



# **TECHNICAL UNIVERSITY OF COTOPAXI**

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### **DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**

#### **ENGLISH MAJOR**

#### **MODALITY: RESEARCH REPORT**

#### **THEME:**

**“EFL TEACHING-LEARNING PROCESS OF A STUDENT WITH AUTISM  
SPECTRUM DISORDER”**

Research report before obtaining the bachelor degree in National and Foreign Language  
Pedagogy, English Major

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**PUJILÍ - ECUADOR**

**February, 2023**

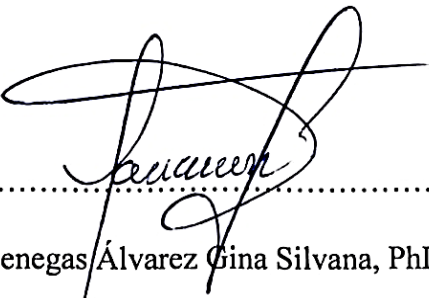
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In my capacity as a supervisor of the research report entitled "EFL TEACHING-LEARNING PROCESS OF A STUDENT WITH AUTISM SPECTRUM DISORDER", and researched by Pillajo Mejia Damaris Slendy, ID number 055015554-3, and Taco Guamani Kleber Fabian with ID number 055023119-5 for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

### **I CERTIFY THAT:**

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, February, 2023



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The research report entitled “EFL TEACHING-LEARNING PROCESS OF A STUDENT WITH AUTISM SPECTRUM DISORDER”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

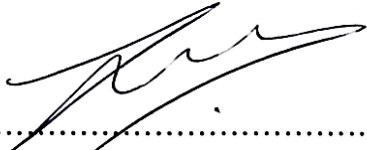
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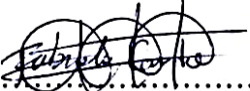
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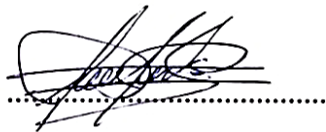
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## **GRATEFULNESS**

*First of all, we thank God for the life, health and wisdom that he gave us to carry out this project and complete an important stage in our lives. We also thank our families for the constant love and support they give us, since without their sacrifice it would not have been possible to achieve anything. Likewise, we are very grateful to the Technical University of Cotopaxi and its faculty, who have provided us with part of their knowledge and experiences that have been very useful for our professional development. Finally, we wholeheartedly thank our friends and colleagues who were part of this pleasant experience.*

*Dámaris & Kleber*

## **DEDICATION**

*With great happiness, I dedicate this achievement to my parents, María and Fernando, who are the fundamental pillar of my life and my unconditional support, since to them I owe absolutely everything I have and what I am. Also to my brothers Fernando and Danny, especially the latter for being a direct participant in this project, they are my great inspiration to strive every day. Finally, I cannot leave out my dedication to all my friends who are like part of my family, it would be difficult to mention all of them, but they know that they are very important to me, that is why I dedicate this project to them, thank you so much.*

*Dámaris*

## **DEDICATION**

*With effort, joy, dedication, and love, I dedicate this research project to the most important person in my life, my mother Dora who has been an example of respect, perseverance, and responsibility for me, and to my sister Odalis who has supported me throughout my life training as a future professional to my father Byron who instilled in me the effort in his words. To my project partner Damaris for her dedication, effort, and patience, and finally, thanks to the rest of my family and friends for staying with me, thank you very much.*

*Kleber*

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**UNDERGRADUATE PROGRAM**  
**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**  
**ENGLISH MAJOR**

**THEME: “EFL TEACHING-LEARNING PROCESS OF A STUDENT WITH AUTISM  
SPECTRUM DISORDER”**

**Authors:**

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**Tutor:**

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**ABSTRACT**

Currently, the rate of children diagnosed with Autism Spectrum Disorder (ASD) has been increasing. It is very common to see this type of student immersed in the regular educational system (Hashim et al., 2021). Therefore, this qualitative research with a descriptive approach has as objective to analyze the EFL teaching-learning process of a student with Autism Spectrum Disorder. A semi-structured interview, a semi-structured observation sheet and field notes were used as data collection instruments. Two English teachers participated in this research who were interviewed in order to identify their challenges and opinions about the EFL teaching-learning process. An autistic student with a degree of 58% of the spectrum also participated. The researchers observed him to identify his challenges and strengths during four English classes. The results of this study reflected that English teachers and autistic students have to face challenges during the teaching-learning process. The main challenges that teachers face are the degree of complexity of the ASD in the student, the poor teacher training, and the design of didactic material. While the challenges the student faces have to do with lack of socialization and communication, and teachers' negative opinions about the importance of teaching English. Despite this, the autistic student has strengths such as his good memory, his visual strength, and mainly he is not afraid of making mistakes and shows a good attitude towards learning English, proving to be a good learner of the language. Finally, EFL teachers expressed their opinions on what the Government should do to support the EFL teaching-learning process of an autistic student. They mainly mentioned the compliance with public policies, and the incorporation of special education as a subject in pedagogy careers.

**Keywords:** ASD, challenges and strengths, EFL



**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
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**DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS - LICENCIATURA EN INGLÉS**

**TEMA: “PROCESO DE ENSEÑANZA-APRENDIZAJE DE EFL DE UN ALUMNO CON TRASTORNO DEL ESPECTRO AUTISTA”**

**Autores:**

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**RESUMEN**

Actualmente, la tasa de niños con Trastorno del Espectro Autista (TEA) ha ido en aumento. Es muy común ver a este tipo de estudiantes inmersos en el sistema educativo regular (Hashim et al., 2021). Por lo tanto, esta investigación cualitativa con enfoque descriptivo tiene como objetivo analizar el proceso de enseñanza-aprendizaje de EFL de un estudiante con TEA. Se utilizó la entrevista semi-estructurada, la ficha de observación semi-estructurada y notas de campo. Participaron dos profesores de inglés que fueron entrevistados con el fin de identificar sus desafíos y opiniones sobre el proceso de enseñanza-aprendizaje de EFL. También participó un alumno autista con un grado del 58% del espectro. Los investigadores lo observaron para identificar sus desafíos y fortalezas durante cuatro clases de inglés. Los resultados de este estudio reflejaron que los profesores de inglés y los estudiantes autistas tienen que enfrentarse a retos durante el proceso de enseñanza-aprendizaje. Los desafíos que enfrentan los docentes son el grado de complejidad del TEA en el estudiante, la deficiente formación docente y el diseño del material didáctico. Mientras que los desafíos que enfrenta el estudiante tienen que ver con la falta de socialización y comunicación, y las opiniones negativas de los docentes sobre la importancia de enseñarle inglés. A pesar de esto, el estudiante muestra fortalezas como su buena memoria, su fuerza visual, y principalmente no tiene miedo a cometer errores y muestra una buena actitud hacia el aprendizaje del inglés, demostrando ser un buen aprendiz del idioma. Finalmente, los profesores expresaron sus opiniones sobre lo que el Gobierno debería hacer para apoyar el proceso de enseñanza-aprendizaje de EFL de un estudiante autista. Mencionaron principalmente el cumplimiento de las políticas públicas, y la incorporación de la educación especial como asignatura en las carreras de pedagogía.

**Palabras clave:** EFL, retos y fortalezas, TEA

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## 1. GENERAL INFORMATION

**Theme:** “EFL Teaching-Learning Process of a Student with Autism Spectrum Disorder”

**Starting Date:** October, 2022

**Ending Date:** March, 2023

**Place of Research:** Bethlemitas, Ignacio Flores, Latacunga, Cotopaxi.

**Sponsoring Faculty:** Technical University of Cotopaxi, Pujilí Campus

**Sponsoring career:** National and Foreign Language Pedagogy English

**Macro project of the career:** Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

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## 2. PROBLEM STATEMENT

The rate of children with Autism Spectrum Disorder (ASD) has been increasing in recent years worldwide (Hashim et al., 2021). ASD affects the development of language, social interaction, and communication. It is a developmental disorder that involves restrictive and repetitive behaviors (London, 2007). Public schools have received some autistic students in their classrooms. However, these institutions do not meet the standards to cover the educational and/or personal needs of these students, being practically isolated from the academic field. These individuals are classified as "different" who should be treated "differently" by closed-minded people. Opportunities must be equal for society and children with disabilities are part of it. So they must enjoy the same opportunities to develop their potential and participation (Tetzchner & Grindheim, 2013). The Ecuadorian government, in article 47, numeral 7 mentions that people with disabilities have the right to “una educación que desarrolle sus potencialidades y habilidades para su integración y participación en igualdad de condiciones. Se garantizará su educación dentro de la educación regular” [An education that develops their potential and abilities for their integration and participation in equal conditions. Their education will be guaranteed within regular education.] (Constitución de la República del Ecuador, 2008, p. 25)

Despite the above, there is little research on the teaching-learning process of English as a foreign language of students with ASD in our country. This problem has been raised considering the following causes. First of all, the challenges of autistic students and teachers in our country are not known because there is little research on this topic. Most of the studies used as the research basis in this project were carried out in Asian countries. For example, research by Hashim et al. (2021) and Padmadewi and Artini (2017), with Malaysia and Indonesia as the research context. On the other hand, identifying the needs of students is essential during the teaching-learning process, in general, not only in the teaching-learning process of the English language. This leads us to the next cause, which is the poor teacher training to teach autistic students. The teacher is the one who guides the educational process. Therefore, being trained is essential for this process to be successful. González et al. (2016) mention that the task of the teacher in the face of educational challenges requires comprehensive training that allows him to identify and meet the needs of students. This task begins with the recognition of the group from the evaluation and diagnosis. Finally, the third cause, like the second, involves the Ecuadorian Ministry of Education. The state should provide adequate teaching material designed for the teaching of English as a foreign language exclusively for students with ASD.

This research project seeks to make known what are the challenges in the EFL teaching-learning process of students with autism. In the same way, show the strengths of this same process of both teachers and students. And finally, it seeks to collect the opinions of English teachers on the changes that should be made in education to help reduce challenges and enhance strengths. In this way, the Ministry of Education would give more importance to autistic students in the educational system. And step by step achieve true educational inclusion in the country. The study of this problem is important to know and analyze what the teaching-learning process of English as a foreign language is like when it comes to a learner with a disability, in this case ASD. Autism is not an impediment to learning English but a challenge that must be faced by current education. Therefore, the following research questions have been raised to meet the objectives of this study.

What are the challenges in the EFL teaching-learning process of a student with ASD?

What are the strengths in the EFL teaching-learning process of a student with ASD?

What are the teachers' opinions about the changes that inclusive education should make to help autistic students and EFL teachers?

### **3. RESEARCH OBJECTIVES**

#### **General Objective**

To analyze the EFL teaching-learning processes of a student with Autism Spectrum Disorder in the Cotopaxi Specialized Unit in Latacunga during the 2022-2023 academic period.

#### **Specific Objectives**

1. To identify the challenges in the EFL teaching-learning process faced by an autistic student and teachers.
2. To identify the strengths in the EFL teaching-learning process of a student with ASD.
3. To identify the teacher's opinions about the changes that inclusive education should make to help autistic students and EFL teachers.

#### 4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

**Table 1**

*Activities and Task System In Relation to the Objectives Proposed*

<b>Specific Objective</b>	<b>Activities</b>	<b>Verification Means</b>
To identify the challenges in the EFL teaching-learning process faced by an autistic student and teachers.	Apply the semi-structured interview. Apply the semi-structured observation sheet, and field notes.	Interviews' transcription. Extracts of the teachers' responses about challenges. Extracts from the observation sheet, and field notes about challenges.
To identify the strengths in the EFL teaching-learning process of a student with ASD.	Apply the semi-structured interview. Apply the semi-structured observation sheet, and field notes.	Extracts of the teachers' responses about strengths. Extracts from the observation sheet, and field notes about strengths.
To identify the teachers' opinions about the changes that inclusive education should make to help autistic students and EFL teachers.	Apply the semi-structured interview. Analyze the teachers' opinions. Categorize the teachers' opinions.	Extracts of the teachers' responses about their opinions.

#### 5. JUSTIFICATION

The purpose of this qualitative research was to analyze the EFL teaching-learning process of a student with Autism Spectrum Disorder. The main reason the researchers chose to conduct this research was to detail the challenges, strengths, and views of teachers on education involving an autistic learner. Therefore, this study tries to provide information to support the English teacher when assuming the role of guide for a student with this spectrum. In this way, researchers try to contribute with findings in this field related to autism and the teaching of English as a foreign language.

The direct beneficiary of this research project is the autistic student who participated in this study. As indirect beneficiaries to the two English teachers who also participated. In addition, all readers interested in this research topic are considered as indirect beneficiaries. The information presented in this study will allow readers to notice the difficulties and strengths of an autistic student in the EFL teaching-learning process. This will help them implement strategies focused on these students to take advantage of the unique qualities they possess.

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1 Research Background**

Hashim et al. (2021) conducted a qualitative study to investigate the obstacles faced by students with autism and their teachers in their ESL teaching-learning process. This research was carried out in two autism centers where 45 autistic students and 14 teachers participated. Data collection procedures were performed by observation. Field notes and interviews were used as instruments. This research shows that autistic students understand the English language and acquire English words faster due to the linguistic aspect of the language, as it is more direct and has fewer syllables. However, students with autism have difficulties learning and acquiring the language as they have their own learning styles. Children with autism are primarily visual learners. Some teachers find it difficult to try to personalize teaching materials according to students' preferences, which is exhausting for them. Finally, the author mentions the importance of learning English and emphasizes that students with autism can practice this language. Education today must involve students with special needs. Therefore, more attention should be paid to teachers who are involved with students with autism and to the students themselves when trying to understand their ESL teaching-learning process. Furthermore, to achieve equality of education for both regular students and students with ASD, the minimum is to go into their world and discover the challenges in their ESL learning.

Another researcher, Reppond (2015), carried out qualitative research with the objective of presenting the obstacles that a person with autism spectrum disorder faces in English learning. And how ESL teachers can work together with parents to obtain an environment of Comprehensive Learning for English Language Learners. The instruments used for data collection were an interview, and an open questionnaire to know the experience as teachers in the field of work with a bilingual child and with a bilingual child with autism spectrum. In addition to those on the aspects that are worked on in the education of special people, the



deficiencies and the involvement of parents. The results show that 100% of the participants agree that the process of acquiring a second language is extensive. The areas that block the learning of a learner with autism are lack of communication, lack of training, educational materials, lack of open-minded educators, lack of qualified and understanding staff, lack of time and integration with students and parental involvement. In conclusion, this list of obstacles in general is a little researched topic but nowadays it is gaining importance due to the increase of children with autism spectrum and their inclusion in education in the process of acquiring a second language.

Another interesting research was developed by Barletta (2018), the researcher conducted a case study with the objective of describing the characteristics of ESL learning in a child with high-functioning autism and comparing this process with that of a typically developing child. The study subject was Sebastián who had Spanish as his first language. The data was obtained during tutorial sessions, which were audio recorded and transcribed for later analysis according to the learning processes established by Vygotsky. The results of this case study show that his behavior was initially a silent period as he avoided interacting with English speakers. However, he tried interactions with single words, memorized routines, or repetitions when he addressed the tutor during the sessions. Sebastián then moved onto the imitation stage. Initially having trouble doing individual repetitions, but in later tutorials he achieved more productive imitation when the task was meaningful or during play. As Sebastian became more exposed to the English-speaking world, he added more words to his linguistic repertoire, also paid more attention to form and meaning, and eventually began to construct his own sentences. In conclusion, Sebastian's language development process shares similar steps to the L2 learning process of typical children. Through one-on-one work it is possible to turn the characteristics of children with autism into facilitators instead of obstacles.

The research carried out by Padmadewi and Artini (2017), was focused on investigating how the teachers of a student with ASD can be in an inclusive English class in a bilingual school in Bali. For this qualitative research, a descriptive approach was used, as well as a case study. The study and observation was carried out in a classroom with 20 students from the Bali Bilingual School where there is a 10-year-old student who was diagnosed with ASD. The student already had a basic vocabulary because he had an individual education plan since he was six years old. Non-participatory observation and interviews were used for data collection, in addition to a competency assessment for a period of 10 hours per week for one semester. The results showed

that the use of visual media is beneficial in the motivation and success of the student with ASD in learning the English language. This has more impact with the use of the assistant teacher strategy in the classroom. The visual material that shows the message helps the student with autism to establish and maintain attention. As a result, the autistic student seems to understand what she sees much better than what she hears, and has a visual interpretation ability that seems far superior to auditory performance. Finally, the strategy of two teachers who help the student with autism spectrum disorder and the visual media proved to be effective in learning the English language.

