data Collections Techniques 34

Semi-structured interview 34

One-on-one Interviews 34

Instrument 35

Semi-structured interview guide 35

Type of Questions 35

Open-ended Questions 35

Table 1 36

Data Collection Processing and Resources 37

Population and Sample 38

Chapter IV 40

Analysis of findings 40

Interpretation of the interviews 41

Interpretation of the data from the interviews 44

Chapter V 47

Conclusion and Recommendations 47

Conclusions 47

Recommendations 48

References **51**

Annex A: Compilatio Certificate 55

Annex B: Antiplagiarism Report 56

Annex C: Questionnaire 57

Annex D: Transcriptions of interviews 58

Participant 1 58

Participant 2 60

Participant 3 62

Participant 4 64

Participant 5 66

Introduction

According to Gallego-Jiménez et al. (2025), one of the most significant challenges in English as a foreign language (EFL) learning when teaching to special needs peers, especially autistic students. Autistic peers often experience limited communication, social interaction, and encouragement to develop English language skills, so it is essential to provide an appropriate learning environment within an EFL classroom.

Ministry of Education (2024) guarantees education for students with special needs; therefore, students attend schools trying to fit in traditional and systematic teaching practices. This is why inclusive teaching strategies are so crucial for teachers, as they provide teachers with techniques for adapting instructional practices and activities to better meet the individual strengths and needs of each child.

Including Inclusive Teaching Strategies clearly benefits children with Autism Spectrum Disorders in learning English as a foreign language by fostering interaction, communication, self-confidence, and engagement in learning (Dewi et al. 2025). These strategies help teachers create adaptable learning environments that support each student's participation in acquiring English, tailored to their individual learning styles and abilities.

Furthermore, using inclusive teaching strategies helps reduce barriers to EFL education, enabling teachers to deliver effective lessons. This paper highlights the importance of integrating these strategies into daily practice to enhance English language acquisition for children with ASD and to foster more inclusive and equitable educational settings. One key goal is to identify effective inclusive practices that enhance participation, communication, and language development.

This research project aims to investigate the experiences and perceptions of elementary-level English teachers regarding the use of inclusive teaching strategies to facilitate English language acquisition. This study examines English language acquisition in children with Autism Spectrum Disorder (ASD) within primary educational settings. It investigates how teachers perceive the use of teaching strategies for autistic students. Inclusive teaching strategies support children with Autism Spectrum Disorder in overcoming challenges during language instruction.

Chapter I

The problem

Research Topic

Teaching Strategies and English Language Acquisition

Title of the Project

Inclusive Teaching Strategies for English Language Acquisition in Children with Autism Spectrum Disorder

Problem Statement

Throughout the decades, English has become a dominant language in education and communication abroad. It is viewed as a key element for achieving academic success and access to global knowledge; it has been identified as a fundamental skill. The educational system places English as a relevant subject in the curriculum so that students may develop both communication and critical thinking skills (Abdukarim et al. 2025). Furthermore, English serves as a gateway to digital resources and available information for students, evolving from simply a school subject into a required component of both personal and professional development.

Nevertheless, the use of the English Language is increasing globally as a major language of communication; not all students learning English are given equal opportunity to be successful in acquiring it. There are several obstacles that prevent English Language Learners with Autism Spectrum Disorder from engaging and participating in the inclusive classroom setting - Educational policy at both a local and international level emphasizes equality of access to education for all students; however, children with autism continue to experience exclusion and social isolation within their schools (Boluarte et al., 2026).

Inclusive education has been a major factor in progress for children with autism; thus, it provides access to equal educational opportunities; however, most schools experience challenges when implementing appropriate instructional practices for children who are diagnosed with ASD The challenges experienced by most schools are due to the lack of teacher preparation and specialized support services available for their students, especially when these children learn English as a foreign language (Pantoja and Zambrano, 2025).

Ecuador has developed an inclusive education policy to support students with specific needs. However, a gap remains between policy and its implementation by schools. In addition to a lack of training in autism-specific teaching strategies among school staff, many of them have inadequate English-language materials specifically designed for children who learn differently because they have autism spectrum disorder (ASD) (Ministry of Education, 2016).

In the classroom, English teachers often struggle to address the diverse needs of students with Autism. Conventional teaching methods are frequently ineffective because many students with Autism experience challenges in communication, understanding directions, socializing with classmates, and engaging in group tasks. Although teachers may grasp the theoretical principles of inclusive education, they often lack practical strategies to put them into practice.

Hence, the application of inclusive teaching strategies in English classes has been inconsistent, which may negatively affect the educational development of students with ASD. Although inclusive education policy exists, little is known about how English teacher perceived and implement these strategies when teaching ASD learners.

There is a need for research into how English teachers perceive and apply inclusive teaching strategies to support the language development of children with Autism Spectrum Disorder in primary education. This study aims to connect policy guidelines on inclusive

education with teachers' actual perceptions and practices in English language teaching. The goal is to gain better insights into how teachers understand and implement inclusive strategies for students with Autism Spectrum Disorder, in order to inform improvements in practice and better students' outcomes.

Justification

English is recognized as a foreign language that supports students in getting better opportunities and traveling abroad. English education provides learners with the knowledge to become future English speakers; nevertheless, English instruction has to be adapted to the learner's English level, age, and special needs (Xiao and Cui, 2025). When students learn English, they can gain knowledge through various sources and communicate with peers and other individuals.

Autistic students tend to experience problems during English language instruction; they need support to adapt activities based on their profiles and attitudes. Thus, providing quality EFL education for everyone is crucial to ensure the development of English skills. Inclusive education focuses on students with special needs or disabilities. Teachers often lack the knowledge on how to provide instruction to students who have autism in several cases, particularly in English classrooms (Dewi et al. 2025).

Inclusion has been a widely discussed topic; however, there is still a need for studies that explore how teachers perceive and apply practical strategies within actual classroom settings. The findings of this study could serve as a basis for further research and aid in the development of additional effective educational programs. Consequently, the research project examines English teachers' perceptions and practices regarding inclusive strategies, and how these shape the English language learning experience of students with ASD. Therefore, based on English

teachers' experiences with autistic students, the study contributes to the academic field by addressing a specific gap in the literature on teachers' perspectives on inclusive English for students with autism.

The research project aims to raise awareness of how teachers understand and navigate the challenges of inclusive English teaching for students with ASD. By giving the voice to teachers' experiences and practices, this research can help to inform more supportive classroom environments where all students feel accepted, contributing to a more inclusive and respectful educational community.

Research questions

Problem Question

How do English Teachers perceive the use of inclusive teaching strategies to foster English language learning in children with autism spectrum disorder (ASD)?

Specific Questions

- What is the importance of employing inclusive teaching in the EFL classroom?
- What inclusive teaching strategies do English teachers most frequently use to support English learning in students with autism spectrum disorder (ASD)?
- What are the English teachers' perceptions about benefits and challenges of using inclusive teaching strategies to support English language learning in children with autism spectrum disorder (ASD)?

Objectives

General Objective

To explore English teachers' perceptions about inclusive teaching strategies to promote English language acquisition in children with autism spectrum disorder.

Specific objectives

- To reflect on the role of inclusive English teaching for students with autism spectrum disorder (ASD).
- To explore inclusive teaching strategies to promote the development of English skills in autism spectrum disorder (ASD).
- To analyze English teachers' perceptions about benefits and challenges regarding the use of inclusive teaching strategies for autism spectrum disorder (ASD) peers.

Chapter II

Theoretical Framework

Background

This research has been developed using the theoretical frameworks generated by studies and reviews of relevant literature on Inclusive Teaching Strategies for English Language Acquisition in Children with Autism Spectrum Disorder. The integration of recent research supports an explanation of key concepts and theoretical perspectives that will inform teachers' perceptions, practices, and issues experienced regarding inclusive instruction in their classrooms. Additionally, the literature review serves as a bridge between theory and research goals, providing further depth in interpreting qualitative data and supporting the analysis of the study.

