UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"DICTAPICTO AS A DIDACTIC RESOURCE TO INCREASE VOCABULARY IN STUDENTS WITH AUTISM AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA"

RESEARCH PROJECT

As a prerequisite to obtaining a:

BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ADVISOR'S APPROVAL

In my role as advisor of the research paper and title **"Dictapicto as a Didactic Resource to Increase Vocabulary in Students with Autism at Escuela de Educación Básica Educa"**, prepared by **Arelys Stephany Rosales Magallan** and **Jeniffer Abigail Sanchez Barreno**, an 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,

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Lcda. Rossana Vera Cruzatti, Msc.

ADVISOR

La Libertad, February 06th, 2023

Statement of Authorship

We, **ARELYS STEPHANY ROSALES MAGALLAN** with ID number **0928359694** and **JENIFFER ABIGAIL SANCHEZ BARRENO** with ID number **2400190779** undergraduate students of the Peninsula State University of Santa Elena, Faculty of Education Sciences and Languages, as a prerequisite for obtaining the degree of Bachelor in Pedagogy of National and Foreign Languages, as the authors of the research project "DICTAPICTO AS A DIDACTIC RESOURCE TO INCREASE VOCABUARY IN STUDENTS WITH AUTISM AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA" certify that this work is of our authorship, except for the quotations and reflections in this research work research work.

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Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS OUR RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.

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Abstract

The main objective of this research project was to explain the positive effect that the didactic resource Dictapicto can have on second and third-grade students with autism to increase or strengthen their vocabulary in the English language.

This project investigated the problems that hinder the learning of students with ASD; among the main problems, the lack of socialization and the lack of use of didactic and visual materials stand out. Then, an analysis of how it is possible to overcome these problems through the implementation of the Dictapicto resource to develop the vocabulary of these children through visual material such as pictograms, which are ideal for children with this special educational need, was shown.

This research has a qualitative approach, which took as a sample six English teachers in charge of the education of autistic children in an inclusive and private educational institution. The teachers were given questionnaires with seven questions detailing benefits, recommendations, and methodologies. The teachers surveyed gave their respective opinions on the importance of seeking different didactic resources to increase vocabulary and develop other communicative skills in the English language.

The advantages of applying the didactic resource Dictapicto in teaching English to autistic students, previous teachers' experiences with their students, and suggestions on how to correctly use this resource to obtain favorable results more quickly were detailed. In conclusion, this project demonstrates that it is possible to adapt this didactic resource knowing how to manage its use effectively.

Key Words: Didactic resource, Dictapicto, Vocabulary, Autism.

Resumen

El objetivo principal de este proyecto de investigación fue explicar el efecto positivo que el recurso didáctico Dictapicto puede tener en alumnos de segundo y tercer grado con autismo para incrementar o fortalecer su vocabulario en el idioma inglés.

En este proyecto se investigaron los problemas que dificultan el aprendizaje de los alumnos con TEA; entre los principales problemas destacan la falta de socialización y la falta de uso de materiales didácticos y visuales. Luego, se mostró un análisis de cómo es posible superar estos problemas a través de la implementación del recurso Dictapicto para desarrollar el vocabulario de estos niños a través de material visual como pictogramas, que son ideales para niños con esta necesidad educativa especial.

Esta investigación tiene un enfoque cualitativo, que tomó como muestra a seis profesores de inglés encargados de la educación de niños autistas en una institución educativa inclusiva y privada. A los docentes se les aplicaron cuestionarios con siete preguntas que detallaban beneficios, recomendaciones y metodologías. Los profesores encuestados dieron sus respectivas opiniones sobre la importancia de buscar diferentes recursos didácticos para incrementar el vocabulario y desarrollar otras habilidades comunicativas en el idioma inglés.

Se detallaron las ventajas de aplicar el recurso didáctico Dictadito en la enseñanza del inglés a alumnos autistas, las experiencias de profesores anteriores con sus alumnos y sugerencias sobre cómo utilizar correctamente este recurso para obtener resultados favorables más rápidamente. En conclusión, este proyecto demuestra que es posible adaptar este recurso didáctico sabiendo gestionar eficazmente su uso.

Palabras clave: Recurso didáctico, Dictapicto, Vocabulario, Autismo.

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Introduction

English language learning in children with autism is sometimes difficult for teachers to find strategies for increasing vocabulary and for students to pay attention and memorize words.

Children with autism have problems developing language in the English language and take longer to acquire new vocabulary through words. However, they are better able to process words through pictograms.

For this reason, it is much easier for them to communicate and understand messages through pictograms, which is why this project was based on studies that have shown that the use of Dictapicto helps students with ASD gain relevant learning through pictures.

Pérez (2017) mentioned that pictograms are visual materials that help learners acquire new vocabulary in English, improve their memory skills and encourage creativity.

From the point of view of Gómez et al. (2018).Through Dictapicto, students with ASD can relate to their environment through images, which helps them visually understand. Dictapicto is an application that makes it easy to write or by voice transform into pictograms; the aim is to facilitate the learning of new vocabulary.

This project is divided into five chapters, the relevant titles of which are detailed below.

In chapter I: The problem. - Mention the title, problem statement, and problem formulation, guidelines for elaborating the general objective, specific objectives, and justification of why this project was carried out.

In chapter II: Theoretical Framework. - It finds pedagogical bases, theoretical bases, the definition of basic terms, the legal basis for the support of the same, and study variables.

In chapter III: Methodological framework. - It mentions the methods, type of research, techniques, instruments used to collect the data, population, and sample with which the teachers worked.

In chapter IV: Analysis of findings.- An analysis is carried out to obtain the results of the interview applied to teachers working with students with ASD and to compare with the information of other authors in the theoretical framework with relevant information.

In chapter V: Reflexions of the Study.- The research is summarized through the study's reflections, describing the process and personal experiences during the research.

Chapter I

The Problem

1.1 Research Topic

Strategies and Teaching Resources.

1.2 Title of the project

"Dictapicto as a didactic resource to increase vocabulary in students with autism at

Escuela De Educación Básica Educa."

1.3 Problem Statement

Over time, English has become a universal language, which is why it is mandatory in

country's educational system. It is considered a way for economic, technological, and social

development.

According to Beltrá (2018): "Many English teachers encounter, to a greater extent, with

students who have been diagnosed with autism spectrum disorder, and when a student with these

characteristics enters the classroom, the first thing the teacher experiences is usually fear or

concern.

UNESCO (2021), Promotes inclusive education, leaving no one behind, and takes action

for the inclusion of people with disabilities by promoting, on the one hand, the platform

Educational Inclusion in Action, which aims to provide specialized resources on inclusive

education and by developing specific educational resources, including the Guide to Ensure

Inclusion and Equity in Education.

Through inclusive education, children have the same opportunities and development in

the activities designated for them without leaving anyone behind because of special educational

needs.

From the point of view of Moran Alvarado (2017), the attention to a child with special educational needs who presents language disorders receives specialized attention as part of the resource of focused attention to the child's characteristics. It must also ensure that classroom and extracurricular activities allow the participation of all students in the learning activities of these children by promoting social interactions, in which language becomes an essential instrumental resource. This framework ensures support, and learning and participation in the proposed activity become integrated and meaningful.