## **6.2 Theoretical Framework**

### **Autism Spectrum Disorder (ASD)**

Autism Spectrum Disorder (ASD) or better known simply as Autism, is a type of psychosocial disability that implies that those who suffer from it have cognitive and social difficulties. According to Hussein et al. (2011) "autism spectrum disorders are complex neurodevelopmental disorders characterized by deficiencies in three domains: social interaction, communication, and repetitive and stereotyped behavior" (p.1). In addition, experts from the American Psychiatric Association (2022), also state that deficiencies in both domains: social communication and restrictive repetitive behaviors/interests are the hallmark symptoms of this disorder. Hannan et al. (2020) remark in their investigation that many studies revealed that boys are four times more likely to have autism than girls. However, if a girl is diagnosed with autism, it is more likely to be severe. Currently, the exact causes of ASD are unknown, although it is "associated with a known genetic or other medical condition or environmental factor" (American Psychiatric Association, 2022, p. 176). To help people with autism spectrum disorder, attempts have been made to create treatments. However, scientists have not yet been able to create an effective cure or treatment to overcome ASD (Kim, 2016).

Autism spectrum disorder can be diagnosed in the first years of life when the child shows marked behavior patterns such as the following: he or she behaves distantly from other people due to the deficits in social communication, the child tends to say the same words or does body movements repetitively, and he or she cannot act autonomously because his or her cognitive development is affected by the autism spectrum. Although it is important to mention that each case may be different, more complex or less complex. Hashim et al. (2021) says that as an autistic child grows older, the disorder represents a limitation in producing and understanding

spoken language, just as other cognitive areas are affected, but it does not mean that they cannot be developed. The ability to develop language, and other cognitive areas, will depend on the degree of presence of the autistic spectrum in each individual.

According to the investigation of Skewes et al. (2020), due to the characteristics of autistic disorder, children learn through repetition and using visual material, since it is the best way for them to understand the learning process. It is worth mentioning that although autism has marked characteristics, each individual is different. Therefore it would be incorrect to assume that all autistic people behave in the same way or learn in the same way, this differs due to factors such as the degree of complexity of the spectrum in each individual as it was previously mentioned.

### **Teaching and Learning English as a Foreign Language**

According to Afzal and Abul (2021), the teaching-learning process is a knowledge transformation process. It combines several elements to identify and establish learning objectives and achieve them using didactic resources and teaching and learning strategies. Regarding a more focused aspect in the teaching-learning process of a language, "it is defined as a process in which a person learns a language that he considers non-native to him" (Ali Al-oglah, 2018, p. 57), whether it is a second language or a foreign language. This process involves two receptive skills, listening and reading, and two productive skills, writing and speaking (Marlina, 2018).

Marlina (2018) mentions that the ability to speak focuses on developing mastery of oral communication skills. The English teacher uses material that attracts the students' attention and becomes a topic of discussion so that students are encouraged to talk about it. As for the ability to listen, it focuses on developing and accustoming the ear to the target language, although some authors consider the ability to "listen as the most difficult skill to learn and teach" (Marlina, 2018, p. 4). On the other hand, reading skill has often been underestimated since it is known that many English learners have learned predominantly through reading rather than speaking. In addition, this skill is of great importance in the improvement of speaking and writing skills. Finally, writing, which like speaking, is a productive skill, focuses on developing a form of communication that uses written language (Marlina, 2018).

It is important to mention that the teaching-learning process of English as a foreign language can develop differently depending on the circumstances and conditions of the context in which it takes place. This process often undergoes variations when people with disabilities such as

autism spectrum disorder are part of it. Due to the characteristics of this spectrum, the teaching-learning process of the English language can be affected in some aspects or benefited in others. For instance, many students with ASD have difficulties with abstract thinking (Knight & Sartini, 2014), but have visual strengths. Hashim et al. (2021) gave another example of this, students with autism tend to understand English and acquire vocabulary faster due to the linguistic aspect of the language and their good ability to memorize, but it is difficult for them to learn more complex aspects of the language such as grammar, morphology, syntactic, among others.

### **Inclusive Education for Students with ASD**

Inclusion is a process that addresses and responds to the diversity of needs of its participants, through changes and modifications in content, approaches, structures, and strategies, with a common vision that encompasses everyone (Imaniah & Fitria, 2018). Therefore, inclusive education adapts to the needs of individuals with disabilities to involve them in the educational context and help them function within a classroom.

Inclusive education focused on students with ASD, is a practice in which children with ASD share the same classrooms with other students without disabilities. According to Tran et al. (2020) the participation of children with ASD, access, and success is the highest objective, inclusive education can facilitate. Tran et al. (2020) also mention that inclusive education has become a practice with great relevance and value since the rate of children with autism has been increasing and many of them are part of the education system.

Including an autistic student in a typical classroom can be difficult. For this, it is necessary to prepare teachers since the most effective way for a teacher to include an autistic student is by acquiring knowledge of the spectrum that the student suffers (Alberta Learning, 2003). The use of appropriate strategies can facilitate the inclusion process of students with ASD. An important aspect for teachers to keep in mind is that each autistic student can be different, so paying attention and collecting information about each individual student can be a crucial step in integrating them. For inclusive education to be effective, collaborative work between the educational community is important, as mentioned Alberta Learning (2003), "the inclusion of students with autism spectrum disorders is the collective responsibility of teachers, teacher assistants, school administrators, school district consultants and parents" (p.12). Inclusive education appears to generate curricular adaptations in order to carry out an effective teaching-

learning process for students with ASD, taking into account their weaknesses and strengths, involving them in the education environment. “Students with autism spectrum disorders can benefit from integration with typical peers” (Alberta Learning, 2003, p. 111).

### ***Inclusive Practices in English Classroom***

Inclusive classrooms are warm and welcoming environments that create and respect diversity. Within the English classroom, practicing inclusion can help children improve their language learning process. “In an English classroom students should be able to communicate their thoughts, emotions, and needs” (Jaehner & Schick, 2013 as cited by Porsch & Wilden, 2021, p.203). “Inclusion of all learners in the classroom is most beneficial in the areas of academic achievement and social interaction” (Lampont, 2012, p. 1). In addition to that, providing students with academic support is essential in creating an inclusive classroom since classroom environments have the ability either to improve or impede a student’s ability to learn, it is key to provide the students with academic support that will enhance their learning (Bucholz & Sheffler, 2009).

Furthermore, to obtain effective inclusion in the English classroom, the EFL teachers should take training. To include a student with spectrum autism disorder, and requires working together with the educational community, teachers who have an open mind to comprehend students with autism spectrum disorder and their needs, qualified personnel, and time availability, to attend to any situation that can occur inside and outside of the English classroom and teaching material to according the students’ needs who have special capacities, and finally the participation with the parents. On the other hand, if these areas cannot be fulfilled, the inclusion of students with autism will not be effective in the learning process in the English classroom (Alberta Learning, 2003).

### **Learning Styles of Students with ASD**

It is common that in regular education a teacher has to deal with a large group of students, which makes it difficult to identify the individual needs and learning styles of each one. In other cases, which are becoming more common, the teacher will have the presence of at least one student with disabilities such as ASD. This is due to the fact that "there has been an increasing number of children across the globe diagnosed with an autism spectrum disorder" (Hashim et al., 2021, p. 22). For effective teaching to exist, the teacher must identify the learning style of each autistic student in order to know how to work with them. In this way, the teacher will

recognize what to apply during the classes, be it with images, audio, flashcards, and so on, with which the student will absorb the teacher's knowledge. According to Sarasin (1999), if the teacher do not know learning styles, teaching cannot be successful.

The learning style represents "the complex way and conditions under which students more effectively perceive, process, store, and remember what they are trying to learn" (Cassidy, 2004, cited in Akram, 2014, p. 241). In addition, Conti (2009) supports this argument by saying that "learning style can be defined as the way in which an individual processes information, behaves in situations and feels while learning". In the case of students with autism spectrum, Colorosa and Makela (2014) point out three learning styles that these individuals can have and what each style entails.

### ***Visual***

- Think about specific images
- Tasks should not have short-term memory and mathematical memory
- Long-term memory is much better

### ***Musical and Mathematical Thinkers***

- Mathematics, Chess and Computer Programming Detachment
- Good with numbers, facts and music.
- It is not necessary for pattern thinking

### ***Verbal Logical Thinkers***

- Excellent with lists, numbers and words.
- Long term memory is much better than short term memorization.

Regarding learning and communication styles, the same authors, Colorosa and Makela (2014), point out the characteristics of three predominant styles in individuals with ASD.

***Visual Learners.*** This learning style occurs when "learners use their eyes to collect visual information" (Raiyn, 2016, p. 120). For this reason, a good way to convey information for

learners with ASD is prioritizing visual information, through images and diagrams because they are more attractive in people with autism (Büyük et al., 2019).

***Auditory Learner.*** Those who are auditory learners have excellent auditory strength, that is, they are good listeners. Therefore, they prefer to listen to dialogues, dictations, music, since they learn concepts by listening and repeating. They also understand the instructions they hear better since it is more difficult for them to follow the written instructions (Kayalar & Kayalar, 2017). Therefore, these learners use sound dialogues, discussion, readings, rhythmic guides, and auditory communication to learn.

***Kinesthetic Learners.*** It is known that kinesthetic learners put practical tasks first because they learn through physical activities. As mentioned by Begel et al. (2004), students who have this learning style must be energized, putting them in motion. In addition, the same author mentions that this learning style is related to sensorimotor learning called by Piaget, "in which physical participation in a learning experience transfers into mental symbols representing that experience" (Begel et al., 2004, p. 183).

There are several instruments that help teachers to identify the learning style of their students. The VARK model is a 16-question questionnaire that identifies "individual's characteristics and preferred ways of gathering, organizing, and thinking about information. VARK is in the category of instructional preference because it deals with perceptual modes" (Hawk & Shah, 2007, p. 11). This instrument presents a series of situations where the person who performs it will have to choose from among four response options. Each of the answers will help to discover which learning style predominates in a student. "The acronym VARK stands for Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K)" (Hawk & Shah, 2007, p. 6). Therefore, this instrument measures between these learning styles (See annex 3).

VARK is an adaptable instrument as mentioned by Fleming (2001). With this facility, the teacher could adapt it as an observation instrument in cases where an autistic student cannot solve the questionnaire. In this way, the teacher puts the student in similar situations where she will try to solve them in the way he decides. The teacher will be able to observe it and identify which learning style corresponds to the student's response.

Hawk and Shah (2007) gives some characteristics to be able to identify the learning style of a student that the teacher can identify when observing. Visual learners prefer maps, brochures,

flowcharts, highlighters, colors, pictures, charts, diagrams, and different spatial arrangements. Aural learners like to discuss topics, use a tape recorder, attend lectures and discussion groups, and use stories. Read/Write learners prefer textbooks, lists, essays, reports, definitions, readings, and taking notes. Kinesthetic learners like field trips, laboratories, trial and error, doing things to understand them, recipes and solutions to problems, hands-on approaches, using their senses, and collections of samples.

### **Teaching Strategies to Students with ASD**

As educators, it is important to take advantage of the students' abilities in the classroom. There are strategies to make the teaching-learning process effective. In the same way, it is important to know teaching strategies for students with autism since they learn in a different way due to their unique characteristics, and abilities. The application of these teaching strategies to students with autism spectrum disorder, as previously stated, is to strengthen their skills. Focusing on the social factor, although they are excellent learners, people with autism cannot pick up social cues. As a result of this must be taught literally each word or instruction (Murray, 2015). To contribute to the development of autistic students, it is essential to focus on strengthening three important aspects: social, behavioral, and academic.

#### ***Social Strategies***

The improvement of social skills in students with autism is achieved when educators teach them in a natural environment, "because many children with autism have limited imitation skills and cannot pick up on social cues, it is necessary to teach them literally social interactions" (Jacklin & Farr, 2005, p.71). Murray (2015) also expresses that "teaching social skills that are appropriate within the school will be more effective when taught within a school environment" (p.70). Then the teacher must look for the appropriate socialization strategies. Murray (2015), states that using computer applications, playful imitation games, and strategies in the classroom where students are involved are practices that can be applied in the classroom with the aim of improving social skills in students with autism. Another strategy that can be applied to autistic students is for the teacher to imitate the behavior of these students in a pleasant way. This will help autistic students to copy the teacher's behavior in other situations. Imitation is a way in which people with autism spectrum syndrome acquire other skills, thus favoring cognitive development and social development. In addition, electronic devices have also been a great



support for people with autism in terms of communication. Electronic devices as tools encourage students with autism in social interactions.

It has previously been mentioned that one of the characteristics of ASD is the deficit in the individual's socialization ability. Therefore applying socialization strategies is crucial to help overcome the deficit in this area. Therefore, Silveira-Zaldivara et al. (2021) ensure that "without support and effective interventions to enhance social skills, children with autism often struggle to obtain social competence, and may experience challenges in the school, home, and community settings" (p. 341).

### ***Behavioral Strategies***

Behavior in the classroom is a fundamental element for the student with autism to learn. The signs of bad behavior, indiscipline can affect the academic performance not only of the autistic student but also of their classmates. Ostmeyer and Scarpa (2012) mentioned that "children with ASD sometimes exhibit problematic behavior that can inhibit their own learning and disrupt other students in the classroom" (p. 71). Repetitive behaviors, breaking classroom rules, not following or listening to instructions are examples of behavior problems. It is not recommended that the student be in situations where her behavior is limited because it can cause stress in the student with autism, causing problematic, repetitive behaviors, self-harm, and severe irritability (Boyd et al., 2011). As mentioned before, technological devices are fundamental tools and elements; in this case, they are also used to reduce problematic behavior in the classroom (Neely et al., 2013).

In an investigation by Neely et al., (2013), a comparison was made between the traditional methods of teaching with electronic devices towards two subjects with autism with problem behavior. In the research it was shown that academic engagement increased while using electronic devices much more than when using traditional classroom material such as paper and pencil. Electronic devices were seen as motivating, and homework no longer felt like classroom work. The implementation of electronic devices towards students with autism can be a great help to control behavior and to improve the teaching process and social skills. Autistic people are visual learners.

### ***Academic Strategies***

As emphasized above, teaching strategies will vary depending on the learning style of each student with ASD. In the event that the student is a visual learner, the strategies will be partially or totally different from those that should be applied for an auditory learner or a kinesthetic learner.

The teacher, with the help of didactic material, can teach any student, however, he must find the proper way to get the most out of an autistic student. As highlighted above, autistic students can have a marked learning style, and most are excellent visual learners, so the implementation of visual material is essential for their academic performance to be good. Simply using electronic devices to display information is a different way of teaching students with autism to interact well with computers and other technological devices (Murray, 2015). In research by Jacklin and Farr (2005), an educator noted that computers had a visual impact on the information learned by students with autism, and for the students, the application of computers to traditional teaching was a relief and, as a result, the low level of stress since the activities were not with the objective of developing social skills. Finally the computers gave a sense of predictability to students with autism, resulting in self-determination, confidence when carrying out activities.

### **English for Autistic Students and its Importance**

Students with autism spectrum syndrome have many challenges when it comes to learning and socializing, but in the same way, they show that they are capable of acquiring knowledge with incredible speed. For that reason it is important to teach the English language since they have a very solid ability with vision and good memorization. Satsuk (2020) mentions that “some of them may even have a photographic memory and developed the capacity to process visual information” (p.23).

Students with autism spectrum disorder have the necessity to learn vocabulary, curiously the English language has a linguistic aspect which is more accessible to the student with this cognitive disease and as a result, including good memorization moreover, they are visual learners, and people with autism spectrum disorder can learn the English language easier than their mother language as stipulated by these authors Hashim et al. (2021) who mention that "learners with Autism mostly tend to grasp the English language faster than their mother tongue language" (p. 26). In the same way, Hashim et al. (2021) say that:

According to the Special Education field expert, learners with Autism will acquire English words and language more quickly due to the linguistic aspect of English language. In comparison to the other languages, the English language is more straightforward and has fewer syllables which makes it even easier for learners with Autism to grasp the language. (p. 26)

Learning the English language is not strange nowadays. It is important to know that in order to learn the English language, certain factors must be taken into account, such as reading, writing, speaking, listening, vocabulary, and grammar (Hashim et al., 2021). At the time of starting language learning, it should be taken with the utmost seriousness because it plays a fundamental role. When language learning is developing over a long period of time, it is necessary that both parents and educators support students with autism in their journey of teaching (Chu et al., 2018).

### **Challenges in Teaching-Learning Process of Students with Autism**

As is known, the teaching-learning process is the formal process that mainly involves the teacher and the student. There are a variety of teachers and students that are part of this process. Due to this variety, the teaching-learning process is often blocked or harmed by various challenges. Even more so when it is developed in the context of special education, that is, when the teacher or student has some type of disability. In the teaching-learning process that involves an autistic learner, some challenges that students and English teachers must face.