Worldwide, there have been numerous investigations into how to implement inclusive education for students with ASD and the effect it has on their educational process. Studies have shown that while inclusive education refers to placing students with special needs in a general classroom environment, it is also about allowing those students to participate in their educational experiences and learn through their own experiences.

Also, a large-scale review of studies related to inclusive education demonstrated that teacher beliefs/attitudes toward inclusion, teacher training, and teacher-developed classroom strategies were all significant indicators of whether inclusion would be successful. While the results of the studies did indicate that most teachers had favorable attitudes toward inclusion, they also indicated that many teachers lacked adequate professional development and resources to include students with ASD successfully (Petersson & Holmqvist, 2022).

Additionally, a recent study by Sepadi (2025) in South Africa identified some of the same issues previously discussed. Additionally, the research concluded that despite positive

attitudes toward inclusion by teachers, they still experienced barriers such as crowded classrooms, inadequate resources, and inadequate training to enable them to provide effective inclusion for their students with ASD. As a result, the study suggested that better support systems and improved teacher preparation programs are needed in order to create effective inclusive education practices.

In the same way, according to Priyanka (2025) students with Autism Spectrum Disorder are likely to face challenges with communication, social interactions, and participating in all aspects of the classroom. For this reason, educators must create an environment in which they can respond to each student's individual needs through inclusive instructional strategies.

In addition, Carreon et al. (2025) mentioned that using visual aids, creating structured routines, using cooperative learning approaches, creating social stories, using positive reinforcement, creating sensory-friendly environments, and differentiating instruction. Each of these strategies was found to enhance both the academic achievement of pupils with ASD and their ability to participate socially in class. The research also identified that providing students with ASD with consistent and predictable environments within their classroom, along with giving them ample opportunity for peer interaction, would enable many students with ASD to develop comfort and engagement while being involved in the learning process. Some of the educational approaches used to support inclusion of students with ASD may also contribute positively to supporting their development as second-language learners.

According to Ruiz-Navas et al. (2024), inclusive teaching strategies provide several benefits for students who have Autism Spectrum Disorder, such as increased participation in the classroom, improved communication, social interactions, active engagement with their own learning, and overall learning development. In addition to these benefits, he noted that inclusive

approaches to educating students create a more structured and supportive environment for students on the autism spectrum, allowing them to become more comfortable and actively participate throughout the learning process.

Aslan et al. (2025), found that teachers believe that inclusive teaching strategies provide students with Autism Spectrum Disorder with greater participation, interaction, and equal learning opportunities within the classroom setting. The author also explained that teachers' beliefs and perspectives guide the implementation of inclusive practices in educational environments.

Latin American education is increasingly focused on Inclusive Education, particularly regarding students with Special Educational Needs. Researchers have emphasized the need to adapt teaching methods so that all students can participate in educational experiences, including English Language Learning. Research conducted in Brazil by Oliveira et al. (2022) indicated that collaborative efforts from Teachers, support staff, families, etc. were necessary to include Students with Autism Spectrum Disorder (ASD). It was noted in this study that Individualized Supports and the Presence of Assistants greatly contribute to both students' ability to learn and their ability to participate in an educational environment.

In addition, studies have identified numerous obstacles to developing a truly inclusive education strategy for developing countries. The primary obstacles include a lack of adequate educational facilities, limited availability of professional teacher training programs, and failure to implement policies that support and facilitate an inclusive educational environment. As such, these limitations serve as major barriers to providing high-quality educational experiences for children diagnosed with Autism Spectrum Disorder and limit the success of inclusive teaching models.

On the other hand, Inclusive education has recently gained importance in Ecuador because of new national education policies designed to provide equal educational opportunities for students with different types of SEN. However, it still proves to be difficult for teachers to implement inclusive instructional methods into their English language classrooms, specifically for students who have an autism spectrum disorder.

A study carried out in Quito by Gordon and Erazo (2025) found that the government sees inclusive education in Ecuador as a fundamental right. However, many obstacles limit how educators can apply it in practice. Educators reported difficulty providing instruction that meets individualized learning requirements because they had little or no professional development to support them. Additionally, the lack of materials and institutional support makes it difficult for educators to apply inclusive education practices in their classrooms.

Moncayo et al. (2024) mentioned that Teachers in Ecuador are facing problems including having too many students in each class, not enough opportunity to work with students who have ASD, and insufficient resources to provide the needed specialized support for students who require it.

The researcher also indicated that teacher training, curriculum adaptation, and individualized support are critical elements of facilitating student participation and learning, in relation to their diagnosis. Despite examining inclusive education, this study did not focus on the extent to which English Language Teachers can utilize inclusive educational strategies to support students with ASD in developing an additional language. As such, there is currently limited local data available that identifies strategies utilized by English language teachers to support students who are diagnosed with ASD and need assistance with the development of English Language Acquisition.

To summarize, international, regional, and local research have indicated a consistent trend in the need to employ inclusive teaching strategies that facilitate participation and learning for students who have Autism Spectrum Disorders. Despite continued barriers such as resource limitations, lack of professional development for teachers, and lack of institutional support for inclusive practice, research has identified several instructional strategies that successfully enhance student engagement and achievement. Specifically, the utilization of visual support, differentiated instruction, and structured routines has proven to increase learning outcomes and participation for students with ASD. The results indicate that using an inclusive teaching strategy can be very beneficial to English Language Learning and will help increase the academic and social growth of students with ASD.

Pedagogical Basis

The pedagogical basis is the set of theories, principles, and teaching methods that support and guide the teaching-learning process. This study relies upon inclusive pedagogy and differentiated instruction. Both create effective learning environments that are responsive to students' various needs and provide opportunities for all students to be actively engaged in their learning; especially so for students on the autism spectrum disorder, as they promote inclusion, flexibility, and authentic involvement within a context of English Language Learning.

Inclusive pedagogy

It is concerned with providing equitable educational experiences to all students. The primary focus of inclusive education is tailoring instructional strategies so that each student has an opportunity to be engaged in the classroom. An inclusive teacher makes the ordinary learning opportunities provided in the classroom accessible to all students while avoiding the creation of separate learning opportunities for students. This form of teaching supports the engagement and

inclusion of students with ASD by increasing social interactions and promoting a sense of community within the learning environment (Murtiningsih and Sujito, 2025).

Differentiated instruction

Differentiated instruction provides an opportunity to put inclusive approaches into practice by implementing instructional strategies that meet the varying needs of all students. This is accomplished by modifying content, methods of teaching, and the learning experiences themselves in relation to students' abilities, interests, or learning styles (Haider, 2026).

Because of its flexibility and adaptability, differentiated instruction can support students with autism spectrum disorder by using supports such as visual aids, simplified language in lesson directions, and scaffolding techniques to enhance understanding and participation. Additionally, differentiated instruction helps create a more adaptive and supportive classroom environment when the educator offers alternatives to assess knowledge and understanding.

In summary, the use of inclusive pedagogy and differentiated instruction provides a solid base for this research. The two concepts work together as an approach to ensure all students have value in the learning experience and can learn at their own pace through the implementation of differentiated instruction. Therefore, both of these pedagogies can be used to create effective English Language Learning experiences for students with Autism Spectrum Disorder.

Theoretical Basis

The theoretical underpinning of this study was founded upon major learning theories which describe how children learn and develop their language abilities, particularly in inclusive education environments. According to Abdelbary (2021), theories provide essential frameworks for understanding the roles that social interaction, active engagement, and inclusive practices play in both teaching and learning. They also provide models for how teachers may assist

students with diverse learning requirements, such as students with Autism Spectrum Disorder, by providing engaging and accessible learning opportunities.

Sociocultural Theory

Vygotsky's Sociocultural Theory was one of the most influential theories in relation to learning. Mota and Freire (2024) defined the Zone of Proximal Development (ZPD) as the difference between the child's actual developmental stage, as identified by their ability to solve problems independently, and the child's potential developmental stage that would be reached if they were able to solve problems with assistance from adults or other students who are at a higher developmental level.

