



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“DIDACTIC RESOURCES TO DEVELOP ORAL
COMMUNICATION IN STUDENTS WITH
AUTISTIC SPECTRUM DISORDER”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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Sincerely,

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DECLARATION


THE CONTENT OF THE FOLLOWING GRADUATION WORK NAMED
“DIDACTIC RESOURCES TO DEVELOP ORAL COMMUNICATION IN
STUDENTS WITH AUTISTIC SPECTRUM DISORDER” IS OUR
RESPONSABILITY: THE INTELLECTUAL PROPERTY BELONGS TO THE
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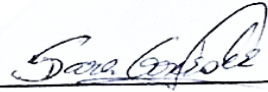
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Pincay Solis Julissa Tamara

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Dedication

This thesis is dedicated primarily to God for allowing us to be alive, guiding me on the path of good and achieving such transcendental success in our education. Lastly, to my distinguished professors, your dear parents and friends for motivating me during this process.

Pincay Solis Julissa Tamara

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Abstract

The study was conducted based on the problems and difficulties in oral expression in English in students with autism. The objective was to determine if the didactic resources help develop oral communication in the English language in students with autism spectrum disorder at the "Centro Educa Bilingue," located in the province of Santa Elena in Salinas county. The study had a qualitative approach with a descriptive pedagogical-didactic character. The type of research was based on Theoretical Foundations. For data collection, the interview technique was applied to a focus group that allowed obtain the answers effectively, where a detailed analysis of each question was made, taking into account the Theoretical Foundations that are guiding bases, thus allowing to know which didactic resources are the most successful in the process of teaching-learning the ability of speech in autistic students. It was also highlighted that through the didactic resources, the student's attention is increased, active participation is produced during class time, and the development of communicative and social skills is supported.

Keywords: oral expression, didactic resources, autistic students, teachers, foreign language, and development.

Resumen

El estudio se realizó a partir de los problemas y dificultades en la expresión oral en inglés en estudiantes con autismo. El objetivo fue determinar si los recursos didácticos ayudan a desarrollar la comunicación oral en el idioma inglés en estudiantes con trastorno del espectro autista del "Centro Educa Bilingüe", ubicado en la provincia de Santa Elena en el cantón Salinas. El estudio tuvo un enfoque cualitativo con carácter descriptivo pedagógico-didáctico. El tipo de investigación se basó en Fundamentos Teóricos. Para la recolección de datos se aplicó la técnica de entrevista a un grupo focal que permitió obtener las respuestas de manera efectiva, donde se realizó un análisis detallado de cada pregunta, tomando en cuenta los Fundamentos Teóricos que son bases orientadoras, permitiendo así conocer qué recursos didácticos son los más exitosos en el proceso de enseñanza-aprendizaje de la habilidad del habla en estudiantes autistas. También se destacó que a través de los recursos didácticos se incrementa la atención del alumno, se produce una participación activa durante el tiempo de clase y se apoya el desarrollo de habilidades comunicativas y sociales.

Palabras clave: expresión oral, recursos didácticos, alumnos autistas, profesores, lengua extranjera y desarrollo.

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Introduction

This study was carried out at the "Centro Educa Bilingue," allowing us to execute the topic "DIDACTIC RESOURCES TO DEVELOP ORAL COMMUNICATION IN STUDENTS WITH AUTISTIC SPECTRUM DISORDER," i.e., the didactic resources that teachers can use in the classroom and that should be used to improve oral expression in students with autism. This work aims to determine which didactic resources help to develop oral communication in the English language in students with an autism spectrum disorder.

The achievement of a foreign language involves the development of communicative skills to increase expressive competencies. Therefore, for the teaching-learning process, the educator should be cautious when choosing didactic resources to teach English since these students may have more difficulties learning and using the language than normal children.

Knowing which didactic resources should be applied to obtain progress in English, language learning is vital for creating a reliable environment and the active participation of autistic students. Consequently, this research proposes to present several materials used by English teachers to increase the communicative abilities of students with autism.

Below is a brief description of each chapter investigated.

Chapter I: The Problem

In this section, the chapter details the problem statement, general and specific objectives of the investigation, research questions, and justification.

Chapter II: Theoretical Framework

In this section, the chapter provides details about essential authors' theories and previous research that support the investigation topic. It also gives details about the pedagogical basis, theoretical basis, legal basis, and the variables of the study.

Chapter III: Methodological Framework

In this section, the chapter explains the method applied to get a successful work. This chapter also contains the type of research, population, sample, and data collection processing and resources.

Chapter IV: Analysis of Findings

In this section, the chapter describes the interpretation of data collection with the respective analysis and the comparison with the bibliographic references.

Chapter V: Reflections on the Study

In this section, the chapter describes the analyses and interprets the outcomes of this investigative work. Also mentions the experience during the research process, challenges, and what the researchers will do differently for further research on the same topic.

Chapter I

The problem:

The didactic resources in the teaching-learning are fundamental to obtaining an adequate methodology in any subject, so these didactic resources are also handy for the English language. English as a foreign language is identified by its universal transcendence; in Ecuador, the English subject is applied objectively within the parameters of the educational system, also considering students with autism in the development of teaching-learning of this language. The importance of English has been generalized in Ecuador since it is considered a way of economic, social, and technological development in the country. Therefore teachers must be innovative and creative in teaching the language from the beginning, that is, from the basic level, to obtain pragmatic results in the long term.

The needs of students with Autistic Spectrum Disorder usually present communication problems and rigid and repetitive patterns in their behavior and interests; that is, students have difficulties in oral expression in the English language, despite the performance and effort made by the teacher in charge of this area. Some autistic students succeed most effectively in a regular classroom, while others may benefit from one-on-one instruction. Teaching-learning problems arise when the educator needs to be supported with the respective resources, tools, and appropriate training, causing a setback during this process.

At "Centro Educa Bilingüe" located in Salinas county, there is a certain degree of students with autism, which is evidenced by the lack of oral communication in the English language; given this problem arises, the need to see what teaching resources are needed to improve the methodology according to the students who have this particular pedagogical need, which becomes a fundamental support for the teacher and thus apply these resources for the

development of oral communication. The research aims to determine if the didactic resources help develop oral communication in the English language in students with Autism Spectrum Disorder at the e above-mentioned educational institution.