Autism is a neurodevelopmental disorder that causes social, behavioral, and communication problems. This disorder begins at approximately two years of age and extends throughout the child's life cycle.

For this reason:

Internet (2020) mentioned that the learning process of an autistic child to be optimized, educational staff must learn to assess the student, evaluate the classroom situation, respect the student's pace and learning style, and design and implement specific and compelling curricular adaptations for each student.

There are inclusive institutions that offer attention to children with Autism; however, we must not forget that children with ASD learn differently and at a different pace, so they should not be taught in the same way as other children. Teaching English Vocabulary to children with Autism is complicated since we must carefully look for appropriate and innovative material; these children's learning requires a lot of visual material and illustrations so that they can learn quickly and with less difficulty.

Alexander (2019) in his English Journal says, "vocabulary-learning is challenging, particularly for the non-native speakers of English who face problems relating to the meanings of new words."

English is a language that significantly impacts the world, either to know other countries or to get a good job offer or study. It is vital that children with Autism, with the help of educational resources, can learn the English language to master it and, through the language, can access great opportunities for their life either inside or outside the country.

In addition, Ghazal (2017) states mention that:

"Vocabulary is central to language and is significant to language learners. Words are the building blocks of speech since they label objects, actions, and ideas without which people cannot convey the intended meaning. Theorists and researchers in the field have recently recognized the prominent role of vocabulary knowledge in second or foreign language learning".

This research project aims to demonstrate the importance of teachers using the didactic resource Dictapicto in the classroom, to help students diagnosed with Autism Spectrum Disorder increase their English Vocabulary through pictograms that help them understand a word better.

1.4 Problem Question

1.4.1 General Question

- How can Dictapicto help increase English vocabulary in students with Autism?

1.4.2 Specific questions

- Why is it difficult to teach English to students with Autism?

- How can teachers help students with Autism increase their English Vocabulary?

- What didactic resources do teachers have in the classroom to teach Vocabulary to students with Autism?

1.5 Objectives

1.5.1 General Objective

- To analyze the digital application "Dictapicto" as a didactic resource to increase English Vocabulary in students with Autism from "Escuela de educación básica Educa."

1.5.2   Specific objectives

- Explain the benefits of Dictapicto as a tool to increase Vocabulary in classrooms for students with Autism.

- Identify all the strengths and weaknesses of using Dictapicto as a didactic resource.

- Seek ideas on how to work better with Dictapicto so that autistic students can increase their Vocabulary easily and quickly.

1.6 Justification

English has become one of the most critical languages in the world. For this precise reason, it is essential that in classrooms with students with Autism, teachers encourage the use of Dictapicto as a teaching resource to increase the English Vocabulary of students with an autism spectrum disorder. Children with ASD should be able to learn the English language through methods that help them effectively acquire new Vocabulary daily. According to Gu (2019):

"Vocabulary learning resources are learners' conscious efforts in managing their learning of Vocabulary. Learners use metacognitive and cognitive vocabulary resources to make their learning more effective and efficient, increase their vocabulary size and depth, and learn to use the target words and multiword units automatically and appropriately".

Nowadays, the pictogram is a resource that has been implemented in the classrooms of children with ASD since pictograms as a teaching resource help students to visually recognize images and acquire skills that allow them to relate new Vocabulary to the environment.

According to Vargas (2021) in his article Promoting the Pedagogical Use of Pictograms, he concluded that "Among the main results obtained, he highlighted the ease, motivation, and speed of the students to communicate their ideas in English through the use of pictograms.

Therefore, the use of Dictapicto in students with ASD will be of great benefit as children will have the advantage of learning a wide variety of English Vocabulary through childish and easy-to-learn images offered by this application. Dictapicto also has a variety of illustrations that have the function of interpreting a word through an image.

The implementation of Dictapicto makes learning go hand in hand with technology, keeping children motivated without creating an environment where they feel pressured and avoiding any situation that compromises the condition of students with Autism.

Chapter II

Theoretical Framework

2.1 Background

Many resource help to increase English vocabulary in students with Autism; English teachers have the difficult task of finding and implementing in their classrooms the didactic resource that achieves that children with ASD learn as much Vocabulary as possible. However, there have been many challenges, especially in teaching English to these students.

It has been a challenge for teachers because, in face-to-face classes, students with ASD exhibit a lack of attention, communication, and eye contact. Many resources help teachers teach Vocabulary, but not all are suitable for children diagnosed with this disorder, as they have different ways of learning and retaining knowledge.

The lack of pictograms in the English class of students with Autism affects the process of teaching Vocabulary and excellent course development. More research is needed on the use of Dictapicto to increase English Vocabulary. Still, this research aims to analyze the theories and essential information.

2.2 Pedagogical Basis

The education of students with Autism has undergone significant changes because it is a special education that requires much attention from the student and the teacher.

UNESCO (2023) mentioned that inclusive education aims to guarantee everyone the right to access quality education. Inclusive education considers each individual's needs and helps all learners to participate and achieve together. All children can learn; each has unique characteristics, abilities, and learning needs. Therefore, when a child has an educational need, he

or she should not be separated from his or her peers. Instead, activities should involve all class members without exception, considering each student's needs.

According to LeafWing Center (2022), the classroom environment is a successful resource for students with Autism. These types of students are often overwhelmed by sensory stimuli, and therefore, one sensory overload at a time can be very stressful and cause a negative reaction within the classroom. Limiting loud noises, specific light frequencies, textures, and temperature control can make the classroom a great place for students with Autism to learn and succeed.

The key to resources for autism success in the classroom is communication. As with routines, clear communication is essential for all students, but it is necessary for students with Autism. Clear and straightforward instructions prevent confusion and allow students with Autism to process instructions efficiently.

Learning resources are an essential part of education, according to Mohammad Alhebaishi (2019). Cooperative learning is an example of a teaching method that occurs when students learn by helping and supporting each other in a good learning environment. Cooperative learning is accompanied by educational activities requiring students to work by interacting and contributing ideas in small groups.

Teaching English Vocabulary to these students can become a challenge if teachers do not use the right didactic resource. However, using inappropriate teaching resources is not the only thing that causes a lack of English vocabulary in children with ASD. According to Garrido et al., (2021), ''Communication and language skills are among the most severely affected domains in individuals with an autistic spectrum disorder'

To learn English, students must have good memorization skills. In autistic students, memorization is somewhat complicated.

According to Bloom's Taxonomy: Memorizing is retrieving or recognizing knowledge in memory. Mastery of this category is observers using memory to retrieve a fact, construct a definition, make a list, or quote a previously read or heard sentence. (Grupo Aspec Prehospital S.C, 2020)

English education for students with ASD needs professional advice from psychologists who provide recommendations for teaching resources that fit the specific needs of students and facilitate their learning.

Jelínková (2020) provides professional advice when she details that:

Teaching English to learners with ASD faces many challenges in acquiring learning skills. They recommend that the principles of teaching English to these children should focus on Vocabulary and grammar because these are the skills most commonly assessed in students with Autism.