The theory provides a strong foundation for teachers to apply inclusive teaching strategies based on social interactions, mediation, and student support. Using this model is especially helpful for children who have ASD because it can help them develop the skills needed to use language to communicate and express thoughts by creating structure and working with peers in a classroom setting.

Cognitivism Theory

Piaget's Constructivist Theory further assists educators in understanding how students construct knowledge through interactions with their environment. Erawati and Adnyana (2024) noted that when learners encounter something new, it challenges their previous knowledge structures, leading to new learning. An example of how this theory relates to inclusive classroom practices would be using interactive strategies such as hands-on and problem-based learning, allowing students with ASD to construct knowledge at their own pace.

Universal Design for Learning

The Universal Design for Learning (UDL) model is based on a modern theoretical framework that supports the concept of inclusive education. UDL is comprised of three principles: providing students with multiple ways to receive information about a subject or topic; offering various options for how students may demonstrate their engagement in a subject or topic; and allowing students to express themselves in multiple ways when demonstrating an understanding of a subject or topic. When educators utilize UDL, they can provide all students, including those with autism spectrum disorder, with equal opportunities to gain experience and interact within school environments.

These three theories also provide a framework for understanding how students with autism spectrum disorder can be provided with opportunities to participate, have access to instruction, and learn meaningfully. As such, this theoretical basis supports developing inclusive educational strategies that encourage participation and accessible learning experiences for all students.

Autism Spectrum Disorders

Autism Spectrum Disorders (ASDs) are neurodevelopmental disorders. They affect social communication, social interaction, and behavior. Many individuals with an ASD experience difficulty interpreting social cues and may exhibit limited or repetitive interests and behaviors. There is considerable variability in the characteristics and support requirements for individuals with an ASD, since it is a spectrum disorder. Early supportive education will support learning, communication, and social development (Voelker, 2024).

Legal Basis

The legal base of the study is provided by the Ecuadorian constitution and educational regulations that have recognized education as a fundamental right and has promoted an inclusive education policy based on equity and inclusion for all students; therefore the regulatory framework in Ecuador emphasizes the principle of equality, discrimination-free, student participation, and access within the schooling process including specifically for students who are disabled or have special educational needs.

In addition, Ecuadorian legislation assigns responsibility to schools and their personnel to provide equal learning opportunities and necessary support so students can participate effectively in the classroom. Thus, the regulatory framework will serve as a basis for evaluating how educators implement inclusive instructional strategies for students with ASD when providing instruction in English.

Constitución de la República del Ecuador

In the Constitución de la República del Ecuador (2008), the following articles are mentioned:

Art. 26. – Education is a right of individuals throughout their lives. It is also a

duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process (CRE, 2008, art. 26).

Art. 27. –Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse,

with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work (CRE. 2008, art. 27).

Organic Law of Intercultural Education (LOEI)

Article 6: The State's primary obligation is the full, permanent, and progressive fulfillment of constitutional rights and guarantees in educational matters, and of the principles and purposes established in this Law. The State has the following additional obligations: a) Guarantee, under the principles of equity, equality, non-discrimination, and freedom, that all people have access to quality, proximate public education; b) Guarantee that educational institutions are democratic spaces for the exercise of rights and peaceful coexistence; c) Ensure that the National Education System is intercultural; d) Guarantee the universalization of education at the initial, basic, and high school levels, and provide the necessary physical infrastructure and equipment to public educational institutions; e) Ensure the continuous improvement of the quality of education; f) Ensure that all educational entities develop comprehensive, coeducational education with a transversal vision and a rights-based approach; g) Guarantee the mandatory application of a national curriculum in public, municipal, private, and religious institutions at the initial, basic, and high school levels, and in the modalities: face-to-face, semi-face-to-face, and distance. Regarding cultural and linguistic diversity, it will be applied in the official languages of the various nationalities of Ecuador. The curricular design will always consider the vision of a plurinational and intercultural State. The curriculum is complemented according to the cultural specificities and peculiarities of the various educational institutions that are part of the National Education System. (Ley Orgánica de Educación Intercultural, 2018).

Article 47: The State will guarantee the right to education of people with disabilities, ensuring their inclusion in the regular education system, providing the necessary support and reasonable accommodations to facilitate their learning and participation in the educational process.

In conclusion, the constitutional and legislative frameworks of Ecuador recognize the right to education and promote an inclusive, equitable, high-quality educational experience for all students. In addition to the Constitutional emphasis on inclusion, student participation, and whole learner development, the Law of Organic Education Institutions (LOEI) ensures that students with disabilities have equal access to regular classes and receive adequate support. Thus, Ecuador's legal framework provides both the theoretical and empirical underpinnings to implement inclusive teaching strategies in English Language Education.

Chapter III

Methodological Framework

The present study used a qualitative method to investigate the views and experiences of English teachers from the Santa Elena Province who applied inclusive teaching strategies for promoting English language acquisition among children with Autism Spectrum Disorders in primary school. This research aims to assist teachers and future teachers in developing an understanding of how to employ inclusive approaches in their English Language classrooms to facilitate the child's ability to participate in class, communicate, and develop his or her language skills.

Qualitative method

This research, as described by Muzari et al. (2022) is designed to examine the complex aspects of human experience through the collection and analysis of non-numerical information such as experiences, opinions, and viewpoints. They also stated that qualitative research will provide researchers with a better understanding of how educational processes operate and what influences learning. This study uses a qualitative approach because it provides an opportunity to analyze and understand how English teachers perceive their use of Inclusive Teaching Strategies for English Language Acquisition in children who have Autism Spectrum Disorder.

Types of Research

Phenomenological Studies

The research study used a qualitative research methodology, described as a Phenomenological Study. A Phenomenological Design can be defined as the use of the research method of Phenomenology to gain a better understanding of the experience of something or someone by people who have directly experienced it. (Pandin & Yanto, 2023).

Alhazmi and Kaufmann (2022)Explain that phenomenology studies the characteristics of an individual's conscious activity. This research methodology is a valuable tool for researchers studying education as it enables researchers to study how participants experience and interact with certain aspects of their educational environment on a day-to-day basis. The phenomenological approach provides rich, detailed responses that provide insight into how the participant experienced the phenomenon being investigated.

Therefore, this study enabled an exploration into teachers' views and personal experiences related to using Inclusive Teaching strategies to assist the acquisition of the English Language for children diagnosed with ASD within the classroom environment of primary education. It also provides insight into how inclusive strategies are being implemented in students' English language learning environments.

Data Collections Techniques

Semi-structured interview

The research uses semi-structured interviews to gather information about participants' personal experiences, which may help better understand the collective experience of all participants. This study examines how Primary School English Teachers are involved with their views and opinions on using Inclusive teaching strategies to support English Language acquisition for children who have an Autism Spectrum Disorder within Primary Education Classrooms.

One-on-one Interviews

This study was grounded in an interview methodology, focusing on primary school English teachers, specifically those who teach students with ASD, in primary schools located in

the Province of Santa Elena. The focus of the interviews was to explore how teachers employed inclusive teaching strategies in their English classrooms.

According to Wang (2024) Interviews are ways for researchers and participants to interact with each other. They allow individuals' understanding of the world to be explored. When two people are allowed to have a conversation, it provides the opportunity for the researcher to collect rich, detailed descriptions that can provide insight into human behaviors and beliefs, and the mannerisms associated with social interaction.

Instrument

Semi-structured interview guide

The questionnaire is an essential tool for the researcher, providing a means of collecting appropriate data on the research subject. The organization of the questionnaire should be such as to reduce errors. (Holmes, 2023). A well-designed questionnaire enhances both the reliability and validity of the information collected by establishing whether each question is clearly stated, pertinent, and consistent with the objectives of the research.

Type of Questions

Open-ended Questions

The questionnaire is composed of eight open-ended questions that were addressed to a group of experienced primary school English teachers, all of whom had experience using Inclusive Teaching Strategies for children diagnosed as having an Autism Spectrum Disorder. An important advantage of using open-ended questions in this context was that it allowed participants to share their thoughts, ideas, and personal experiences related to teaching strategies used in the classroom with children diagnosed with an ASD.

