



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

TITLE OF PAPER

**EFL Teaching-Learning Approach Used for a Minimally
Speaking Autistic Student at Rosal De Los Niños Elementary
School.**

AUTHORS:

**Campaña Mora Melanie Morelia
Campaña Mora Nicole Giovanna**

**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
OBTAINING THE BACHELOR'S DEGREE IN EFL PEDAGOGY**

PROJECT ADVISOR

Vásquez Barros Mariela Fátima Ed.

GUAYAQUIL, ECUADOR

2023



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

CERTIFICATION

We certify that this research project was presented by **Melanie Morelia Campaña Mora** and **Nicole Giovanna Campaña Mora** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

PROJECT ADVISOR

Vásquez Barros Mariela, M.Ed.

DIRECTOR OF ACADEMIC PROGRAM

González Ubilla, Stanley John, MSc.

Guayaquil, on the 12th day of February of 2023



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

STATEMENT OF RESPONSIBILITY

We, **Melanie Morelia Campaña Mora** and
Nicole Giovanna Campaña Mora,

HEREBY DECLARE THAT:

The Senior Project: **EFL Teaching-Learning Approach Used for a Minimally Speaking Autistic Student at Rosal De Los Niños Elementary School**, prior to obtaining the **Bachelor's Degree in EFL Pedagogy**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of our full responsibility.

Under this statement, we are responsible for the content, truthfulness and scientific scope of the aforementioned paper.

Guayaquil, on the 12th day of February of 2023

AUTHORS

Melanie Morelia Campaña Mora

Nicole Giovanna Campaña Mora



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

AUTHORIZATION

**We, Melanie Morelia Campaña Mora and
Nicole Giovanna Campaña Mora,**

Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project **EFL Teaching-Learning Approach Used for a Minimally Speaking Autistic Student at Rosal De Los Niños Elementary School**, in the institutional repository. The contents, ideas and criteria in this paper are of our full responsibility and authorship.

Guayaquil, on the 12th day of February of 2023

AUTHORS

Melanie Morelia Campaña Mora

Nicole Giovanna Campaña Mora

URKUND REPORT

Guayaquil, febrero 1 de 2023

Lic. Stanley González Ubilla, Mgs.


Director de Carrera de

Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés

Presente

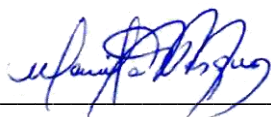
De mi consideración:

Sírvase encontrar en la presente el print correspondiente al informe del software URKUND, correspondiente tema de Trabajo de Integración Curricular «EFL Teaching-Learning Approach Used for a Minimally Speaking Autistic Student at Rosal De Los Niños Elementary School», una vez que el mismo ha sido analizado y se ha procedido en conjunto con sus autores, las estudiantes: MELANIE MORELIA CAMPAÑA MORA y NICOLE GIOVANNA CAMPAÑA MORA, a realizar la retroalimentación y correcciones respectivas de manejo de citas y referencias en el mencionado documento. Cuyo resultado ha obtenido el siguiente porcentaje: 0%



Documento	CampañaMel-NicFINAL-B20222.docx (D157600165)
Presentado	2023-02-01 16:49 (-05:00)
Presentado por	Mariela Vasquez (mariela.vasquez@cu.ucsg.edu.ec)
Recibido	mariela.vasquez.ucsg@analysis.orkund.com
Mensaje	Report-Campaña-Campaña2023B Mostrar el mensaje completo 0% de estas 38 páginas, se componen de texto presente en 0 fuentes.

Atentamente,



Mariela Vásquez Barros, Mgs.

Docente tutor

ACKNOWLEDGEMENTS

We would like to thank God for guiding us throughout our academic journey and for giving us the wisdom to complete this stage of our professional education. We would like to thank our teachers that provided the instruction we needed to carry on this research. We are extremely grateful to our project advisor, Ms. Mariela Vásquez, for her invaluable advice, continuous support, and patience during our research study. Also, we want to thank Mr. Rainiero Terán, lead principal from Rosal De Los Niños Elementary School, for his collaboration, during our graduation work process and for being part of our internship time and supporting us.

DEDICATION AND ACKNOWLEDGMENTS

We dedicate this graduation work to our family and friends who have stuck with us through thick and thin, during our university studies. We want to thank them from the bottom of our hearts for everything, they have done for us.



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

GRADE

Mariela Vásquez Barros, M.Ed.

Project Advisor

INDEX

ACKNOWLEDGEMENTS	XII
DEDICATION AND ACKNOWLEDGMENTS	XIII
INTRODUCTION	2
Problem statement.....	3
Justification.....	4
THEORETICAL FRAMEWORK	6
Conceptual framework	6
Special needs	6
Inclusion.....	6
Autism.....	7
Characteristics of ASD	8
Minimally speaking autistic student	9
Autism and EFL learning	9
The Affective filter and learning.....	11
The Influences of Emotion on Learning and Memory	11
Specific problems interventions for teaching students with learning disabilities	13
Phonemic Awareness.....	14
Teaching Strategies for EFL young learners	17
a) TPR	18

b) Hands-on activities	19
c) Nursery Rhymes songs.....	20
Literature Review	21
New light over multisensory teaching for kids with autism	21
Game based instruction	21
Online	22
Analogical	23
METHODOLOGY	26
Mixed Methods.....	27
Data Gathering Tools	27
Participant.....	28
Protocol.....	28
DATA ANALYSIS.....	30
Analysis of the English Diagnostic Test.....	30
Qualitative part of the student’s test: observation.	31
Analysis of the teacher observation checklist	31
Qualitative part of the teacher’s checklist: observation.	33
Qualitative notes of the student-teacher interaction.....	35
CONCLUSIONS	37
RECOMMENDATIONS.....	39
PROPOSAL.....	41
Gantt chart.....	47

Budget list.....	49
References	51
ANNEXES.....	56

Tables

Table 1. Characteristics of ASD	9
Table 2. Interventions for specific problems for teaching students with learning disabilities.....	14
Table 3 Online memory games	23
Table 4 Paper-based games.....	24
Table 5 Play-and-do songs.	25

Figures

Figure 1 Sample model for the application of Phonemic Awareness in a class.	16
Figure 2 Approaches in EFL for teaching young learners chart based on the work of Larsen-Freeman and Anderson.....	17
Figure 3 Diagnostic Test, elaborated by the authors.	30
Figure 4 Classroom Management, elaborated by the authors.	32
Figure 5 Classroom Arrangement, elaborated by the authors.	34
Figure 6 The researchers and the student performing the diagnostic student.	67
Figure 7 The researchers and the student performing the diagnostic student.	67
Figure 8 The researchers and the student performing the diagnostic student.	68

ABSTRACT

The main objective of this work looks into identifying the elements that may constrain the EFL teaching-learning process used for a minimally speaking student with autism at a preschool in the city of Guayaquil. To achieve this, it was used an action research and mixed method. It was necessary to measure the recognition of the English vocabulary being taught to the student in an inclusive EFL classroom. Additionally, it was applied a teacher observation checklist in order to gather the methodology, techniques and strategies being used by the EFL teacher. The student with autism, and peers were observed to describe their social interaction in the classroom. It was proposed a training course for the teaching staff about the importance of using the TPR Approach and applying hands-on active strategies in the English sessions in an inclusive environment during the scholastic year where the student with autism will be engaged in learning.

Key words: minimally speaking, autism, methodology, strategies, EFL,
inclusive

INTRODUCTION

The National Law, LOEI states in the Art. 47 (Chapter VI, Bylaw No.95,) that education is inclusive, yet the educational system of Ecuador is not prepared to comply with it. According to the Law, institutions must guarantee the access, permanence and culmination in the educational system of the students with educational special needs. There have been certain cases in which children with Autism Spectrum Disorder (ASD) are not being accepted in schools, therefore, they may not have access to suitable teaching and learning instruction. Certain regular teachers working in elementary schools neither set classroom adaptations nor apply effective teaching techniques and strategies for students with ASD. A possible reason for this problem could be that teachers do not have a good understanding on classroom management and teaching strategies for students with ASD.

The teaching of English as a foreign language for students with autism is a topic that has brought controversy recently. Parents are being suggested not to pressure their kids to learn other languages apart from their native language. In contrast, Digard et al. (2020) pointed out that studies demonstrate learning a foreign language has a positive impact on their social lives. Not only do students with ASD boost their ability to concentrate but also, they develop brain flexibility (Wendorff, 2016).

Bearing in mind this reality, as well as knowing that children with autism are capable of learning a foreign language, the purpose of this research study is to determine the EFL Teaching-Learning Approach used for a Minimally Speaking Autistic Student at Rosal De Los Niños Elementary School. This research aims to contribute to the educational approach of the school since it is necessary to shed light on the current teaching-learning process of the student with ASD in an inclusive environment.

Problem statement

The research was carried out at El Rosal de Los Niños Elementary School, north of Guayaquil. In kindergarten 2, during the EFL lessons, a non-verbal autistic student, a 7-year-old girl, struggles to identify sounds whenever her English teacher speaks.

According to Roberts and Villines (2021), "Having non-speaking autism means that an autistic person does not speak or can only say a few words" (p. 1). At the moment, the English teacher starts giving instructions to do activities, if the girl does not understand the instruction, she would get stressed. Then her mother who is her shadow teacher tries hard to help her but fails while doing it. Moreover, the English instructor does not apply EFL strategies. For teaching vocabulary at this age, it is necessary to use flashcards and the implementation of Phonological Awareness, especially for this student whose communication skills are poor. In addition, the student is not able to understand long instructions and questions where the new vocabulary is used.

The next scholastic year is going to be a difficult one in the English subject since there would be concept gaps regarding the vocabulary learned in the English course. This study mainly focuses on understanding, describing, and analyzing the present situation; and how the learning process could be different for a nonverbal autistic student in the target language.

Justification

The motivation for this research lies in the need to understand the acquisition of EFL vocabulary for a non-verbal autistic student in kindergarten 2 at El Rosal de Los Niños Elementary School. Conducting this research could highlight the knowledge that teachers should have on the educational situation. Furthermore, a probable solution could also be formulated.