This means that Vocabulary plays a vital role in the teaching-learning process. The more Vocabulary, a student with Autism, memorizes or learns, the easier it will be for them to relate the word to the real world, understand instructions, or understand a conversation in English.

From the point of view of Ishtiaq Khan et al. (2018) vocabulary learning plays a significant role in oral communication because; people relate things in their environment with a name. Lack of Vocabulary is considered one of the main factors that cause students' inability to speak English because they need help to relate the word to the object when they want to communicate orally.

Learning new words can help students improve their reading comprehension, and it also helps them to write better sentences, paragraphs, or essays. Therefore, a large amount of Vocabulary must be available to write effectively. If students do not know Vocabulary, they will not be able to read well and, therefore, will not be able to write well. (Abdalrahman, 2021)

The Eternal English Teaching Journal's research on vocabulary improvement through interactive learning provides that:

English Vocabulary is related to familiar words used daily to communicate. Learning Vocabulary is indispensable for students with Autism as it helps them understand English more quickly because it refers to studying essential terms of any subject covered in class. (Dini Anggraheni, Anandha Anandha, Hernofika Laksmi , 2020)

Teaching English Vocabulary to students with Autism is problematic because teachers do not use the necessary resources to teach it. Autistic students have difficulty memorizing Vocabulary, so they should use illustrations to relate the word to be prepared. In addition, another factor that intervenes in the learning of the Vocabulary of autistic students is pictograms. Vargas (2012) in his journal mentions that:

Pérez (2017) stated that various images could be used to teach English vocabulary. Still, pictograms facilitate the understanding of a word, as they provide visual material that can promote the acquisition of new English vocabulary, improve memory capacity and foster creativity.

This study showed that pictograms have an essential impact on how students with Autism increase their Vocabulary and obtain positive results in learning. Teachers should keep in mind to make use of the Dictapicto in each class. In addition, teachers' lack of knowledge about using

the Dictapicto application directly affects vocabulary learning in students with Autism. According to Carmen del Pilar et al. (2021):

For professionals, it is essential to know and investigate what applications such as Dictapicto offer, what didactic resources currently exist for working with autistic students, and to adapt these resources to the needs of the students.

The use of the didactic resource Dictapicto promotes the learning of Vocabulary in students with Autism Spectrum Disorder because they relate the words with pictogram images that are visual to help students to connect the word better. The teacher plays a key role because adequately using this resource in autistic classrooms will help increase the Vocabulary of autistic students quickly and easily.

Gómez et al. (2018)) in his article showed Dictapicto helps students with ASD communicate because this application can convert a written or voice message into visual information with pictograms. This application was created to help people with Autism relate words to pictures; its main objective is to improve access to information and facilitate understanding of the environment.

2.3 Theoretical basis

Autism spectrum disorder (ASD) covers a range of neurodevelopmental disorders that begin in early childhood and affects developmental activities. This condition can negatively influence gaining knowledge, skills, and abilities, such as communication. ''Over time, different techniques and methods have been implemented to teach and communicate with children with ASD''. (Angel Jaramillo-Alcàzar, 2022)

Children with autism spectrum disorder have difficulties developing their communication skills and abilities. Therefore, it is necessary to take advantage of different techniques and

methods to teach and share with autistic children. Didactic Resources are pedagogical tools responsible for providing the teaching and learning process. The classroom is a space with an infinity of materials that goes hand in hand with the teacher. These materials quickly lighten the pedagogical process of teachers and students during the classes.

There are emerging needs in the classrooms of the 21st century; ICT are innovative resources that today are indispensable to developing the competencies of learners (Colman Ramìrez, 2019)

The Paraguayan teacher, through his research, saw the need for teaching resources in the institutions and the needs of students in the classrooms in the 21st century and believes that ICTs are essential to developing students' skills.

Technology is an essential part of the learning process in and out of the classroom, along with the technology used to aid and enhance language learning. Technology as a tool to help teachers facilitate language learning for their students continues to gain importance. Different attitudes that help English language learners increase their learning capabilities through technologies were discussed. (Guilan University, 2018).

The researcher explains the proper use of technology in the classroom and, more importantly, how it helps students improve language learning skills.

2.3.1 Autism spectrum

The disorder describes a constellation of early-appearing social communication deficits and repetitive sensory-motor behaviors associated with a vital genetic component and other causes. (Lord, 2018)

2.3.2 DictaPicto

Orange Foundation (2022) mentioned that it is an app that instantly converts a voice or written message into images designed to help people with Autism. To improve their communication, it aims to improve access to information and facilitate understanding of the environment regardless of whether the people around the person with ASD know these augmentative and alternative communication systems. The translation is produced automatically from a user's spoken sentence, initially converting it into text and, from there, into pictograms/images representing the words.

2.3.3 Didactic resources

They also become an instrument of motivation for student learning, generating stimuli of interactive and dynamic knowledge that allow leaving behind static and memoirist education. (Pimienta Concepción et al., 2018)

2.3.4 Pictogram

The use of pictograms dates back to the human need to recognize what surrounds him and the desire to capture through drawings what he observed. This action allows the individual to evolve to write, transmit ideas, and communicate with other individuals. "These pictograms are considered the first manifestations of what is known today as writing." (Cruz, 2017)

2.3.5 Vocabulary

The role to be played by Vocabulary in the teaching-learning process is the greater or lesser effectiveness of specific activities and the identification of teaching and learning resources that precisely concern Vocabulary. The acquisition of terms begins at an early age when the child starts associating words with images. (ConceptoDefiniciòn)

2.4 Legal basis

2.4.1 Constitution of Ecuador

This research project has the Organic Law of Intercultural Education as its legal Basis.

(LOEI) which that mentions in Article Art. 11- Obligations: Teachers have the following obligations:

Principles. Literals: j.-To elaborate and execute, in coordination with the competent instance of the National Education Authority, the specific curriculum adapted to the conditions and capacities of students with disabilities to guarantee their inclusion and permanence in the classroom;

Art. 47. - Education for people with disabilities: The Ecuadorian State shall guarantee inclusion and integration in educational establishments, eliminating barriers to their learning.

The educational establishments are obliged to receive all people with disabilities to create the support and physical, curricular, and promotional adaptations appropriate to their needs; and to provide teachers training in the methodology and assessment of teaching children with disabilities. Particularly with children's disabilities inside the teaching-learning process for quality and courteous attention. Quality and warm attention. Alternatively, it is equivalent. And baccalaureate level or its equivalent. (Ejecutiva, 2011)

2.5 Variables of the Study.

2.5.1 Dependent Variable

➢ Dictapicto didactic resource.

2.5.2 Independent Variable

➢ To strengthen Vocabulary.

Chapter III

Methodological framework

3.1 Research Method

A researcher needs to use a method that allows the collection of data that provides ideas, explanations, and personal opinions to analyze the information collected and support the research project. (Paradis et al., 2016)

Data collection is a fundamental point for the success of research results. This step is accompanied by tools and techniques used by the researcher, such as interviews, surveys, or questionnaires. These instruments depend on the method used in the research and will be applied at a given time to provide valuable ideas for a research project.