Therefore, this study aims to answer the research question: How do didactic resources help the development of oral communication in students with autism at the "Centro Educa Bilingüe" in Salinas county?

Problem formulation

Main question

- How did didactic resources help develop oral communication in students with autism at the "Centro Educa Bilingüe" in Salinas county?

Specific questions

- Which didactic resources could develop oral communication (speaking) in the teaching-learning of a foreign language in students with autism?
- What level of oral communication do students with autism have in "Centro Educa Bilingüe"?
- How do the didactic resources favor the acquisition of English as a foreign language in students with autism?

Objectives

General objective

- To determine if the didactic resources help develop oral communication in the English language in students with autism spectrum disorder at the "Centro Educa Bilingüe."

Specific objectives

- To identify the didactic resources that help develop oral communication in students with Autistic Spectrum Disorder.
- To analyze the level of oral communication of students with autism disorder of the "Centro Educa Bilingüe."
- To establish which didactic resources teachers use during the English teaching-process in students with Autistic Spectrum Disorder.

Justification

This research covers what kind of didactic resources are helpful for developing oral communication of the English language in students with autistic disorder at "Escuela Basica Educa." The English language is considered a universal language since the management of this language provides opportunities in both personal and professional life; as mentioned by Patel, M. F., & Jain, P. M. (2008), "English plays a key role in our educational system and national life."

Learning a new language usually takes time. For many students, this learning is problematic because it is not their mother tongue and even more if they are students with special pedagogical needs, such as autistic children.

Low, H. M., & Lee, L. W. (2011) mentions that the process of teaching speaking skills, language, and communication skills in children with ASD (Autism Spectrum Disorder) requires a deep knowledge of their characteristics and deficiencies, as well as a detailed lesson plan, that is, oral expression or oral communication is one of the most frequent problems in the teaching-learning process of students with this type of special pedagogical needs because teachers do not know what teaching resources can be used with these children or because they do not have adequate teaching resources to provide an optimal class for them.

Chapter II

Theoretical Framework

Currently, rights are inherent to all human beings, without distinction of nationality, place, sex, ethnic origin, religion, language, or any other condition. Where children with educational needs have the same opportunities. This is the case of Ecuador, where the articles stipulated in the constitution of 2008 and updated in 2013 are enforced, where it is mentioned in Article 26, "Education is a right of people throughout their lives and a duty inescapable and inexcusable duty of the State" (La Constitución de la República del Ecuador, 2008). It constitutes a priority area of public policy and state investment, a guarantee of the right to education of public policy and state investment, equality and social inclusion, and an indispensable condition.

It is a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for a good life"; that is, all people have the right and the responsibility to participate in the educational process. As mentioned in Article 26 of the Constitution of the Republic of Ecuador, children with Autistic Spectrum Disorder have this guarantee of equality to be part of the educational process.

What is an autism spectrum disorder (ASD)?

Autism spectrum disorder is the behavioral consequence of any immature brain development disorder (Dawson et al., 2011, p.3). The National Institute of Mental Health mentions that autism spectrum disorders are neurological and developmental disorders affecting how people interact with others, communicate, learn, and behave.

The didactic educational resource is any material or auxiliary technology that facilitates the teaching-learning process and is also used by educators and teachers in educational institutions to work and have a more efficient pedagogy. The didactic resources do not have a

strict or universal concept if they facilitate and optimize the student's learning. Psychologist Piaget mentioned in his research that children are curious by nature, and this curiosity gives use to didactic materials, which in turn enhances the interest and desire to learn new things.

Autism spectrum disorder (ASD)

Rodríguez, N., Gómez, S., Intriago, A., & Ayala, M. (2017) mention that there are four types of autism, among which are Asperger Syndrome, which hinders socialization and communication, in addition to having particular attachment to specific activities. There is also Childhood Disintegrative Syndrome, characterized by a regression in some previously acquired areas producing a loss of language skills, social interaction, and sphincter control.

In addition, Rett Syndrome is also mentioned, characterized by a profound delay in language and motor skills, and it is worth mentioning that it appears during the second or third year of life. The last type of autism is called Developmental Disorder, Not Otherwise Specified, which is characterized by presenting a high level of difficulty when developing skills to interact and communicate.

Pedagogical basis

Pedagogy in the teaching-learning process allows understanding of the position acquired by education in the cognitive-behavioral model in students with autism and its theories where the student is considered an active agent of learning.