#### ***Student's Challenges***

Hashim et al. (2021) in the findings of their research states that the main challenges of students with autism spectrum disorder are associated with the difficulties they show in relating to other people. Another challenge, more focused on learning EFL, is the difficulty of learning a language. For any regular student, learning a foreign language represents a challenge, but it is much more challenging for an autistic student due to the low level of speech development in some cases of people with ASD. Likewise, Reppond (2015) points out in her research that the areas that block the learning of students with autism are the lack of communication, teacher training, poor educational material, open-minded educators, qualified and understanding personnel, lack of time and integration with students and parental participation. All this represents challenges for students, some of them are associated with their disability, but others

are not, which represent even more difficult obstacles to overcome as they get out of students' hands.

Another of the challenges that students with autism spectrum disorder must face when accessing the educational system is that of belonging to a group with a large number of students. This represents a challenge for both the autistic student and the English teacher. The teacher will hardly be able to focus on the student's qualities, much less pay attention to her learning style. As a result, this will complicate the learning process of the student with ASD. Barletta (2018), ensures that through one-on-one work it is possible to turn the characteristics of children with autism into facilitators instead of obstacles, if they are understood and encouraged, which is why one-on-one work is important. However, this type of teaching strategy is difficult to implement in a classroom with many students.

### ***EFL Teacher's Challenges***

Teachers, spokespersons for knowledge, and those responsible for early childhood education can receive a variety of children in their classrooms, among whom it is not uncommon to find cases of autism. Educating a child with characteristics of the autism spectrum is not unattainable, but it is a difficult task for any educator, so the teacher can create their own program to help the student with autism. Teachers have difficulties personalizing teaching and learning materials, depending on the degree of autism and the preferences of the student in the classroom, where there are peers who do not have autism spectrum disorder, they find it exhausting to keep repeating the teaching and learning process every day (Murray, 2015).

Secondly, being in charge of a group of students, the attention must be distributed to each one. Then, focusing most of the attention on the student with autism spectrum syndrome creates obstacles to transmitting knowledge to other students. Another challenge that the teacher has when teaching students with autism spectrum disorder is the behavior that they may have in the English classroom, difficulties when listening and following instructions likewise, repetitive behavior is a characteristic of autism, and this influences the learning process not only of the autistic student but also of the classmates. Students with autism usually struggle to provide responses and have difficulty socializing with other people, to give answers due to their cognitive disabilities. It can be seen that learners with autism commonly demonstrate difficulties in responding and initiating social interactions. In the same way, they have difficulty learning more advanced topics regarding the foreign language that they are learning, for

example, grammar (Hashim et al., 2021). However, they show the ability to quickly acquire vocabulary when teaching them. The teacher in charge of an autistic student has a great job ahead that can only be carried out with patience, preparation and above all with a vocation to teach.

## **7. METHODOLOGY**

### **7.1 Research Approach**

This qualitative research project was developed with a descriptive approach, through which the researchers collected and analyzed opinions and experiences about the challenges and strengths in the teaching-learning process of EFL to students with the Autism Spectrum Disorder. According to Rahman (2016), qualitative research helps researchers to understand and describe in detail the experiences and points of view of the participants. Thanks to this approach, the researcher has the opportunity to engage directly with the participants, for example through an interview. The main data collection instruments used by this approach are: unstructured interviews, observation and description of records.

A research with a descriptive approach aims to describe a phenomenon and its characteristics and analyze the data qualitatively. This approach is responsible for responding to how something happened rather than why something happened. The main research instruments used to carry out research with a descriptive approach are observation sheets, interviews and surveys (Nassaji, 2015).

### **7.2 Research Context and Participants**

This research project was developed in a public educational institution, specialized for people with disabilities during the 2022-2023 academic year. It is located in Latacunga city. Around 140 students study in this school, who suffer from some type of physical or intellectual disability. Two types of non-probability sampling were used in this project. First, purposive sampling was used because the selection criteria for the participants was that they were English teachers of students with autism spectrum disorder. In addition, convenience sampling was used, since the participation of the autistic student who is a relative of one of the researchers was more accessible.

Two English teachers participated in this study (identified as Tch1 and Tch2 for ethical considerations). Tch1 has approximately twenty-four years of teaching experience. She does

not have a degree in English Pedagogy. She is a psychiatric rehabilitator and special educator hoping to become licensed to diagnose autism at a young age. In the case of Tch2, she is a teacher with three years of experience. She has a degree in teaching English and has had experience teaching autistic children. Both are English teachers at a private school in the city of Latacunga. Both participants were selected through purposive sampling.

Additionally, an autistic student was selected as a participant in this research. The student (identified as SD for ethical considerations) was 17 years old. He was in the first year of high school. His disability is considered as Autism Spectrum Disorder with a percentage of 58% according to the validation of specialists. This participant was selected by convenience sampling.

### **7.3 Ethical Considerations**

As a first step in carrying out this study, the researchers provided informed consent to each of the participants. Regarding informed consent for English teachers (See Annex 1), the theme and purpose of the research was detailed. In addition, it details how the study subjects participated in a semi-structured interview with ten open questions. Finally, the participating English teachers signed the consent where they voluntarily approve the use of their records, answers and any findings. The researchers guaranteed confidentiality in the use of this information without revealing the identity of the participating subjects.

On the other hand, to access the participation permit for the autistic student, the informed consent was provided to the student's legal representative (See annex 2). This consent also revealed the theme and purpose of the study. SD's legal representative allowed researchers to conduct observations in four English classes. Therefore, the representatives voluntarily signed approving the participation of the student, and the use of all the findings in the data collection process. The researchers guaranteed the use of this information in a confidential manner without exposing the identity of the participant.

### **7.4 Data Collection Process**

A semi-structured interview guide, a semi-structured observation sheet and field notes were used as data collection instruments. As the first step, the researchers interviewed two English teachers. The semi-structured interview (See annex 4) consisted of two sections of questions. The first one focused on collecting information about the challenges of teachers during the EFL

teaching process to an autistic student. The second section of questions collected opinions from teachers regarding the changes that education should make to help autistic students and English teachers during the teaching-learning process.

As the next step, the researchers used an observation sheet (Annex 5) to identify the challenges and strengths of the autistic student during their EFL learning process. The observation sheet had the following parameters to observe: class behavior, class/social interaction, class participation, and teaching materials. Each observed class focused on developing a specific skill. The first class focused on vocabulary and speaking skills. The second one focused on developing listening skills. The third class helped the student develop his reading ability. The last class prioritized writing skills. At the end of each observed class, the researchers wrote field notes (See annex 6) detailing the experience and relevant information about this process.

### **7.5 Data Analysis**

Thematic analysis was used to examine and report data to answer stated research questions. As Braun and Clarke (2012) state, thematic analysis allows researchers to check and organize data following a series of steps. This process begins with the transcription of the interviews with the English teachers who went from the audio to the written format. This was an important step for researchers to become thoroughly familiar with the content. The next step was created codes to classify the information. This in turn helped make decisions for the choice of topics that contribute to answering the research questions.

To answer the first research question related to the challenges in the EFL teaching-learning process of students with ASD, the information obtained through the interview was analyzed to establish the theme Challenges of EFL teachers. In addition, the data from the observation sheet was analyzed to classify the information related to Challenges of the student with ASD. The sub-themes related to each theme are detailed below.

Challenges of EFL teachers:

- a) Poor teacher training.
- b) Degree of complexity of ASD in the student.
- c) Design of didactic material and curricular adaptation.

Challenges of the student with ASD:

- a) Lack of socialization and communication.
- b) Distracting behavior.
- c) Close-minded EFL teachers.

Regarding the second research question about the strengths of the EFL teaching-learning process of an autistic student, the information obtained from the interview, the observation sheet and the field notes were classified in the following topics.

- a) Student's good memory.
- b) Good visual learner.
- c) Organized student.
- d) Control of fear and shame in learning process.
- e) Good attitude toward English learning.

Finally, to answer the third research question, the researchers categorized the answers from the interviews with teachers to analyze their opinions regarding the changes that education should make to help students with ASD and EFL teachers. The information was classified as follows:

- a) Compliance with public policies.
- b) Government support for teachers.
- c) Special education as a subject in pedagogy majors.

## **8. ANALYSIS AND DISCUSSION OF RESULTS**

To answer the first research question about the challenges in the teaching-learning process of the student with ASD, the researchers analyzed the responses of the interviewed teachers and the data from the observation sheets and field notes. The findings are detailed below.

### **Challenges of EFL Teachers**

#### ***a) Poor Teachers Training***

*Extracts from the Teachers' Interview*



*Hay docentes que no tenemos conocimiento y eso pues haría bastante falta para que los maestros puedan enseñar a los estudiantes.* [There are teachers who don't have enough knowledge about it and it is necessary to be able to teach the students.] (Tch2)

*Todos los años hay nuevos profesionales en las instituciones y hay que capacitarlos para que adapten su material al niño autista.* [Every year there are new professionals in the institutions, and they have to be trained to adapt the material to the autistic child.] (Tch1)

*El Ministerio de Educación debe dar apoyo económico para las capacitaciones de maestros.* [The Ministry of Education should provide financial support for teacher training.] (Tch1)

The two teachers interviewed agree that poor teacher preparation on the subject of ASD can affect the teaching-learning process of an autistic student. As Tch2 mentions, because some teachers are not trained, they do not know how to teach these students. In the same way, Tch1 considers that teacher preparation would even allow solving other challenges that are associated with it, such as the design of didactic material. Reppond (2015) ensures that “with necessary training then come necessary materials” (p.69). That is, teachers who have prior preparation know what material to use to teach an autistic student. They also know how to adapt and apply these materials during class. If a teacher does not have his training, it is most likely that he will make mistakes when choosing or create the appropriate didactic material, or adapting it to the student's needs.

It is the obligation of the Ministry of Education to provide training to teachers. As established in the LOEI (2015) in the fourth chapter, article 10, teachers in the public sector have the right to free access to continuous training, pedagogical and academic improvement according to their needs. But if the Ministry of Education neglects this important aspect, we cannot expect that the teacher can help develop autistic students. Consequently, these students are not truly included in the classroom, their skills are wasted, and their ability to learn is simply not supported.

### ***b) Degree of Complexity of ASD in the Student***

*Extracts from the Teachers' Interview*

*Si tiene grado uno el niño no casi no tiene ningún problema para el aprendizaje en el idioma inglés. [If he has grade one, the child has almost no problem learning English.]*  
(Tch1)

*El grado dos necesitaría un poco más de recursos para que él capte el idioma inglés. [The second grade needs a little more resources for autistic students to learn English.]*  
(Tch1)

*El grado tres es mucho más complicado, el grado tres ya necesitan una profesora que esté a lado únicamente para ellos. [Third grade is much more complicated. The third grade already needs a teacher who will be by their side just for them.]* (Tch1)

*Las adaptaciones curriculares se hacen dependiendo del grado de autismo. [Curricular adaptations are made depending on the degree of autism.]* (Tch1)

The answers of the interviewed teachers show that the process of learning English is affected by the degree of autism that the student has. It represents a challenge for both teachers, since they mention that curricular adaptations are made depending on the degree of ASD. It should be noted that the degree of autism is not always the same in individuals who suffer from it. Murray (2015) supports this idea by saying that the autism spectrum affects each person differently and with different degrees of complexity. As an example of this, Tch1 establishes that a student with grade one autism can act independently, while in the most serious case of autism, grade three, the student requires a teacher who is in charge at all times, supporting his during the class.

According to doctors from the American Psychiatric Association (2022), degrees of autism are measured at three different levels. At level one, the autistic person requires social and behavioral support. However, in the academic field he can work for his. At level two, the autistic person requires substantial support in the social field, in terms of behavior and in the academic field. Finally, level three requires that the autistic person needs very important supports in the social, behavioral and academic fields more frequently due to the difficulty of fending for himself in these three aspects.

### ***c) Design of Didactic Material and Curricular Adaptation***

*Extracts from the Teachers' Interview*

*El maestro a veces no sabe qué material didáctico utilizar o cómo adaptar el material didáctico para un niño autista.* [The teacher sometimes does not know what teaching material to use or how to adapt the teaching material for an autistic child.] (Tch1)

*A veces el audio preparado para clases les molesta.* [Sometimes the audio prepared for the classes bothers them.] (Tch2)

*Hacemos material didáctico con imágenes y también depende del grado de autismo del niño.* [We make didactic material with images and it also depends on the degree of autism of the child.] (Tch2)

*Las adaptaciones curriculares se hacen dependiendo del grado de autismo sea grado uno, grado dos, o grado tres* [Curricular adaptations are made depending on the degree of autism, this can be: grade one, grade two or grade three.] (Tch1)

According to the answers of Tch1 and Tch2, we realize that they use varied didactic material and preferably audiovisual. These materials are implemented in all classes, and vary according to the degree of autism that each student has, so it is a tiring job for the teacher. Hashim et al. (2021) mentions that personalized materials should be used to engage and motivate students with autism spectrum disorder, but it is exhausting for teachers to repeat this process for each class taught. It is highlighted that the teachers mentioned that they are the ones who prepare the didactic material, but they consider that the Ministry of Education is in charge of providing the didactic material for the teaching of students with ASD.

Tch2 also mentions something important, when the wrong teaching material is used it can be counterproductive for an autistic student. Tch2 gives as an example of this an activity with audio or loud sounds. Autistic people have an intolerance to noise because it generates anxiety (Williams et al., 2021). Regarding curricular adaptations, both interviewed teachers agree that it is much more complicated to carry out this process to teach third grade students with autism. For this reason, we consider that this challenge is related to the previous one, since the educator must be able to take into account the degree of complexity of the student when making the curricular adaptations and the design of the didactic material.

## **Challenges of the Student with ASD**

### ***a) Lack of Socialization and Communication***

*Extracts from the Teachers' Interview*

*Quieren estar un poco alejados.* [They want to be a little apart.] (Tch1)

*El autismo no está topada a la parte intelectual sino a la parte de sociabilización.*  
[Autism is not limited to the intellectual part but to the socialization part.] (Tch1)

*A ellos se les hace complicado trabajar en grupo, ellos no socializan.* [It is difficult for them to work in a group, they do not socialize.] (Tch2)

*Hacer que el niño con autismo se integre a los demás compañeros puede tener consecuencias, si el niño se niega podemos tener un poco de gritos.* [Making the child with autism integrate with the other classmates can have consequences, if the child refuses we can have screaming.]

*Extracts from the Observation file data*

*Se le preguntó al estudiante por su nombre pero no hubo respuesta.* [The student was asked for his name but there was no answer.] (Observer 1)

*SD no mantiene contacto visual con el profesor.* [SD does not maintain eye contact with the teacher.] (Observer 2)

*SD no pide ni ofrece ayuda.* [SD does not ask for or offer help.] (Observer 2)

*SD pocas veces se comunica verbalmente. Utiliza el lenguaje corporal la mayoría del tiempo.* [SD rarely communicates verbally. He uses body language most of the time.] (Observer 1)

*SD habla en tercera persona, por ejemplo en lugar de decir "Yo pinté", SD decía "Se pintó."* [SD speaks in the third person, for example instead of saying "I painted", SD said "It painted."] (Observer 2)

Teachers express that an autistic student has deficiencies in the area of socialization but not in the area of intellectual development, SD is very intelligent. However, a bad socialization can represent an obstacle for the normal development of a class. Therefore, it can affect his English language learning process because language acquisition and socialization are integrated processes (Reppond, 2015). Also, something relevant to mention is that in some cases there may be a negative response from the autistic student when socializing with the rest of the class.

The student may react by yelling in this situation. To handle this type of situation, the teacher must be able to help the student overcome the denial stage of socialization by seeking alternatives. A teacher must try to find ways to adapt to the needs of the autistic student and, in turn, also meet the needs of the rest of the class members (Padmadewi & Artini 2017).

On the other hand, "effective communication occurs when the receiver understands the exact information or idea that the sender intended to transmit" (Reppond, 2015, p. 4). However, in the case of SD, messages are not always conveyed clearly and are almost never communicated verbally. The few times that he expressed himself verbally, he did so in the third person. For example, instead of saying "Yo pinté [I painted]", he said "se pintó [it painted]". Despite this, SD used body language most of the time, for example, when he did not understand a specific activity, he would simply stay still until the teacher noticed and explained once more how to do it. Another similar case happened when he was painting some images of means of transport, he wanted to know what color to paint each one and he began to stretch until he saw the images that could barely be seen from the teacher's desk. SD never asked for help at any time but always made body movements that signified a specific need. The teacher's job was to understand what these movements meant.