Establishing and choosing a data collection method is one of the most critical steps of a research project because it will allow defining preliminary information of research by detecting the main strategic points to be investigated. (Fernández Sánchez & Sidani, 2020)

Among several research methods, in this work, it was essential to use the qualitative method to carry out meaningful research, giving context and contributions to the topic under investigation.

3.2 Qualitative method

Qualitative research explores and provides a more concrete vision of the problems that exist in the real world since it does not collect numerical data like quantitative research. Qualitative research allows the generation of various hypotheses, gathering many experiences, perceptions, and behaviors of the participants interviewed and answering questions such as the hows and whys. (Tenny et al., 2022)

Edward Groenland & Léo Paul Dana provide that the qualitative research method is a descriptive scientific document. It provides detailed information on a given context or topic by providing different points of view, making the individual involved feel comfortable when being studied. (Groenland & Dana, 2019)

The main objective of the qualitative method is to provide information through thoughts, feelings, and opinions using tools such as interviews, observation, and analysis. This is important when describing the environment in which the study will be conducted. Thanks to this method, obtaining specific answers to evaluate quickly will be possible.

This research project focused on determining the effectiveness of using the Dictapicto application to increase Vocabulary in second and third-grade students with Autism, which involves memorizing a more significant number of Vocabulary to facilitate English language comprehension during the learning process. In order to analyze and obtain the necessary information that will contribute to the primary purpose of this research, it was indispensable to use the Qualitative Method, which played a unique role in structuring the research. Therefore, thanks to the qualitative method, it was possible to determine the most important resources of this project. The qualitative method provided detailed insights into the interviewees' opinions about the positive effect caused by the use of the didactic resource Dictapicto on students with Autism. For this purpose, the researcher formulated questions and interviews with the 2nd and 3rd-grade English teachers of the "Unidad de Educación Básica Educa".

3.3 Type of Research

3.3.1 Phenomenological study

The phenomenological method leads to the interpretation and description of a person has lived experiences to understand their essence, the way they perceive life through their memories,

and the interpretation of the meanings that surround and define it in their psychic life. (Guillen, 2019)

In another research, Lester S. mentions that the phenomenological study is related to the qualitative method. It allows obtaining a description of the personal experiences of an individual. Also, it tries to identify problems and then uses research tools such as interviews, analysis, observations, and discussions to obtain more detailed information. (Lester, 1999)

This method was used with 2nd and 3rd grade English teachers of the " Basic Education Unit Educa" to collect different opinions on the topic under investigation.

3.4 Data Collection

3.4.1 Techniques

In this research project, the technique used for data collection was the qualitative interview, which had the purpose of collecting specific and necessary information. In addition, individual interviews were applied so that the interviewee could provide his opinion freely. Also, through this interview, the researcher can create a link of socialization to get a more explicit message in the interviewee's opinion.

3.4.2 One-on-one interview

This technique is part of a resource that allows face-to-face contact between the interviewer and interviewee. It is used to obtain information or opinions from a specific source. It is guided by someone who deals with a given topic directly by asking open-ended questions and allowing the interviewee to develop his or her interpretation.

3.4.3 Questionnaire

The questionnaire used for this research is essential for collecting teachers' experiences communicating with students with Autism. This will help analyze the use of the Dictapicto and teachers' experiences to draw conclusions and find possible solutions to the problem presented.

3.4.4 Interviews

This instrument is handy for the researcher to obtain sources of information about the points of view of the people participating in the study. Interviews can change from formal to informal depending on the occasion and how comfortable the interviewee feels. The researcher can associate the results with analyzing the students' difficulties in maintaining oral communication and possible solutions.

3.4.5 Open-ended questions

The respective questions applied in the questionnaire were open-ended so that the interview participants had the opportunity to support and further explain their views on the research topic. The questions in the questionnaire were open-ended so that the teachers in the interview could elaborate on their views on the research topic and the support provided. The questionnaire has a total of seven questions and was designed according to the standards of a qualitative study.

These questions aim to determine the main challenges faced by teachers when practicing speaking with students and the importance of looking for other alternatives, considering "Dictapicto as a didactic resource to increase vocabulary in students with autism" among such alternatives. There are other theories from different authors related to previous studies on the different types of resources that teachers need to solve problems with students who cannot understand in any other way than through Dictapicto.

3.5 Data Collection Process and Resources

The research-based data collection process is detailed in the following table:

Table 1

Data collection processing and resources

Questions	Explanations
What?	Interviews
Where?	At Escuela de Educación Básica "EDUCA"
When?	Academic Period 2022-2023
How?	The questionnaire, seven open-ended questions, and a one-on-one interview
What for?	To explain the use of Dictapicto as a didactic resource to increase Vocabulary.

3.6 Population and Sample

The sample selected to develop this research were five teachers from the School of Basic Education "EDUCA" who participated in the interviews, sharing their knowledge and experiences with the use of Dictapicto in second and third-grade autistic children. These teachers

have already worked with the application and shared their experiences with its use and the help

they obtained with the students to improve their Vocabulary.

Chapter IV

Analysis of Findings

4.1 Interpretation of data from the interview

      The interview on Dictapicto as a didactic resource to increase Vocabulary in autistic

students was conducted with six teachers from the "Educa" School of Basic Education

corresponding to the second and third grades to collect efficient data that would contribute to the

success of this research work. The interview was conducted in Spanish to maintain an essential

idea of the teachers' answers.

4.2 Interview Questions:

Question 1: What pedagogical methodology do you use to work with the Dictapicto

teaching resource?

Figure 1

Pedagogical Methodologies

Authors. Arelys Rosales & Jeniffer Sanchez

Most used words: Didáctica, dinámica, visual, inclusiva.

The most repeated words for this question were " Didáctica ", "visual", "dinámica", and "inclusiva". The teachers mentioned that they use various didactic resources together with Dictapicto to achieve better student learning results, having as analysis that the pedagogical methodologies are essential to work with the Dictapicto resource.

Question 2: Should Dictapicto be used as a teaching resource for autistic students in all educational centers? Why?

Figure 2

Dictapicto as a teaching resource

Authors. Arelys Rosales & Jeniffer Sanchez

Most used words: Sí, facilita, más rápido.

According to the answers, the words that stood out the most were "sí", "facilita" y "más rápido", having as analysis that Dictapicto should be used in all educational centers since it facilitates the learning of autistic children and helps them to obtain knowledge faster.

Question 3: What learning techniques have you applied with autistic students in class?

Figure 3

Learning techniques

Authors. Arelys Rosales & Jeniffer Sanchez

Most used words: Arasaac, Dictapicto, cooperative learning.

According to the analysis of the answers, the most repeated words showing the most used learning techniques are "Arasaac", "Dictapicto", and "cooperative learning", which indicate that the learning of students with Autism requires a lot of visual material and group work that helps them to socialize.

Question 4: What are the advantages of using Dictapicto as a teaching resource?

Figure 4

Advantages of Dictapicto

Authors. Arelys Rosales & Jeniffer Sanchez

Most used words: comprensión, comunicación, relacionar.

The following answers according to the question are very favorable since they demonstrated that Dictapicto as a didactic resource brings excellent advantages and helps to improve the learning process of children with Autism.