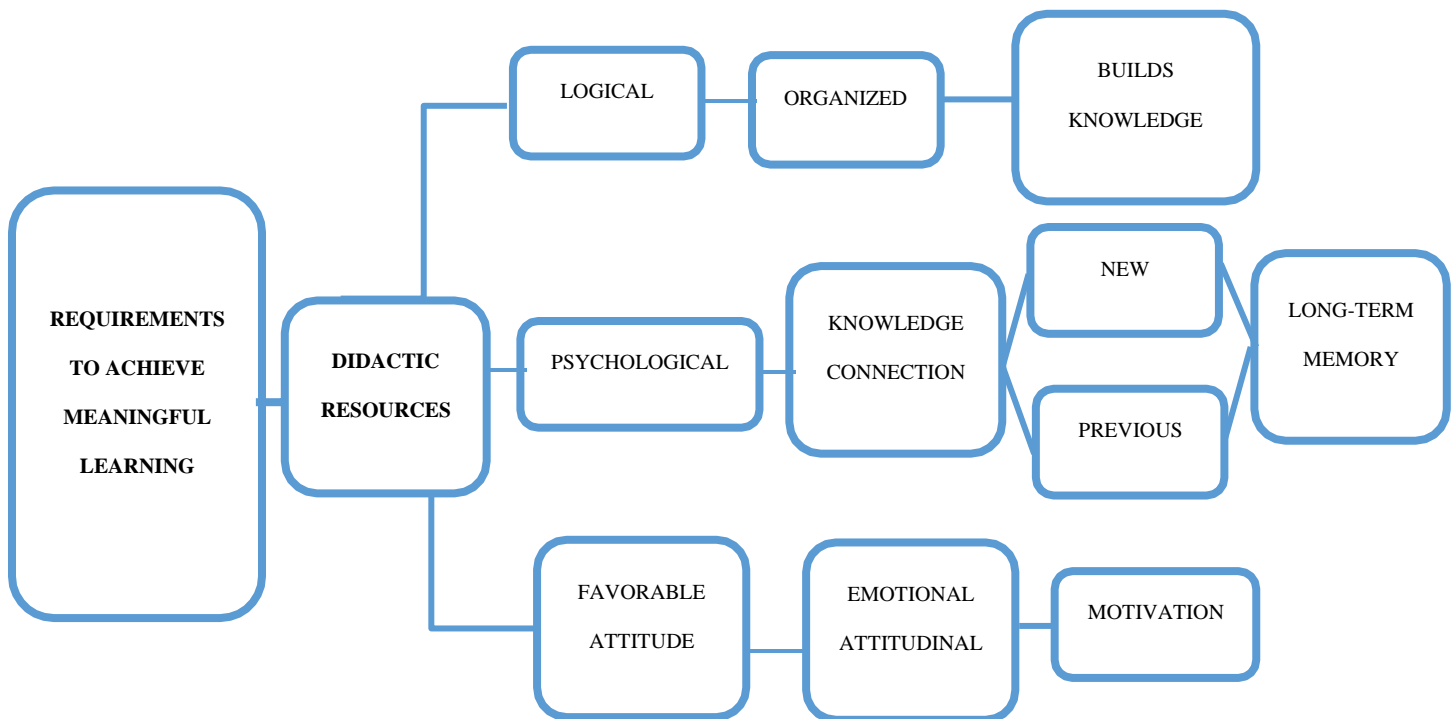
Cognitive- behavioral Pedagogy

Cognitive-behavioral pedagogy is applied both in the educational and social fields, correlating both whose paradigm is based on the interest from information processing to construction. Biasutti, M. (2015) expresses the following "cognitive pedagogy allows the development of processes rather than products that focus on the use of improvisation by an

expert" this is how education allows teachers to manage the class and that children with autism do not tend to get bored or angry.

Ausubel (1993, cited by Ortiz, 2017) mentions that the design of metacognitive didactic resources allows the development of learning in not blank or zero minds but practical learning with visualization and conceptualizations of meaningful learning so that such knowledge is long-term.

Figure 1: Requirements for meaningful learning.



Note: The cognitive theory of Ausubels, 1993.

English as a foreign language in students with an Autism Spectrum Disorder

Children with autism may have more difficulty learning and using language than typically developing children. Children with autism demonstrate a certain complexity in understanding language because they often show little interest in interacting with others in the first 12 months of life. Several studies now state that children with ASD tend to use language

when there is a development of bilingual skills in children, either because of their bilingual families that help enrich communication with their parents or the formation of ethnic identities. It also increases opportunities for social interaction with extended family and community within and outside the home.

Gonzalez Barrero, A. M., & Nadig, A. S. (2017) mention Children with Autism Spectrum Disorders (ASD) often have a hard time switching gears from one task to another. But being bilingual may make it easier for them to do so, according to a recent study published in *Child Development*. Bilingual children with autism have language skills comparable to monolingual children and acquire social and cognitive skills at the same rate. But these children are twice as likely to use gestures as pointing when communicating as monolingual autistic children (Griswold, 2016).

The World Health Organization (WHO) 2019 determined the prevalence that one in 160 children has ASD. This statistic represents an average figure, as the prevalence studied varies considerably among sources. However, some well-controlled studies have reported significantly higher figures.

Regarding autism in teaching English, we could indicate that learning or knowledge comes through observing other people's behaviors. Behavior is completed by observing the behavior of others. Teachers model for their students by teaching new knowledge in the school setting. Many families admit that the responsibility for teaching is exclusively the teachers' job, so they perceive them as responsible. It is important to emphasize that the first ones in charge of teaching students are the parents since they are the ones who adjust their children's behaviors.

Children with autism learn much more dynamically through auditory, visual, or interactive skills, as mentioned earlier, than regular constructivism methods. These students also

learn by observing and modeling behaviors and behaviors of others. Foreign language teachers are increasingly confronted with students who have identified with ASD (De Humanidades et al., 2019). The first thing the teacher appreciates is the uneasiness of meeting a student with these characteristics. These negative emotions can be explained because teachers lack training and have few fundamentals on paying attention to these children's specific needs. What teachers may need to be aware of, is that English can be of great benefit to students.

The achievement of a foreign language as a grouping of methods naturally and involuntarily in any learner has the purpose of increasing expressive competence. Effective language achievement does not happen quickly; it is a quiet revolution in which communicative competence is synthesized after the learner is introduced to a characteristic area of learning, teaching, and assessment of English as a second language (L2) according to the Common European Framework (CEFR).

Dolores (2016) provides excellent information to work with these students in the classroom, such as: watching television in English, reading books or magazines in English, listening to songs in English, dialoguing in English with families and classmates, searching the Internet, using multimedia elements in English and audiovisual media in English.

From another approach, Choto, Pardo, & López (2021) in their study point to Art Therapy as an optimal technique for patients with autism to acquire the English language; in which they point out that: "In the case of children with autism, this technique will improve their learning and will make them have a more interactive teaching and better acceptance according to the degree of autism" (p.236).

Jiménez, López, Romero, & González (2015) propose in their article three options to work with children, the first two evoked to ICT, and the last one directed to the use of flashcards;

that is, cards and books, with images, which can be made manually and using things that may represent an interest for the children who are being taught the new language.

A study conducted by a team of researchers from McGill University in Montreal headed by Nadig, A. (2018) emphasizes that bilingualism would be a great advantage for students with autism since being bilingual could increase cognitive flexibility in this type of child. The study was conducted with 40 children between six and nine years of age with and without autism disorder and whether or not they were bilingual and switched from one task to another within the framework of a computer test.

Children with ASD can function competently in two languages when given optimal opportunities. Torrente (2021) states several important reasons (e.g., the quality of information they receive, ease of social interaction, and access to vocational opportunities). English as a foreign language for autistic children needs to be taught using different techniques or methods to develop the student's different skills.