Padmadewi and Artini (2017) also mention the difficulty that autistic subjects have in maintaining eye contact. Although the student was able to communicate using his body language, SD was unable to maintain eye contact with his teacher. This represented a type of non-verbal communication failure between teacher and student.

### ***b) Distracting Behavior***

*Extracts from the Observation file data*

*SD mueve sus manos y pies. A veces hace sonidos fuertes.* [SD moves his hands and feet. Sometimes he makes loud sounds.] (Observer 1)

*Los movimientos de los pies, manos y cabeza distraen a su maestro y sus compañeros.* [The movements of the feet, hands and head distract his teacher and his classmates.] (Observer 2)

*SD no tiene intención de distraer a nadie, pero no puede controlar su movimiento corporal.* [SD has no intention of distracting anyone, but he can't control his body movement.] (Observer 2)

*SD escucha cuando el docente le dice "quieto", pero cuando lo dice varias veces seguidas, SD se molesta un poco. [SD listens when the teacher tells him "quiet", but when he says it several times in a row, SD gets a little annoyed.] (Observer 2)*

The experts of the American Psychiatric Association (2022) and an investigation carried out by Hussein et al. (2011) agree with the idea that repetitive and stereotyped behavior is one of the characteristic symptoms of autism spectrum disorder. Many times they occur without the subject's own intention. In the case of SD, he made small movements at all times that sometimes went unnoticed by his classmates or the English teacher. But, at other times, his movements could break the concentration of the entire class. The teacher tried to correct this behavior. SD understood the instructions and tried to stay still during class, but despite trying, he always ended up making small involuntary movements. Although SD positively took the teacher's instructions when he asked him to stay still, when he received many calls for attention about his behavior, his movements became a bit jerky. He would sometimes hit the table with his fist or kick the floor. These movements were not very strong. Not with the intention of hurting himself, but to show some of his frustration when the teacher limited his movement.

Boyd et al. (2011) mention that for the student with ASD, being in situations where his behavior is limited can cause stress and irritability, which leads to more severe behavior problems. Even though his classmates were already used to SD's behavior, his distracting behavior affected his concentration during class. The rhythm of the class was also affected, but the teacher was aware that SD's behavior was not a sign of indiscipline, but a characteristic of the spectrum that he suffers from.

### ***c) Close-minded EFL Teachers***

#### *Extracts from the Teachers' Interview*

*Importante como si no, pero sí necesario porque ellos tienen mucha capacidad de aprendizaje. [Important as if not, but necessary because they have a great learning capacity.] (Tch1)*

*Hablamos español. Si queríamos hablar inglés, desde pequeños nos hubieran dado el inglés y nuestro idioma sería el inglés, pero nuestro idioma es el español. [We speak Spanish. If we wanted to speak English, since we were little we would have been taught*

English and our language would have been English, but our language is Spanish.]  
(Tch1)

*A mi parecer no es tan importante.* [I think it is not that important] (Tch2)

Both teachers were asked if they considered it important to teach English as a foreign language to an autistic student. Based on the answers of Tch1 and Tch2 to this question, we can see that teachers think that it is not so important to teach English to this type of students. The reason identified is because the mother tongue is Spanish and not English, so it would not be important to learn it. Tch1 establishes that autistic students have the same learning capacity as a student without autism spectrum. Therefore, it would be necessary to include them in the English class. Researchers believe that teaching English is important for any type of student. It is a global language and learning to speak it can bring many opportunities. And it is even more important to teach it to students with ASD because they have proven to be good learners despite the difficulties that having this spectrum entails.

Reppond (2015) in her research, she found that the lack of open-minded educators is very common, as many teachers simply do not like the idea of these children having the opportunity to learn English. We believe that this is the biggest challenge that students with ASD face, not being accepted by their teachers and that they think that their education is not as important as that of the rest of the regular students. Although, due to the complexity of the disability, many autistic students will not be able to develop a high level of proficiency in English as a foreign language, this should not detract from the education of an autistic individual.

### **Strengths of the EFL Teaching-Learning Process**

Regarding the second research question about the strengths of the EFL teaching-learning process of an autistic student, the information obtained from the interview, the observation sheet and the field notes were analyzed as follows.

#### ***a) Student's Good Memory***

*Extracts from the Teachers' Interview*

*Ellos memorizan mucho vocabulario.* [They memorize a lot of vocabulary.] (Tch2)

*Extracts for the Observation file data*

*Rara vez se olvida pequeños detalles de escritura y pronunciación del vocabulario debido a su buena memoria.* [He rarely forgets small details of spelling and pronunciation of vocabulary due to his good memory.] (Observer 2)

*SD adquiere de manera casi inmediata el nuevo vocabulario en inglés.* [SD acquires the new vocabulary in English almost immediately.] (Observer 1)

A strength of the autistic student that the researchers were able to identify during English classes was that SD has a good memory that helps him retain vocabulary. Russell et al. (2019) consider that good memory is associated with the characteristics of autism. SD received English classes on Monday and Friday, the vocabulary that was taught to him on Monday he could remember perfectly until Friday. Thanks to his good memory, he almost never made mistakes when writing vocabulary and clearly pronounced each word he had learned.

The student with autism spectrum disorder showed that he is capable of acquiring knowledge at an incredible speed. This unique feature of him makes him a good learner of the English language as he has great eyesight and good memorization skills. Satsuk (2020) mentions that some of the learners with autism may develop photographic memory and the ability to process visual information.

### ***b) Good Visual Learner***

#### *Extracts from the Teachers' Interview*

*Utilizamos libros, ahí se les hace más fácil. Mediante los dibujitos trabajan bien.* [We use books, it is easier for them. Through the drawings they work well.] (Tch2)

*El aprendizaje es mediante imágenes.* [Learning is through images.] (Tch2)

#### *Extracts from the Observation file data*

*La canción (video) del inicio, le llamó la atención e incluso pidió que se repitiera una vez más.* [The song (video) at the beginning caught the student's attention and he even asked to repeat it one more time.] (Observer 1)

*Le llama la atención los detalles coloridos de la lectura.* [Captures his attention the colorful details of the reading.] (Observer 2)



*El material audiovisual ayuda a captar con mayor facilidad la atención del alumno.*

[Audiovisual material helps to more easily capture the student's attention.] (Observer 1)

The researchers highlight SD's visual strength as he proves to be a good visual learner, which is complemented by his memory capacity. According to Rodger et al. (2009), visual learners understand information much better when they absorb it in visual formats. The images, colors, videos, models are formats in which the visual information was presented to SD during the observed classes. The two teachers interviewed agree that the best way to teach autistic students is through audiovisual material, since most of them are visual learners. Additionally, Sari et al. (2021) emphasize the idea that when teaching a foreign language to autistic students, the teacher should use visual support for instructions. This is because people with ASD learn better through images and repetition (Hashim et al., 2021). During the observation we identified how important visual material is to attract SD's attention and keep him motivated during the English learning session.

In the first class observed, the teacher focused on vocabulary and speaking. He first showed images of various means of transport, then SD had to associate each image with the name, which was not difficult for him (See annex 7). After that, he had to answer several questions such as: What is your favorite means of transport? What means of transport don't you like? What means of transport do you have? What means of transport would you like to have? SD always answered only in English and always pointed to the images: bicycle, bus, car, and plane. In the case of the second class that focused on developing listening skills, SD was a bit frustrated that he could not see what he was hearing on the audio. The reason is that individuals with ASD have some trouble understanding what they hear (Sari et al., 2021). In the end this changed as the teacher gave him a worksheet with images that helped him understand and complete the activity (See annex 8).

In the class focused on reading skills, SD presented deficiencies in terms of reading comprehension. However, thanks to the visual details (colors) that the reading had, he was able to carry out the activity on his own. He also showed great interest in painting and drawing, so he enjoyed the activity (See annex 9). And finally, the writing-focused class was one that he developed more easily because of the pictures on the worksheet. SD had to write the name of the means of transport and its colors with color pencils that represent the colors that each image showed (See annex 10).

### **c) Organized Student**

#### *Extracts from the Teachers' Interview*

*Es mucho más organizado, ya sabe que el color amarillo tiene que estar en un sitio porque es parte del síndrome que él tiene. [He is much more organized, he already knows that the color yellow has to be in one place, because it is part of the syndrome that he has.] (Tch1)*

#### *Extracts for the Observation file data*

*El estudiante prepara todos los materiales que utilizará en una actividad con anticipación y al terminar guarda todo en su sitio. [The student prepares all the materials that will be used in an activity in advance and when finished puts everything back in its place.] (Observer 2)*

Tch1 mentions that one of the strengths of the autistic student in class is his organization. The interviewed teacher gave as an example asking the student to pass her a specific object and the autistic student, thanks to his organization, knows where the object requested by the teacher is. As Tch1 mentions, for the student everything must be in its place.

The researchers noticed in the English classes that SD, before starting the activity, prepared all the materials with which he was going to work. This happened in the reading class where the student had to paint the means of transport according to the color that a reading mentioned (See annex 9). So SD already had ready all the color pencils that he knew he was going to use. After completing the activity, he immediately put the color pencils where he got them. Tch1 mentions that the student is organized because it is a characteristic of his spectrum. This idea is corroborated by what the Parliamentary Assembly of the Consulate of Europe (2020) mentions that people with autism spectrum syndrome are very organized, intelligent and have a good memory since they are linked to their condition.

### **d) Control of Fear and Shame in Learning Process**

#### *Extracts from the Observation file data*

*El estudiante autista no siente miedo o vergüenza de equivocarse, y gracias a los errores que comete, el docente puede darse cuenta que es lo que debe reforzar. [The*

autistic student does not feel afraid or ashamed of making mistakes, and thanks to the mistakes he makes, the teacher can realize what he should reinforce.] (Observer 1)

*SD si nota que cometió un error lo corrige.* [SD is not ashamed of being wrong, if he notices that he was wrong he corrects it] (Observer 2)

*SD recibe de manera positiva las correcciones del profesor y corrige sus errores con esta ayuda.* [The teacher's corrections are positively received by SD and he corrects his mistakes with this help.] (Observer 1)

One of the strengths that we consider most important is that SD is not afraid or ashamed of making mistakes in his learning process. This allows the teacher to see what needs to be reinforced. Researchers consider this as the SD's greatest strength. According to Narayanan et al. (2008) and Galmiche (2018), learning English can be affected by emotions such as fear, shyness, and shame, since they affect memory, student performance in the classroom, and create a restriction to learn English. These long-term emotions can generate a negative attitude and anxiety about the language (Narayanan et al., 2008). SD, due to his condition, it is not that he knows how to control fear or shyness, but that they are emotions that he does not show.

In the observed SD class, when he was asked a word from the learned vocabulary and he said it incorrectly, he immediately realized his mistake and then corrected it with the correct pronunciation. In the same way, SD always listened to the teacher's corrections and used them to say the words correctly.

#### ***e) Student's Good Attitude toward English Learning***

*Extract from the Observation file data*

*El estudiante mostró una actitud positiva durante la clase de inglés y demostró que estaba interesado en aprender.* [The student showed a positive attitude during the English class and showed interest in learning.] (Observer 1)

*SD respondía "Sí" cada vez que el docente le preguntaba ¿Quieres aprender inglés? o ¿Te gustó la clase de inglés?* [SD answered "Yes" every time the teacher asked him, Do you want to learn English? o Did you like the English class?] (Observer 2)

*SD siempre completa las actividades en clase y responde preguntas.* [SD always completes the activities in class and answer questions.] (Observer 2)

*El estudiante demuestra curiosidad por las nuevas palabras.* [The student shows curiosity about the new words.] (Observer 1)

*A SD le resulta fácil aprender el vocabulario. Lo domina con rapidez.* [SD finds it easy to learn vocabulary. He masters it quickly.] (Observer 1)

SD showed interest in attending each English classes. He was struck by the song that the teacher played at the beginning of each session. SD liked it so much that he always asked the teacher to repeat it one more time. At the end, he learned the lyrics of the song. The researchers realized that SD liked English classes because he always answered "Sí [Yes]" to the question, do you like learning English? He always responded honestly when he liked or disliked something. In the event that he did not like something in particular, he would show his disagreement by saying "No quiere [He doesn't want to]" or "No, gracias [No, thanks]" He liked being in the classes because he found it very easy to learn the vocabulary. However, when he sensed that he was going to learn something more complicated, he averted his gaze and was easily distracted. It did not mean that he gave up, rather it was his way of expressing that there are certain topics that require the teacher to teach them in more detail so that SD understands them. Therefore, it should be taught to students with ASD in the easiest way possible to maintain the student's curiosity about the class (Reppond, 2015).

Despite everything, SD was always determined to learn and demonstrated it through his good performance in each lesson. According to Mega et al. (2014), "academic performance is measured through two indicators: productivity and ability" (p. 124). Therefore, SD demonstrated good academic performance by participating in the classes, answering the questions that the teacher asked him, completing all the activities assigned during the English lesson, and demonstrating mastery of the learned vocabulary.

### **Changes Education Should Make to Help Students with ASD and EFL Teachers**

To answer the third research question, we categorized the answers from the interviews with teachers to analyze their opinions regarding the changes that education should make to help students with ASD and EFL teachers.

#### ***a) Compliance with Public Policies***

*Extracts from the Teachers' Interview*

*Tendrían que haber políticas que se cumplan (...) de parte del Ministerio de Educación y que no solo estén en papel* [There should be policies that are followed (...) by the Ministry of Education and not only in a paper] (Tch1)

*Extract from the Observation file data*

*SD no tiene acceso a Internet ni ha dispositivos electrónicos, solo a una grabadora.* [SD does not have access to the Internet or electronic devices, just a radio] (Observer 2)

*No hay material didáctico para enseñar inglés en el aula.* [There is no teaching material to teach English in the classroom.] (Observer 1)

Public policies are the basis of a successful teaching-learning process as long as they are met. According to this, Tch1 believes that there is really no compliance with the public policies established. Let us first remember that in article 47, numerals 7 and 8, of the Constitution of Ecuador (2008), specialized education is mentioned as a right for people with disabilities. Autistic students are part of this group of people. Therefore they must enjoy this right mentioned. However, Tch1 assures that not much has been done to help autistic individuals who are immersed in the country's educational system, mainly due to non-compliance with this law.

The article mentions a specialized education, however, the reality is different from that proposed. In the observed classes, the researchers noticed that the SD classroom did not have access to the Internet or electronic devices. These instruments are very useful for a visual learner like SD. Murray (2015) and Jacklin and Farr (2005) point out that electronic devices have a great visual impact. Therefore they are excellent didactic material for teaching SD. In addition, the SD classroom did not have teaching material for EFL teaching. Although there were many models, images and other visual elements in the classroom, these were not designed for the English subject but for other subjects. The teacher was in charge of providing their own materials and technological tools for the English classes.

### ***b) Government Support for Teachers***

*Extracts from the Teachers' Interview*

*Apoyo económico para las capacitaciones de maestros y material didáctico.* [Financial support for teacher training and teaching materials.] (Tch1)

*El Ministerio de Educación debe proporcionar guías para los profesores del país.* [The Ministry of Education should provide guidelines for teachers in the country] (Tch1)

The two teachers interviewed affirm that the Ministry of Education is the entity in charge of providing financial support to guarantee teacher training, provide teaching materials and guides for those teachers who teach autistic students. We must point out that the Ministry of Education establishes free access to continuous training as a right for teachers (LOEI, 2015). Which means that this deficient teacher training is partly an oversight of the corresponding authorities.

In the first place, neglecting the training of teachers is depriving them of one of their rights. Second, teachers have not been given strategies to help them teach inclusively to autistic students (Forlin & Chambers, 2011). This has caused the neglect of the inclusion of autistic people in a quality education. Although SD is in the classroom, it does not seem like he is really included in the educational system. Other ways in which the Government should support the teaching-learning process of an autistic student is through the equipment of technologies and trained human talent to promote the development of students as SD (CONADIS, 2017).

***c) Special Education as a Subject in Pedagogy Major***

*Extracts from the Teachers' Interview*

*En las carreras de educación debe haber una materia que sea de educación especial.* [In education careers, there must be a subject that is special education.] (Tch1)

*No hay maestros de educación especial.* [There are no special education teachers] (Tch1)

*Si no hay profesores para poder ayudar no reciben a los alumnos autistas en las aulas.* [If there are no teachers to be able to help, they do not receive autistic students in the classrooms] (Tch1)

In Tch1's responses we identified a very interesting contribution. Tch1 believes that there are no special education teachers to support the English teacher during class. The low presence of these professionals has often caused autistic students not to be accepted in public or private educational establishments. And in the event that these students are accepted into regular schools, EFL teachers need someone specialized in the subject of autism to treat behaviors or certain characteristics of the student that the English teacher is unaware of.