Purandare and Patil (2023) stated that open-ended questions can be particularly useful when conducting qualitative research. This is because they allow participants to explain themselves in greater detail than if they were provided with pre-defined answer choices, thus providing researchers with an opportunity to identify a variety of perspectives on the issue being studied and obtain additional insight into the phenomenon.

The aim of the questions above was to examine how teachers have experienced the use of Inclusive Teaching Strategies when supporting children with Autism Spectrum Disorder who are developing their English Language skills in the context of Primary Education and EFL classes. Using open-ended interview questions allowed educators to describe and elaborate on their teaching practice, the challenges they had faced, and what they observed as a result of the application of Inclusive Teaching Strategies.

These interviews were held via Zoom; this method enabled the educators to participate from a single educational institution located in Santa Elena province. Therefore, it is possible to ensure that the data collected provides an accurate representation of the participants' experience, which is important for providing in-depth responses based on their perspectives.

Table 1

Data collection, processing, and resources

Questions	Explanations
What?	Semi-structured interviews
Where?	At Unidad Educativa Félix Sarmiento
When?	2026
How?	A questionnaire composed of eight open-ended questions

What for?	To analyze English teachers' perceptions about benefits and challenges regarding the use of inclusive teaching strategies for autism spectrum disorder (ASD) peers.

Note. The table explains how to launch and the purpose of the investigation.

Data Collection Processing and Resources

Data collection and analysis in this study were performed into three main stages. First, interviews were conducted with 5 teachers to collect the data. Second, the data were transcribed, this is an essential step that organizes the information and makes it more accessible for analysis. Finally, the data were coded and analyzed using thematic analysis, which focuses on identifying meaning with the data. This method was carried out following five steps:

1. Familiarizing with the data by reading it thoroughly.
2. Generating initial codes based on relevant sections (in this case the objectives were used as a primary source that helped to create the initial codes), and level them with short codes
3. Search for the themes (group the codes together)
4. Reviewing the themes and categories, by confirming if they are matched correctly and refining them as needed, in this case the categories weren’t modified due to the were aligned to the objectives, and gave the precise information required.
5. Write the final analysis and report.

Population and Sample

Ahmad et al. (2023) explained that the population encompasses the entire group under study, while the sample is a smaller subset that represents the whole. Casteel and Bridier (2021) described the population of interest as the group or entities that the study targets, including individuals, pairs, or groups sharing common interests, traits, or situations. The population was selected from schools in Santa Elena province that host students with autism spectrum disorder. Unidad Educativa Felix Sarmiento serves as the primary target, with a roster of forty educators who have experience teaching students with special needs. The school possesses autistic students who attend regular classes with adaptations aligned with Ecuadorian education regulations. The institution has prior experience working with students with special needs, including those on the autism spectrum disorder.

Subedi (2021) stated that data collection in the correct sample must be solid and rigorous, a characteristic reflected in the term sample, which means selecting a subset of the main population of interest. Therefore, the sample for this study will focus on English teachers at Unidad Educativa Sarmiento. Based on five English teachers with experience working with autistic students, the selected teachers have years of teaching experience with special needs, such as autism spectrum disorder. The researcher will conduct semi-structured interviews so that the participants can articulate their perceptions and teaching strategies to promote English language learning and integrate autistic students into the classroom.

The following chapter will use the data collected through the questionnaires to present the English teachers' perspectives and challenges in teaching English to autistic students, and to elaborate on inclusive teaching strategies that help autistic learners acquire the English language.

The findings will be interpreted and analyzed using the authors' statements and further analysis to develop preliminary research outcomes.

Chapter IV

Analysis of findings

This chapter presents an analysis and interpretation of data from interviews with five EFL teachers who have experience teaching children with ASD in inclusive settings. The purpose of this chapter is to examine the perceptions of these teachers regarding the use of inclusive strategies to promote English language acquisition by children with ASD. An inclusive strategy allows teachers to modify or create classroom content, processes, and resources that support student learning while promoting participation and developing language skills.

These five teachers also answered a set of eight open-ended questions about their own experiences, opinions, and practices about implementing inclusive strategies in English language classrooms. Teachers' responses were useful for determining what strategies they most often employed when providing instruction, what barriers existed to implementing those strategies, and how these strategies positively impacted the English language acquisition of their students. Additionally, their respective teaching experiences represented a variety of perspectives on ways that teachers can develop more inclusive and supportive learning environments for children with ASD.

The interview analyses were organized into thematic sections based on the research objectives and interview questions to produce a clear, structured result. The data obtained from the participants were classified according to categories of inclusive practices to be implemented for children with Autism Spectrum Disorder in their English Language Acquisition, and the obstacles that teachers face when trying to implement them.

Therefore, this way of collecting and analyzing qualitative data is called thematic analysis because, through this process, the researcher can identify recurrent themes, patterns, and

ideas present in participants' responses. In addition, the results were presented in four thematic areas, which helped to make comprehension and interpretation of what the teachers think about and experience easier.

Interpretation of the interviews

Table 2

Results obtained from the interview and comparison literature review

Categories	Answers	Authors
Teachers' perceptions of the use of inclusive teaching strategies to enhance English learning among children with ADS	The interviewees indicated that for students with Autism Spectrum Disorder to be successful in their English learning, teachers must develop a classroom where students feel supported, are encouraged to participate actively in class, and have flexibility in how they interact and receive instruction. Participants also indicated that developing an inclusive classroom environment enhances students' confidence, promotes student-teacher/student-student interaction, and supports active participation in all aspects of English lessons.	Aslan et al. (2025)Teachers believe that inclusive teaching strategies provide students with Autism Spectrum Disorder with greater participation, interaction, and equal learning opportunities within the classroom setting. The author also explained that teachers' beliefs and perspectives guide the implementation of inclusive practices in educational environments.

Inclusive teaching strategies most frequently	The respondents identified several common strategies employed by teachers: visual support, differentiated instruction, structured routines, cooperative learning activities, positive reinforcement, and adapted materials. They also provided resources related to the sensory needs of their students.	Priyanka (2025) reported that employing visual aids, developing routine-based instructional structures for students, providing opportunities for collaborative experiences for students, differentiating instruction for students, and utilizing positive reinforcement strategies enhance the learning experience for students with Autism Spectrum Disorder and increase their social interactions while participating in inclusive educational environments.
Challenges in the use of inclusive teaching: several strategies	The interviewees said that one of the biggest challenges teachers face in using inclusive teaching strategies for students with autism is a lack of training specific to autism and English language instruction. Teachers have identified other barriers, including exceptionally large classes; limited resources (including curriculum	Petersson and Holmqvist (2022) indicated that many teachers lacked adequate professional development and resources to include students with ASD successfully. As well as Sepadi (2025) explained that teachers experienced barriers such as crowded classrooms, inadequate resources, and inadequate

	materials, equipment); little or no institutional support from administration or other school personnel; and difficulty adapting many activities to fit individual differences in learning style and communication ability.	training to enable them to provide effective inclusion for their students with ASD.
Benefits in the use of inclusive teaching strategies	Teachers reported that students with ASD experience many advantages when taught using inclusive teaching strategies such as increased engagement, socialization, confidence, motivation, and better comprehension. Teachers stated that by implementing these strategies, they were able to create an atmosphere that is less anxious and more supportive for the students' English Language Learning. Teachers noted that students with ASD are more likely to be engaged and comfortable participating in classroom activities when modifications are made to meet each	Inclusive teaching strategies provide several benefits for students who have Autism Spectrum Disorder, such as increased participation in the classroom, improved communication, social interactions, active engagement with their own learning, and overall learning development (Ruiz-Navas et al., 2024).

	student's specific academic requirements.

Note: This table depicts the results obtained from interviews conducted with teachers who used the context clues strategy to enhance reading comprehension versus a bibliographic review.