Didactic resources for the teaching of communication skills

The didactic educational resources are the set of materials that support the teaching-learning process; these are designed by the educator, adapting them to the needs and interests of the students. These materials facilitate the teaching activity, supporting the correct development in the classroom.

Several didactic resources include computer didactic means, audiovisual material, physical supports, didactic boards, and others. These materials encourage and motivate the student during the learning process, enabling the theory of the subjects to be absorbed effectively, allowing a correlation with the practical classes.

In the development of oral communication in autistic children, more support is required since there must be some motivation due to their tendency to be easily distracted. Therefore, specific selectivity must be when deciding which didactic resources will be used. Consequently, here are resources that can be used for teaching English.

The first resource is the Augmentative or Alternative Communication System (AACs) which Tamarit defines (1993, cited by Echeguia, 2016) as an instrument of speech therapy/educational intervention aimed at people with various communication and language disorders and whose objective is the teaching through specific instructional procedures of a structured set of non-vocal codes, whether or not they need physical support, which, through these or other specific instructional procedures, allow representational functions and serve to carry out acts of communication (functional, spontaneous, and generalizable), on their own, or in conjunction with vocal codes, or as partial support for them, or in conjunction with other non-vocal codes.

The AACs increase and enhance communication in the child through various resources such as photographs and drawings. It compensates for the difficulties presented in oral communication, complementing the rehabilitation of speaking. Helping the child to be able to ask, choose, and anticipate, as is the case of visual agendas.

Several studies have shown that people with autism are attracted to sound stimuli when they are musical. That is why music has been used to improve the social and communicative behaviors of people with this disorder, since it works at a non-verbal language level, helping to open new communication channels.

As an audiovisual didactic educational resource, music seeks to strengthen specific areas, such as individual expression and emotional development, becoming a pleasant and soothing

experience. That is why it serves to initiate oral language and the development of educational intentions. "The child experiences music as something that is not threatening; on the contrary, it is a situation that provides experiences of security" (Gigena, 2013. p.27 cited by Rodríguez, N., Gómez, S., Intriago, A., & Ayala, M. 2017, p.268).

There are various ways to take advantage of audiovisual resources for activities related to interpersonal relationships, Mentalist Learning Theory, and social and communicative skills. In his research Tello (2017) states that using videos is an enriching resource for working with children with ASD since it better captures children's attention and interest. The filming of situations can be used in which a programmed activity is posed so it can later be visualized and analyzed together with these students, constituting a further step in their learning. Valdez (2007, cited by Tello 2017) suggests that we can use television with cartoon episodes to use their favorite characters for children with ASD. The activity can revolve around relationships between characters, emotions, beliefs, comic situations, or misunderstandings produced. All these variables facilitate children with ASD to identify situations that are common in everyday life.

Legal basis

The Republic of Ecuador is recognized by the Regional Bureau for Education Latin America and the Caribbean; in a 2015 report on the quality of teaching and learning, Ecuador is considered to be one of the countries that contributed the most to the fulfillment of the Millennium Development Goals in the last fifteen years in the geographic region, even in the world. (OREALC/UNESCO Santiago, 2015).

Educational Inclusion is a process aimed at guaranteeing the right to quality education to all students under identical conditions, paying particular attention to those who are most excluded or at risk of being marginalized; that is, it is to ensure that all individuals or social

groups can have the same possibilities and opportunities to realize themselves as individuals, regardless of their characteristics, abilities, disabilities, culture or health care needs. In the case of students with Autism Spectrum Disorder (ASD), inclusion is an essential component in improving socialization, behavior, and communication of students with Autism Spectrum Disorder (ASD). Participation in school work and school activities with other children without ASD is mediated by teacher intervention to foster their achievement potential.

The Ministry of Education of Ecuador (2018), in the "National Model for the Management and Monitoring of the Education of Students with Special Educational Needs Related to Disability in Special Education Institutions points out as part of the target group the "mental/psychological disability (Autism Spectrum Disorder), who present a level of severity grade 2 (Remarkable Help) and grade 3 (Very Remarkable Help). The general objective is to respond to people with disabilities by guaranteeing their rights in Specialized and Inclusive Educational institutions" (p.42).

In 2011, with the approval of the Organic Law of Intercultural Education - LOEI, Chapter Six developed regulations focused on specific educational needs. Intercultural Education - LOEI, in Chapter VI, develops the regulations focused on specific educational needs in Art.47; it states: Education for people with disabilities, both formal and non-formal education, will consider those with special educational, affective, cognitive, and psychomotor needs. Likewise, the national educational authority shall ensure that these special educational needs do not impede access to education (Hugo et al., 2011).

Variable of the study

Independent Variable: English language learning in students with autism spectrum disorders.

Pending Variable: Didactic resources that help students with ASD develop oral communication within the English language.

Chapter III

Methodology

This chapter presents the methodological aspects of the study. The methodological point of view adopted, the research strategy, and the methodological planning of the different stages of the research developed are made known.

Methodological frame

The present investigation is of educational pedagogical character; it is a set of descriptive, critical, and explanatory processes that are applied to the study of a phenomenon, in addition to applying the qualitative perspective method since it considers that reality is constantly changing and that the researcher, when interpreting reality, will obtain subjective results, in other words, the perspective of the qualitative method aims to understand the experience. These factors affect some educational phenomena, considering that reality is constructed by individuals interacting with their social world. The qualitative method involves the combination of analytical moves in order to solve a problem adapted to a problem or research topic (Pratt et al., 2020).

The objective of the qualitative approach is to study and collect the information in order to obtain the appropriate results. To meet the objective of the study, it is necessary to start from participant observation, which according to Busetto, Wick & Gumbiger (2020) express that qualitative research has a formal definition and a pragmatic general rule; that is, this type of research or approach generally includes data in the form of words rather than numbers (p.1).

Likewise, Mclead (2019) states that "Qualitative researchers want those who are studied to speak for themselves, to provide their perspectives in words and other actions. Therefore, qualitative research is an interactive process in which the persons studied teach the researcher about their lives" (p.4).