Special education is of paramount importance to the teacher. For that reason, it is important that all teachers are exposed to the principles of special education in order to be effective in their teaching, understand the needs of all students, and help autistic learners who are at risk of school failure (Tapiwa, 2018). The lack of special education teachers presents a challenge for both the English teachers and the autistic student. Therefore, Tch1 considers that a possible strategy to minimize this problem would be to start training teachers from undergraduate, implementing a special education subject in pedagogy majors.

## **9. RESEARCH IMPACTS**

This research project would have an educational and social impact. This is due to the information provided on the characteristics of Autism Spectrum Disorder, the challenges and strengths in the teaching-learning process of English as a foreign language in both students and teachers. In addition, the opinions of teachers on the changes that education must make to improve this process are exposed. So that they are taken into account by the corresponding authorities. This project could provide support and guidance to those teachers who teach English as a foreign language to students with autism to help them develop both educationally and socially. We also believe that this study could serve as the basis for future research related to autism in education. We emphasize that it would be important for other researchers to carry out a longitudinal study on this topic, since in the context of our city and country this has not been so investigated.

Finally, this research encourages teachers of English as a foreign language to explore the strengths of students with ASD who prove to be good English language learners. Thus supporting and strengthening inclusive education that is still misapplied in educational establishments in our region.

## **10. CONCLUSION AND RECOMMENDATIONS**

### **10.1 Conclusions**

In conclusion, the teaching-learning process involving an autistic student presents some challenges for the EFL teacher and for the student. The first challenge facing the teacher is poor teacher training. An untrained teacher does not know the characteristics of the student's disability, much less the ways in which he can help him. The teacher also has to deal with the various degrees of ASD that a student can have. The degree will establish how the teacher

should design the didactic material and the curricular adaptations. On the other hand, the student also faces a variety of challenges in his EFL learning process. It is very difficult for an autistic student to socialize or communicate, which creates a kind of barrier between him and the teacher during the class. Sometimes his behavior can break the concentration of the class. Finally, there are still closed-minded teachers who believe that it is not important to teach English to an autistic student. Perhaps this could be the biggest challenge he faces.

In addition to all the challenges that were found, the strengths of the autistic student in the EFL teaching-learning process were also identified. This research shows that the main strengths of the autistic student are the student's good memory when it comes to learning vocabulary. The student also proved to be an excellent visual learner and is very organized. One of the most important strengths that the autistic student demonstrated is not being afraid of making mistakes and not being ashamed of them, in addition to accepting his teacher's corrections and correcting his mistakes at that moment. Despite his disability, the student shows that he has strengths to learn English and maintains a positive attitude towards learning this language. Even some of the characteristics of the spectrum, such as its organization and good memory, are enhancers in its learning process. Despite all the challenges teachers face, they maintain a positive outlook toward autistic students as good English language learners.

As a final conclusion, EFL teachers give their opinion on compliance with public policies in special education. They mention that it is necessary to put public policies into practice and not simply leave them established as theory. These policies could cover most of the challenges facing teachers and students. Well, it is established by law, free teacher training and exclusive teaching material for special education. However, the findings show that this differs from reality. Teachers do not feel qualified enough to teach English as a foreign language to an autistic student. And the classroom where the autistic learner is found is not equipped with the necessary resources. So this is what professors refer to as public policy compliance. Another challenge stems from this, which is the low presence of special education teachers. Therefore, English teachers consider it feasible to include a special education subject in the teaching career, to prepare future teachers in this area from undergraduate.

## **10.2 Recommendations**

It is necessary that the Ministry of Education give greater importance to the teaching-learning challenges of students with special abilities, through training for teachers regarding curricular



adaptations and design of didactic material. Above all, the preparation of teachers on the subject of autism must be guaranteed so that they know how to act in the face of the challenges of teaching this type of student. In this way, it could end that negative thought that many closed-minded teachers still have that a student with characteristics of the autism spectrum will not be able to learn a foreign language and therefore it would not be important to teach them this language.

Teachers are encouraged to teach with patience so that they can identify the unique characteristics of autistic students in order to turn them into strengths rather than challenges. Teaching English as a foreign language to an autistic student will be a challenge for any teacher, but with training and a vocation for teaching, these challenges can be overcome, thus achieving a successful EFL teaching-learning process. It is also recommended that the Ministry of Education take these strengths into account when training teachers to motivate them to help these types of students who have qualities of good English language learners.

It is necessary for the Ministry of Education to work together with the universities to train those who want to be future EFL teachers in the field of special education. This will help them to be able to face any challenge that comes their way when they have to teach a student with autism. In this way, the lack of special educators could be compensated and the demand for special education can be met. Likewise, we recommend carrying out longitudinal research and in more educational establishments in our country on the topic of teaching-learning EFL to autistic students. With more students, to learn more realities. We recommend it to collect more feedback on this process and try to improve it.

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## 12. APPENDICES

### Annex 1. English Teachers Informed Consent



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#### Consentimiento Informado Para el Docente de Inglés

**Título de investigación:** Retos en los Procesos de Enseñanza-Aprendizaje de EFL en Estudiantes con Trastorno del Espectro Autista y sus Profesores de Inglés

#### Investigadores:

<i>Nombres</i>	<i>Número telefónico</i>	<i>Correo electrónico</i>
Pillajo Mejía Dámaris Slendy	0962654329	<a href="mailto:damaris.pillajo5543@utc.edu.ec">damaris.pillajo5543@utc.edu.ec</a>
Taco Guamani Kleber Fabián	0969040290	<a href="mailto:kleber.taco1195@utc.com.ec">kleber.taco1195@utc.com.ec</a>

#### 1. Introducción y Propósito del Estudio

Analizar los desafíos que enfrentan los estudiantes con Trastorno del Espectro Autista (TEA) y los desafíos de sus profesores de inglés en el proceso de enseñanza-aprendizaje del idioma inglés como lengua extranjera.

#### 2. Descripción de la Investigación

Cuando ingrese al programa, se le pedirá que participe en una entrevista semi-estructurada que consta de 10 preguntas abiertas donde exprese sus opiniones y experiencias sobre la enseñanza del idioma inglés como lengua extranjera a estudiantes con autismo.

#### 3. Participación de los Sujetos

Estimamos que dos participantes, docentes de inglés como lengua extranjera, participen en este estudio. Los participantes son docentes de al menos un alumno con trastorno del espectro autista (TEA). Su participación implicará una visita, de aproximadamente 30 minutos en su respectiva Unidad Educativa.

#### 4. Confidencialidad

Toda la información extraída durante el estudio se codificará para proteger el nombre de cada participante. No se utilizarán nombres u otra información de identificación al discutir o informar datos, sus respuestas serán completamente anónimas. Los investigadores mantendrán de forma segura todos los archivos y datos recopilados.



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**Autorización**

Autorizo el uso de mis registros, cualquier observación y hallazgos encontrados durante el curso de este estudio para publicación y/o presentación.

Acepto voluntariamente participar en este proyecto de investigación.

- Si
- No

Nombre del participante: <u>[Redacted]</u>	
Firma: <u>[Redacted Signature]</u>	Fecha: <u>21-10-22</u>
Nombre del testigo: <u>[Redacted]</u>	
Firma: <u>[Redacted Signature]</u>	Fecha: <u>21-10-2022</u>
Persona que obtiene el consentimiento: <u>Dámaris Steady Pillajo Rejía</u>	
Firma: <u>[Redacted Signature]</u>	Fecha: <u>21-10-2022</u>

**Nota:** Al firmar este formulario, usted autoriza el uso y divulgación de la información para esta investigación, respetando su confidencialidad.



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**Autorización**

Autorizo el uso de mis registros, cualquier observación y hallazgos encontrados durante el curso de este estudio para publicación y/o presentación.

Acepto voluntariamente participar en este proyecto de investigación.

Si

No

Nombre del participante: _____	
Firma: _____	Fecha: 21-10-2022
Nombre del testigo: _____	
Firma: _____	Fecha: 21-10-22
Persona que obtiene el consentimiento: <u>Dimaris Stendy Pillaño Rojas</u>	
Firma: _____	Fecha: 21-10-2022

**Nota:** Al firmar este formulario, usted autoriza el uso y divulgación de la información para esta investigación, respetando su confidencialidad.

## Annex 2. Legal Representative of the Autistic Student Informed Consent



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### Consentimiento Informado Para el Representante Legal del Estudiante Autista

**Título de investigación:** Retos en los Procesos de Enseñanza-Aprendizaje de EFL en Estudiantes con Trastorno del Espectro Autista y sus Profesores de Inglés

#### Investigadores:

<i>Nombres</i>	<i>Número telefónico</i>	<i>Correo electrónico</i>
Pillajo Mejía Dámaris Slendy	0962654329	damaris.pillajo5543@utc.edu.ec
Taco Guamaní Kleber Fabián	0969040290	kleber.taco1195@utc.com.ec

#### 1. Introducción y Propósito del Estudio

Analizar los desafíos que enfrentan los estudiantes con Trastorno del Espectro Autista (TEA) y los desafíos de sus profesores de inglés en el proceso de enseñanza-aprendizaje del inglés como lengua extranjera.

#### 2. Descripción de la Investigación

Cuando ingrese al programa, se le pedirá que su representado participe en seis sesiones donde los investigadores impartirán clases de inglés al estudiante autista con el fin de observar el proceso de la clase.

#### 3. Participación de los Sujetos

Estimamos que dos participantes con características del Trastorno del Espectro Autista participen en este proyecto de investigación. Su participación implicará seis visitas, de aproximadamente 40 minutos de duración cada una, en su respectiva Unidad Educativa.

#### 6. Confidencialidad

Toda la información extraída durante el estudio se codificará para proteger el nombre de cada participante. No se utilizarán nombres u otra información de identificación al discutir o informar datos. Los investigadores mantendrán de forma segura todos los archivos y datos recopilados.

#### Autorización

Autorizo la participación de mi representado en este proyecto de investigación. Así como cualquier observación y hallazgos encontrados durante el curso de este estudio para publicación y/o presentación.

Acepto voluntariamente la participación de mi representado en este programa de investigación.

Sí

No

Latacunga - Ecuador





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Nombre del participante: <u>[Redacted]</u>
Firma: <u>[Redacted]</u> Fecha: <u>11-25-2022</u>
Nombre del testigo: <u>[Redacted]</u>
Firma: <u>[Redacted]</u> Fecha: <u>25-11-2022</u>
Persona que obtiene el consentimiento: <u>Kleber Fabian Taco Guamanzi</u>
Firma: <u>[Redacted]</u> Fecha: <u>25-11-2022</u>

**Nota:** Al firmar este formulario, usted autoriza el uso y divulgación de la información para esta investigación.



## Annex 3. Learning Style Instrument VARK

### El Cuestionario VARK

#### ¿Cómo aprendo mejor?



Elija la respuesta que mejor explique su preferencia y haga clic en la casilla de al lado.  
Por favor, haga clic en más de una si una sola respuesta no se ajusta a su percepción.  
Deje en blanco cualquier pregunta que no aplique.

1. Necesito encontrar el camino a una tienda que me recomendó un amigo. Yo:
  - K. Buscaría dónde está la tienda en relación con algún lugar que conozco.
  - A. Le diría a mi amigo que me diera las indicaciones.
  - R. Escribiría el nombre de la calle que debo recordar.
  - V. Usaría un mapa.
2. Una página web tiene un vídeo que muestra cómo hacer un gráfico o una tabla especial. Hay una persona hablando, algunas listas y palabras que describen lo que hay que hacer y algunos diagramas. Aprendería más:
  - V. Viendo los diagramas.
  - A. Escuchando.
  - R. Leyendo las palabras.
  - K. Viendo las acciones.
3. Quiero saber más sobre una excursión a la que voy a ir. Yo:
  - K. Miraría los detalles sobre los aspectos más destacados y las actividades de la excursión.
  - V. Usaría un mapa y vería dónde están los lugares.
  - R. Leería sobre la excursión en el itinerario.
  - A. Hablaría con la persona que planificó la excursión o con otras personas que vayan a hacerla.
4. A la hora de elegir una carrera o un área de estudio, esto es importante para mí:
  - K. Aplicar mis conocimientos en situaciones reales.
  - A. Comunicarme con otros a través del diálogo.
  - V. Trabajar con diseños, mapas o gráficos.
  - R. Utilizar bien las palabras en las comunicaciones escritas.
5. Cuando aprendo:
  - A. Me gusta hablar de las cosas.
  - V. Veo patrones en las cosas.
  - K. Uso ejemplos y aplicaciones.
  - R. Leo libros, artículos y folletos.
6. Quiero ahorrar más dinero y decidir entre una serie de opciones. Yo:
  - K. Consideraría ejemplos de cada opción utilizando mi información financiera.
  - R. Leería un folleto impreso que describa las opciones en detalle.
  - V. Utilizaría gráficos que muestren diferentes opciones para diferentes periodos de tiempo.
  - A. Hablaría con un experto sobre las opciones.
7. Quiero aprender a jugar un nuevo juego de mesa o de cartas. Yo:
  - K. Observaría a otros jugar antes de unirme al juego.
  - A. Utilizaría los diagramas que explican las distintas fases, movimientos y estrategias del juego.
  - V. Utilizaría los diagramas que explican las distintas fases, movimientos y estrategias del juego.
  - R. Leería las instrucciones.

8. Tengo un problema en el corazón. Preferiría que el médico:
- R. Le diera algo que leer para explicar lo que está mal.
  - K. Utilizara un modelo de plástico para mostrar lo que está mal.
  - A. Describiera lo que está mal.
  - V. Le mostrara un diagrama de lo que está mal.
9. Quiero aprender a hacer algo nuevo en una computadora. Yo:
- R. Leería las instrucciones escritas que vienen con el programa.
  - A. Hablaría con personas que conozcan el programa.
  - K. Empezaría a utilizarlo y aprender por ensayo y error.
  - V. Seguiría los diagramas de un libro.
10. Cuando aprendo de Internet, me gusta:
- K. Los vídeos que muestran cómo hacer o fabricar algo.
  - V. El diseño y las características visuales interesantes.
  - R. Descripciones, listas y explicaciones escritas interesantes.
  - A. Los canales de audio donde puedo escuchar podcasts o entrevistas.
11. Quiero aprender sobre un nuevo proyecto. Me gustaría pedir:
- V. Diagramas que muestren las etapas del proyecto con gráficos de beneficios y costes.
  - R. Un informe escrito que describa las principales características del proyecto.
  - A. Una oportunidad para hablar sobre el proyecto.
  - K. Ejemplos en los que el proyecto se haya utilizado con éxito.
12. Quiero aprender a tomar mejores fotos. Yo:
- A. Haría preguntas y hablaría sobre la cámara y sus características.
  - R. Utilizaría las instrucciones escritas sobre lo que hay que hacer.
  - V. Utilizaría diagramas que muestren la cámara y lo que hace cada parte.
  - K. Utilizaría ejemplos de fotos buenas y malas mostrando cómo mejorarlas.
13. Prefiero un presentador o un profesor que utilice:
- K. Demostraciones, modelos o sesiones prácticas.
  - A. Preguntas y respuestas, charlas, discusiones en grupo u oradores invitados.
  - R. Folletos, libros o lecturas.
  - V. Diagramas, cuadros, mapas o gráficos.
14. Acabo de terminar una competencia o una prueba y me gustaría recibir una opinión. Me gustaría recibirla:
- K. Utilizando ejemplos de lo que he hecho.
  - R. Mediante una descripción escrita de mis resultados.
  - A. De alguien que lo hable conmigo.
  - V. Mediante gráficos que muestren lo que alcancé.
15. Quiero informarme sobre una casa o un apartamento. Antes de visitarla quisiera:
- K. Ver un vídeo de la propiedad.
  - A. Una conversación con el propietario.
  - R. Una descripción impresa de las habitaciones y las características.
  - V. Un plano que muestre las habitaciones y un mapa de la zona.
16. Quiero montar una mesa de madera que viene por partes. Aprendería mejor con:
- V. Diagramas que muestren cada etapa del montaje.
  - A. Los consejos de alguien que lo haya hecho antes.
  - R. Las instrucciones escritas que vienen con las piezas de la mesa.
  - K. Un vídeo de una persona montando una mesa similar.