Interpretation of the data from the interviews

The first category is focused on how teachers perceive inclusive teaching strategies for supporting the English Language Acquisition development of children with Autism Spectrum Disorder. In this respect, all teachers interviewed felt that using inclusive teaching strategies would be successful, as these strategies allow a supportive, flexible, and participatory learning environment for a student with ASD to learn English more easily.

The second category concerned the general types of inclusive teaching strategies that were identified as typically used by teachers for students with ASD who were receiving an English education. Interviewees indicated that several common strategies included using visual support, differentiating instruction, establishing structured routines, developing cooperative learning activities, using positive reinforcement, modifying materials to meet specific student needs, and providing sensory-friendly materials and equipment.

Participants stated that many of these strategies helped students with ASD better understand what the teacher expects of them, become more active class participants, develop better communication skills with others, and stay focused throughout the lesson. Additionally, participants identified that adjusting the strategies and format of activities to meet each student's individualized needs and learning style allowed students with ASD to become much more comfortable and confident within the classroom environment.

The third category of responses from the participants focused on the obstacles or challenges encountered by the teachers who were responsible for applying inclusive approaches in their English classrooms for students with Autism Spectrum Disorders. As a result of their

interviews, it was indicated that two of the most significant hindrances are the lack of special education training for teachers with respect to working with students with autism and providing an inclusive approach in an English language classroom.

Other respondents mentioned additional issues including: large class sizes; limited school-wide resources available to assist them; inadequate administrative support provided to implement inclusionary practices; difficulty modifying classroom activities to meet the various learning needs of each student and accommodate their unique communication style; and that the limitations imposed by these factors may restrict the degree to which they can focus on meeting individual needs and supporting students with ASD. Respondents also expressed the opinion that although teachers want to use inclusive practices, many would require further support, preparation, materials, etc. to adequately respond to the academic needs of students with ASD in an English Language Classroom.

The four categories of response to this research project are classified according to participants' answers to the question about the benefits of using inclusive instruction to support the development of English Language Learning skills among children with ASD in the classroom. Participants stated that they found using inclusive instructional approaches beneficial for students' participation in class, understanding of content, communication with other classmates and instructors, developing interest in the subject area, increased self-confidence when engaging in classroom activities, and increased opportunities for social interaction with other classmates.

Participants further noted that inclusive teaching creates a more student-centered environment, allowing students with ASD to feel more confident participating in instructional activities. Participants stated that when teachers adapt instruction based upon the students'

individualized education plans, students have increased participation in instructional activities and improved overall experiences with English language acquisition.

Chapter V

Conclusion and Recommendations

The primary purpose of this study was to find out what the opinions are of English Teachers who have implemented inclusive teaching strategies in their English Language Classrooms. Furthermore, the study examined the most popular forms of inclusive strategies used by Teachers; the challenges Teachers face when implementing these strategies; and the benefits that inclusive strategies provide to Children with Autism Spectrum Disorder.

The conclusions reported in this chapter derive from the qualitative data gathered using interviews with English teachers and are directly connected to the general and specific objectives presented in Chapter I. The recommendations made in this chapter will be helpful to teachers, schools, colleges/universities, and future researchers who seek to improve inclusive education and promote better English language acquisition experiences for children with ASD.

Conclusions

Based on the responses of the participants, the results from this research suggest that English Language Acquisition in Students with Autism Spectrum Disorder is supported through Inclusive Teaching Strategies. The interviewees described how inclusive strategies provide a supportive, adaptable, and interactive environment for students to be involved in class. Additionally, the majority of teachers surveyed stated that inclusive education provides all students, including those with ASD, the opportunity to interact equally with their peers and participate fully in the educational process.

Additionally, the study revealed that the most common inclusive strategies used by the teachers include strategies such as visual supports, differentiated instruction, structured routines, cooperative learning activities, adapted materials, positive reinforcement, and sensory-friendly

resources to support English learning in students with ASD. According to the interviewees, these strategies improve students' comprehension, classroom engagement, participation, communication, and interaction during English activities. Teachers also considered that adapting instruction according to students' learning needs contributes positively to the learning process.

The participants stated several challenges they have experienced when implementing inclusive teaching methods within their English language classrooms. Some specific challenges include: lack of appropriate professional development to address both autism and inclusion strategies, a shortage of materials specifically designed to meet the needs of students with ASD, lack of support from institutions regarding providing supports for students with special needs, and difficulty adjusting instruction to accommodate each student's learning and communicative abilities.

Based on the participants opinions, the results also suggest that there is positive outcomes for students with ASD in an English Language acquisition setting from using a variety of inclusionary instructional strategies to support their needs due to teachers highlight that they noticed improvements in the amount of time students participated, comprehended what was happening in class, were motivated, communicated effectively, felt confident, interacted with peers during class, and improved socially.

Recommendations

Teachers should continue to implement inclusive teaching strategies by encouraging all of their students with ASD to be actively involved in class discussions, communicate freely, and interact with others in English classes. Additionally, teachers should create educational experiences and modify classroom instruction and environments based on individualized educational and communication requirements for each student to provide an effective and

inclusive opportunity for students to learn English, which will promote both academic achievement and social growth.

The continued use of a variety of inclusive strategies that address students' individual learning styles and communication abilities is encouraged. English language teachers should be provided with visual materials, technological resources, adapted materials, and professional support so that inclusive practices for students with autism can be effectively implemented in the classroom.

Teachers need more training in the inclusion of students with Autism Spectrum Disorder at school. Teachers who work with students with ASD need to have more professional development related to English Language Teaching Strategies and Inclusive Education. The institution has a role to play as well. The School has a responsibility to assist teachers by supplying them with classroom resources, such as materials or an assistant trained to work with children with disabilities.

A positive and supportive classroom environment should continue to be provided by schools. Opportunities to participate, communicate, collaborate, and receive emotional support should be made available to students with ASD. Furthermore, the tools needed to consistently implement inclusive strategies should be provided to teachers so that improved self-confidence, stronger social interactions, and better English language development can be achieved by students with ASD

Ultimately, this research provides additional insight into how educators perceive inclusive education and the use of inclusive teaching strategies to help children learn an English language when they have an Autism Spectrum Disorder. These findings suggest that it is

essential to create a classroom environment that allows for student participation and flexibility while providing support to allow for their cognitive, social, and emotional growth.

Unfortunately, this research identified some of the barriers that educators face in implementing inclusive educational practices including, inadequate educator training and preparation, lack of institutional support for inclusive educational practices, limited availability of special resources or tools to aid in educating students with ASD, and difficulty in meeting the diverse learning needs of each student. This research emphasizes the need for ongoing educator preparation, increased institutional support for the inclusion of all students, and the successful application of inclusive teaching strategies so that all students with ASD are provided with equal access and meaningful English language learning experiences.