The previous evidence of the project will be considered in terms of the contexts in which both teachers and students with ASD find themselves to see which didactic material is appropriate to develop communication.

Data Collection Techniques: One-on-one interview

The techniques and instruments for data collection are numerous. Hernández, Fernández, and Baptista (2014) indicate that it is required to obtain information through data from people, situations, and living beings in their natural form of expression as concepts, perceptions, mental images, beliefs, and emotions, experiences revealed or declared by the participants for analysis and understanding to answer questions and create knowledge.

Therefore, it is considered to carry out the process of interpretation and analysis of the types of didactic resources used by English teachers while teaching speaking skills to children with ASD and to be able to approach reality; the one-on-one interview will be used as a technique to collect information since it will allow inquiring about the knowledge and thoughts of the teachers regarding the object of study.

The interview is the technique used by the researcher to obtain information in an oral and personalized way. Corbetta (2007) considers it a conversation provoked by an interviewer with a considerable number of selected individuals chosen according to a determined plan with a cognitive purpose. The interviewer always guides it, but it will have a non-standard, flexible scheme.

Alonso (1994) argues that the interview is constructed as a discourse that is enunciated mainly by the interviewee but which includes the interviewer, each one with a specific meaning related to the so-called communication contract and in the function of the social context in which they are found.

Analyzing the above definitions, the interview implies a system of interpersonal communication that integrates both the interviewer and the interviewee. Its fundamental objective is to collect information. Also, the interviewer must focus and direct the conversation to achieve the objectives proposed.

Instruments

Questionnaire for interview

The interview is open-ended, contains eight questions, and the application method will be online. This questionnaire will allow identifying which didactic resources were used to develop basic speaking skills of students with autistic disorder. Questions to be asked during the interview:

1. According to you, what are the circumstances that can negatively affect the Speaking skill?
2. Do you agree or disagree that the most common causes of problems with autistic students are poor parent-teacher communication?
3. Working in an educational institution for children with autism, which are the didactic resources you use the most to practice speaking skills?
4. Among the didactic resources such as printed material, audio-visual, auditory, computer, and real resources, which one produces the best development in speaking and why?
5. While using Didactic Material for children with autism disorder, do you think that students are making progress in their speaking skill?
6. In your opinion, what are the benefits of using Speaking Didactic material with Children with Autism Spectrum Disorder?

7. Have you ever use Pictograms in your English classes with children with Autism Spectrum Disorder?
8. Do you think that Pictograms are beneficial to develop Speaking Skills?

Data Collection Processing and Resources

The data collection would clarify the purpose of this research using the interview as a technique which will be carried out with the English teachers at the "Centro Educa Bilingüe" through a zoom meeting. The main objective of the interview is to analyze and identify which educational resources are used during the classes to develop speaking skills in autistic children.

Population and sample

A population is an entire group that this research aims to analyze about. A sample is a specific group that collects data from. The sample size is always less than the total size of the population (Bhandari, 2020).

The sample consisted of five English teachers of different levels, who served for data collection. The population taken for this research consisted of English teachers.

The population for this research consisted of English teachers at "Centro Educa Bilingüe", distributed at different levels, which present students with Autism Spectrum Disorder.

Chapter IV

Analysis of findings

This chapter presents the results of the analysis of the data obtained in the methodological study of grounded theory in the qualitative method that seeks the data emerging conceptualizations in integrated and categorized patterns through analysis. In addition, to obtain the correlation of the results with the body of literature on didactic resources to develop oral communication of the English language in students with Autism Spectrum Disorder, furthermore, the data collected clarifies and answers the specific research questions. Likewise, these data will help to answer the main question of this study.

The main objective of this research was to determine whether didactic resources help develop oral communication in the English language in students with autism disorder. This research study has the necessary data to validate that didactic resources do help to develop oral communication in the English language with students with autism spectrum disorder if the didactic resources are correctly applied by the teachers. In addition, it can be affirmed that the research is based on true data that came from an interview with a focus group of the "Centro Educa Bilingüe" that has students with autism spectrum disorder.

Data collection is one of the indispensable resources of the research, as it determines the systematic approach to collect information from various sources such as surveys, personal opinions, and focus group views to obtain a complete and accurate panorama of the research we are conducting. This is given through different techniques of data collection based on questionnaires, where the questionnaire is conducted and evaluated adequately in the data analysis process to determine the development and management of the research, as well as the implementation of the purpose of the research.

In the present research, the individual interview was used as a data collection technique, which was conducted virtually using the zoom platform as a support and was also adapted to the focus group of English teachers of the "Centro Bilingue Educa." The teachers interviewed were from different levels, which provided an overview of what didactic material to use with children with an autism spectrum disorder to develop communicative oral expression of the language.

The interview included a questionnaire with open-ended questions that allowed the interviewee to have an accessible format to respond according to his or her experience. The English teachers were able to express valuable information contributing to this research on "Didactic resources to develop oral communication in students with autistic spectrum disorder."

Results

The research topic was "Didactic resources to develop oral communication in students with autism spectrum disorder" in the execution of the interview, a question was posed based on the circumstances that can negatively affect the Speaking skill, where the teachers interviewed were cordial and sincere being able to confirm that the circumstance that can affect the learning process in autistic children is the fear of learning a foreign language and pronounce it since most of them have problems with their communicative skills. So this response correlates with what is mentioned in our theoretical framework about the fourth type of autism, which is called Unspecified Developmental Disorder, which is characterized by presenting a high level of difficulty when developing skills to interact and communicate.

On the other hand, they stated that the most common cause of problems with autistic students within the institution is poor communication between parents and teachers, as they emphasized that communication between parents and teachers is of utmost importance for the academic development of the student since parents have to indicate what level of autism the

children have so that the teacher can adapt the class planning to the level or type of autism that the student possesses.

For the teaching-learning process and the development of oral competence in the English language in students with autism, the teachers affirmed that the use of didactic resources is fundamental for these students and that the most used didactic resources for the development of oral expression are: flashcards, didactic cards, and audiovisual resources since these materials are adapted to the needs of students with autism spectrum disorder, confirmed and cited in chapter II, where it mentions about the three options for working with children. In addition, the didactic resources mentioned above provide several benefits, such as English language development, widely used while learning a foreign language, and improvement of the educational experience by producing a high level of comprehension.