This research will contribute to the understanding of the autistic student learning process. Also, it may be helpful for English teachers, parents, and School authorities where the research takes place to ensure inclusive education and to apply effective techniques in the EFL classroom.

The information given by this study can help other teachers to understand how students expand the number of words in the target language, especially, children with autism. It is necessary for a teacher to realize the scope of the mental lexicon and its importance in the development of language.

With the research results, the school authorities will get useful information to guarantee quality education for one of its members. Gaining the necessary principles on this subject matter will allow the institution to comply with the national law to promote access, permanence, and the culmination of all special needs children enrolled in their institution.

Parents that have autistic children will find answers to their questions about autism and foreign language acquisition, as well as some guidance to understand how cognitive processes develop in order to learn a different language than the native one.

Research question

What elements hinder the EFL teaching-learning process for acquiring the target language and classroom strategies used for a nonverbal autistic student?

Title

EFL Teaching-Learning Approach Used for a Minimally Speaking Autistic Student at Rosal De Los Niños Elementary School.

General objective

To identify the elements that may constrain the EFL teaching-learning process used for a minimally speaking autistic student at Rosal de Los Niños Elementary School.

Specific objectives

- To assess the minimally speaking autistic student at Rosal de Los Niños elementary school on the recognition of English vocabulary
- To describe the classroom strategies used by the EFL teacher for an autistic student
- To determine the approach and techniques applied by the English teacher at the Rosal de Los Niños elementary school
- To observe the student's interaction with peers and the teacher in the EFL classroom

THEORETICAL FRAMEWORK

Conceptual framework

Since the main constructs of knowledge in this study are inclusive education, autism, and special needs, it will be gathered basic concepts to obtain a general understanding of the subject matter.

Special needs

According to the American Psychological Association (2022), "Special needs indicate the requirements of individuals with physical, mental, or emotional disabilities or with financial, community-related, or resource disadvantages. Special needs may warrant special education, training, or therapy." As Sousa (2016) mentions, special needs consist of students that have a diagnosis and classification of specific learning problems, which include speech, reading, writing, mathematics, emotional, and behavioral disorders. However, the concept does not include students with hearing, visual, or physical disabilities from birth (Sousa, 2016).

Students with special needs are associated with children and adolescents with disabilities, as well as those who are gifted and talented, culturally, and linguistically diverse; and students who are failing at school (Lewis, Wheeler, & Carter, 2017).

Inclusion

The term Inclusion involves an education that embraces everyone as equals, including disabled and non-disabled people learning in the same educational setting such as schools, colleges, and universities (The Alliance for Inclusive Education, 2022). Inclusive education is a process that addresses and responds to the diversity of learners' needs through promoting participation in learning, cultures, and communities, and diminishing exclusion from education. It contains modifications in content, approaches, structures, and strategies that comprise all children age-appropriate and a principle of the

regular system to guarantee education to all children (UNESCO International Centre for Technical and Vocational Education and Training, 2005).

Article 227, of the Organic Law on Intercultural Education (LOEI) states that The National Education Authority promotes access for people with educational needs, including those with disabilities and non- disabilities within Specialized Educational Institutions and Regular Educational Institutions. The main objective of The Organic Law on Intercultural Education is to provide equal opportunities for communities, peoples, nationalities, and groups with special educational needs, and to develop an ethic of inclusion with affirmative measures and an inclusive school culture that eradicates all forms of discrimination. According to the LOEI, Chapter VI, Art.47, regular schools must receive people with disabilities to create physical, curricular, and promotional supports and adaptations appropriate to their needs (Ley Orgánica de Educación Intercultural, 2011).

Autism

The American Psychiatric Association (2013) annotates the concept of autism, "Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized by deficits in social communication and the presence of restricted interests and repetitive behaviors" (p.1). ASD is a developmental disorder with symptoms that appear within the first three years of life. Children with autism may look like other kids however they act and interact differently from others. When interacting with peers, their behavior differs and they may react in unexpected ways, or they may not connect with other kids at all (Autism Research Institute, 2021).

ASD is a developmental disorder of neurobiological origin that can have long-lasting consequences on social interaction, competence in communicating ideas and feelings, and the establishment of relationships (Pierangelo & Giuliani, 2012).

To Costley, Keane, Clark, & Lane (2012)," Autism Spectrum Disorder is a complex lifelong developmental disability that affects the person in all areas of

life, throughout life”. The label autism spectrum disorder (ASD), is an umbrella term, commonly it is used to describe a continuum of features ranging from mild to severe signs. Each person with a diagnosis of ASD has a unique combination of characteristics related to communication, social skills, and behavior (Argiro & Keohane,2010).

Students with ASD must meet the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) criteria, they do so in various ways. Students with ASD will be different from each other as well as regular students are from each other (Borosan, 2016, p. 17).

Characteristics of ASD

Verbal and Nonverbal Communication	Reciprocal Social Interaction	Repetitive and Restricted Behaviors and Interests
<ul style="list-style-type: none"> -Expressive and receptive language. -Difficulty with voice tone, volume, pace of speech, etc. -Limited use of gestures to express interpersonal feelings or elicit joint attention. -Problems with processing abstract verbal language. -Difficulties with processing multiple senses, e.g. listening and giving eye gaze. -Lack of understanding of intentions of others, messages such as humor, sarcasm, irony, exaggeration, and understatement, and facial expression, voice tone, and body language. -Tendency to process language in chunks and 	<ul style="list-style-type: none"> -Reduced social perception cues. -Difficulty in distinguishing age, sex, and socially related characteristics in people. -Difficulty with sharing attention and activities. -Poor awareness of how others perceive their actions. -They may not change social approach behavior to take account of different persons and contexts. -May appear socially naïve and have difficulties understanding deception, teasing, etc. -Difficulties with real-life situations, and the development of interpersonal skills. 	<ul style="list-style-type: none"> -Present restricted repetitive and stereotypical patterns of behavior, interests, and activities. -Obsessions and the desire for routines usually emerge between the age of two and three. Development of special interests in higher-functioning older children and adolescents. -Problems with organization, sensory overload, and unpredictability. -The focus on special interests and repetitive questioning tends to become more pronounced when a person is anxious. -Desire for routine and sameness.

'hear' sentences as whole units.	<ul style="list-style-type: none"> -They may not gauge others' levels of interest and talk 'at' people. -Tendency to take the language of others very literally; reduced greeting, commenting, and affirming. 	<ul style="list-style-type: none"> -Rigid approaches, rule-bound behavior, and rituals. -Difficulty dealing with the unpredictable. -Become anxious and wound up.
----------------------------------	---	--

Table 1. Characteristics of ASD, summarized from the work of Costley, Keane, Clark, & Lane, (2012).

Minimally speaking autistic student

Posar and Visconti (2021) found that there is a lack of a general definition of Minimally Verbal (MV) children. In some way the definition is notable. Within the context of kids with ASD, MV children rely on the criteria researchers used to distinguish them.

The minimally verbal child communicates with a very small repository of spoken words or fixed phrases. The specific number of spoken words may differ among children, ranging from 0 to 20-30. This situation depends on a set of aspects such as age, intervention history, and access to alternative/augmentative communication (AAC) systems (Kasari et al., 2013).

Research findings expressed that some characteristics of minimally verbal children vary regarding nonverbal intelligence quotient (IQ) and the ability to function daily (Zeliadt,2018).

Minimally verbal autism is defined as children who remain completely nonverbal past the age of 5 years due to severe restricted speech production. Thus, MV children must develop some functional words (Chenausky et al., 2016).

Autism and EFL learning

According to Digard et al. (2020), educators in schools should be responsible for giving the diagnosed students the best chances of a fulfilling life. Educators in schools should provide them the opportunity for further education that could lead to a job. Then they will be able to be part of society and contribute as

citizens. Digard et al. mention some reasons why learning a second language is important for people with ASD:

- Increase of social-life quality.

- The results show a higher self-rating social-life quality from bilingual participants compared to monolingual.

- People with autism who are proficient in two or more languages rank their social lives higher than those proficient in only one language.

- There is a correlation between life quality and language proficiency and this correlation shed some light on the importance of considering the enhancement in language acquisition in ASD students.

Furthermore, Wendorff (2016) explains in her article the benefits of studying a foreign language for ASD students:

- Foreign language study is considered an academic area in which students with ASD might be good at.

- Foreign language study involves psychological benefits for students with autism spectrum.

- Foreign language study boosts any person's ability to concentrate. Students with autism spectrum often encounter difficulty when dealing with many sensory perceptions every day leading to problems focusing on tasks. Overall concentration improves for ASD students learning a second language prepares the brain to attend to auditory stimuli.

- Foreign language study develop brain flexibility. The brain is trained to shift from one task to another or enable the person to multitask. It can be good for ASD students because many have trouble transitioning. For students on the spectrum who study a foreign language, this "brain shifting" occurs all the time and this process of juggling between two languages may support students on the spectrum to eventually be better at juggling between other aspects of their lives.

The Affective filter and learning

Krashen (1982) integrates the term affective filter, as one of the hypotheses in the theory of the second language

acquisition process, which states that a learner's emotions can directly determine the success or failure when learning a new language. The affective filter is commonly represented as an imaginary wall that rises and impedes input leading to an obstruction in the language acquisition device. Krashen adds that the affective variables involved in the learning language process which act as filters are motivation, self-confidence, and anxiety. When these feelings or emotions are strong, the fewer opportunities the learner will have to acquire the target language.

Some factors can raise the affective filter and block language acquisition:

- Error correction in classroom teaching is one mistake teachers usually do in the beginning stages and early speaking and puts the student in a defensive situation.

- Forcing output too early before the student is ready to do it causes anxiety to the students since they need to build up more competence in the language.

- Isolation

- Embarrassment

- Lack of comprehensible input

The Influences of Emotion on Learning and Memory

Shen, Wang, & Shen (2009) explained that emotional experiences occur everywhere due to their nature and importance. In academic settings, they may even be considered critical since emotion regulates every aspect of cognition. Tests, homework, and time limits are connected with different emotional states which include frustration, anxiety, and boredom. Subject matter changes emotions that directly have an impact on one's ability to learn and remember. For instance, emotional effects should be carefully taken into

account in the design of educational courses to magnify learner engagement as well as enhance learning and the ability to recall the material.