Question 5: Would you recommend using the Dictapicto teaching resource to improve English Vocabulary? Why?

Figure 5

Dictapicto to improve English Vocabulary

Authors. Arelys Rosales & Jeniffer Sanchez

Most used words: herramienta de aprendizaje, enseñanza, tecnología.

According to the question, teachers responded that technology is essential. They
recommend using Dictapicto because it is beneficial as a learning tool; pictograms allow
students with Autism to differentiate images and memorize Vocabulary.

**Question 6: What teaching and learning recommendations would you suggest to teachers
working with children with special educational needs?**

Figure 6

Teaching and learning suggestions

Authors. Arelys Rosales & Jeniffer Sanchez

Most used words: Paciencia, pictogramas, recursos didacticos, estrategias.

Work patiently with autistic students, and use Dictapicto didactic resource because it
facilitates learning in students through pictograms. Use innovative resources to motivate
students. Affective communication and dynamic classes to maintain an inclusive classroom.

Question 7: What difficulties have you identified in teaching Vocabulary to autistic students?

Figure 7

Vocabulary difficulties

Authors. Arelys Rosales & Jeniffer Sanchez

Most used words: Proceso de enseñanza, falta de comunicación afectiva, distracción.

Teachers mentioned that, through their role, they identified barriers in the teaching process regarding increasing Vocabulary, lack of non-verbal communication, and lack of understanding when pictograms are not used, which is a visual aid for autistic students at the time.

4.3 Interpretation of bibliographic review

The increased English vocabulary is an advantage that will allow autistic students to develop other language skills such as speaking, listening, writing, and reading. This process involves didactic resources that can facilitate Vocabulary learning through pictures. Teaching

autistic students is a process that requires much visual material. Dictapicto, through its pictograms, will attract the students' attention so they can learn new vocabulary quickly.

Dictapicto as a Didactic Learning resource is a topic that was thought to be applied with autistic students and in inclusive classrooms because it is more likely to captivate the attention of autistic students through visual materials that help them to understand a new word better. When using Dictapicto and pictograms to learn new Vocabulary or perform an inclusive classroom activity, the commands and instructions are more precise, and all students work at the same rhythm.

This didactic resource focused on vocabulary learning in autistic students considers translating words or phrases into pictograms. It is essential to mention that vocabulary acquisition is important when learning a new language, in this case, English. In addition, using a resource that employs visual material helps the learning of new Vocabulary because students can relate a picture to the environment and develop language skills through Vocabulary.

4.4 Analysis and discussion of the interview vs. bibliographic review.

The research project "Dictapicto as a didactic resource to increase vocabulary in students with autism" was carried out based on the stated objectives and to analyze how pictograms that are visual material help autistic students to learn Vocabulary in English. Additionally, through an interview, we sought to know teachers' opinions from a private school to conclude by comparing it with previous research and studies.

Question 1

In the interviews, it was evidenced that the most repeated words were "didactic," "dynamic," "visual," and "inclusive" which means that in inclusive classrooms, different methodologies are used to work together with the Dictapicto resource.

According to Pimienta Concepción et al. (2018), methodologies and didactic resources serve as motivational tools for students, making education dynamic by allowing students to remain active and participatory in classes.

Pérez (2017) mentions that visual material facilitates the understanding of a word because the student, with the help of pictures, can know what is being talked about, thus improving his memorization capacity.

According to UNESCO (2023), Inclusive education guarantees the right to access quality education. When a child has an educational need, inclusive methodologies should be applied and not separate them from their other peers. School activities should involve all members, considering each student's needs.

Question 2

As for the second question, "yes," "facilitates," and "faster" are the most representative words in this question. They emphasized that Dictapicto as a learning resource should be used in all-inclusive educational centers because it facilitates comprehension and makes learning faster thanks to its visual material ideal for children with Autism.

Carmen Del Pilar (2021) suggests that Dictapicto is an application created specifically for people with Autism since it provides visual material through pictograms. The teacher plays an essential role since he/she must know how to use the didactic resource and adjust it to the needs of the students. This way, the teacher facilitates the learning process, making the students obtain their knowledge faster.

Question 3

The interviewees mentioned the learning techniques they apply with autistic students in class. The keywords to be interpreted are "Arasaac", "Dictapicto", and "cooperative learning". The teachers say that autistic students are more visual than verbal; therefore, cooperative activities should be developed to help them develop their oral skills and visual material to relate an object with a word.

The Orange Foundation (2022) mentions that Dictapicto helps to improve communication, facilitates understanding, and improves access to information. It is a visual App that represents words through Pictograms, helping people with Autism to learn faster in any class subject. It is a learning resource similar to "Arasaac".

According to Mohammad Alhebaishi (2019), Learning resources are an essential part of education. Cooperative learning refers to a set of educational activities that helps students share ideas through socialization and group work, creating an inclusive learning environment.

Question 4

In the question about the advantages of Dictapicto as a teaching resource, the keywords of the interviewees were "comprehension", "communication", and "relating". Dictapicto is considered to have a positive effect on the English language teaching of autistic students and can help to understand better and communicate an instruction or a class topic by being able to relate words with pictograms.

According to Gómez et al. (2018), Dictapicto is a didactic resource that brings many advantages in an inclusive classroom, as it facilitates communication because it can convert a

written or voice message into visual information, in addition to being able to facilitate understanding of the environment by helping students with Autism to relate words to images.

Question 5

The words most mentioned by teachers according to question 5 were "learning tool," "teaching," and "technology." They recommend Dictapicto as a learning tool; it helps teach vocabulary to autistic students through pictograms and allows them to work on different activities.

According to (Guilan University, 2018), Technology is essential in the learning process in the classroom. It helps teachers improve their students' learning; therefore, they recommend Dictapicto, a technological tool that increases the English language's learning capacity.

Question 6

In this question, the interviewees mentioned essential words: "patience," "dynamics," "resource," and "pictograms." They suggest to other teachers to have mainly patience to be able to work with children with autism spectrum, to carry out dynamic activities that help children, and to maintain communication to keep the classroom inclusive. They mention that setting the environment according to their needs through pictograms will help them to memorize the orders given in each activity.

According to (LeafWing CENTER, 2022), an important resource for students on the autism spectrum is the classroom environment. Sensory stimuli such as loud noises, specific frequencies of light, and temperature will cause stress and manifest a negative attitude in classroom behavior. Therefore it is also essential to communicate and use pictograms to achieve

attention to the instructions and avoid confusion so they can perform the activities without difficulty.

Question 7

The words that played an essential role in this question were "resources," "lack of effective communication," and "distraction." One of the apparent barriers in the teaching process is introducing new Vocabulary. Another area for improvement is that students tend to be distracted and unable to concentrate in the classroom, which causes them to fail to learn new words and lack comprehension when pictograms are not used.

(Vargas, Promoting the Pedagogical Use of Pictograms., 2012) Not using didactic resources causes problems in autistic children because, without pictograms, students cannot memorize Vocabulary; it is helpful because it allows them to relate words through illustrations.