As mentioned in the theoretical framework, the use of didactic resources for teaching English to children with autism brings ease to the teaching activity and supports the correct management of the classroom. That is why it is of great importance during the learning process since these students require support material to obtain the necessary motivation during class hours. Therefore, the teachers stated that they agree with the fact that the use of educational materials for children with autism spectrum helps the development of speaking skills since the indicated resources meet the student's needs, producing an increase in the child's speech.

Particularly, the teaching of a foreign language involves the use of different didactic resources for better retention of information in the same way that occurs in the teaching of autistic children who learn effectively with the use of audiovisual materials. Therefore, it is said that using videos is an enriching resource for working with children with Autism Spectrum Disorder (ASD) since it better captures children's attention and interest. According to the

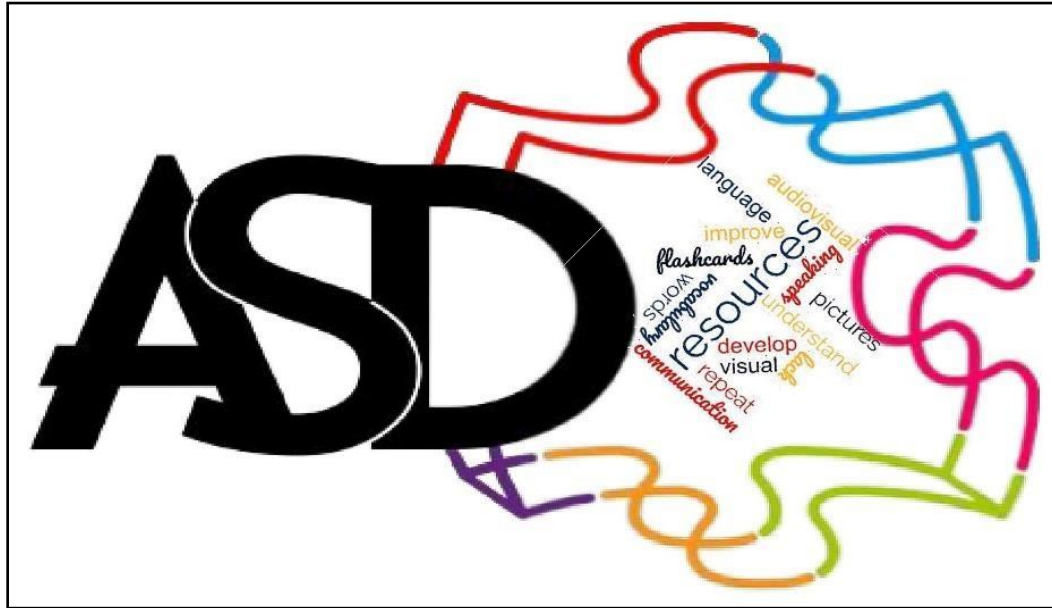
teachers interviewed, the use of such materials, especially audiovisuals, benefits the student since they encourage the use of their reasoning, their vocabulary increases, there is a development in teacher-student communication, their ability to understand the questions asked by the teacher presents a significant advance, and their speaking ability progresses steadily.

Regarding resources that help autistic children's speaking progress, pictograms are a very useful tool for people with this disorder, whether to understand instructions, anticipate social situations, to structure time, etc. One of the strengths of visual aids is that they are useful for most people with autism, whatever their degree of severity, from people with mild autism to people with autism with intellectual disability. This tool is created through Augmentative or Alternative Communication System (AACs), which is a resource for speech therapy so it is used to improve the communication of the autistic child.

Therefore, the interviewees agreed that pictograms are constantly used in their English classes, mentioning that the use of this resource is indispensable because it helps to build confidence in the student, to actively interact, to relate images and words, to understand instructions, and to establish routines. This corroborates what was stated in the theoretical framework, which emphasizes that autistic children need support with didactic resources, which in this case would be visual, resulting in the improvement of their speaking and allowing them to open more channels of communication.

Figure 1

Words used in all interviews with English teachers at "Centro Educa Bilingüe"



Note. The most frequently used word in all interviews conducted on the research

Conclusion

It could be appreciated both in the interview and in the theoretical bases that didactic resources are fundamental for the development of oral expression skills in the English language in students with autism spectrum disorder. The implementation and use of didactic resources for the development of oral expression in students with autism goes from cognitive development, which is the process of how this student thinks, learns, understands, reasons, and remembers, and in the same way of, sensory development for children to achieve language development. The didactic resources work on the development of speech skills in the following ways

- Stimulation of precursors of language skills.
- Early detection of autism in order to receive professional help.
- Use of didactic resources to help oral stimulation if it is desired that the child with ASD learns another language.

Lastly, it was concluded that the didactic materials for children with ASD must focus on meeting their needs as learners, providing a calm environment, and motivating them to continue

in the teaching-learning process. Therefore, it is essential for the teacher to be selective in choosing the educational resources to be used in the classroom since this depends on the child meeting the objectives proposed by the teacher.

Understanding the benefits of these materials is crucial, especially for the teaching of a foreign language. It has been confirmed that with the correct use of resources, the child produces an advance in English skills. It should be emphasized that these children learn through sensory and visual stimuli, so the most used educational material during the English classes was the audiovisual one due to its greater effectiveness in producing an adequate improvement in the student's performance.

It is important to mention the audiovisual resources that support the teaching activity, such as flashcards, pictograms, videos, and music. The performance of these students, thanks to the use of the mentioned materials, is very noticeable because during the teaching-learning process, the student feels comfortable, and consequently, their level of attention increases, achieving the objective, which in this case would be to obtain an advance in their language ability.

The different didactic resources have their respective function to accomplish each resource strengthens the learning of children with ASD. In addition, they offer a more predictable environment which is a positive aspect for these students. They are elements that adjust to their characteristics, and as a result, an active learning process is obtained where their versatility, flexibility, and adaptability stand out.