Recent research indicates that human mental processes are influenced by emotions in relation to attention (Vuilleumier, 2005), learning and memory (Phelps, 2004), logical reasoning (Jung, Wranke, Hamburger, & Knauff, 2014), and problem-solving (Isen et al., 1987). These aspects are crucial within the educational area because when students encounter such difficulties, the aim of schooling is not accomplished and the results may even be considered meaningless. Furthermore, emotional stimuli would rather make use of attentional resources than non-emotional stimuli (Schupp et al., 2007).

Attentional and motivational factors of emotion have been connected to boost learning and memory (Seli, Wammes, Risko, & Smilek, 2016). Thus, emotional experiences appear to remain in long-term memory retention clearly and precisely, with considerable resilience over time. According to Vuilleumier (2005), attentional factors strengthen the perceptual process in the brain, which helps to select, organize, and interpret information obtained by our senses. Motivational factors stimulate curiosity, which is a state of psychological interest in surprising activities. By being curious, Children and adults will be encouraged to explore more while inducing the brain to learn and remember (Oudeyer et al., 2016).

Carew and Magsamen (2010) found that several studies are working with functional neuroimaging techniques to observe human emotional states in order to maximize learning and memory outcomes. Some researchers' findings state that positive emotions enable learning and promote academic achievement through self-motivation and satisfaction with learning resources (Um et al., 2012). Investigations affirm that cognitive and emotional neural systems are strongly connected (Dolcos et al., 2011). As a consequence, emotions have an enormous impact on the hippocampus (Pessoa, 2008), which is the brain structure not only involved in memory storage but also in its function to generate long-lasting neuronal plasticity necessary to achieve the process of learning (Sinha, 2019). In other words, emotions play an important

role since they can change cognitive appraisals and memory processes (Tyng, Amin, Saad, & Malik, 2017).

Specific problems interventions for teaching students with learning disabilities

The following problems were selected according to the behavior observed in a student with autism during class sessions. These problems and interventions were chosen from the work of Harwell & Jackson (2008).

Problems	Interventions
Memory deficits: could not recall what was recently heard	<ol style="list-style-type: none"> 1) Write a list of questions to be answered as the lesson proceeds. 2) Repeat as you proceed, or assign a peer buddy to repeat the information.
Memory deficits: does not attend to directions	<ol style="list-style-type: none"> 1) Use a signal to indicate that direction will follow. At camp, for example: "Announcements...announcements...announcements!" This signal got everyone quiet and ready to listen. You could substitute the word "Directions". 2) Have the students move to the front of the room during the input part of instruction. This is especially appropriate for primary grades. 3) If directions are given orally, hold them to no more than three. Hold up one finger, give the first direction, and have students repeat it. Hold up the second finger, give the second direction, and have students repeat it. Follow the same procedure for the third direction. Then ask at least two students to repeat all three directions. 4) Put directions on the board.
Students with poor work habits: distractibility	<ol style="list-style-type: none"> 1) Eliminate all possible distractions during independent work periods, including distracting objects.

<p>Students with poor work habits: Low frustration tolerance</p>	<p>1) Constantly monitor the stress levels of your students. Encourage parents and students to let you know when they are having a “real problem.”</p> <p>2) Make provisions for a timeout. There are times when a student must escape. It is wise to have an ongoing arrangement with a colleague whereby a student who needs timeout can go to the colleague’s room for the balance of the period.</p>
<p>Students with poor work habits: cannot work cooperatively in a group</p>	<p>1) Change the group the student is in.</p> <p>2) Allow the student to work alone; do not force her or him to participate in a group activity.</p>

Table 2. Interventions for specific problems for teaching students with learning disabilities, summarized from the work of Harwell & Jackson, (2008).

Phonemic Awareness

It is necessary to establish a foundation of phonemic awareness in the English language, even though students are not able to read and write yet. According to Harwell and Jackson (2008), researchers show that explicit training in phonemic awareness is beneficial for young learners and, it makes the difference between success and failure in reading in one out of five learners.

At a young age, developing phonemic awareness does not involve reading and writing symbols such as “a”, “b”, or “c”; but rather, as stated by Harwell and Jackson (2008), there are other specific abilities to be fostered in this stage:

- Hear rhyme by singing rhyming songs, reading Mother Goose rhymes, and generating rhyme.

- Engage in alliterative language play by listening for words that begin with the same initial sound (for example, “Peter Piper picked a peck of pickled peppers”).

- Identify ending phonemes that are the same

- Break words into syllables (for example, by clapping out syllables)

Additionally, Harwell and Jackson (2008), created a sample model for the application of Phonemic Awareness in a class, which is shown below.

Sample Phonemic Awareness Lesson 1:

Kindergarten-Grade 1

This sample lesson is adequate for use early in the school year when children can sit on the floor near the instructor and pay close attention to the class for a few minutes. Children do not need actual knowledge of letters to be part of the lesson.

Objective: Given two separate sounds, children will be able to integrate the sounds or blend them to produce a recognizable word.

Anticipatory materials: Hold a decorative party bag on your lap that includes a map, pen, baseball cap, bottle top, and paper fan. The bag usually draws attention and curiosity.

Directions: Say: “we are going to play a game today. I have several things in this bag, and you are going to try to discover where they are from by listening to two sounds I will make. I will demonstrate to you how we are going to do that on the first one. Watch closely.”

Step 1: Put up your right fist (as shown in the diagram below) and make the sound that the letter *m* makes while moving your fist up and down. Have the children repeat the sound. Say: “can you recall how to make the sound that *m* makes?”

Step 2: Leaving your right fist up, raise your left fist and make the sound of the phonogram *ap*. Jiggling the left fist up and down direct the children to repeat the sound.

Step 3: As you put your right hand up, make the *m* sound; put your left hand up, making the *ap* sound.

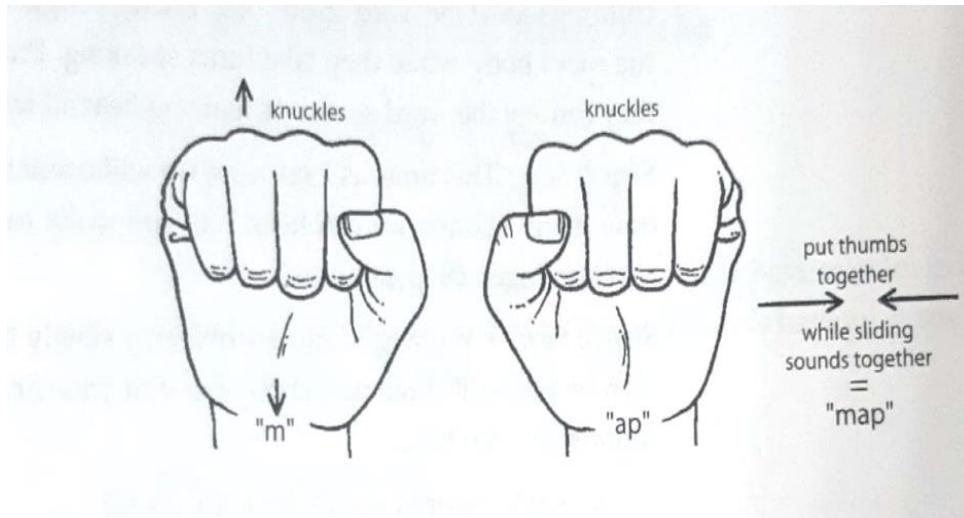


Figure 1 Sample model for the application of Phonemic Awareness in a class, retrieved from the work of Harwell & Jackson, (2008).

Step 4: Put your fists together at a slow pace while dragging and singing the sounds, *m...ap*. If no one hears the word map modeling again by speeding up a notch to *m..ap* or *m.ap*. Once the children figure out the word, pull the map out of the sack. Say: “Yes, the word is *map*. We used a map on our vacation, so we did not get lost.”

Step 5: Apply the same method to do other words. When working on the skill, on consecutive days, you can place a picture of the object in the sack. Carry out the blending exercise with nearly five words each day.

b + ed (bed), m + op (mop), n + et (net), n + est (nest)

Teaching Strategies for EFL young learners

The following mind map shows a summary of the most effective instructional methods used for teaching English as a foreign language to young learners.