Once the interviews were completed and all the information collected, there was full support from the English teachers. Those theories and research conducted in this research project concluded that it is possible to obtain excellent results by correctly employing Dictapicto as a didactic resource. In this way, teachers can show the evolution of English vocabulary through pictograms and other skills that develop from the increased Vocabulary in their autistic students.

Chapter V

Reflexions of the Study

The current research project with the topic Dictapicto as a didactic resource to increase Vocabulary in students with Autism had as its primary objective to explain the use of Dictapicto in inclusive classrooms. This didactic resource has helped to increase the English Vocabulary of second and third-grade students with Autism. This research topic was inspired during the pre-professional internship working with autistic students in an inclusive school.

Dictapicto was used to correct behaviors, communicate ideas and teach Vocabulary in both English and Spanish. In the English classes, more work was done with vocabulary teaching; autistic students found it easy to learn through visual material, as they related the image to the word. Therefore, it was felt that teaching Vocabulary to autistic students is essential since, through Vocabulary, they can develop other English language skills such as writing, reading, and speaking. From this experience and the results obtained, it was recognized that this didactic resource is ideal for teaching the English language to students with autism spectrum disorder since it was demonstrated that vocabulary learning is faster through pictograms.

Once the problems of this research project were identified, it was necessary to analyze them with the results obtained in the interviews to reach conclusions and seek solutions to the problems encountered. In this case, it can be said that using the didactic resource Dictapicto to increase Vocabulary is a viable proposal for autistic children to continue expanding their Vocabulary and, through this develop other skills. However, it is considered that this learning resource could be adapted to the different needs of students, using different methodologies that allow them to develop in an inclusive environment so that students identified with Autism Spectrum Disorder will feel included in all classroom activities.

The main benefit of this project is that children with ASD will have the opportunity to learn the English language through Vocabulary with pictograms in an inclusive environment in a dynamic and fun way, making use of a resource that was created especially for autistic people such as Dictapicto.

The experience of carrying out this project step by step was optimistic because the research was done on a fascinating and particular topic. The project was carried out so autistic students can quickly obtain knowledge about the English language through a didactic resource that guarantees their learning.

At the same time, they have fun learning to relate images with words and work together with their classmates feeling included in all school activities. It can also be mentioned that much more was learned about this topic thanks to the research and affirmations of different authors about the use of the Dictapicto, resources, and didactic methodologies for teaching English vocabulary to students with an autism spectrum disorder.

In addition, the teachers interviewed also suggested some of their ideas about applying the Dictapicto didactic resource in their classrooms because most of them have already had the opportunity to work with autistic students in teaching Vocabulary using Dictapicto in conjunction with other didactic methodologies and even dynamic games, which have helped to obtain better results in the children's learning.

On the other hand, the variety of Vocabulary that the students who worked with Dictapicto knew was awe-inspiring. Even though in Ecuador, there is not a good level of English language teaching for autistic students, this inclusive institution strives every day with the help of innovative resources to provide quality education and get students with ASD to master the English language and all their skills are admirable.

Among the challenges, finding helpful information for the project was complex because only a few research articles support using Dictapicto for vocabulary instruction. When important bibliographic information could be found, a certain amount of money had to be paid to read the papers. This was undoubtedly the most notable challenge. On the other hand, there was no problem with the interview because the rector kindly allowed it to take place at her prestigious institution. The professors interviewed wisely responded to each of the questions by sharing their experiences and knowledge, which allowed the formation of this research project.

Each activity developed in the classroom provides a life lesson; in this case, it was possible to recognize the importance of teaching Vocabulary to students with special educational needs such as Autism and the power of pictograms to make this learning fast and effective. This great lesson becomes much more meaningful when applied to inclusive education, making the classroom cooperative and all students willing to share experiences and ideas without discrimination.

Expanding the Vocabulary of autistic students with the help of the Dictapicto teaching resource is a complex but not impossible challenge. The first consideration was to overcome all the problems and disadvantages that prevent autistic learners from developing and progressing in the English language. The research was done in advance on the positive impacts of using Dictapicto to develop communication and socialization skills in autistic people. This helped to suggest that pictograms are possible for English language teaching, as it is a resource designed specifically for people with ASD. At the same time, it could provide excellent results in teaching English and their respective skills over time. The same thoughts held on the first day that research on this project was started still being held today.

Many teaching methodologies that can be linked to Dictapicto have been presented in the interview. However, inclusion and cooperative work have shown that they can positively impact the learning and development of Vocabulary and the four communicative skills necessary to master the English language, such as reading, writing, speaking, and listening.

To conclude this chapter, if we had the opportunity to do something different to continue researching and providing information on this topic, we would choose to make a reference or discussion debates about what teachers who have the important task of teaching English to autistic students think about this research. Is it interesting for them to hold debates or conferences about the didactic resource of Dictapicto? Could speech skills be developed through Dictapicto? We may be able to learn these facts in the future.

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ANNEXES

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

UPSE

MEMORANDO

REFERENCIA: PINE-252-2022

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         DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirjo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Dictapicto as a Didactic Resource to Increase Vocabulary in Students with Autism at Escuela de Educacion Basica Educa", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
Rossana Vera Cruzatti	rverac@upse.edu.ec	0939943806	Tutor
Tatiana García Villao; MSc.	rgarcia@upse.edu.ec	0968452695	Especialista

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

Atentamente,

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

C/c Archivo

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La Libertad, febrero 4 de 2023

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En calidad de tutor del trabajo de **titulación "Dictapicto as a Didactic Resource to Increase Vocabulary in Students with Autism at Escuela de Educación Básica Educa"** Salinas, Provincia de Santa Elena, año escolar 2022-2, elaborado por las estudiantes Arelys Stephany Rosales Magallan y Jeniffer Abigail Sanchez Barreno, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, PINE, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que el sistema autoplagio URKUND, señala el 0% de similitud; por consiguiente se procede a emitir el presente informe.

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RESOURCE TO INCREASE VOCABULARY IN STUDENTS WITH AUTISM AT

ESCUELA DE EDUCACIÓN BÁSICA EDUCA"

1. ¿Qué metodología pedagógica utiliza para trabajar con el recurso didáctico Dictapicto?

2. ¿Debería usarse Dictapicto como recurso de enseñanza a estudiantes autistas en todos los centros educativos? ¿Por qué?

3. ¿Qué técnicas de aprendizaje ha aplicado con alumnos autistas en clase?

4. ¿Cuáles son las ventajas de utilizar Dictapicto como recurso didáctico?

5. ¿Recomendaría el uso del recurso de enseñanza Dictapicto para mejorar el vocabulario en el idioma inglés? ¿Por qué?

6. ¿Qué recomendaciones de enseñanza y aprendizaje sugiere a los profesores que trabajan con niños que tienen necesidades educativas especiales?

7. ¿Cuáles son las dificultades que ha identificado a la hora de enseñar vocabulario a alumnos autistas?

INTERVIEW TRANSCRIPT

Teacher 1

¿Qué metodología pedagógica utiliza para trabajar con el recurso didáctico Dictapicto?

Una de las metodologías que se podría utilizar junto con el recurso Dictapicto es la gamificación, ya que por medio de ella podemos generar mecanismos dinámicos de juegos que ayuden a potenciar la atención, la motivación, la concentración y el esfuerzo de los niños.