References

Abdukarim, M. S., Vladimirovna, M. A., & D.P., O. (2025). THE ROLE OF THE ENGLISH LANGUAGE IN GLOBAL COMMUNICATIONAND ITS IMPORTANCE IN THE EDUCATION SYSTEM. *INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE, 5*(5), 705. Obtenido de https://doi.org/10.71337/inlibrary.uz.ijai.98440

Ahmad, N., Alias, F. A., Noor, & Razak, A. A. (2023). Understanding Population and Sample in Research: Key Concepts for Valid Conclusions. *The New Frontiers of E-learning: Shaping the Future of Education*, 19-24. Obtenido de https://appspenang.uitm.edu.my/sigcs/2023-2/Articles/20234_UnderstandingPopulationAndSampleInResearch.pdf

Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts. *Frontiers in Psychology, 13*, 1-12. Obtenido de https://doi.org/10.3389/fpsyg.2022.785134

Dewi, K. S., Padmadewi, N. N., Artini, L. P., Adnyani, N. L., Santosa, M. H., & Lee, Y. S. (2025). Inclusive Education for Students with Autism. *International Journal of Learning, Teaching and Educational Research, 24*(4), 199-220. Obtenido de https://doi.org/10.26803/ijlter.24.4.10

Gallego-Jiménez, M. G., Torrecilla-Manresa, S., & Marí-Sanmillan, M. I. (2025). DocenTEA: Development and Validation of a Questionnaire to Assess Inclusive Teaching Competence Toward Students with Autism Spectrum Disorder (ASD). *Education Sciences, 15*(11), 1-23. doi:10.3390/educsci15111432

Gordon, F. D., & Erazo, J. N. (2025). Inclusive Education as an Opportunity for Access to Education in Ecuador. *Revista Márgenes, 13*(13), 1-20. Obtenido de https://pure.ups.edu.ec/es/publications/educaci%C3%B3n-inclusiva-como-una-oportunidad-para-el-acceso-a-la-educ/

Haider, S. A., Ahmad, I., Azee, I., & Afridi, A. J. (2026). Examining the Effects of Inclusive Education on Social Integration and Academic Achievement of Students with Disabilities at the Secondary Level. *Social Sciences and Humanity Research Review, 4*(2), 1-6. Obtenido de https://doi.org/10.63468/sshrr.377

Holmes, A. G. (2023). The Design and Use of Questionnaires in Educational Research: A New (Student) Researcher Guide. *Innovare Journal of Education, 11*(3), 1-5. Obtenido de https://doi.org/10.22159/ijoe.2023v11i3.47599

Ley Orgánica de Educación Intercultural. (2018). *LOEI.* Quito: Gobierno del Ecuador.

Ministry of Education. (2016). General Education English Language Curriculum. (No. 32/2018/TT-BGDDT). Obtenido de https://educacion.gob.ec/wp-content/uploads/downloads/2025/08/Curriculo-Priorizado-Bachillerato.pdf

Ministry of Education. (2024). Ley Orgánica de Educación Intercultural (LOEI). En G. d. Ecuador. Registro Oficial .

Moncayo, I. F., Zambrano, A. R., Villafuerte-Holguín, J., & Pincay, G. A. (2024). Attitudinal barriers of teachers towards inclusive education in Ecuador. *Sapienzia, 5*(1), 1-11. Obtenido de https://doi.org/10.51798/sijis.v5i1.727

Murtiningsih, S., & Sujito, A. (2025). Reimagining the future of education: Inclusive pedagogies, critical intergenerational justice, and technological disruption. *Sage Journals, 24*(3), 1-21. Obtenido de https://doi.org/10.1177/14782103251341406

Muzari, T., Shava, G. N., & Shonhiwa, S. (2022). Qualitative Research Paradigm, a Key Research Design for Educational Researchers, Processes and Procedures: A Theoret. *Indiana Journal of Humanities and Social Sciences, 3*(1), 14-20. Obtenido de https://indianapublications.com/articles/IJHSS_3(1)_14-20_61f38990115064.95135470.pdf

Oliveira, A. F., Santiago, C. B., & Teixeira, R. A. (2022). Inclusive university education: prospects for a student with autism spectrum disorder. *Educ. Pesqui, 48*, 1-22. Obtenido de https://doi.org/10.1590/S1678-4634202248238947por

Pantoja, K. C., & Zambrano, N. V. (2025). English Language Teaching to Young Learners with Autism. *Universidad Técnica de Cotopaxi Repository*, 1-62. Obtenido de https://repositorio.utc.edu.ec/server/api/core/bitstreams/93d4bc00-fa5b-4260-8340-578329ab95f8/content

Purandare, S. V., & Patil, R. D. (2023). Handle with ML: Open-Ended Questionnaire for Qualitative Research. *Journal of Advanced Multidisciplinary Research Studies and Development, 2*(2), 16-22. Obtenido de https://ijamrsd.com/wp-content/uploads/2023/04/JAMRSD-02-02-2023_3.pdf

Sepadi, M. (2025). Inclusive education in resource-constrained settings: exploring mainstream teachers' curriculum knowledge and practices for autistic learners in South Africa. *Sec.*

Special Educational Needs, 10, 1-10. Obtenido de https://doi.org/10.3389/feduc.2025.1641336

Xiao, B., & Cui, J. (2025). The Philosophy of English Education: An Exploration of Theoretical Foundations and Practical Implications. *Human Resources, Education and Public Policy, 1*(1), 41-51. doi:10.71204/ec32sx33

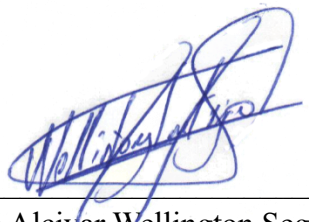
Annex A: Compilatio Certificate

La Libertad, 6 de julio de 2026

CERTIFICADO SISTEMA ANTIPLAGIO

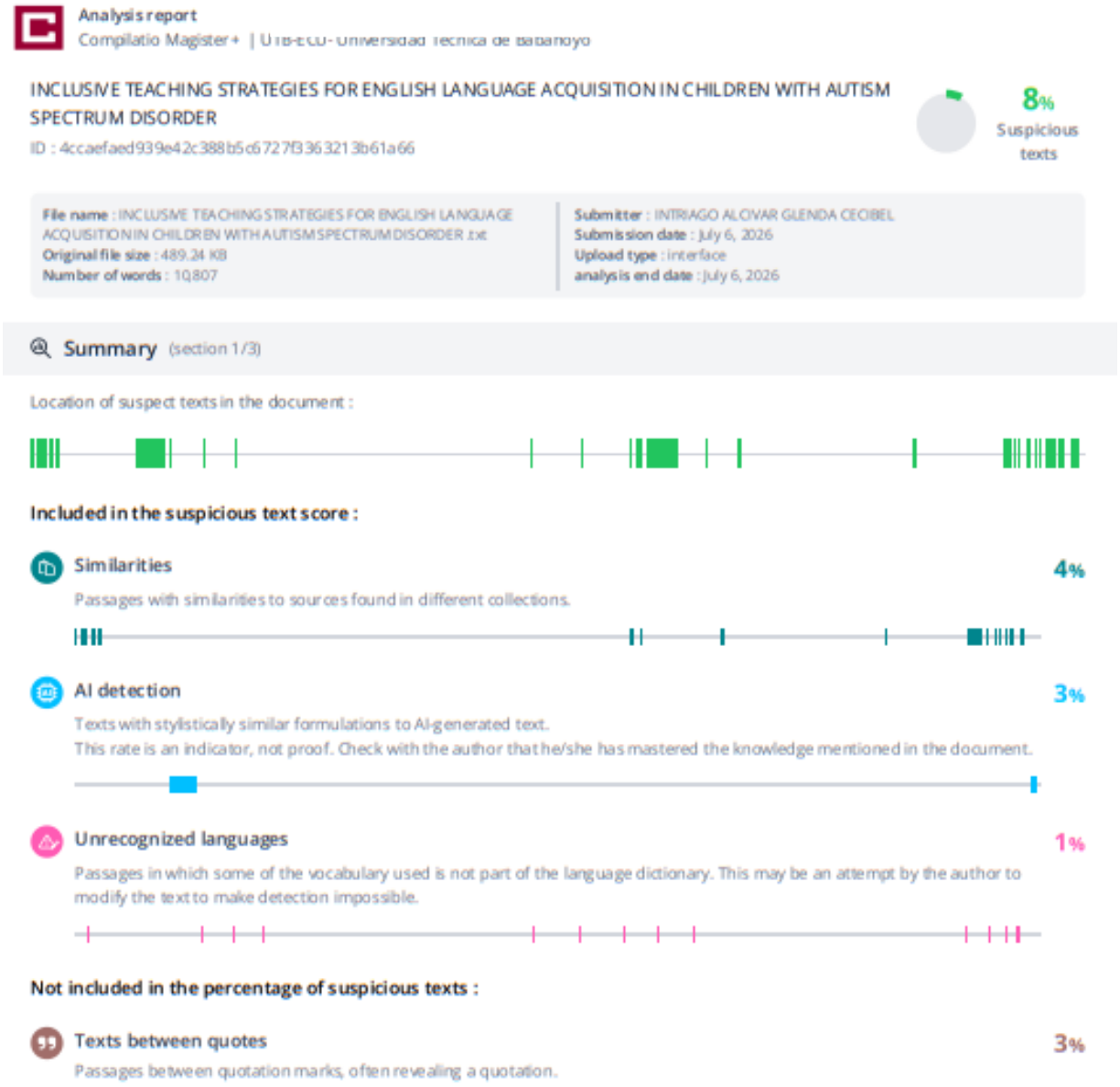
En calidad de tutor del Trabajo de Integración Curricular denominado "Inclusive TEACHING STRATEGIES FOR ENGLISH LANGUAGE ACQUISITION IN CHILDREN WITH AUTISM SPECTRUM Disorder". elaborado por las estudiantes MAGALLANES DEL PEZO MARÍA JOSÉ y RODRÍGUEZ SOLIS PAOLA MERCEDES de la Carrera de Pedagogía de 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 8 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