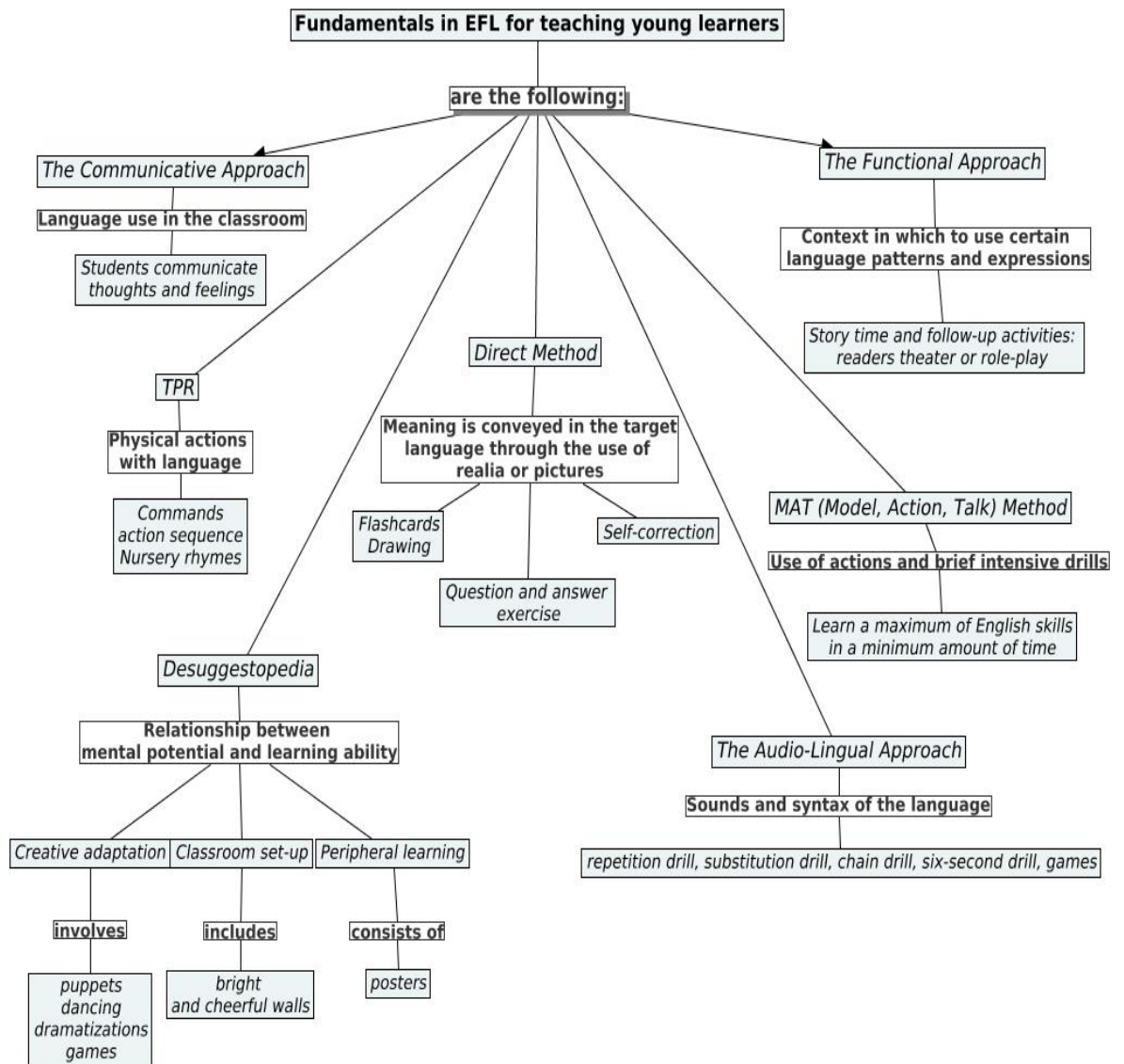


Figure 2 Approaches in EFL for teaching young learners chart based on the work of Larsen-Freeman and Anderson (2011) and Nakata, Frazier, Hoskins, and Graham (2007).

The following approaches have been described in detail as they had become especially useful for teaching vocabulary since these use active methods.

a) TPR

Larsen-Freeman and Anderson (2011) mention that TPR stands for Total Physical Response and was created by Dr. James J Asher. The approach is based on the way children learn their native language. The language acquisition of any target language is achieved by following directions from a language instructor without native language translation. This method is effective since from Asher's point of view, it is considered the fastest and least stressful way to learn a second language.

The principles stated in this method are the following:

- Meaning in the target language is communicated through actions.
- Memory is triggered through learner response.
- Language instruction is focused on the right hemisphere of the brain, the part which controls nonverbal behavior.
- The target language is presented in chunks.
- The understanding of the target language is a key priority while speaking is seen as the next phase after the receptive language intervention.
- Students learn one part of the language by moving around their bodies.
- Imperatives are used by the teacher to direct student behavior.
- Feelings of success are displayed during the teaching and learning process.
- Learning is meaningful when it is fun.
- Students are not asked to recall fixed routines because they have already internalized them easily in different patterns.
- Spoken language is highlighted rather than written language.

-Mistakes are expected and allowed when students first begin speaking.

Larsen-Freeman and Anderson added that teachers who apply TPR in the classroom create a friendly environment for learning to communicate in another language. In fact, the main goal of TPR is to reduce the anxiety and stress people feel when they interact with a new language. Moreover, it motivates students to study beyond a beginning level of proficiency. The way to do this is through the use of commands to address the behavior. Role reversal and Action Sequence are other techniques that can be used in an EFL class.

b) Hands-on activities

Lizardi (2005) points out that teachers should take into consideration the diverse learning styles in the classroom since it creates opportunities for learning and another way to understand difficult concepts. For instance, tactile learners can learn through hands-on activities as a teaching strategy to meet English language learners' needs (ELLs').

One of the positive outcomes hands-on activities have on ELLs is that this type of activity makes students' minds flourish and learn from their experiences and the classroom environment. (Cooperstein & Kocevar-Weidinger, 2004). As mentioned by Karlavaris, Kelbl, and Kastori (1986), The use of graphic techniques by pre-school-aged children comprises elementary fingerprinting, crumpled paper, tearing paper, sticking pieces one by the other, manipulating various cardboard textures, printing various forms and objects which can gather and print paint (leaf, feather, cork, various fruit, tree bark), which is carried on by limited participation on these forms by printing with a potato, cloth, and lace.

As noted by Milbrandt, Felts, Richards, and Abaghari (2004), There are some supportive guidelines for educators to create an environment that contributes to hands-on activities. ELLs are required to have access to computers, videos, books, magazines, and manipulatives. In addition, learners demand a comfortable space to make mistakes and to set up everything from the

beginning when necessary. This is a system that plays an important role in the learning process, as students become independent learners.

c) Nursery Rhymes songs

Reciting nursery rhymes is essential for young learners when learning English as a foreign language. According to Reading Rockets (2007), rhyme and rhythm emphasize sounds and syllables in words. By understanding sounds and syllables children start to build foundations on reading. Using nursery rhymes helps children not only to grasp sound patterns but also creates an entertaining and engaging class. Research by Byrant, Bradley, Maclean & Crossland (1989) supports the following:

Results have shown a powerful and lasting connection between the children's early knowledge of nursery rhymes and aspects of their linguistic development later on. The nursery rhyme scores are connected to the development of phonological sensitivity over the next two to three years and, through that sensitivity, are linked to the children's success in learning to read and spell as well (p.426).

Rondon (2020) indicates that language used in nursery rhymes is simple to learn and remember. Apart from that, this can be a source of stimulus for EFL learners to learn and recall new vocabulary and expressions. Similarly, nursery rhymes promote the development of cognitive, physical, social, emotional, and musical skills as well as language skills. Students are familiar with nursery rhymes due to the shared version in other languages. There have been improvements regarding pronunciation and spelling when nursery rhymes are applied during EFL classes.

Literature Review

New light over multisensory teaching for kids with autism

EFL classrooms need to adapt their teaching methods and strategies to best manage students with autism spectrum disorder (ASD). The Gateway School (2018) mentions that using the multisensory approach can be beneficial for students with learning disabilities since it boosts the learning environment in the classroom. It comprises the use of visual, auditory and kinesthetic learning styles which provides opportunities for all students to learn equally and succeed. Multisensory teaching increases the ability to learn and fosters memory. It incorporates taste, smell, touch, sight, hearing and movement. Not every lesson will apply all five senses; however, students can experience a class in more than one way in order to trigger their brains to make connections and internalize concepts to learn the subject matter.

Renelle & Jones (2022) state that multisensory learning is an educational approach. This approach helps students with learning disabilities to store and retrieve new information through a variety of teaching methods that includes processing different senses.

Game-based instruction

Piaget in Atherton & Cross (2021) said that learning and playing games are fundamental for the development of a child's social skills because it encourages them to establish good interpersonal relationships. It is widely known that children with autism have difficulties with building social relationships, therefore, they may be regularly rejected from a social environment. Promoting game-play skills may be a crucial strategy to foster friendship bonds between children with autism and regular children.

Importance and types of games

The main purpose of the game-based approaches is to enhance the lives of children with Autism Spectrum Disorder (ASD). Providing opportunities for ASD students and typically developing peers to interact in activities like having

fun during the game, could benefit significant aims in an academic context. The educational aims are the following:

- Learn from one another.
- Develop empathy skills.
- Form friendships based on shared preferences.
- Interact individually without adult supervision.

Noda in Atherton & Cross (2021) explained that playing games are equally important for the development in the early stage of a child and the improvement in cognitive and social functioning throughout life. Consequently, the implementation of games and the acquisition of game-based skills is likely to be useful for individuals with ASD.

The types of games are classified into online and analog games. The accommodations of both analog (traditional board games) and online (computer and video games) games also allow planning a specific course of action that primarily focuses on particular skills while still keeping the enjoyment of the game (Atherton & Cross, 2021).

Online

Gillespie-Lynch et al. in Atherton & Cross (2021) expressed that several online games strike as being generally designed to show a possible technological intervention for a child with ASD. These innovative tools may propose a development regarding the engaging experience of the player in the game.

The positive aspects of online games in comparison with analog games that may be important for students with ASD include:

- Available option of a performance monitoring tool
- Easy personalization of the game
- Improved visual engagement

As specified by Wagle et al. (2021), Memory games are available for free to the community since they were created to match the behavioral interests and sensorimotor skills of children with ASD.

Analogical

According to Atherton & Cross (2021), Analog games may provide face-to-face games that may encourage more functional social interactions between players. Adapted board games may serve as a means to develop communication skills since children with autism are able to pay attention to their peers, follow the activity, wait for their turn, socialize with other players and answer a question during the game (Klopotova & Krupnova, 2020).

ONLINE MEMORY GAMES		
Web Pages	Use	Link
Wordwall	It is useful for creating online activities such as matching games, memory games, match pairs, random cards, etc.	<u>Wordwall Create better lessons quicker</u>
Educaplay	It is a platform that provides interactive activities such as memory games and matching columns games where the student can recall information about the subject matter individually or in groups.	<u>Educaplay: Actividades educativas gratuitas</u>

Table 3 Online memory games, elaborated by the authors.

PAPER-BASED GAMES	
Game	Use
Memory matching game (cards)	It is vital for helping students get a pictorial representation of the language items to be learned while challenging their memory. https://childhood101.com/matching-games-kids/
Puzzles	The objective of this game is to help students create pictorial connections and visual word connections with the language items learned in class. https://empoweredparents.co/printable-puzzles-for-kids/
Bingo (only pictures)	The game aims to support students' development regarding their listening skills since they have to listen and mark the pictures on their bingo papers. https://www.dltk-kids.com/cards/bingo/bingo1.asp
Charades(dice)	This TPR game will encourage students to use their bodies to represent the actions, while the students that are guessing will be encouraged to recall language items. https://allaboutfunandgames.com/the-game-of-kids-charades
Pictionary	This game will allow teachers to draw language items on the whiteboard while students pay attention and try to guess the answer. https://easyeslgames.com/use-pictionary-efl-classroom/

Table 4 Paper-based games, elaborated by the authors.