¿Debería usarse Dictapicto como recurso de enseñanza a estudiantes autistas en todos los centros educativos? ¿Por qué?

Sí se debería porque al ser estudiantes visuales le ayudaría a afianzar conocimientos y obtener mejores resultados en su aprendizaje mediante los pictogramas.

¿Qué técnicas de aprendizaje ha aplicado con alumnos autistas en clase?

Las técnicas que más utilizo son las visuales por esta razón utilizo Dictapicto para dar instrucciones de forma apropiada, también realizo trabajo en equipo, elogios y reconocimientos además de exigir las mismas normas de comportamiento dentro del aula.

¿Cuáles son las ventajas de utilizar Dictapicto como recurso didáctico?

Las ventajas de utilizar Dictapicto es que mejora la comunicación de los estudiantes y también ayuda a que puedan comprender de mejor forma su entorno.

¿Recomendaría el uso del recurso de enseñanza Dictapicto para mejorar el vocabulario en el idioma inglés? ¿Por qué?

Sí, por supuesto, porque por este medio de las imágenes ayuda a la enseñanza en los niños autistas.

¿Qué recomendaciones de enseñanza y aprendizaje sugiere a los profesores que trabajan con niños que tienen necesidades educativas especiales?

Dentro de las recomendaciones, deberían ser que las órdenes sean claras, que también sean guiadas con pictogramas y que sus clases sean dinámicas para que el estudiante se sienta motivado, de esta manera la clase permanecerá motivada.

¿Cuáles son las dificultades que ha identificado a la hora de enseñar vocabulario a alumnos autistas?

Bueno, no en sí dificultades, sino que en ellos se debe afianzar su concentración y utilizar pictogramas para su mejor entendimiento, y ellos de esa manera puedan desarrollar un poco más su vocabulario.

Teacher 2

¿Qué metodología pedagógica utiliza para trabajar con el recurso didáctico Dictapicto?

Dictapicto es una APP que nos ayuda a trabajar la forma de expresarse de los niños autistas, hay estudiantes con autismo que tienen facilidad de expresarse, pero hay otros estudiantes que no tienen esa facilidad por eso utilizamos Dictapicto para mediante pictogramas indicar órdenes y ayudar a los niños que no pueden comunicarse directamente.

¿Debería usarse Dictapicto como recurso de enseñanza a estudiantes autistas en todos los centros educativos? ¿Por qué?

Por supuesto que sí, todos los centros educativos deberían de contar con esta estrategia, más que todo el docente debe de estar capacitado de cómo utilizar este tipo de herramientas.

¿Qué técnicas de aprendizaje ha aplicado con alumnos autistas en clase?

Como técnicas aparte del Dictapicto que nos facilita trabajar con los estudiantes, también tenemos arasaac como los estudiantes con autismo son más visuales, considero que los docentes debemos utilizar estas herramientas para trabajar ellos a través de imágenes y actividades interactivas que puedan facilitar el aprendizaje.

¿Cuáles son las ventajas de utilizar Dictapicto como recurso didáctico?

Son varias las ventajas que nos da esta herramienta, por ejemplo ayuda a mejorar el acceso a la información a las personas con TEA y facilitar la comprensión del entorno, al relacionar los pictogramas con objetos reales.

¿Recomendaría el uso del recurso de enseñanza Dictapicto para mejorar el vocabulario en el idioma inglés? ¿Por qué?

Sí. Porque Dictapicto ayuda de una manera visual a que los estudiantes capten las palabras y memoricen el vocabulario por medio de los pictogramas.

¿Qué recomendaciones de enseñanza y aprendizaje sugiere a los profesores que trabajan con niños que tienen necesidades educativas especiales?

Si estamos hablando con un niño que tenga TEA, tenemos que ver en qué grado se encuentra si es grado 1, grado 2 o grado 3 y más que todo ver el tipo de necesidad que necesita, cuál es el tipo de metodología que vamos a utilizar o la enseñanza. Y de ahí ser el personal docente capacitado para poder trabajar directamente con ellos, como vamos a implementar la metodología si estamos hablando con niños de otro tipo de necesidad si es asociado o no asociado todo eso debemos de ver y más que todo ser claro en las ordenes y debe ser prioridad. Utilizar imágenes, por ejemplo, los pictogramas en momentos de evaluación que indican al estudiante a través de la imagen. Cuál es la orden que tiene que deben hacer, qué es lo que tiene que realizar al momento de ser evaluado.

¿Cuáles son las dificultades que ha identificado a la hora de enseñar vocabulario a alumnos autistas?

En el área de Inglés, yo creo que no hay ningún problema, porque se trabaja con el método Gutmann, que fue diseñado prácticamente para los niños que sufren parálisis cerebral, con este método se facilita rapidísimo la lectoescritura, entonces los niños ya llegando aquí a un segundo o tercero de básica, ya leen y escriben.

Teacher 3

¿Qué metodología pedagógica utiliza para trabajar con el recurso didáctico Dictapicto?

Dictapicto involucra mucho lo que es hablar y enseñar un pictograma, en lo personal uso este recurso en combinación de otras estrategias didácticas como los juegos educativos.

¿Debería usarse Dictapicto como recurso de enseñanza a estudiantes autistas en todos los centros educativos? ¿Por qué?

Honestamente, yo creo que si porque esta es una herramienta muy útil para cualquier profesor de niños con necesidades educativas especiales y se ahorraría mucho tiempo en lo que es búsqueda de recursos didácticos, ya que usando la aplicación los niños comprenden mucho más rápido la enseña un tema, tienen una instrucción más clara de alguna actividad y como son estudiantes más visuales que verbales, mediante pictogramas podemos indicarles instrucciones de una manera más rápida y fácil.

¿Qué técnicas de aprendizaje ha aplicado con alumnos autistas en clase?

A los estudiantes autistas se le pone varios pictogramas para que ellos entiendan de qué se trata la actividad, entonces los estudiantes deben tener un lado auditivo y un lado visual. En la enseñanza de vocabulario de inglés se involucra mucho la repetición, también involucra enlazar

imágenes con nuevas palabras, Otra técnica que utilizó el CALLA method y se utiliza cuando van a aprender nuevas pronunciaciones ya que se trata de una repetición continua.

¿Cuáles son las ventajas de utilizar Dictapicto como recurso didáctico?

Una de las ventajas más importantes es que los estudiantes con autismo tienen la posibilidad de entender al mismo tiempo que los estudiantes regulares. Los estudiantes con necesidades educativas especiales requieren de una explicación bien detallada y clara. Dictapicto ayuda a que mediante pictogramas se explique un tema y todos los estudiantes puedan entender.

¿Recomendaría el uso del recurso de enseñanza Dictapicto para mejorar el vocabulario en el idioma inglés? ¿Por qué?

Sí, porque cuando se aprende un nuevo idioma lo que importante es aprender nuevo vocabulario y para que un alumno autista aprenda las palabras se tiene que hacer un vínculo. Pictograma o palabra. Se tiene también que hacer una conexión entre la pronunciación y también ver como la palabra es escrita. Utilizando esta aplicación, puedo ver que se esté haciendo uso, se puede ver cómo es la pronunciación, ver cómo se hace esa palabra, entonces sería de mucho uso cuando se está enseñando nuevo idioma.