Intriago Alcivar Wellington Segundo , MSc
TUTOR

Annex B: Antiplagiarism Report



Analysis report
Compilatio Magister+ | Utb-ecu-Universidad Tecnica de Babahoyo

INCLUSIVE TEACHING STRATEGIES FOR ENGLISH LANGUAGE ACQUISITION IN CHILDREN WITH AUTISM SPECTRUM DISORDER
ID : 4ccaefaed939e42c388b5c6727f336321 3b61a66

8% Suspicious texts

File name : INCLUSIVE TEACHING STRATEGIES FOR ENGLISH LANGUAGE ACQUISITION IN CHILDREN WITH AUTISM SPECTRUM DISORDER.txt
Original file size : 489.24 KB
Number of words : 10,807

Submitter : INTRIAGO ALCIVAR GLENDA CECIBEL
Submission date : July 6, 2026
Upload type : interface
analysis end date : July 6, 2026

Summary (section 1/3)

Location of suspect texts in the document :

Included in the suspicious text score :

Similarities 4%
Passages with similarities to sources found in different collections.

AI detection 3%
Texts with stylistically similar formulations to AI-generated text.
This rate is an indicator, not proof. Check with the author that he/she has mastered the knowledge mentioned in the document.

Unrecognized languages 1%
Passages in which some of the vocabulary used is not part of the language dictionary. This may be an attempt by the author to modify the text to make detection impossible.

Not included in the percentage of suspicious texts :

Texts between quotes 3%
Passages between quotation marks, often revealing a quotation.

Annex C: Questionnaire

1. What strategies do you use to make your English classrooms inclusive for students with autism from your perspective?
2. What resources and materials do you use as support tools for students with autism who are learning English?
3. How important is it that visual aids be used in an English classroom; how important are structured routines in the English classroom?
4. Which of the following do you find most difficult when teaching English to students with autism?
5. Have you received training or professional development on the topics of inclusive education or working with students with autism?
6. Do you think educational institutions provide enough support for teachers working with students with ASD? Why?
7. Do you believe that students with ASD can learn English effectively in inclusive classrooms?
8. What benefits have you observed when inclusive teaching strategies are applied with students with autism?

Annex D: Transcriptions of interviews

Participant 1

1. **What inclusive strategies do you use to teach English to students with autism spectrum disorder?**

I frequently utilize differentiated instruction by adapting activities according to each student's learning pace and communication abilities. This tailored approach ensures active participation in English lessons, providing equal learning opportunities and encouraging greater engagement by creating a supportive environment where students with autism feel comfortable and valued.

2. What resources do you use to support English learning for students with autism?

Technology is highly beneficial in my classes. I use educational videos, interactive games, and digital platforms to make learning engaging. These tools effectively address specific sensory needs and align with best practices that suggest varied instructional structures and differentiated resources significantly enhance the learning experience for these students.

3. How important do you consider the use of visual aids in English classes?

I consider structured routines and visual aids essential because they provide the stability and predictability students need to feel secure. Consequently, students are much more willing to participate in English activities. Routine-based instructional structures naturally increase active engagement and foster meaningful social interactions within inclusive classroom settings.

4. What are the main difficulties you face when teaching English to students with autism?

The primary difficulty I face is exceptionally large class sizes, which make it extremely challenging to provide the individualized attention required. Crowded classrooms, coupled with inadequate resources and limited institutional support from administration, stand as major systemic barriers preventing effective inclusion for students with autism spectrum disorder.

5. What kind of training have you received related to inclusive education or strategies for working with students with autism spectrum disorder?

I have received very limited training that mostly focused on general inclusion rather than specific strategies for teaching English to students with autism. This reflects a broader educational challenge where many teachers lack adequate professional development and specialized preparation necessary to include students with special needs successfully.

6. Do you think educational institutions provide enough support for teachers working with students with autism spectrum disorder? Why?

Some educational institutions try to support teachers, but there remains a critical need for expanded training programs and adapted teaching materials. Without substantial administrative backing, specialized resources, and ongoing professional development, implementing effective inclusive practices remains a significant day-to-day challenge for educators working with students with autism.

7. Do you believe that students with autism spectrum disorder can learn English effectively in inclusive classrooms? Why?

Inclusive classrooms are highly effective because they allow students to interact with peers, which significantly improves both communication and language development. When teachers foster a supportive and flexible environment, it dramatically enhances students' confidence and promotes active participation in all aspects of daily English lessons.

8. **What benefits have you observed when inclusive teaching strategies are applied with students with autism?**

I provide additional time during assessments and allow alternative demonstration methods like oral activities or visual projects. These intentional modifications result in increased engagement, better comprehension, and a supportive atmosphere that accelerates the student's English language learning, reduces anxiety, and supports their overall academic and social development.

Participant 2

1. **What inclusive strategies do you use to teach English to students with autism spectrum disorder?**

Positive reinforcement is a strategy I apply regularly to praise students for their effort and participation. This approach significantly increases their motivation and confidence in learning English, demonstrating how reinforcement strategies enhance the educational experience and promote active engagement for students with autism spectrum disorder.

2. **What resources do you use to support English learning for students with autism?**

To effectively support English learning, I adapt textbooks by simplifying complex instructions and incorporating much more visual content to meet individual needs. Employing these visual aids is a recognized strategy that significantly enhances learning experiences and helps accommodate the specific sensory and cognitive requirements of students with autism.

3. How important do you consider the use of visual aids in English classes?

In my experience, integrating visual aids and consistent routines creates a highly inclusive environment where students can learn comfortably and confidently. These visual

supports are critical for encouraging students to participate actively in class while receiving language instruction that is specifically tailored to their unique interaction styles.

4. What are the main difficulties you face when teaching English to students with autism?

A major difficulty is the lack of professional training in inclusive education, which can leave teachers feeling unprepared to address specific needs effectively. This barrier is well-documented, as many educators report lacking adequate professional development, specialized curriculum materials, and proper resources to include students with autism in their classrooms successfully.

5. What kind of training have you received related to inclusive education or strategies for working with students with autism spectrum disorder?

I have not received enough formal training, and I strongly believe educational institutions must provide more opportunities for teacher preparation in this specific area. The absence of adequate training regarding autism and English language instruction remains a significant barrier to providing effective and meaningful inclusion for these students.

6. Do you think educational institutions provide enough support for teachers working with students with autism spectrum disorder? Why?

Although inclusive policies exist on paper, the practical support provided to teachers is often insufficient to meet students' needs effectively. Educators frequently encounter barriers such as inadequate institutional support from administration and a lack of essential resources, severely hindering the successful implementation of classroom inclusion strategies.

7. Do you believe that students with autism spectrum disorder can learn English effectively in inclusive classrooms? Why?

I firmly believe inclusive classrooms promote the participation and confidence essential for successful language acquisition in students with autism. By intentionally developing this supportive environment, teachers ensure that students receive equal learning opportunities and experience greater interaction, social growth, and overall success within the mainstream educational setting.