PLAY-AND-DO SONGS	
Song	Use
Hokey Pokey Song	It is useful for teaching parts of the body vocabulary. This classic song is great for young children since they can move around, and kids already know it. The teacher can sing the

	<p>original song or change the lyrics to get kids moving in various ways.</p> <p>https://www.youtube.com/watch?v=X9JPJ8nQTlw</p>
One Little Finger	<p>It is an excellent option to teach young learners to identify body parts in the target language using their fingers. It is a fun and entertaining song for kids.</p> <p>https://www.youtube.com/watch?v=eBVqcTEC3zQ</p>
Here We Go Looby Loo	<p>It is a fun and active circle-time song for young learners. The song explores left and right as well as parts of the body vocabulary. Kids can stand up and move their bodies by listening to the instructions given by the song.</p> <p>https://www.youtube.com/watch?v=EHaoEKcuX0g</p>
Good morning, Farm Animals!	<p>It is a children's song that teaches farm animals. Young learners can learn animal sounds and dance along with the song.</p> <p>https://www.youtube.com/watch?v=7m-Di2OB_TU</p>
If You're Happy and You Know it	<p>It is a suitable and well-known song to teach kids different actions while they move and dance around. The class will be fun and every kid will feel motivated to join and participate in it.</p> <p>https://www.youtube.com/watch?v=M6LoRZsHMSs</p>

Table 5 Play-and-do songs, elaborated by the authors.

METHODOLOGY

Understanding the need of identifying the elements that may constrain the EFL teaching-learning process used for a minimally speaking autistic student in preschool, the research design selected for this study is the action research in order to determine the approach and techniques applied by the English teacher at an elementary school in Guayaquil.

Action research aims to strengthen and reinforce actual practice inside a particular classroom, school, or district. Generally, it is a research study done by practitioners who have distinguished issues to solve or who would only look for ways to improve both, their teaching and student learning (Lodico, Spaulding, & Voegtle, 2010). It refers to a systematic process of analysis that teachers attempt to solve pedagogical problems as researchers of their own practice. The analysis suggests the following steps (McNiff, 2013. p. 90):

1. Recognize the problem.
2. Inquire focused questions about how it can be investigated.
3. Plan an appropriate course of action.
4. Test out an intervention, and examine what happens.
5. Adjust the plan considering what has been found, and continue with the action.
6. Analyze the modified action.
7. Revise what has been done in consideration of the evaluation

Mills (2017) states that action research is any detailed analysis carried out by teacher researchers, principals, school psychologists, or other stakeholders in the educational structure to collect data about how the school functions, the nature of the teachers, and the student's learning performance. The results are gathered to explain a challenging situation, establish a reflective practice, implement improvements within the educational setting including practical instruction, and enhance academic success for all the students. Moreover, it applies several research designs to meet the focus of the investigation, as well

as qualitative methods to explain the problem and to comprehend some educational interventions. Quantitative methods are used to try out hypotheses supported by numerical analyses, and mixed methods link quantitative and qualitative approaches to data gathering in research. The objective of the action research relies on the importance to take the initiative since there is a need for improvement in the school setting that has been studied.

Mixed Methods

It was considered the use of mixed methods focus for gathering information. In accordance with Creswell (2014), mixed methods approach consists in a research methodology that integrates several procedures to address research questions appropriately. It involves collecting, analyzing, describing, and presenting both qualitative and quantitative data. It is said by Enosh, Tzafirir, & Stolovy (2014) that mixed methods allow researchers a better understanding of the research problem and an answer to research questions. Additionally, Johnson & Onwuegbuzie (2016) mentioned that mixed methods design hence provides the best opportunity to obtain answers to the research questions by linking two types of methods while adjusting at once for the weaknesses of each method.

Data Gathering Tools

In order to collect necessary information, two instruments were selected: a diagnostic test on student's knowledge which was adapted and based on the textbook, Happy Campers Assessment Pack (2015). The test is essential to identify what the learner knows and can do in the target language and her progress for the last 5 months regarding EFL instruction. The vocabulary units used in the test were: colors, clothes, and parts of the body. The last section was related to speaking and listening to classroom instructions.

In order to register the teacher's performance, it was chosen an observation checklist. The instrument was adapted from the work of Ghazwan Adnan Mohammed University of Diyala (2016). There were some statements omitted since they were not adequate for the grade level of instruction. Two aspects

were taken into consideration in the EFL teacher observation checklist: 19 statements attributed to the teacher's management and 19 statements in reference to classroom arrangement as well as a section for comments in which the feedback was recorded. The diagnostic test was used to assess the student's learning progress. The test contains two sections with 10 items in total. The first section includes 9 questions related to the last three vocabulary units learned in class and the second section involves 1 question about classroom instructions.

For quantification of the results, the test comprised a 5-point Linkert scale; 1 represents never and 5 always.

Participant

Information of the student given by her mother.

- Age: 7 years old
- Grade: Kindergarten 2
- First time receiving formal instruction since she was not accepted in other schools before.
- On October 2022 the student started psycho-pedagogical, language therapy, and occupational therapy.
- Since the student started taking pills her mother mentioned that she thinks the pills are causing irritability and restlessness and shows self-harming behavior. The mother notices that this behavior has happened during lessons when the kid feels frustrated or annoyed.

Protocol

First, it was asked the permission to the school through a formal written letter from Catholic University of Santiago de Guayaquil in order to conclude the research study.

The next phase was to set the specific day of the diagnostic test and the classroom observation with the school principal via WhatsApp, for acquiring a better understanding of the research problem.

The following week, the researchers arrived ten minutes before the class started, they asked the teacher to grant them some minutes to perform the diagnostic test with the student in which the teacher politely concurred. The data was collected over two days. As it was planned, the researchers conducted the classroom observation. Afterwards, the diagnostic test was implemented in the classroom, for collecting all the information from the learner and the regular students.

It was used a checklist from Ghazwan Adnan Mohammed University of Diyala (2016) and it was applied for monitoring the teacher's performance and expertise within an inclusive kindergarten classroom. Then we asked permission from the teacher to observe her class and conduct the diagnostic test on the student. The researchers sat at the back of the classroom holding the checklist for thirty-five minutes during the English class. While going through the checklist, the researchers also took note of special situations shown that arose during class time.

For the diagnostic test, the student was seated in front of the researchers to carry out the test since she started to get distracted with a gift situated on the teacher's desk that caught her attention. She was fixated on manipulating the gift with her hands. The student listened to the question asked by the researcher and responded to it by drawing a circle around the correct picture that stands for the vocabulary being tested. The questions from the first section of the test were scored 1 point for each item. On the other hand, the questions from the second section scored 0.20 for each item.

The next day, the researchers proceeded to the school to conduct the diagnostic test on the regular students to compare their results with the study subject results.

DATA ANALYSIS

Since the research question has to do with the elements that hinder the EFL teaching-learning process for acquiring the target language and classroom strategies used for a nonverbal autistic student, the following data was collected in order to identify the elements that may be interfering the EFL teaching-learning process and the usage of classroom strategies for a nonverbal autistic student. Consequently, it was conducted a diagnostic test on student's knowledge after 5 months of EFL instruction. Additionally, the teacher's performance was recorded through an observation checklist.

Analysis of the English Diagnostic Test

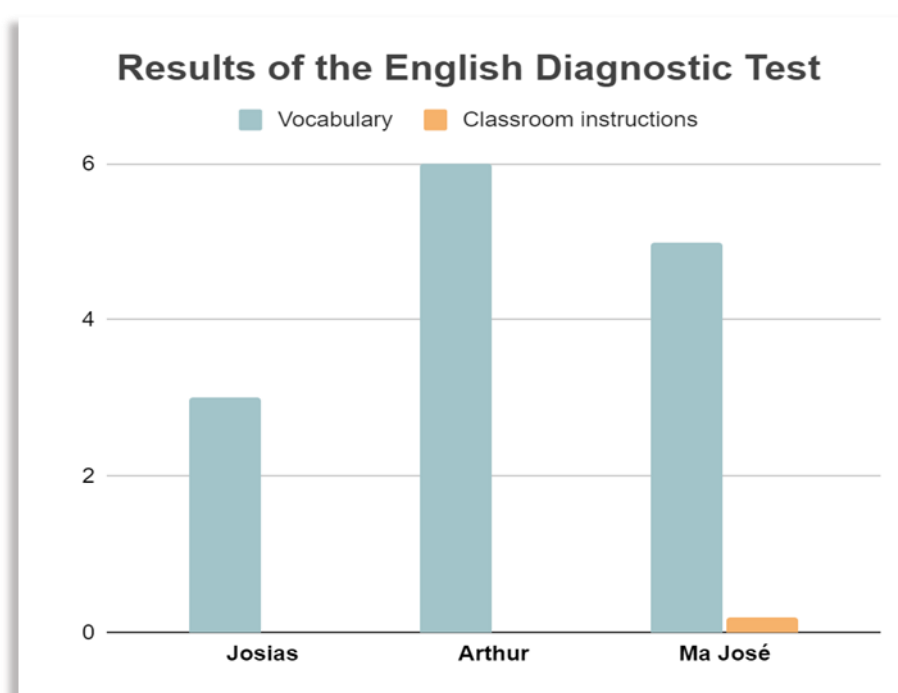


Figure 3 Diagnostic Test, elaborated by the authors.

The student was evaluated based on the last three vocabulary units after five months of EFL instruction. The student with autism scored 5.20 out of 10. The result showed that the student only recalled 1 color out of the 2 asked. In the vocabulary section about clothes, the student responded correctly 1 out of 4. In the section about the parts of the body, the student answered 3 out of 3 correctly.

The same test was applied to other two regular students that share the EFL class with a kid with autism. One student scored 6 out of 10, while the other student scored 3 out of 10.

Qualitative part of the student's test: observation.

The students could not answer the section "classroom instructions". The students did not recognize classroom instructions like: stand up, sit down, goodbye, point to..., and the question "what is your name?". They could not perform the actions after listening to the teacher's instructions. The only item of vocabulary the student with autism identified was "hello" since she repeated it in a low tone of voice while waving her hand and making eye contact with the teacher.