¿Qué recomendaciones de enseñanza y aprendizaje sugiere a los profesores que trabajan con niños que tienen necesidades educativas especiales?

Que utilicen el recurso didáctico, Dictapicto como recurso de enseñanza con los alumnos autistas, porque esto facilita el aprendizaje de los niños mediante los pictogramas.

¿Cuáles son las dificultades que ha identificado a la hora de enseñar vocabulario a alumnos autistas?

La falta de comprensión cuando no se utiliza los pictogramas o apoyo visual.

Teacher 4

¿Qué metodología pedagógica utiliza para trabajar con el recurso didáctico Dictapicto?

Utilizo estrategias inclusivas y dinámicas, Dictapicto es un material visual, por lo tanto sirve de gran ayuda a la enseñanza del idioma ingles a los estudiantes autistas.

¿Debería usarse Dictapicto como recurso de enseñanza a estudiantes autistas en todos los centros educativos? ¿Por qué?

Considero que sí, porque el aprendizaje de niños autistas requiere de mucho material visual y Dictapicto es un excelente recurso.

¿Qué técnicas de aprendizaje ha aplicado con alumnos autistas en clase?

He trabajado en mis clases con cooperative learning y TPR porque son estrategias que permiten un aprendizaje inclusivo ya que todos los alumnos trabajan en grupo y se ayudan sin ninguna discriminación y también ayuda al desarrollo social de los alumnos autistas.

¿Cuáles son las ventajas de utilizar Dictapicto como recurso didáctico?

La primera ventaja es que el estudiante comprende de forma clara alguna instrucción, también les permite relacionar una palabra con una imagen visual conocida como pigtograma, por lo tanto la principal ventaja de Dictapicto es que los alumnos autistas aprenden al ritmo que sus otros compañeros de clases.

¿Recomendaría el uso del recurso de enseñanza Dictapicto para mejorar el vocabulario en el idioma inglés? ¿Por qué?

Claro que si porque se puede trabajar en diferentes actividades. El estudiante por medio de los pictogramas puede diferenciar además de asociar palabras con imágenes.

¿Qué recomendaciones de enseñanza y aprendizaje sugiere a los profesores que trabajan con niños que tienen necesidades educativas especiales?

La enseñanza de pictogramas para que el aprendizaje de los estudiantes sea más fácil y dinámica en cuestión de mostrar imágenes que capten la atención y los docentes de esta manera podrán trabajar con estudiantes con diagnóstico TEA.

¿Cuáles son las dificultades que ha identificado a la hora de enseñar vocabulario a alumnos autistas?

El diagnóstico es diferente para cada estudiante autista, no todos tienen la misma condición. Entonces, al momento de repetir algunas palabras se les complica, independientemente de que tengan Tea algunos estudiantes no desarrollan el habla hasta cierta edad, entonces se complica.

Teacher 5

¿Qué metodología pedagógica utiliza para trabajar con el recurso didáctico Dictapicto?

Utilizó la metodología basada en pictogramas como método inclusivo para los niños con necesidades educativas especiales, en este caso con los niños autistas.

¿Debería usarse Dictapicto como recurso de enseñanza a estudiantes autistas en todos los centros educativos? ¿Por qué?

Sí, debería usarse como recurso de enseñanza, porque ayuda a mejorar su comunicación y facilita la comprensión de los estudiantes autistas.

¿Qué técnicas de aprendizaje ha aplicado con alumnos autistas en clase?

En mi caso he aplicado técnicas de aprendizaje multisensorial para ayudar a los alumnos con TEA a trabajar usando todos sus sentidos, también uso materiales visuales como Dictapicto.

¿Cuáles son las ventajas de utilizar Dictapicto como recurso didáctico?

Considero que este recurso didáctico facilita la comprensión y mejora el acceso de cualquier información en los estudiantes con TEA.

¿Recomendaría el uso del recurso de enseñanza Dictapicto para mejorar el vocabulario en el idioma inglés? ¿Por qué?

Si. Porque ayuda a los alumnos a incrementar su vocabulario por medio de los pictogramas que se muestra en clases.

¿Qué recomendaciones de enseñanza y aprendizaje sugiere a los profesores que trabajan con niños que tienen necesidades educativas especiales?

Utilizar recursos que son aptos para ellos porque enseñar a niños con necesidades especiales no es lo mismo que enseñar a los niños regulares. Se debe utilizar herramientas que los alumnos entiendan. Utilizar herramientas que ellos puedan manipular.

¿Cuáles son las dificultades que ha identificado a la hora de enseñar vocabulario a alumnos autistas?

En el caso del idioma inglés, como ya había mencionado. Cuando se introduce un vocabulario, se lo hace de la forma tradicional, los chicos que tienen autismo no van a comprender. Por eso es importante mostrar una imagen, una conexión con la misma palabra, ellos puedan asimilar más rápido, entender qué significa, cómo se usa y cuando se emplea.

Teacher 6

¿Qué metodología pedagógica utiliza para trabajar con el recurso didáctico Dictapicto?

Uso el aprendizaje basado en el pensamiento, pues el alumno lleva el rol protagónico y el docente es una guía, para trabajar con pictogramas se debe comunicar el significado de cada imagen para que el niño comprenda, para mí la comunicación y las metodologías activas son la clave.

¿Debería usarse Dictapicto como recurso de enseñanza a estudiantes autistas en todos los centros educativos? ¿Por qué?

Claro que sí, pues Dictapicto está diseñada para niños con TEA y su principal función es enfocar la atención del alumno en imágenes, las cuales comuniquen una acción sencilla.

¿Qué técnicas de aprendizaje ha aplicado con alumnos autistas en clase?

Primero aplico la anticipación, pues los niños autistas se manejan con horarios, me gusta motivas a los estudiantes con TEA mediante insignias como caritas felices, también uso la agenda de actividades y los pictogramas como material visual para comunicar ideas o enseñar vocabulario.

¿Cuáles son las ventajas de utilizar Dictapicto como recurso didáctico?

Una de las principales ventajas es sintetizar una acción con una imagen representativa.

¿Recomendaría el uso del recurso de enseñanza Dictapicto para mejorar el vocabulario en el idioma inglés? ¿Por qué?

Por supuesto el Dictapicto es muy esencial para que los alumnos adquieran conocimiento y relacionen con su entorno y les permita memorizar las palabras por medio de las imágenes.

¿Qué recomendaciones de enseñanza y aprendizaje sugiere a los profesores que trabajan con niños que tienen necesidades educativas especiales?

Pictogramas, comunicación afectiva, adecuación del ambiente, poco ruido y cuidarse de estímulos que pueden afectar la concentración.

¿Cuáles son las dificultades que ha identificado a la hora de enseñar vocabulario a alumnos autistas?

Pues pictogramas comunicación afectiva adecuación del ambiente, pues un poco ruido, verdad y cuidarse de estímulos que pueden afectar la concentración.

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