## Sus resultados VARK

V	A	R	K

## Annex 4. Semi-structured Interview Guide



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### Guía de Entrevista Para el Docente de Inglés

Entrevistado: Tch1 - Tch2 Fecha: 21-10-2022

Entrevistadores: Dámaris Stendy Allojo Mejía y Kleber Fabián Taco Guamaní

**Objetivo:** El objetivo de la siguiente entrevista es obtener experiencias y opiniones de los participantes en cuanto a su trayectoria y desafíos como educadores de estudiantes con características del trastorno del espectro autista (TEA) en el área de inglés.

**Instrucciones:** Lea detenidamente cada pregunta y formule sus respuestas en base a sus experiencias reales y opiniones sinceras. Después, preste atención cuando el entrevistador realice las preguntas y responda de manera clara.

#### Desafíos que enfrentan los profesores de Inglés durante el proceso de enseñanza

1. Hábleme de su trayectoria como educador en el área de Inglés ¿Cuánto tiempo ha sido educador? ¿Tiene título especializado en la enseñanza del Inglés?
2. ¿Qué conocimientos tiene sobre el trastorno del espectro autista (autismo)?
3. ¿Ha sido capacitado previamente para enseñar inglés a estudiantes autistas?
4. ¿Cómo es el comportamiento y el rendimiento académico de un estudiante autista durante la clase de inglés?
5. ¿Qué es lo más complicado al momento de enseñar inglés como lengua extranjera a un estudiante con autismo?

#### Cambios que la educación inclusiva debe hacer para ayudar a los estudiantes autistas

6. ¿Considera que es importante enseñar inglés como lengua extranjera a un estudiante autista? ¿Por qué?
7. Mencione de qué forma trabaja con estudiantes autistas para enseñarles inglés como lengua extranjera.
8. ¿Qué adaptaciones curriculares realiza para incluir y enseñar inglés a estudiantes con autismo durante las clases?
9. ¿Qué considera usted que deba proporcionar (material didáctico, recursos educacionales, capacitaciones, etc.) el Ministerio de Educación, para la enseñanza del idioma inglés exclusivamente para estudiantes con autismo?
10. ¿Las autoridades de la institución socializan sobre el tema del autismo al resto de la comunidad educativa?





## Annex 5. Interview Transcription

### Transcript of the Interviews

#### Participante 1

**Entrevistador:** las primeras preguntas corresponden a la variante desafíos que enfrentan los profesores durante el proceso de enseñanza. Empiezo preguntando sobre su trayectoria como educador en el área de inglés ¿Cuánto tiempo ha sido educador? ¿Tiene título especializado en la enseñanza del idioma inglés?

**Entrevistado:** No tengo título, pero he enseñado ya 23-24 años.

**Entrevistador:** ¿Qué conocimientos tiene sobre el trastorno del espectro autista?

**Entrevistado:** Bueno por mi profesión tengo bastante conocimiento del espectro autista, estoy siguiendo ahorita para sacar una licencia acá en el país para diagnosticar autismo en edades tempranas.

**Entrevistador:** ¿Su profesión es?

**Entrevistado:** Psicorehabilitadora y educadora especial.

**Entrevistador:** ¿Ha sido capacitado previamente para enseñar inglés a estudiantes autistas?

**Entrevistado:** Si

**Entrevistador:** ¿Aproximadamente cuanto tiene de experiencia con niños autistas enseñándoles inglés?

**Entrevistado:** unos 20 años a lo mejor.

**Entrevistador:** ¿Cómo es el comportamiento y el rendimiento académico de este tipo de estudiantes durante la clase de inglés?

**Entrevistado:** Haber, dependiendo del grado de autismo que tenga el estudiante. Usted sabe que hay grados: grado uno, grado dos o grado tres. Si tiene grado uno el niño no casi no tiene ningún problema para el aprendizaje en el idioma inglés, si capta igual que otros niños todo eso con grado uno si, de dificultad que hay que tomarle un poquito más de atención o pronunciarle un poquito más a él o hacerle otra actividad como que: pinte, dibuje, trate de dibujar, trate de pegar en la palabra, la palabra que le estamos enseñando por decirle: un color, le vamos a enseñar el color amarillo. A todos los niños les decimos que es el amarillo porque ya viene de un proceso de conocer los colores en español, ahora vamos a conocer en inglés, damos por ejemplo las flashcards, les damos trabajos para que pinte de color amarillo, diciéndoles que el amarillo es yellow. Y así haciendo actividades para que se graben en inglés porque ya tiene el proceso en español.

**Entrevistador:** ¿Qué es lo más complicado al momento de enseñar inglés como lengua extranjera a un estudiante con autismo?

Dependiendo del grado ¿sí? los niños de grado uno, grado dos, no presentan, ósea, el quererse aislar todo eso, pero ellos ya vienen de un proceso ¿no? ya tienen un horario de estar quietos en clase, de estar más tranquilos ya tienen la integración un poco más asociada a ellos ¿sí? Ya comparten un poco, aunque todavía quieren estar un poco alejados, pero de eso se trata la integración del niño con autismo de hacerle que él se integre a los demás compañeros, no los compañeros a él sino él a los compañeros ¿sí? Y eso claro hay que tener un poco de

cartas de inglés que tu ya sabes dónde está ¿sí? Y el como ya sabe le pasa, ahora vamos a ver coje: amarillo yellow, azul blue, ¿sí? Tanto en español como inglés para que relacione tanto el español como el inglés porque nosotros somos españoles ósea hablamos español ¿sí? Si quisiéramos hablar en inglés vea desde chiquitos nos daban inglés y nuestro idioma es el inglés, pero nuestro idioma es el español tenemos que ir a la par el español y el inglés porque muchos de los niños también autistas tienen problemas de lenguaje ¿sí? Entonces, sabiendo que el niño ya viene de un proceso de lenguaje ya con una terapeuta del lenguaje ya sabe hablar, ya sabe hacer algunas cosas, ya se comunica mucho más, es mucho más fácil ¿sí? Grado uno, grado dos ya necesitaría un poco más de recursos para que el capte el idioma inglés.

**Entrevistador:** ¿Qué considera usted que deba proporcionar (material didáctico, recursos educacionales, capacitaciones, etc.) el Ministerio de Educación, ¿para la enseñanza del idioma inglés exclusivamente para estudiantes con autismo?

**Entrevistado:** Material didáctico, capacitación a todos los maestros ósea hay que capacitarlos. El maestro a veces no sabe qué material didáctico utilizar o cómo adaptar el material didáctico para un niño autista. Generalmente en el país, no sé, no estoy ahorita tan entendida pero no hay maestros de educación especial y todas las instituciones educativas, fiscales sobre todo, y algunas particulares. Si sabe que no tengo profesores para poder ayudar y no les reciben en las aulas a los alumnos con autismo. En la fiscal le tiene al niño claro porque el ministerio lo obliga, le dice que tiene que recibir porque hay un porcentaje según el alumnado que se debe reinsertar a estos niños a la educación ¿sí? pero como no tienen la preparación necesaria les dejan y como no son los niños que no molestan que no hacen nada ósea bueno dejémoslo ahí y si aprende bueno y si no, no y eso no debe ocurrir debe haber. No se yo en los colegios pedagógicos, en la universidad sobre todo en las carreras de educación debe haber una materia que sea de educación especial porque ya se necesita porque ya estos niños ya no se les tienen encerrados como antes hace unos diez, quince años, veinte años. Ya no se les tiene encerrados ahora ya las mamás también han entendido que hay que hacer algo por ellos y también algunas instituciones, no le podría nombrar cuales, sí que hacen mucha inserción de cualquier clase de niños porque hay que darles la oportunidad de crecer. Y en el mundo hay muchos profesionales autistas que son excelentes, entonces que nos da a que debemos apoyar a estos niños, pero sobre todo también debe de haber el apoyo de casa de los padres, hacerles entender que no son niños enfermos y que hay que tratar de sobreprotegerlos a toda costa que no los toquen que esto que este otro no. Ósea hay que tratarlos como lo que son, niños con características diferentes, pero no son raros.

**Entrevistador:** y la última pregunta nos menciona si las autoridades de la institución socializan sobre el tema del autismo al resto de la comunidad educativa.

**Entrevistado:** Bueno ahora no se ha socializado, hemos trabajado con niños autistas bueno siempre hemos trabajado con niños autistas, siempre a las maestras le hemos dicho que bueno tenemos un niño de características especiales, que es un niño autista, les hemos dicho cómo son, cómo se desarrollan que es lo que podemos llegar a hacer como es para, ellas también se ambientan el mismo trato que ellos necesitan, claro todos los años hay profesionales nuevos en las instituciones todo eso y hay que capacitarlos para que sepan cómo adaptar su material didáctico a los niños autistas. Si se les ha capacitado saben cómo tratar todo eso pero siempre hay que mejorar hay que llegar a mejorar en todas las áreas de trabajo para que ellos puedan salir adelante y darles el material, el mecanismo en casa. Aquí en la escuela hablar con los padres también, que nos apoyen que es importante eh ir un paso a paso.

experiencia para tratar esa clase de consecuencias que es lo que puede pasar si el niño se niega porque podemos tener un poco de gritos, un poco de negación ¿sí? Al niño hay que saberle tranquilizar hay que saberlo llevar y por ejemplo sentarse a lado de él o explicarle que nos va a ir ayudar a dar clase a los amigos, que nos ayude repartiendo las hojas para los amigos, que nos ayude señalando el color que estamos haciendo, le damos la carta y que les enseñe a los amigos, diciéndole que él comparta y se adentre a la clase de inglés.

**Entrevistador:** las siguientes preguntas corresponden a la variante cambios de la educación inclusiva que debe hacer para ayudar a los estudiantes con autismo. La primera pregunta nos dice: ¿Considera que es importante enseñar inglés como lengua extranjera a un estudiante autista? ¿Por qué?

**Entrevistado:** Haber, importante como si no, pero sí necesaria porque ellos tienen mucha capacidad de aprendizaje, porque debemos saber que el autismo no está topada a la parte intelectual sino a la parte de socialización ¿sí? Entonces porque no le vamos a incluir al niño en todas las materias de igual manera a todos. Hay en el ministerio de educación en el pensum de estudio también hay el habla del inglés ¿no cierto? ¿Por qué le vamos a decir que no? Si tiene la misma capacidad como cualquier otro niño de aprender, que lo aprenda ¿sí? En eso se da la experiencia también que la maestra pueda tener para captar a todos los niños incluido a los niños autistas para el proceso de aprendizaje.

**Entrevistador:** Mencione de qué forma trabaja con estudiantes autistas para enseñarles inglés como lengua extranjera.

**Entrevistado:** Ya tienen el proceso de aprendizaje del color en idioma castellano ¿no cierto? Si no todavía no están en ese proceso vienen de inicial uno, inicial dos que se les empieza a dar el tipo de conocimientos a los niños, igual sentamos a lado de él ayudarle, a que él empiece a pintar ósea todo el proceso, si le hablamos en inglés, hay películas, hay videos que solo nos hablan de cosas de inglés por ejemplo: baby Einstein no se si ustedes conocen tiene todo un video muy grande en que enseñan los colores tanto en español como en inglés a el niño se le sienta, y él va a observar y les va entrar también van a captar no solo visual sino auditivamente la parte de inglés porque eso es el inglés visual y auditivo.

**Entrevistador:** Los puntos fuertes de un niño autista aprendiendo inglés cuáles serían.

**Entrevistado:** Que es más organizado. Es mucho más organizado, por ejemplo: ya sabe que el color amarillo tiene que estar en un sitio, porque es parte del síndrome que él tiene ¿no es cierto? Que tiene que estar todo en un solo sitio, pero el ya sabe que por ejemplo el amarillo tiene que estar primero, segundo con el proceso después podemos variar en las flashcards o las cartas de colores en distinta forma para que el escoja, dame el color yellow. Y él va a escoger el color yellow.

**Entrevistador:** ¿Qué adaptaciones curriculares realiza para incluir y enseñar inglés a estudiantes con autismo durante las clases?

**Entrevistado:** Dependiendo también del grado porque eso las adaptaciones curriculares se hacen dependiendo del grado de autismo sea grado uno, grado dos o grado tres ¿sí? El grado tres es un poco, no un poco mucho más complicado. El grado tres ya necesitan una profesora que esté a lado únicamente para ellos ¿sí? Que es mucho más difícil en las instituciones sobre todo en las fiscales, el grado uno no necesita, solo necesita acompañamiento en casa ya el niño ya como todo niño ya sabe dónde sentarse, donde ubicarse, donde estar el niño sigue el proceso y ya es más fácil también, por ejemplo: Pedro, Hugo lo que sea por favor pásame las

**Entrevistador:** ¿Participante uno quisiera aportar algo más?

**Entrevistado:** Yo creo que siempre es bueno empezar por algo. Les felicito a ustedes que hayan escogido un tema como este, que empecemos a ver a esta clase de niños no raros ni distintos ni nada, sino con el apoyo y con la ayuda de muchas personas de alrededor y sobre todo: padres de familia, instituciones educativas, darles la oportunidad de que ellos puedan salir adelante como en otros países lo hacen. Nosotros ya estamos empezando y todo este tipo de cosas sirva para poder cambiar desde adentro hacia afuera y hablo desde el ministerio de educación hacia todas las instituciones educativas, sean: fiscales, fiscomisionales, particulares para que hagamos mucho. Nos falta para que estos niños salgan adelante y sean lo que son. Tendrían que haber políticas que se cumplan y que no solo estén en papel sino que todas las leyes que salgan de parte del ministerio de educación para el apoyo tanto económico, para las capacitaciones de maestros, material didáctico y sobre todo guías para poder indicar a todos los profesores del país.

**Participante 2**

**Entrevistador:** Empiezo realizando la primera pregunta que corresponde a la variante desafíos que enfrentan los docentes de Inglés durante el proceso de enseñanza. Empiezo preguntando sobre su trayectoria como educador en el área de Inglés? ¿Cuánto tiempo ha sido educador? ¿Tiene un título especializado en la enseñanza del idioma?

**Entrevistado:** Tengo una suficiencia en Inglés. Llevo tres años trabajando en el área de educación.

**Entrevistador:** ¿Qué conocimientos tiene sobre el trastorno del espectro autista?

**Entrevistado:** Sí tengo conocimientos sobre el trastorno del espectro autista por la profesión que tengo.

**Entrevistador:** ¿Ha sido capacitada previamente para enseñar Inglés a estudiantes autistas?

**Entrevistado:** Sí, en los años anteriores que ingresé nos han capacitado aquí en la institución sobre este trastorno.

**Entrevistador:** Mencione como ha sido el comportamiento de los niños autistas durante la clase de inglés.

**Entrevistado:** Depende del grado que tenga el estudiantes porque hay estudiantes con grado uno que sí pueden adaptarse a la educación o al aprendizaje que llevamos aquí es con imágenes, ya sea trabajando manualmente, con materiales que se poseen aquí en el aula y la enseñanza para ellos se hace más fácil también.

**Entrevistador:** ¿Qué es lo más complicado de enseñar Inglés a un estudiante autista?

**Entrevistado:** Depende también porque hay niños que sí captan y el aprendizaje también es mediante imágenes y materiales que se trabaja aquí, se les hace fácil, pero a veces también los estudiantes que tienen un grado más profundo, que sería grado 3, a ellos se les hace complicado trabajar en grupo, hay que estar junto a ellos, ellos no socializan, y el ruido les molesta. A veces mediante el audio de preparar clases les molesta.

**Entrevistador:** Las siguientes preguntas corresponden a la variante Cambios que la educación inclusiva debe hacer para ayudar a los estudiantes autistas. ¿Considera que es importante enseñar Inglés como lengua extranjera a un estudiantes autista? ¿Por qué?

**Entrevistado:** A mi parecer no es tan importante pero si es necesario porque ellos lo que sí captan son cosas básicas no que ellos puedan formar oraciones o hablar en este caso. Es necesario pero no tan importante para ellos que son niños con autismo. Ellos captan y memorizan más vocabulario que gramática porque es más complicado formar oraciones, conjugar verbos y eso se hace complicado para ellos.

**Entrevistador:** Mencione de qué forma trabaja usted con los estudiantes autistas para enseñarles Inglés.

**Entrevistado:** Aquí se les enseña con material didáctico ya sea con imágenes a veces con colores, estamos jugando con paletas hechas con colores, se trabaja también en el salón de clase mostrando más que todo didácticamente para que mediante el juego se les haga más fácil el aprendizaje.

**Entrevistador:** ¿Qué adaptaciones curriculares realiza para incluir y enseñar inglés a estudiantes autistas durante la clase?

**Entrevistado:** Dependiendo, porque como le mencioné, los niños también necesitan bastante atención, que el maestro esté ahí con el estudiante hay que estar con ellos para que ellos también puedan atender. Hacemos material didáctico con imágenes y también depende del grado de autismo del niño. Depende también del grado para poder adaptar al estudiante en su aprendizaje.