Analysis of the teacher observation checklist

Following this title, it could be found the statistics charts about the observation checklist applied to the EFL teacher.

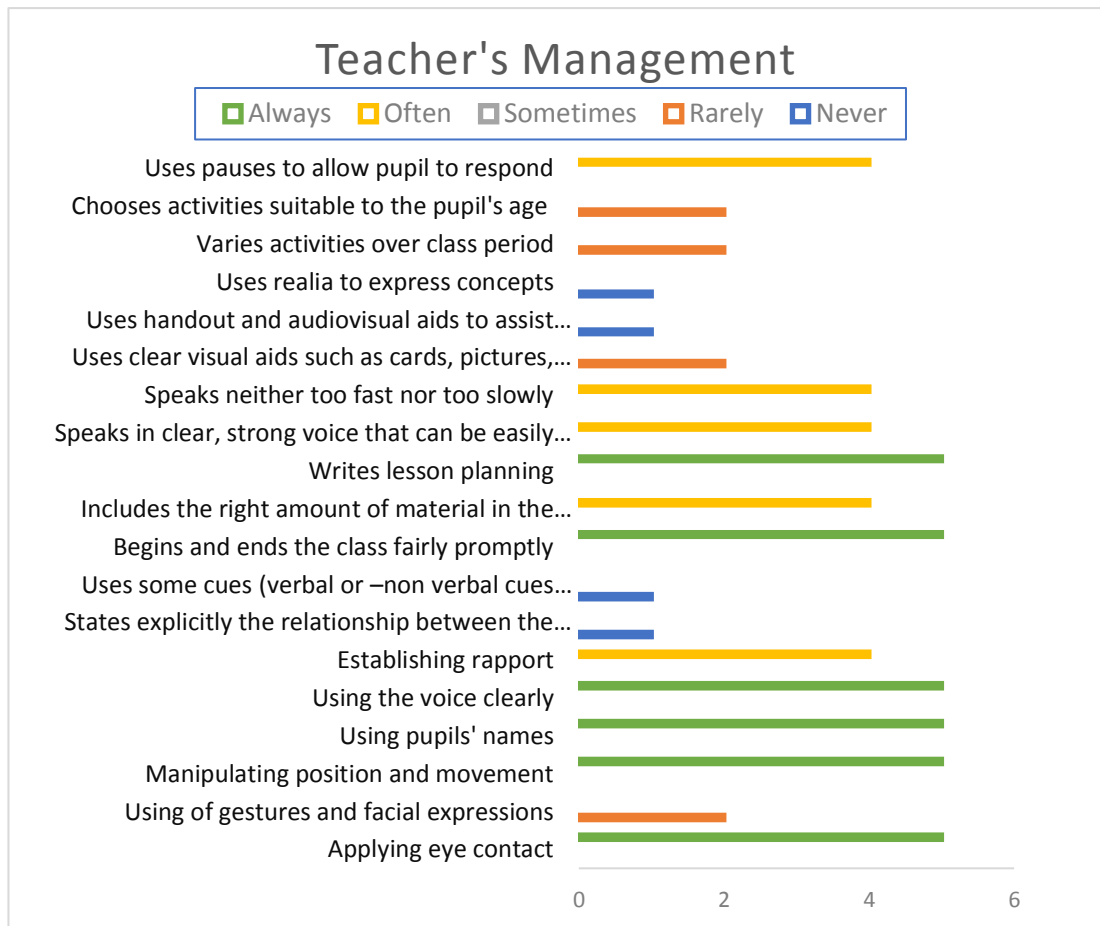


Figure 4 Classroom Management, elaborated by the authors.

The checklist revealed that half of the statements related to classroom management scored the highest. The instructor's major strengths are the usage of eye contact and the constant rapport with all students. She also projects an appropriate tone of voice and moves around the classroom actively. The most remarkable skills the teacher showed were calling students by their names, providing the lesson plan in time, managing the class time on time, and using pauses to allow students to respond.

However, in pedagogical strategies, the instructor does not use gestures and facial expressions while moving around the classroom back and forth. She does not vary the activities over the class period and chooses repetitive activities for young learners. Visual aids, cards, pictures, and audiovisual aids are not delivered during classroom instruction. The teacher does not use verbal or nonverbal cues when discussing a topic, nor use realia to express

concepts or state the relationship between the present class and the previous one.

Qualitative part of the teacher's checklist: observation.

She seems to be worried about finishing every activity from the textbook.

The instructor uses a limited range of teaching strategies that are useful to the content and the pupil's age.

She speaks most of the time in Spanish rather than in English since the lesson plan follows the Grammar-Translation method.

The question-and-answer technique is performed in Spanish rather than in English. The instructor gives more than three instructions and commands instead of directing short instructions and commands to students.

She does not use pictures when a further explanation about basic concepts is needed or when students do not understand directions about class activities that were given orally.

The classroom area is not suitable even for small group instruction, the teacher struggles to move around the classroom.

In the following day, the researchers noticed that the instructor does not greet students when she enters the classroom since she prefers to ask them for their homework.

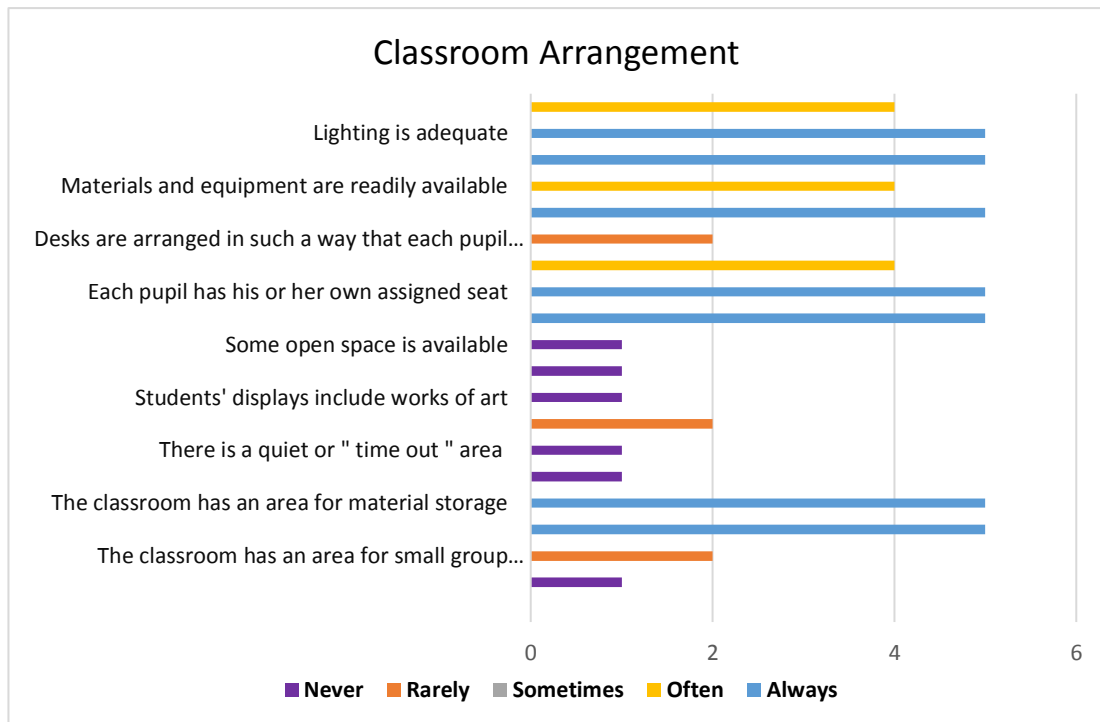


Figure 5 Classroom Arrangement, elaborated by the authors.

In terms of classroom arrangement, less than half of the statements related to classroom arrangement scored as “always” being applied. These items consist of adequate lighting, suitable temperature control, extra furniture that occupies space unnecessarily, an assigned seat for each student, an appropriate size for a student desk, an available area for material storage, and an area for independent work.

Nevertheless, the results highlighted several skills regarding classroom arrangement that the teacher is not considering in her teaching practice which scored low.

The teacher is not being aware that desks are not organized for students to observe the teacher's presentation and the whiteboard. Apart from that, the classroom does not have an open space available for young learners to line up or a “time out” area created to help students develop self-control. For some kids, it is critical to have a “time out” area for teachers to tackle problem behaviors in the classroom.

Even though, chipped walls have not been reported, it is not displayed the students' work.

Qualitative notes of the student-teacher interaction

- The mother of the student with autism is her shadow teacher.
- The participant is accompanied by two boys at the same table in which she does not interact with them and vice versa.
- Short greeting to the students.
- The class starts 4 minutes late due to a domestic accident.
- 3 activities in the book with the children.
- The teacher shows the English book and instructs to open the book on page "x".
- Instructions are given by her mom about the page number.
- The instruction given by the teacher is not accurate and communicative.
- The kid gets distracted easily and shows signs of excessive facial movements.
- The teacher asks her about the picture in the book ("Qué está haciendo grandmother?"), the student just looks at her and says in a low voice the word "grandmother".
- While her mother is pointing to each picture of the activity, the student is listening to the audio and looking at the pictures of the activity.
- The teacher uses pauses to allow students to answer the given question about each family member.
- The classroom is not free from internal noises such as students' voices and external noises such as the voices of high school students in the hallways.
- The kid sometimes stares at the teacher during the listening activities.

- Regular students do not follow a teacher's instruction “repeat the song” related to family and emotions.
- Sometimes the kid seems to be lost in her world and at times bored.
- The kid likes the matching activity and starts doing it on her own faster without listening to the teacher’s instructions.
- The kid begins once again to do the matching activity.
- The kid skipped a step in the matching activity.
- Moves around the classroom explaining to each group of kids the following activity while the kid is still working on the previous activity.
- The next classroom activity is another listening-matching activity.
- Speaks in Spanish rather than the target language.
- Directions are given in Spanish and English.
- Pauses the audio and repeats the sentence in Spanish and English.
- Ex: “El perrito está triste” - The dog is sad.
- The kid falls behind in the last activity and asks for guidance.
- Students receive stamps on their books and their hands.