Chapter V

Reflections of the study

This chapter presents the personal reflections of the research, in other words, the experience of conducting the study, the difficulties and life-lessons the authors learned about the topic during the development and understanding of the research. At the institution, there was plenty of collaboration from the English teachers and authorities to provide support during the interviews and focus groups. In addition, it was possible to corroborate that the institution has a percentage of students with autism spectrum disorder who are educated with other students who do not have this special educational need, where the institution had what was required to carry out the study.

This section will also examine whether the objectives and questions posed by the research topic "*DIDACTIC RESOURCES TO DEVELOP ORAL COMMUNICATION IN STUDENTS WITH AUTISMIC SPECTRUM DISORDER*" have been met.

For this research, it was important to know how didactic resources helped to develop oral communication in students with autism spectrum disorder (ASD), thus having possible positive solutions to achieve the general objective of the research, thanks to the information gathered and the existing research related to the teaching- learning process of children with ASD, it was possible to understand that students with this special educational need are the most vulnerable to include them in classrooms and later on into the social groups.

While doing the interpretation on the evidenced from the interviewees related to the research objectives, according to the teachers, children with ASD can learn English as a foreign language because there are resources that are adapted to the educational needs of these students.

In addition, teachers who have students with ASD adapt their planning according to the student's level of autism and use certain didactic resources as support material for language acquisition.

During the research, the biggest challenge was trying to find information about autism related to the English language, specifically speaking skills. In addition, problems arose when formulating the questions for the interviews since it was necessary to create very specific questions to obtain the answers that would respond to what was stated in Chapter I. On the other hand, the most notable advantage was that the interviewees could be contacted in an effective way, which created a more reliable environment at the time of asking the questions to each teacher. Therefore, it is assumed that their answers were ideal for the development of the research.

After concluding this study, both researchers agree that the life-lesson learned is that the teacher has to work with the given tools and be able to handle them to achieve the objectives proposed in their subject. According to the problem statement presented in this research, it was said that some English teachers did not have the necessary resources or knowledge on how to teach children with autism, which represented a great disadvantage for these students. But after an arduous compilation of information, the opposite can be said; it is inferred that the teacher can prepare his class with different resources which do not have to be expensive; in addition, teachers have the tools on the Web to practice and self-prepare, this acquired knowledge can be used for the benefit of themselves as well as their students.

This study has changed the conceptions that were held about autism. On a personal note, before this study was performed, it was believed that students with autism worked effectively with an individualized style of instruction, but after exploring this topic further. It was

discovered that autistic children need to learn in a regular classroom with other children to be able to work in a natural environment and thus improve their social and communicative skills.

In addition, another conception that was held before the researchers embarked on this study was that students with autism spectrum could not effectively learn a foreign language. However, according to what was obtained during the interviews and literature references. It is stated that autistic children, with the correct use of didactic resources, can meet the teacher's expectations, specifically in the English area, by being capable of learning a foreign language.

Finally, if the researchers were to investigate further on the same topic, what would the difference be or added to the research, it must certainly be to observe the students with autism spectrum disorder in how they behave in the classroom and how the teacher makes use of the various educational resources to obtain active participation from the student's part. Getting to obtain an accurate answer about the learning of a foreign language with autistic children and how it positively influences the appropriate use of resources by the teacher. Furthermore, the strategies and methods applied by teachers to be successful in classrooms with students with ASD and students who do not have this special educational need would be taken into account.

Thus it can be concluded that during the execution of this study, the authors were able to appreciate that the initial perspective or imaginary vision gathered from the information based on the observational experience of natural behaviors that was interpreted at first sight that a negative result could be obtained from the study; however, the researchers learned that working with ASD students was one of the most rewarding factors to continue with the research, the researchers also learned to write and interpret different contexts based on the study to achieve each of the intended objectives presented in chapter I.

The advantages of the research were the mutual support of the authors, the guiding tutor, and the institution where the study was previously carried out since that is where the execution and joint learning to carry out the research began. Another advantage that was obtained is to know a little about the didactic resources for the teaching-learning process in students with special educational needs, which was learned in the subject "Diseño de recursos didácticos TIC" that was taught in the third semester of the major. Likewise, it can be said that during the development of the study, there was a disadvantage which was the poor distribution of time for the advancement of each chapter.

It should be noted that this study could be used in our personal and professional life since, in the near future, the authors will be working in the educational field, where teachers always face challenges of inclusion of students with special educational needs (ASD), and thanks to this study will have knowledge of what teaching resources to use and how to use them if in the arduous path of teaching has these types of students.

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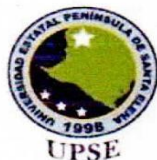
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Annexes

Annex 1: Memorandum of assignment of thesis advisor



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

MEMORANDO

REFERENCIA: PINE-218-2022

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

PARA: Julissa Tamara Pincay Solís
Naomi Nataly Zamora Fernández
ESTUDIANTES CARRERA PINE

Cc: Leonardo Chávez Gonzabay, MSc.
DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Didactic Resources to Develop Oral Communication in Students with Autistic Spectrum Disorder", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Leonardo Chávez Gonzabay	lchavez@upse.edu.ec	0996543470	Tutor
MSc. Ana Maria Maruri Orellana	amaruri@upse.edu.ec	0993007656	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

Annex 2: Letter of authorization to execute the research at "Centro Educa Bilingue"

Salinas, 05 de enero de 2023

MSc. Rut Espinoza

Directora de la "Escuela de Educación Básica Educa" del cantón Salinas.

Asunto: Autorización entrevista

Saludos cordiales.

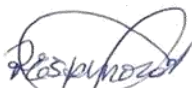
Por medio de la presente solicitamos a usted la autorización para llevar a cabo una entrevista a los docentes del área inglés de la presente institución educativa a la que usted tiene a cargo, la entrevista es acerca de una línea de investigación que se está realizando sobre "Didactic resources to develop the oral communication of the English language in students with autism disorder". Cabe recalcar que dicha información será utilizada de forma íntegra y confidencial en la investigación.

Atentamente:

Pincay Solis Julissa

Zamora Fernández Naomi

Estudiantes a cargo de la línea de investigación: "Didactic resources to develop the oral communication of the English language in students with autism disorder."