**Entrevistador:** ¿Durante las clases de Inglés utilizan libros?

**Entrevistado:** Sí utilizamos libros, ahí se les hace más fácil también para que vayan ellos mediante los dibujitos trabajan bien.

**Entrevistador:** ¿Qué considera usted que deba proporcionar el Ministerio de Educación para enseñar inglés exclusivamente a estudiantes con autismo?

**Entrevistado:** Capacitaciones sobre todo porque algunos no tenemos tanto conocimiento de esto, hay docentes que no tenemos conocimiento y eso pues haría falta bastante para que los maestros puedan enseñar a los estudiantes y ellos también puedan integrarse al grado de educación que se le está enseñando.

**Entrevistador:** Y como última pregunta ¿Las autoridades de la institución socializan sobre el tema del autismo al resto de la comunidad educativa?

**Entrevistado:** La verdad si hemos hecho estas socializaciones más que todo para también tener conocimiento de cómo trabajar con estos niños.

**Entrevistador:** Eso ha sido todo en cuanto a la entrevista ¿desea mencionar algún aporte final para concluir?

**Entrevistado:** -Silencio-

**Entrevistador:** Le agradecemos por su participación y nuevamente reiteramos que los investigadores utilizarán la información proporcionada de manera diligente sin exponer su identidad, cumpliendo con los parámetros establecidos en el informe de consentimiento. Muchas gracias.

## Annex 6. Semi-structured Observation Sheet



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### Ficha de Observación al Estudiante con Autismo en la Clase de Inglés

**Objetivo:** El objetivo de la observación es identificar los desafíos del estudiante autista durante las clases de inglés, analizando aspectos como su comportamiento en clase, interacción social durante la clase, participación en clase y materiales de enseñanza.

Nombre del estudiante: SD		
Nombre de los observadores: Dámaso Stenly Pillaño Mejía		
Área Curricular: Inglés		Fecha: Lunes 28 / 11 / 2022
ITEM	ASPECTOS A OBSERVAR	OBSERVACIONES
Comportamiento en clase	Utiliza un lenguaje apropiado para comunicarse. Se expresa claramente.	No pudo decir su nombre. El docente de inglés tuvo que preguntar el nombre de SD al docente tutor
	Se levanta constantemente de su asiento.	No se levanta del asiento pero siempre mueve las manos, los pies y la cabeza
	Distrae al profesor y a sus compañeros. Interrumpe en clases.	A veces los movimientos de los pies, manos y cabeza distraen al maestro los compañeros también se distraen debido a los movimientos de SD.
	Orden en el aula.	Mantiene todos los objetos en orden
	Indisciplina.	No muestra comportamientos de indisciplina
	Otros.	Muestra ser un alumno muy ordenado, siempre coloca las cosas en su sitio.
Interacción en clase/interacción social	Interactúa con el docente.	Interactúa con el docente solo cuando este le pide que lo haga. No interactúa por voluntad propia. No mantiene contacto visual con el profesor.
	Interactúa con sus compañeros de clase u otros estudiantes.	No interactúa con sus compañeros durante la clase. SD respondió "Si" cada vez que el docente le preguntaba: ¿Te gusta la clase de inglés? ¿Cómo eres aprender inglés?

Elaboración: E. Cuervo

A. Simón Rodríguez A. Cuervo E. Cuervo - San Felipe, Bol. - 2022 (última edición: 2022) - 2022



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Participación en clase	Prefiere estar solo.	No parece importarle si está solo o acompañado. No realiza contacto visual
	Otros.	SD pide al docente que repita alguna canción que le gusta
	Sigue indicaciones.	Sigue las indicaciones pero siempre las entiende de manera literal por lo que el docente tiene que ser cuidadoso al momento de darlas.
	Realiza preguntas al profesor.	No realiza preguntas, tampoco pide ayuda.
	Contesta preguntas.	SD responde las preguntas con "Si", "No quiero" o "No, gracias". Cuando SD no comprende la pregunta que le hacen él se queda en silencio.
	Ayuda a otros compañeros.	No pide ni ofrece ayuda.
	Pide ayuda a otros compañeros.	No pide ayuda. Si nota que cometió algún error SD lo corrige.
Pide ayuda al docente.	Tampoco pide ayuda al docente durante la clase.	
Otros.	A pesar de a veces parecer distraído, SD cumple e incluso supera las expectativas del docente en la clase	
Materiales de enseñanza	Tiene acceso a internet durante las clases.	No cuenta con acceso a Internet.
	Tiene acceso a dispositivos tecnológicos.	El aula no cuenta con dispositivos tecnológicos. Solo si el docente los lleva.
	El aula cuenta con material exclusivo para el estudiante.	El aula está equipada con muchos materiales visuales como maquetas, carteles e imágenes, pero no es material de la asignatura de inglés.
	Los materiales del aula se encuentran en buen estado.	Estos materiales se encuentran en buen estado.
	Otros.	El estudiante muestra tener un estilo de aprendizaje visual por lo que llama la atención los videos e imágenes para colorear.

**Nota:** Este formato de ficha de observación será utilizado para observar 4 clases de inglés.

Elaboración: E. Cuervo

A. Simón Rodríguez A. Cuervo E. Cuervo - San Felipe, Bol. - 2022 (última edición: 2022) - 2022





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Ficha de Observación al Estudiante con Autismo en la Clase de Inglés

Objetivo: El objetivo de la observación es identificar los desafíos del estudiante autista durante las clases de inglés, analizando aspectos como su comportamiento en clase, interacción social durante la clase, participación en clase y materiales de enseñanza.

Nombre del estudiante: SD		
Nombre de los observadores: Dámaris Standy Pillajo Rojas		
Área Curricular: Inglés		Fecha: Lunes 05/12/2022
ITEM	ASPECTOS A OBSERVAR	OBSERVACIONES
Comportamiento en clase	Utiliza un lenguaje apropiado para comunicarse. Se expresa claramente. ✓	SD se comunica a través de su lenguaje corporal cuando no puede hacerlo de manera verbal. El docente es quien debe entender al estudiante.
	Se levanta constantemente de su asiento. ✗	Permanece sentado toda la clase. Realiza varios movimientos repetitivos con sus manos y pies.
	Distrae al profesor y a sus compañeros. Interrumpe en clases. ✗	No tiene intención de distraer al docente o a sus compañeros.
	Orden en el aula. ✓	No desordena, siempre deja todo en su lugar.
	Indisciplina. ✗	No tiene mal comportamiento SD escucha cuando el docente le dice "quieto", pero cuando lo dice varias veces seguidas SD se molesta un poco.
	Otros.	SD se muestra menos imperativo que antes.
Interacción en clase/interacción social	Interactúa con el docente. ✓	Muestra un poco de interacción con el docente mostrándole imágenes.
	Interactúa con sus compañeros de clase u otros estudiantes. ✓	Solo interactúa con sus compañeros si a sí lo requiere la actividad en clase.

Latacunga, Ecuador

Av. Simón Rodríguez s/n Barrio El Ejido / San Felipe. Tel: (03) 2252346 2252307 2252205



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	Prefiere estar solo. ✗	Se comporta de la misma manera estando solo o con compañía.
	Otros.	
Participación en clase	Sigue indicaciones. ✓	Sigue las indicaciones que da el docente.
	Realiza preguntas al profesor. ✗	No realiza ninguna pregunta, pero siempre responde preguntas y completa las actividades en clases.
	Contesta preguntas. ✓	Contesta a todas las preguntas. Es más fácil para él responder preguntas cerradas con "sí" que preguntas abiertas que requieren más información.
	Ayuda a otros compañeros. ✗	No ofrece ayuda.
	Pide ayuda a otros compañeros. ✗	No pide ayuda.
	Pide ayuda al docente. ✗	No pide ayuda al docente.
Otros.	No pide ayuda pero utiliza el lenguaje corporal para dar a entender que necesita algo. Si su mensaje para desapechado no pide ayuda de todos modos.	
Materiales de enseñanza	Tiene acceso a internet durante las clases. ✗	No cuenta con acceso a Internet durante toda la clase.
	Tiene acceso a dispositivos tecnológicos. ✓	Solo hay una grabadora en el aula.
	El aula cuenta con material exclusivo para el estudiante. ✓	No hay material didáctico destinado a la enseñanza del inglés.
	Los materiales del aula se encuentran en buen estado. ✓	El material del aula está en buen estado.
	Otros.	Le llama la atención los detalles coloridos que tiene la actividad de Reading.

Nota: Este formato de ficha de observación será utilizado para observar 4 clases de inglés.

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Nombre del estudiante: SD		
Nombre de los observadores: Dámaris Stendy Pillajo Mejía		
Área Curricular: Inglés		Fecha: Viernes 09/12/2022
ITEM	ASPECTOS A OBSERVAR	OBSERVACIONES
Comportamiento en clase	Utiliza un lenguaje apropiado para comunicarse. Se expresa claramente. //	SD usa el lenguaje corporal para comunicarse. A veces no es sencillo comprender qué es lo que intenta comunicar. SD también habla en tercera persona. Por ejemplo dice "No quiere" o "Se pintó" en lugar de decir "No quiere" o "Yo pinté". Permanece sentado pero mueve su silla.
	Se levanta constantemente de su asiento. /	
	Distrae al profesor y a sus compañeros. Interrumpe en clases. //	A veces distrae al resto de la clase con sus movimientos repetitivos, pero SD permanece quieto cuando el docente se lo pide.
	Orden en el aula. ✓	Demuestra ser muy ordenado.
	Indisciplina. ✗	No es indisciplinado, SD es imperativo.
	Otros.	Prepara todos los materiales que utilizará en la actividad en clase con anticipación y cuando termina guarda todo en su sitio.
Interacción en clase/interacción social	Interactúa con el docente. ✓	Se ve más animado a interactuar con el docente. El estudiante es muy participativo.
	Interactúa con sus compañeros de clase u otros estudiantes. ✓	Interactúa muy poco con sus compañeros. Le molesta el ruido y se tapa los oídos.

Latacunga - Ecuador

Dr. Sergio Rodríguez Sanjines / J. Pujilí - San Fernando, tel: 071 225 234 - 225 237 - 225 238



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Participación en clase	Prefiere estar solo. ✓	Cuando hay mucho ruido dentro del aula SD se tapa los oídos, indicando de que quiere estar solo o en un ambiente más silencioso. No dice nada pero no esconde sus emociones, por ejemplo cuando no entiende algo se queda quieto hasta que el docente le vuelva a explicar.
	Otros.	
	Sigue indicaciones. ✓	SD sigue las indicaciones que entiende. Todo lo comprende de manera literal.
	Realiza preguntas al profesor. ✗	No realiza preguntas. No tiene vergüenza de equivocarse y si nota que cometió un error siempre lo corrige.
	Contesta preguntas. ✓ Si, No ayuda.	Contesta la mayoría de preguntas cerradas con "Si" o "No" quiere. Las preguntas que requieren más información no las responde porque no las entiende.
	Ayuda a otros compañeros. >	No ofrece ayuda.
	Pide ayuda a otros compañeros. ✗	No pide ayuda.
Materiales de enseñanza	Pide ayuda al docente.	No pide ayuda verbalmente, pero cuando necesita algo él mismo intenta resolverlo sus necesidades. Caso contrario SD permanece quieto hasta que el docente lo ayude.
	Otros.	Muestra una increíble capacidad de memorización. Para vez se olvida de pequeños detalles de escritura o pronunciación del vocabulario.
	Tiene acceso a internet durante las clases.	No tiene acceso a Internet durante la clase.
	Tiene acceso a dispositivos tecnológicos. ✓	El aula tiene una grabadora lo que no beneficia mucho al alumno ya que es un aprendiz visual.
	El aula cuenta con material exclusivo para el estudiante. ✓	No hay material visual exclusivo para la materia de inglés.
Otros.	Los materiales del aula están en buen estado. A SD le llama la atención las actividades que involucran pintar, dibujar, cantar, no tanto escribir. Muestra mucho interés por el arte: dibujo y pintura.	

Nota: Este formato de ficha de observación será utilizado para observar 4 clases de inglés.

Latacunga - Ecuador

Dr. Sergio Rodríguez Sanjines / J. Pujilí - San Fernando, tel: 071 225 234 - 225 237 - 225 238

## Annex 7. Field Notes



Nota de Campo	
<b>Observador:</b> Kleber Fabián Taco Guamani	<b>Fecha:</b> Lunes 28 de noviembre del 2022
<b>Estudiante:</b> SD	<b>Nº de Observación:</b> 1
<p>La experiencia con el estudiante en el primer día fue realmente interesante al momento de la presentación se le preguntó por el nombre al estudiante pero no hubo respuesta del alumno esto al ser la primera clase de inglés, lo primordial al momento de impartir clases es captar la atención del alumno con material audiovisual, no se pudo evidenciar material audiovisual para enseñar la materia de inglés. La clase empezó con una canción que al estudiante le llamó la atención e incluso pidió que la canción se repitiera una vez más. El alumno movía sus manos pies y en ocasiones hacia sonidos fuertes. El material audiovisual ayuda a captar con mayor facilidad la atención del alumno. Durante el proceso de la clase, el estudiante demuestra curiosidad por las nuevas palabras, el estudiante adquiere de manera casi inmediata el nuevo vocabulario en inglés. Para el sujeto fue más fácil pronunciar el color que se le mostraba en las imágenes por ejemplo carro rojo (red car) el alumno pronunciaba primero "red" en lugar de "car".</p> <p>El comportamiento con el estudiante fue bastante bueno, no presentó indisciplina, en algunos casos puede llegar a perder la atención, pero se debe ser dinámico para captar de inmediato la atención del estudiante con lenguaje corporal. Su comportamiento característico consta de movimientos repetitivos que los hace durante la clase, el estudiante no lo hace con la intención de molestar a nadie, pero puede llegar a afectar el desarrollo de la clase en general. En cuanto a las instrucciones, estas deben ser claras y precisas para que el estudiante pueda comprenderlas. Los buenos cumplidos cuando responde bien las preguntas ayudan mucho para que siga participando en clases. Al momento de realizar algunas preguntas, estas deben ser claras. Cabe recalcar que es más fácil para el estudiante responder a preguntas cerradas que a preguntas abiertas. La mayoría de veces responde con "Sí" a las preguntas como: ¿te gusta ir en carro? o ¿te gusta viajar en carro? Finalmente, la actividad en clase en el pizarrón fue exitosa, el estudiante usó todos los medios de transporte con las imágenes correctas, es decir, el estudiante cumplió con el objetivo establecido para esta clase de inglés. En general, el estudiante mostró una actitud positiva durante la clase y demostró que estaba interesado en aprender.</p>	



Nota de Campo	
<b>Observador:</b> Kleber Fabián Taco Guamani	<b>Fecha:</b> Viernes 2 de diciembre del 2022
<b>Estudiante:</b> SD	<b>Nº de Observación:</b> 2
<p>La clase empezó con la canción que se le mostró el primer día de clases, esto le llamó la atención y él pidió que se repitiera una vez más. Se le pidió al alumno que recreara los pasos de baile que mostraba el video pero él no quiso hacerlo. Después de eso se procedió a dar una revisión acerca del vocabulario sobre los medios de transporte. Para el alumno fue bastante fácil ya que él recordó todo el vocabulario acerca de cómo se pronuncian los medios de transporte en inglés. El estudiante muestra un gran desenvolvimiento en actividades que contengan imágenes y vocabulario.</p> <p>Por otro lado, en la actividad del listening, al principio se confundió en cómo desarrollar la actividad. Sin embargo, una vez que entendió en qué consiste la actividad la desarrolló con bastante facilidad. La actividad consistió en que el alumno debía enumerar los medios de transporte en su hoja de trabajo de acuerdo al orden que escuchase en un audio. En el audio se nombran siete medios de transporte diferentes. El alumno llevó la actividad a otro nivel, ya que además de enumerar los medios de transporte también escribió a lado de cada número la letra inicial de cada medio de transporte demostrando así su dominio del vocabulario. Las instrucciones deben ser claras con lo que respecta a la actividad de listening debido a que el alumno es un aprendiz visual y las actividades que no involucren imágenes pueden resultar un tanto complicadas para él. Todas sus respuestas fueron correctas y el alumno se sintió muy bien por el logro. Después de eso se le preguntó los colores en inglés utilizando imágenes y él respondió todas excepto (orange) naranja, se reforzó esa palabra y la recordó.</p>	