CONCLUSIONS

According to the results found from the data gathering instruments, it could be concluded that some elements that may hinder the EFL teaching-learning process in the acquisition of the language in a student with autism:

- The teacher does not model instructions clearly using pictures, nonverbal cues or facial expressions.
- The teacher talking time is mostly in Spanish rather than in the target language. She applied the Grammar-Translation Method during the English lessons.
- EFL strategies observed did not adopt teaching strategies such as the usage of realia, cards, pictures, and audiovisual aids, the application of nursery rhymes, “listen and do” songs, hands-on activities, chants, and games.
- The teacher does not vary the activities over the class period and chooses repetitive activities for young learners
- The teacher does not state the relationship between the present class and the previous one.
- The classroom area is not convenient since the class size does not match the available classroom space. Students are seated in small groups of four; however, the teacher can not move around the classroom freely since there is extra furniture that occupies space unnecessarily. The teacher can not reach every student which makes monitoring difficult. Students can not observe the teacher's presentation and the whiteboard. Although there is a group seating style, students do not have an open space accessible for them to line up or a “time out” area.
- Students’ work is not displayed on the walls since there are teaching resources from the Spanish class exhibited on the walls.
- There is a lack of social interaction between the student with autism and regular students who share the same table. The teacher keeps a

positive relationship with the study subject but she does not foster the interaction of the fellow classmates during the EFL session.

- After contrasting the student with autism test against regular students, it was found that the participant is at an average level of learning which means that she is capable of acquiring a foreign language.

RECOMMENDATIONS

- The institution and the teacher should adapt their teaching methods and strategies to an inclusive model specially with the student with autism since the student has shown her capability to acquire the language on the diagnostic test.
- In order to give effective classroom instructions in EFL lessons, the teacher should direct instructions or commands to students by including only the essential information in simple, clear language and following a sequential order.
- The student with autism and the regular students need to learn classroom instructions in the target language, since classroom language used was mostly Spanish. It can help them to function effectively at any given task as well as to avoid overwhelming students and misunderstandings.
- The instructor should learn to make transitions in order to differentiate one activity from the other. These strategies should be based on age and development.
- The institution should move the class into an adequate space since teachers cannot move around the classroom easily, assign collaborative work and monitor individual or group work.
- Teachers should exhibit students' work on the walls since students can keep track of what they have learned while making connections between one lesson to others.
- The institution and the instructor should maintain an inclusive approach to teaching and learning since the key social need of the student with autism is communication in which she struggles the most. The teacher should provide a variety of interactions, such as group and individual work during the lesson.

- The authorities should inform parents that kids with learning disabilities are capable of acquiring a foreign language. Learning foreign languages promotes the improvement in social and communication skills.
- The school should train its teaching staff regarding the importance of using adequate EFL instructional methods according to the age and development of the student and the effectiveness of using games in English sessions.

PROPOSAL

One of the recommendations established after the research process was to train the EFL teacher on effective instructional methods in accordance with the age and development of the student with autism, it is proposed the following educational project which could benefit the student and regular students, as well.

This project could also help the institution to enhance the quality of its educational system. The lessons learned from the current educational model will ensure the success of the student and the institution will gain prestige in the near future.

General Data				
Project Title:	<i>Go Beyond</i>			
Project Team:	Nicole and Melanie Campaña			
Main Objective:	To enhance the teacher's background in teaching EFL for a Kindergarten student with autism at El Rosal de Los Niños Elementary School through active strategies during the 2022-2023 scholastic year.			
Specific Objectives:	1. Recall words in the target language throughout TPR activities			
	2. Boost the students' interest and motivation to learn words from each unit during nursery rhymes activities, art, and craft activities, and the creation of a sensory book			
	3. Demonstrate the expertise in using EFL strategies for a student with autism			
Execution time:	Starting	October 10-2022	Ending	January 25-2023
Evaluation time:	Starting	January 26-2023	Ending	January 27-2023

Project Description

This project involves training the teaching staff about the importance of using the TPR Approach and applying hands-on active strategies in the English sessions in an inclusive environment during the scholastic year where the student with autism will be engaged in learning.

One of the strategies is to build up a sensory book. The purpose of the sensory book is that the student will have a tangible learning tool to keep remembering the vocabulary unit seen in class in order to enhance vocabulary recognition and encourage the learning experience in the class.

TPR activities, art and craft activities, nursery rhymes activities, interactive online games, and the creation of a sensory book.

Execution Matrix							
Objective (number)	Activity	What will be done	What change is expected – Outcomes	Resources	Time	Responsibility	Assessment
S.O.1	Review strategies	<p>TRAINING: TPR techniques and provide samples of sing-do songs related to the unit vocabulary.</p> <p>TPR concepts and principles. Lesson plan based on TPR approach.</p> <p>STRATEGY 1: The teacher will be instructed in recalling the body parts with the sing-do song "head, shoulders, knees and toes" and identifying body parts with an interactive activity: Manipulatives: The teacher will show the student a Mr.potato head and let the student touch the manipulative and ask the student to pick up the parts of the body inside the bin.</p> <p>STRATEGY 2:</p>	<p>The teacher uses the techniques in the lesson plan. The teacher applies the strategy effectively with the student during class time.</p>	Mr. potato head, body parts, a bin, a tablet	2 weeks (5 sessions to cover 1 unit and 5 sessions to cover the second unit)	English teachers	<p>The student will recall the parts of the body with the sing-do song "head. shoulder, knees, and toes". then the student will use all the senses in order to demonstrate knowledge and speaking regarding parts of the body. I spy sensory bin is an activity that will provide entertainment and fine motor fun while discovering the missing parts from Mr. potato's head. The next week, the student will identify the farm animals in a nursery rhyme while making the sounds of the farm animals.</p>

		Introducing new words from Unit#4 with the sing-do song called "Good Morning, Farm Animals!".					
S.O.2	Creation of a Sensory Book	<p>A Session Training: The importance of using the senses in learning Concepts and principles of the contribution of the senses to learning</p> <p>STRATEGY: The teacher will create with the student a sensory book by building hands-on activities on</p>	<p>The teacher recognizes the importance of using more than two senses during class activities. The teacher will be able to create hands-on activities to help the child learn the vocabulary of each unit.</p>	<p>Rice, lentels, string, sandpaper, cotton, ring binder, feathers, glitter paper, foamy, felt sheets, bottle caps, buttons, cardboard, corrugated paper, scissors, liquid glue, bond</p>	1 week	English teachers	<p>The student will manipulate materials with different textures such as sandpaper, cotton, cardboard, rice, and feathers to work on hands-on activities in each class. The student will learn new vocabulary units during the hands-on activities in a fun and engaging way.</p>

		each page. The hands-on activities will be based on all the unit vocabulary covered in each instructional session.		paper, and glitter.			
S.O.3	Provide Interactive online games and paper-based games about the vocabulary of parts of the body, and farm animals	<p>TRAINING: Effectiveness of using Online games and Paper based games in EFL classrooms. Provide online games using wordwall / educaplay and paper-based games related to the unit vocabulary. Concepts and principles about online games. The lesson plan introduces online games and paper-based games to the students.</p> <p>STRATEGY: The trainer will teach how to create games online and paper-based. The trainer will emphasize</p>	The teacher will play memory games (flip-over), puzzles, and a maze. The teacher will program the online game of puzzle and memory games. The teacher will be able to touch the screen of the tablet and play online games. The teacher will provide the paper sheet of the maze and the student will use the pencil, colored pencils, or crayons to solve the maze.	a worksheet, Tablet, internet, bond paper, eraser, pencil, and colored pencils.	1 week	English teachers	The student will participate actively during the online games and by playing, the student will practice what has been taught in class. In addition, the student will feel encouraged to learn in a relaxed and enjoyable atmosphere while interacting and communicating successfully.

		the importance to develop memory.					
--	--	--------------------------------------	--	--	--	--	--

Gantt chart

	Strategy	Starts	Ends	2022- 2023																				
				Sept.	Oct.	Nov.	Dec.	Jan.																
1	Design and planning of the proposal	05/09/22	16/09/22																					
2	Diagnostic pase	19/09/22	27/09/22																					
3	Preparation of the EFL training program for a student with autism. -sessions 1, 2 &3	28/09/22	07/10/22																					
4	Workshop 1.1: TPR concepts, principles, techniques, samples of sing-do songs	10/10/22	14/10/22																					
5	Workshop 1.2: Creation of a lesson plan based on the TPR approach	17/10/22	17/10/22																					
6	Teaching observation and Feedback	18/10/22	21/10/22																					
7	Workshop 2.1: The importance of using the senses in learning, concepts, and principles of the contribution of the senses to learning	24/10/22	26/10/22																					
8	Workshop 2.2: Steps to create a sensory book	27/10/22	28/10/22																					
9	Workshop 3.1: Effectiveness of using Online games and Paper based games in EFL classrooms. Concepts and principles	31/10/22	31/10/22																					
10	Workshop 3.2: The application of online games using wordwall / educaplay and paper-based games related to one of the vocabulary units.	1/11/22	3/11/22																					

11	Workshop 3.3: Creation of a lesson plan including online games and paper-based games as a form of assessment of student's learning process	4/11/22	4/11/22																	
12	Project Assessment	26/1/23	27/1/23																	