Directora
MSc. Ruth Espinoza

Annex 3: letter of consent for recording from teachers**Carta de Consentimiento****Carta de consentimiento****Propósito**

El propósito de este documento es obtener su consentimiento para poder grabar la sesión de la entrevista.

Deseamos grabar la sesión para analizar a profundidad la información que conseguiremos.

La cinta será utilizada única y exclusivamente para el análisis y desarrollo de la línea de investigación que se está realizando sobre "Didactic resources to develop the oral communication of the English language in students with autism disorder".

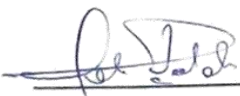
La información revelada en las grabaciones no será difundida o utilizada para algún otro propósito.

Si usted está conforme con lo anteriormente dicho, firme por favor donde se le indica.

Consentimiento

Yo, el interesado, doy permiso por este medio para que la sesión que hoy sea grabada sirva para los propósitos mencionados arriba.

Nombre: John Luis Jaldina Hernandez

Firma: 

Fecha: Feb. 10 / 2023

Carta de Consentimiento

Carta de consentimiento

Propósito

El propósito de este documento es obtener su consentimiento para poder grabar la sesión de la entrevista.

Deseamos grabar la sesión para analizar a profundidad la información que conseguiremos.

La cinta será utilizada única y exclusivamente para el análisis y desarrollo de la línea de investigación que se está realizando sobre "Didactic resources to develop the oral communication of the English language in students with autism disorder".

La información revelada en las grabaciones no será difundida o utilizada para algún otro propósito.

Si usted está conforme con lo anteriormente dicho, firme por favor donde se le indica.

Consentimiento

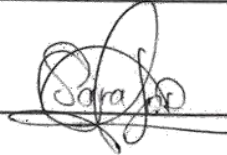
Yo, el interesado, doy permiso por este medio para que la sesión que hoy sea grabada sirva para los propósitos mencionados arriba.

Nombre:

Sara José Quini

Firma:

3 / 02 / 23



Fecha:

Carta de Consentimiento

Carta de consentimiento

Propósito

El propósito de este documento es obtener su consentimiento para poder grabar la sesión de la entrevista.

Deseamos grabar la sesión para analizar a profundidad la información que conseguiremos.

La cinta será utilizada única y exclusivamente para el análisis y desarrollo de la línea de investigación que se está realizando sobre "Didactic resources to develop the oral communication of the English language in students with autism disorder".

La información revelada en las grabaciones no será difundida o utilizada para algún otro propósito.

Si usted está conforme con lo anteriormente dicho, firme por favor donde se le indica.

Consentimiento

Yo, el interesado, doy permiso por este medio para que la sesión que hoy sea grabada sirva para los propósitos mencionados arriba.

Nombre:

Ana Carolina García Santacruz

Firma:

Ana Carolina García

Fecha:

3- febrero 2023

Carta de Consentimiento

Carta de consentimiento

Propósito

El propósito de este documento es obtener su consentimiento para poder grabar la sesión de la entrevista.

Deseamos grabar la sesión para analizar a profundidad la información que conseguiremos.

La cinta será utilizada única y exclusivamente para el análisis y desarrollo de la línea de investigación que se está realizando sobre "Didactic resources to develop the oral communication of the English language in students with autism disorder".

La información revelada en las grabaciones no será difundida o utilizada para algún otro propósito.

Si usted está conforme con lo anteriormente dicho, firme por favor donde se le indica.

Consentimiento

Yo, el interesado, doy permiso por este medio para que la sesión que hoy sea grabada sirva para los propósitos mencionados arriba.

Nombre:

Ronato Fabian Gonzalez Clemente

Firma:



Fecha:

3/2/2023

Carta de Consentimiento

Carta de consentimiento

Propósito

El propósito de este documento es obtener su consentimiento para poder grabar la sesión de la entrevista.

Deseamos grabar la sesión para analizar a profundidad la información que conseguiremos.

La cinta será utilizada única y exclusivamente para el análisis y desarrollo de la línea de investigación que se está realizando sobre "Didactic resources to develop the oral communication of the English language in students with autism disorder".

La información revelada en las grabaciones no será difundida o utilizada para algún otro propósito.

Si usted está conforme con lo anteriormente dicho, firme por favor donde se le indica.

Consentimiento

Yo, el interesado, doy permiso por este medio para que la sesión que hoy sea grabada sirva para los propósitos mencionados arriba.

Nombre:

John Francisco Acias Sanchez

Firma:



Fecha:

3/ feb/2003

Annex 4: Focus Group-Questionnaire

INTERVIEW QUESTIONS

This research project focuses on a qualitative approach by collecting information and data through open-ended questions to English teachers of “Escuela Basica Educa”. This research aims to analyze the responses constructed by the participants in order to identify which didactic resources were used to develop the basic speaking skills of students with autism disorder. All information collected will be kept confidential.

- 1.** According to you, what are the circumstances that can negatively affect the Speaking skill?
- 2.** Do you agree or disagree that the most common causes of problems with autistic students are poor parent-teacher communication?
- 3.** Working in an educational institution for children with autism, which are the didactic resources you use the most to practice speaking skills?
- 4.** Among the didactic resources such as printed material, audio-visual, auditory, computer, and real resources, which one produces the best development in speaking and why?
- 5.** While using Didactic Material for children with autism disorder, do you think that students are making progress in their speaking skill?
- 6.** In your opinion, what are the benefits of using Speaking didactic material with Children with Autism disorder?
- 7.** Have you ever use Pictograms in your English classes with children with Autism Disorder?
- 8.** Do you think that Pictograms are beneficial to develop Speaking Skills?

Annex 5: Anti-plagiarism Report



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

La Libertad, 7 de febrero de 2023

En calidad de tutor del trabajo de titulación denominado "DIDACTIC RESOURCES TO DEVELOP ORAL COMMUNICATION IN STUDENTS WITH AUTISTIC SPECTRUM DISORDER", elaborado por los estudiantes Pincay Solís Julissa Tamara y Zamora Fernández Naomi Nataly, egresados de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **3%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, appearing to read 'L. CHAVEZ', is written over a horizontal line.

C.I.: 0906716766

Lcdo. Leonardo Chávez Gonzabay, MSc.

DOCENTE TUTOR