8. **What benefits have you observed when inclusive teaching strategies are applied with students with autism?**

Applying inclusive teaching strategies strongly promotes social inclusion by encouraging meaningful collaboration and interaction with classmates. These practices provide numerous tangible benefits, including improved communication, enhanced social interactions, lower anxiety levels, and active engagement with their own learning, ultimately supporting their overall academic and developmental progress.

Participant 3

1. **What inclusive strategies do you use to teach English to students with autism spectrum disorder?**

I frequently use cooperative learning activities to encourage interaction with classmates within a supportive and structured environment. This interactive approach helps students improve both social and language skills, proving that collaborative experiences increase meaningful peer interactions while participating actively in inclusive educational environments and group tasks.

2. What resources do you use to support English learning for students with autism?

I actively use social stories and picture schedules to explain routines and classroom expectations in a simple, highly understandable way. Utilizing these targeted visual aids and routine-based structures significantly enhances the learning experience for students with autism by directly addressing their unique communication and processing needs.

3. How important do you consider the use of visual aids in English classes?

The use of visual aids is extremely important because these strategies directly enhance comprehension, communication, and overall student engagement during lessons. Visual supports are essential tools that enable teachers to develop a flexible, predictable classroom where students feel encouraged to participate actively and learn without unnecessary confusion.

4. What are the main difficulties you face when teaching English to students with autism?

A main difficulty is that some students with autism experience profound challenges with social interaction and participation in group activities, affecting classroom dynamics. Adapting group activities to fit these individual differences in communication ability remains a significant hurdle for teachers, especially without proper institutional support and resources.

5. What kind of training have you received related to inclusive education or strategies for working with students with autism spectrum disorder?

Although I have attended some general seminars about special educational needs, I believe more specialized training strictly focused on autism is necessary. A severe lack of specific training in autism and English instruction currently limits teachers' ability to provide effective, high-quality inclusion in their daily language classes.

6. Do you think educational institutions provide enough support for teachers working with students with autism spectrum disorder? Why?

Educational institutions must invest significantly more in continuous professional development and specialized classroom resources to improve inclusion. Currently, teachers face major barriers, including limited curriculum materials and little to no practical institutional support from school administration or other personnel to address their students' complex educational needs properly.

7. Do you believe that students with autism spectrum disorder can learn English effectively in inclusive classrooms? Why?

I firmly believe every student can learn when the environment is supportive, respectful, and adapted to their educational needs. Teachers' positive perspectives and beliefs are fundamental in guiding the implementation of inclusive practices that provide equal learning opportunities and foster genuine linguistic development.

8. **What benefits have you observed when inclusive teaching strategies are applied with students with autism?**

   I have observed that providing visual supports and differentiated activities dramatically improves comprehension and helps students remain engaged during lessons. These inclusive strategies create a much less anxious atmosphere, leading to increased socialization, heightened motivation, better classroom behavior, and overall stronger language development for the students.

Participant 4

1. What inclusive strategies do you use to teach English to students with autism spectrum disorder?

Structured routines are paramount in my classes, as students with autism feel significantly more comfortable when lessons follow predictable sequences and organized

activities. Developing these routine-based instructional structures directly enhances their English learning experience and provides the essential stability needed to thrive within inclusive educational environments.

2. What resources do you use to support English learning for students with autism?

I frequently incorporate sensory-friendly materials and physical manipulatives that allow students to participate actively while effectively reducing their anxiety during lessons. Providing resources specifically related to students' sensory needs is a highly recommended, practical strategy to foster active engagement and comfort in inclusive language settings.

3. How important do you consider the use of visual aids in English classes?

I consider visual supports and routines vital because they reduce confusion and improve classroom behavior, allowing students to focus much better on language learning. This flexible, supportive approach directly enhances the student's sense of confidence and actively encourages their ongoing participation in all aspects of English lessons.

4. What are the main difficulties you face when teaching English to students with autism?

A primary difficulty I face is the limited access to specialized materials and resources, which severely affects the successful implementation of inclusive practices. Inadequate physical resources, combined with crowded classrooms and a lack of administrative support, frequently act as overwhelming barriers that prevent teachers from providing truly effective inclusion.

5. What kind of training have you received related to inclusive education or strategies for working with students with autism spectrum disorder?

Most of my knowledge regarding inclusive strategies has come from personal research and classroom experience rather than formal professional development programs. This highlights a systemic issue where many teachers lack the adequate, specialized training required to successfully include, support, and instruct students with autism in mainstream classrooms.

6. Do you think educational institutions provide enough support for teachers working with students with autism spectrum disorder? Why?

Although I have attended some general seminars about special educational needs, I believe that much more specialized training from institutions is still necessary. A widespread lack of institutional support and targeted professional development consistently hinders teachers from successfully including students with autism in everyday English language lessons.

7. Do you believe that students with autism spectrum disorder can learn English effectively in inclusive classrooms? Why?

While I believe students can definitely learn, institutional support remains limited because teachers often work without guidance from specialists in autism or inclusive practices. Overcoming this lack of institutional support from school administration is absolutely critical to providing equal, effective learning opportunities for these language learners.

8. What benefits have you observed when inclusive teaching strategies are applied with students with autism?

I have observed that implementing inclusive strategies helps significantly reduce student anxiety and creates a much more positive, supportive learning environment overall. A less anxious atmosphere directly correlates with increased classroom participation, better reading comprehension, and active engagement in their own learning and peer-to-peer socialization.

Participant 5

1. **What inclusive strategies do you use to teach English to students with autism spectrum disorder?**

In my classes, structured routines are very important because students with autism feel much more comfortable when lessons follow predictable sequences and organized activities. These routine-based instructional structures are essential inclusive teaching strategies that enhance the learning experience, minimize disruptions, and foster active, continuous classroom participation.

2. What resources do you use to support English learning for students with autism?

To thoroughly support English learning, I frequently use sensory-friendly materials and physical manipulatives that allow students to participate actively while noticeably reducing anxiety during lessons. Providing resources related directly to students' specific sensory needs is a highly effective method for improving focus within inclusive educational environments.

2. **How important do you consider the use of visual aids in English classes?**

Visual supports and structured routines are absolutely crucial because they effectively reduce confusion and improve classroom behavior, allowing students to focus better on language learning. Developing this type of predictable, inclusive environment directly enhances the student's sense of confidence and actively promotes positive peer interactions.

3. **What are the main difficulties you face when teaching English to students with autism?**

The main difficulties I encounter stem from limited access to specialized materials and resources, which poses a significant challenge affecting the implementation of inclusive

practices. Insufficient resources, overly large class sizes, and inadequate administrative support are frequently cited by educators as major barriers to successful classroom inclusion.

4. **What kind of training have you received related to inclusive education or strategies for working with students with autism spectrum disorder?**

Regarding training, most of my practical knowledge has come from personal research and direct classroom experience rather than formal professional development programs. This widespread lack of training specific to autism and English language instruction remains one of the biggest systemic challenges mainstream educators face today.

5. **Do you think educational institutions provide enough support for teachers working with students with autism spectrum disorder? Why?**

Regarding institutional support, although I attended some general seminars about special educational needs, I firmly believe that much more specialized training is still necessary. Meaningful institutional support requires comprehensive, ongoing professional development to enable teachers to confidently provide effective inclusion for all of their neurodivergent students.

6. **Do you believe that students with autism spectrum disorder can learn English effectively in inclusive classrooms? Why?**

When discussing classroom effectiveness, I believe institutional support is limited because teachers often work entirely without guidance from specialists in autism or inclusive practices. Without this specialized institutional backing, adapting lessons and activities to fit individual differences in learning styles and communication abilities becomes exceedingly difficult.

8. What benefits have you observed when inclusive teaching strategies are applied with students with autism?

The primary benefits I have observed are that inclusive strategies help significantly reduce anxiety and create a much more positive, supportive learning environment for students. This supportive atmosphere directly leads to increased socialization, consistently higher motivation, and improved communication skills and overall comprehension in English language learning.