Nota de Campo	
<b>Observador:</b> Kleber Fabián Taco Guamani	<b>Fecha:</b> Viernes 9 de diciembre del 2022
<b>Estudiante:</b> SD	<b>Nº de Observación:</b> 4
<p>La clase empezó con la reproducción de la canción acerca de los medios de transporte para que el estudiante cantara la letra de la canción, él pidió que se repitiera. Una vez terminada la canción se le volvió a contar la historia acerca de los medios de transporte a lo cual la atención fue inmediata. Con respecto al vocabulario aprendido el estudiante recordó cada una de las palabras acerca de los medios de transporte en la historia, de igual manera el vocabulario acerca de los colores en inglés.</p> <p>Para la actividad de escritura se le mostró ejemplos en el pizarrón a el estudiante, se le pidió completar los ejercicios faltantes. A lo cual la actividad la realizó con éxito, ahora con la actividad en la hoja de trabajo la atención se dirigió hacia los lápices de colores, no obstante se le explicó al alumno una vez terminando la actividad en clase este recibiría una recompensa, de esa manera se recuperó la atención hacia la actividad de escritura, la actividad consistió en completar los espacios en blanco usando el vocabulario acerca de los medios de transporte y los colores a lo cual el estudiante la realizó, a excepción de algunos colores que sabía cómo pronunciarlos, pero no cómo escribirlos correctamente a excepción de una letra. El estudiante recibió las correcciones positivamente y arregló el error con esta ayuda. Al momento de la revisión de la actividad las pinturas correspondían con los colores de la hoja de trabajo y de igual manera el vocabulario acerca de los medios de transporte correspondían a las imágenes en la hoja de trabajo. Se puede decir que el estudiante es muy participativo en clases ya que siempre responde las preguntas, siempre completa las actividades en clase y trata de seguir instrucciones a pesar de que a veces no las entiende. Así como también no tiene miedo o vergüenza de cometer errores.</p>	

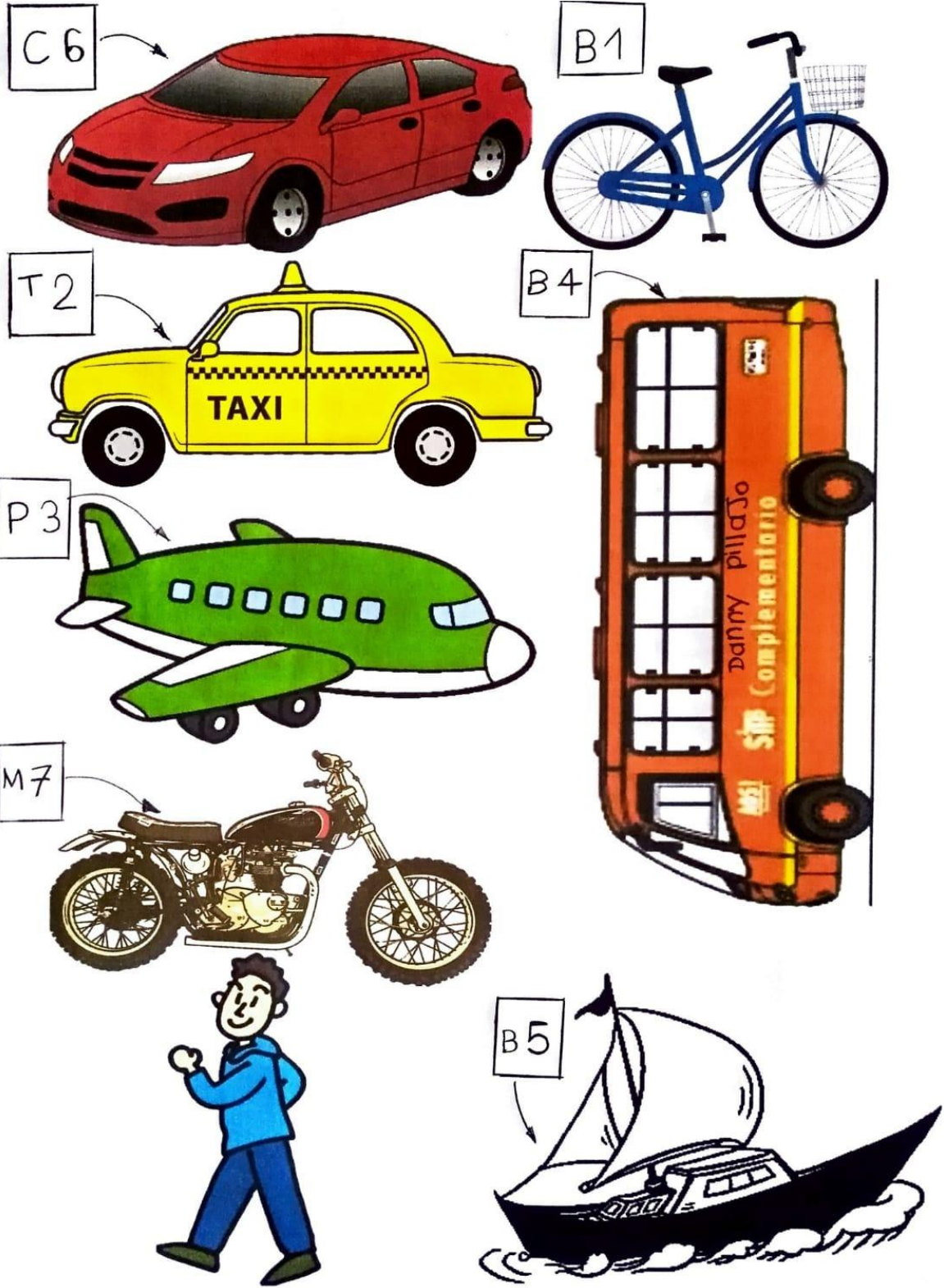
Nota de Campo	
<b>Observador:</b> Kleber Fabián Taco Guamani	<b>Fecha:</b> Lunes 5 de diciembre del 2022
<b>Estudiante:</b> SD	<b>Nº de Observación:</b> 3
<p>La tercera clase empezó con la reproducción de la canción de los medios de transporte, el estudiante cantó la letra de la canción y pidió que se repitiera como en todas las clases previas. Después, se le mostró imágenes acerca de los medios de transporte como recordatorio del vocabulario. El estudiante durante la clase no demostró ningún signo de indisciplina, de igual manera la pérdida de atención no se vio presente. Tampoco se evidenció ningún tipo de berrinche.</p> <p>Para la actividad en clase se le contó una historia que utilizaba el vocabulario sobre los medios de transporte. La atención con respecto al cuento fue exitosa, se le indicaba los medios de transporte mientras se leía el cuento para que el alumno asociara las palabras con los dibujos. Con respecto a la pronunciación, se le hizo más fácil decir los colores en inglés que los medios de transporte, sin embargo la diferencia era mínima. Se le daba tiempo para que recordara cómo se pronunciaba y lo hacía con total éxito. En la actividad de la lectura la interacción con el profesor fue muy buena, ambos pudieron leer el cuento, el profesor lo leía primero y el estudiante lo repetía. Algunas palabras se le complicaban pero eran de un nivel más avanzado cuya pronunciación resultaba complicada, pese a eso el estudiante lo intentaba e imitaba la pronunciación del profesor. Un punto importante a mencionar es que el estudiante autista no siente miedo o vergüenza de equivocarse lo que consideramos una fortaleza, ya que gracias a los errores que comete, el docente puede darse cuenta que es lo que debe reforzar. El estudiante en muy pocas ocasiones se comunicaba verbalmente. Sin embargo la mayor parte del tiempo usaba lenguaje corporal. En la actividad de pintar los medios de transporte lo realizó sin ningún problema. Se le explicaba las instrucciones detalladamente, de igual manera al momento de escribir los medios de transporte en la hoja de trabajo, primero lo hacía en español y después en inglés sin ninguna falta ortográfica. Se pudo evidenciar que al estudiante le resulta fácil adquirir nuevo vocabulario ya que lo domina con rapidez.</p>	

**Annex 8. Student's Production Activity of the First Class**





Annex 9. Student's Production Activity of Second Class



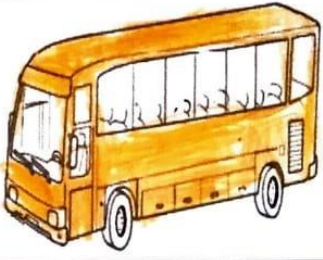




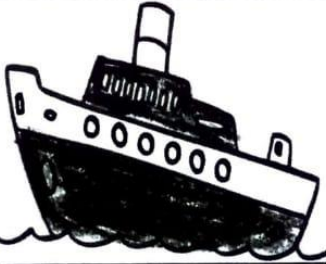


## Annex 10. Student's Production Activity of Third Class

*Reading Activity*

Marco has a **red car**, but this morning it broke down. Marco went to work in a **yellow taxi**. Then, he took an **orange bus**. Marco returned home on his blue **bike**, but Marco thought a brown **motorcycle** would be faster. On the way he saw a big green **plane** in the sky and a **black boat** in the sea. Finally Marco arrived at his house very tired and decided to go to sleep without repairing his car.








**Actividad: Escribe el nombre de los medios de transporte. Colorea los dibujos acorde a la descripción de la lectura.**

		
Carro car	Taxi taxi	Bus bus
		
Bicideta bike	Moto motorcycle	Avion plane
		
	Barco boat	

## Annex 11. Student's Production Activity of Fourth Class

## Writing Activity

Escribe las palabras que faltan en la oración acorde a cada dibujo. Sigue el ejemplo.

 <p>It is a <u>car</u>. It is color <u>red</u>.</p>	
 <p>It is a <u>Taxi</u>. It is color <u>yellow</u>.</p>	 <p>It is a <u>bus</u>. It is color <u>orange</u>.</p>
 <p>It is a <u>biki</u>. It is color <u>blue</u>.</p>	 <p>It is a <u>motorcyle</u> It is color <u>brown</u>.</p>
 <p>It is a <u>plane</u>. It is color <u>green</u>.</p>	 <p>It is a <u>boat</u>. It is color <u>black</u>.</p>

## **Annex 12. Tutor's Curriculum Vitae**

### **1. DATOS PERSONALES**

**NOMBRES:** GINA SILVANA  
**APELLIDOS:** VENEGAS ALVAREZ  
**FECHA DE NACIMIENTO:** 25-ENERO-1969  
**CÉDULA DE CIUDADANÍA:** 055015554-3  
**ESTADO CIVIL:** CASADA  
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### **2. ESTUDIOS REALIZADOS**

**NIVEL SECUNDARIO:** COLEGIO Y NORMAL SUPERIOR "MANUELA CAÑIZARES"

**NIVEL SUPERIOR:** UNIVERSIDAD TÉCNICA DE COTOPAXI  
 UNIVERSIDAD CENTRAL DEL ECUADOR  
 ESCUELA POLITÉCNICA DEL EJÉRCITO  
 UNIVERSIDAD NACIONAL DE ROSARIO EN ARGENTINA

### **3. TÍTULOS OBTENIDOS**

- **PREGRADO** LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, ESPECIALIDAD INGLÈS
- **POSGRADO** MAGISTER EN EDUCACIÓN SUPERIOR  
 DIPLOMA SUPERIOR DE LA ENSEÑANZA DE INGLÉS COMO SEGUNDA LENGUA  
 DOCTORADO EN LINGÜÍSTICA Y LENGUAS

### **4. EXPERIENCIA LABORAL**

- UNIVERSIDAD TÉCNICA DE COTOPAXI
- UNIVERSIDAD DE LAS FUERZAS ARMADAS E.S.P.E.
- INSTITUTO TECNOLÓGICO SUPERIOR AERONÁUTICO
- UNIDAD EDUCATIVA "JEAN PIAGET"

## 5. **CARGOS DESEMPEÑADOS**

- *DECANA DE LA FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN*
- *DIRECTORA DE LA UNIDAD ACADÉMICA DE CIENCIAS*
- *ADMINISTRATIVAS Y HUMANÍSTICAS.*
- *REPRESENTANTE DE LOS DOCENTES AL HONORABLE CONSEJO UNIVERSITARIO*
- *DIRECTORA DEL PROGRAMA DE LICENCIATURA EN INGLÉS*
- *COORDINADORA DEL CENTRO DE IDIOMAS DE LA UNIVERSIDAD*
- *TÉCNICA DE COTOPAXI 2006 - 2007.*
- *MIEMBRO DE LA ASAMBLEA UNIVERSITARIA PERÍODO 2006 – 2008*
- *VOCAL A LA ASAMBLEA DE LA UNIVERSIDAD ECUATORIANA DE LOS DOCENTES DE LAS UNIVERSIDADES PÚBLICAS*
- *COORDINADORA DEL ÁREA NRO 5 “INFORMACIÓN PÚBLICA”*
- *DIRECTORA PROVINCIAL DE CORREOS DE COTOPAXI*
- *DIRECTORA DE TESIS DE GRADO*
- *DIRECTORA DE TESIS DE POSGRADO*
- *DOCENTE UNIVERSITARIA*

## Annex 13. First Author's Curriculum Vitae

### 1. **DATOS PERSONALES**

<b>NOMBRES:</b>	DAMARIS SLENDY
<b>APELLIDOS:</b>	PILLAJO MEJIA
<b>FECHA DE NACIMIENTO:</b>	26-JULIO-2000
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<b>ESTADO CIVIL:</b>	SOLTERA
<b>DIRECCIÓN:</b>	LATACUNGA, TIOBAMBA NORTE
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### 2. **ESTUDIOS REALIZADOS**

<b>NIVEL PRIMARIO:</b>	UNIDAD EDUCATIVA "VELASCO IBARRA"
<b>NIVEL SECUNDARIO:</b>	UNIDAD EDUCATIVA "PRIMERO DE ABRIL"
<b>NIVEL SUPERIOR:</b>	UNIVERSIDAD TÉCNICA DE COTOPAXI

### 3. **TÍTULOS OBTENIDOS**

- BACHILLER EN CIENCIAS

### 4. **EXPERIENCIA ACADÉMICA**

- UNIDAD EDUCATIVA "FELIX VALENCIA"
- ESCUELA "SIMON BOLIVAR"
- UNIDAD EDUCATIVA "RIOBLANCO ALTO"

### 5. **CARGOS DESEMPEÑADOS**

- PRÁCTICAS DE OBSERVACIÓN
- PRÁCTICAS DE AYUDANTÍA
- PRÁCTICAS PRE-PROFESIONALES

### 6. **CURSOS REALIZADOS**

- QUALITATIVE RESEARCH IN EDUCATION
- II CONGRESO DE VINCULACIÓN CON LA SOCIEDAD, IMPACTOS, ENSEÑANZAS, Y APRENDIZAJES EN EL CONTEXTO COVID Y POSCOVID DE LAS IES

## Annex 14. Second Author's Curriculum Vitae

### 1. DATOS PERSONALES

<i>NOMBRES:</i>	<i>KLEBER FABIAN</i>
<i>APELLIDOS:</i>	<i>TACO GUAMANI</i>
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<i>CÉDULA DE CIUDADANÍA:</i>	<i>055023119-5</i>
<i>ESTADO CIVIL:</i>	<i>SOLTERO</i>
<i>DIRECCIÓN:</i>	<i>LATACUNGA, TIOBAMBA SUR</i>
<i>NÚMERO TELEFÓNICO:</i>	<i>0969040290</i>
<i>E-MAIL:</i>	<i><a href="mailto:kleber.taco1195@utc.edu.ec">kleber.taco1195@utc.edu.ec</a></i>



### 2. ESTUDIOS REALIZADOS

<i>NIVEL PRIMARIO:</i>	<i>UNIDAD EDUCATIVA "CLUB ROTARIO"</i>
<i>NIVEL SECUNDARIO:</i>	<i>UNIDAD EDUCATIVA "RAMON BARBA NARANJO"</i>
<i>NIVEL SUPERIOR:</i>	<i>UNIVERSIDAD TÉCNICA DE COTOPAXI</i>

### 3. TÍTULOS OBTENIDOS

- *BACHILLER TÉCNICO EN ELECTROMECAÁNICA AUTOMOTRIZ*

### 4. EXPERIENCIA ACADÉMICA

- *UNIDAD EDUCATIVA "FELIX VALENCIA"*
- *UNIDAD EDUCATIVA "MANUEL GONZALO ALBAN RUMAZO"*

### 5. CARGOS DESEMPEÑADOS

- *PRÁCTICAS DE OBSERVACIÓN*
- *PRÁCTICAS DE AYUDANTÍA*
- *PRÁCTICAS PRE-PROFESIONALES*

### 6. CURSOS REALIZADOS

- *QUALITATIVE RESEARCH IN EDUCATION*
- *II CONGRESO DE VINCULACIÓN CON LA SOCIEDAD, IMPACTOS, ENSEÑANZAS, Y APRENDIZAJES EN EL CONTEXTO COVID Y POSCOVID DE LAS IES*