Budget

PROJECT	<i>Go beyond</i>		
RESPONSIBLE	Melanie Campaña & Nicole Campaña		
DATE	24-09-2022		
INSTITUTION	El Rosal de Los Niños Elementary School		
1 Diagnostic Phase		UNIT COST	SUBTOTAL
	Equipment		
	Travelling spendings	\$120,00	\$120,00
	Internet service	\$15,00	\$15,00
	Laptop	\$500,00	\$500,00
2 Implementation Phase	Material Resources		
	Office supplies		
	Paper sheets	-\$0,75	-\$0,75
	Printer ink	-\$3,17	-\$3,17
	Mr. Potato head	-\$8,63	-\$8,63
	Plastic Organizer Bins- 2 Pack	-\$22,00	-\$22,00
	Samsung Galaxy Tab A7 Lite	-\$110,00	-\$110,00
	ring binder	-\$2,60	-\$2,60
	rice (2kg)	-\$2,89	-\$2,89
	lentils (500 gr)	-\$1,25	-\$1,25
	String	-\$0,25	-\$0,25
	Sandpaper	-\$5,00	-\$5,00
	Cotton	-\$1,83	-\$1,83
	glitter paper	-\$0,70	-\$0,70
	foamy (10 units)	-\$1,50	-\$1,50
	food coloring	-\$2,00	-\$2,00
	corrugated paper	\$1,00	\$1,00

	cardboard (10 units-different colors)	\$1,75	\$1,75
	3 pacs of felt sheets	\$4,00	\$12,00
	bottle caps	\$0,00	\$0,00
	buttons (50 units)	\$2,00	\$2,00
	Feathers	\$1,25	\$1,25
	beans (Canario)	\$1,31	\$1,31
	Scissors	\$2,00	\$2,00
	liquid glue	\$1,25	\$1,25
	Playdoh	\$0,50	\$0,50
	uncooked spiral pasta	\$0,79	\$0,79
	disposable drinking straw (1 pack)	\$5,00	\$5,00
	Software: wordwall, educaplay, etc.	\$0,00	\$0,00
	Office supplies		
	Paper sheets	\$0,75	\$0,75
3 Project evaluation	Travelling spendings	\$120,00	\$120,00
	SUBTOTAL	\$493,28	\$622,03
	Contingency reserves	5%	\$31,10
	TOTAL BUDGET	\$653,14	

References

- American Psychiatric Association . (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). US. doi:<https://psycnet.apa.org/doi/10.1176/appi.books.9780890425596>
- American Psychological Association. (2022). Retrieved October 24, 2022, from <https://dictionary.apa.org/special-needs>
- Atherton , G., & Cross, L. (2021, August 9). *PubMed Central*. doi:10.3389/fpsyg.2021.669734
- Autism Research Institute. (2021). Retrieved October 24, 2022, from <https://www.autism.org/is-it-autism/>
- Borosan, B. (2016). *Autism Spectrum Disorder in the Inclusive Classroom* (2nd ed.). US: Scholastic Inc. Retrieved from <https://www.amazon.com/Autism-Spectrum-Disorder-Inclusive-Classroom/dp/1338038540?asin=1338038540&revisionId=&format=4&depth=1>
- Bryant, P. E., Bradley, L., Maclean , M., & Crossland, J. (1989, June). *Cambridge University Press*. doi:<https://doi.org/10.1017/S0305000900010485>
- Carew, T., & Magsamen, S. (2010, September 9). *ScienceDirect*. doi:<https://doi.org/10.1016/j.neuron.2010.08.028>
- Chamberlain , B., Kasari, C., & Rotheram-Fuller , E. (2007, February). *PubMed*. doi:10.1007/s10803-006-0164-4
- Chenausky, K., Norton, A., Tager-Flusberg, H., & Schlaug , G. (2016, November 9). Auditory-Motor Mapping Training: Comparing the Effects of a Novel Speech Treatment to a Control Treatment for Minimally Verbal Children with Autism. doi:<https://doi.org/10.1371/journal.pone.0164930>

- Cooperstein, S., & Kocevar-Weidinger, E. (2004, June 1). Beyond active learning: a constructivist approach to learning. *Ingenta Connect, Volume 32*, 141-148. doi:10.1108/00907320410537658
- Cordero Cueva, F. (n.d.). *Gobierno del Ecuador*. Retrieved from <https://educacion.gob.ec/ley-organica-de-educacion-intercultural-loei/>
- Costley, D., Keane, E., Clark, T., & Lane, K. (2012). *A Practical Guide for Teachers of Students With an Autism Spectrum Disorder in Secondary Education*. Australia.
- Creswell, J. W. (2014). *A Concise Introduction to Mixed Methods Research* (1st ed.). SAGE Publications, Inc.
- Digard, B., Sorace, A., Stanfield, A., & Fletcher-Watson, S. (2020, November 24). Bilingualism in autism: Language learning profiles and social experiences. *National Library of Medicine*. doi:10.1177/1362361320937845
- Dolcos, F., Lordan, A., & Dolcos, S. (2011, September 22). *Taylor & Francis Online*. doi:10.1080/20445911.2011.594433
- Enosh, G., Tzafrir, S. S., & Stolovy, T. (2014, March 3). *Sage journals*. doi:<https://doi.org/10.1177/155868981452526>
- G. Lodico, M., T. Spaulding, D., & H. Voegtler, K. (2010). *METHODS IN EDUCATIONAL RESEARCH FROM THEORY TO PRACTICE* (2nd ed.). US: Jossey-Bass. Retrieved from https://www.amazon.com/Methods-Educational-Research-Theory-Practice/dp/0470436808/ref=sr_1_1?crid=3IOIR1V4KTDTP&keywords=methods+in+educational+research+from+theory+to+practice&qid=1669111643&srefix=METHODS+IN+EDUCATIONAL+RESEARCH%2Caps%2C147&sr=8-1

- Harwell , J. M., & Jackson, R. W. (2008). *The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities* (3rd ed.). Jossey-Bass.
- Isen, M., A., Daubman, A., k., Nowicki, & P., G. (1987). *APA PsycNet*. doi:<https://doi.org/10.1037/0022-3514.52.6.1122>
- Jung, N., Wranke, C., Hamburger, K., & Knauff, M. (2014, June 10). *Frontiers*. doi:<https://doi.org/10.3389/fpsyg.2014.00570>
- Johnson , R. B., & Onwuegbuzie, A. J. (2016, July 1). *Sage journals*. doi:<https://doi.org/10.3102/0013189X033007014>
- Karlavaris, B., Kelbli, J., & Kastori, M. S. (1986). *Front cover image for Metodika likovnog vaspitanja predškolske dece : za IV. godinu pedagoške akademije*. Zavod za udžbenike i nastavna sredstva, Beograd.
- Kasari, C., Brady, N., Lord, C., & Tager-Flusberg, H. (2013, October 29). Assessing the Minimally Verbal School-Aged Child with Autism Spectrum Disorder. *National Library of Medicine*. doi:10.1002/aur.1334
- Klopotova , E., & Krupnova, I. (2020, January). *ResearchGate*. doi:10.17759/bppe.2020170105
- Krashen , S. (1982). *Principles and Practice in Second Language Acquisition*.
- Larsen-Freeman , D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.
- Lewis, R., Wheeler, J., & Carter, S. (2017). *Teaching Students with Special Needs in General Education Classrooms (What's New in Special Education)* (9th ed.). US: Pearson.
- Ley Orgánica de Educación Intercultural*. (2011, March 31). Retrieved November 15, 2022, from

https://oig.cepal.org/sites/default/files/2011_leyeducacionintercultural_ecu.pdf

Lizardi, R. (2005). *Reading Rockets*. Retrieved from <https://www.readingrockets.org/article/hands-activities>

McNiff, J. (2013). *Action Research: Principles and practice* (3rd ed.). US. Retrieved from https://www.amazon.com/Action-Research-Principles-Jean-McNiff-ebook/dp/B0B36NTFLG/ref=sr_1_1?crid=1I2DF8JW6EGD9&keywords=action+research+principles+and+practice&qid=1669102392&s=digital-text&srefix=action+research+prin%2Cdigital-text%2C711&sr=1-1&asin=B0

Milbrandt, M., Felts, J., Richards, B., & Abghari, N. (2004, September 1). *Semantic Scholar*. doi:10.1080/00043125.2004.11653563

Mills, G. (2017). *Action Research: A Guide for the Teacher Researcher* (6th ed.). US: Pearson. Retrieved from https://www.amazon.com/Action-Research-Guide-Teacher-Researcher-ebook/dp/B01N13DHPN/ref=sr_1_1?crid=2JZ7K1ZF4S05M&keywords=action+research+by+mills&qid=1669103648&s=digital-text&srefix=action+reseach+by+mills+%2Cdigital-text%2C273&sr=1-1

Oudeyer, P. Y. (2016). *ScienceDirect*. doi:<https://doi.org/10.1016/bs.pbr.2016.05.005>

Pessoa, L. (2008, February). *Nature Reviews Neuroscience*. doi:10.1038/nrn2317

Phelps, E. (2004, April). *ScienceDirect*. doi:<https://doi.org/10.1016/j.conb.2004.03.015>

Pierangelo, R., & Giuliani, G. (2012). *Teaching Students with Autism Spectrum Disorders: A Step-by-Step Guide for Educators*. Corwin Press.

- Posar, A., & Visconti, P. (2021, September 1). Update about “minimally verbal” children with autism spectrum disorder. *National Library of Medicine*, XL. doi:10.1590/1984-0462/2022/40/2020158
- Reading Rockets*. (2007). Retrieved from <https://www.readingrockets.org/article/nursery-rhymes-not-just-babies>
- Renelle, A., & Jones, R. (2022, December). *ResearchGate*. doi:10.52041/iase.icots11.T11A1
- Rondon, M. (2020, November 16). *Cambridge University Press and Assessment*. Retrieved from <https://www.cambridge.org/elt/blog/2020/11/16/nursery-rhymes-a-great-way-to-learn-language/>
- Schupp, H., Stockburger, J., Codispoti, M., Junghöfer, M., Weike, A., & Hamm, A. (2007, January 31). *JNeurosci*. doi:<https://doi.org/10.1523/JNEUROSCI.3223-06.2007>
- Seli, P., Wammes, J., Risko, E., & Smilek, D. (2016). *Springer Link*. Retrieved from <https://link.springer.com/article/10.3758/s13423-015-0979-0>
- Shen, L., Wang, M., & Shen, R. (2009). Affective e-Learning: Using “Emotional” Data to Improve Learning in Pervasive Learning Environment. *JSTOR*, 176-189. Retrieved from <https://www.jstor.org/stable/jeductechsoci.12.2.176>
- Sinha, S. (2019, August 20). *News Medical Life sciences*. Retrieved from <https://www.news-medical.net/health/Hippocampus-Functions.aspx>
- Sousa, D. (2016). *How the Special Needs Brain Learns* (Third Edition ed.). Corwin Sage.
- The Alliance for Inclusive Education*. (2022). Retrieved November 15, 2022, from <https://www.allfie.org.uk/definitions/what-is-inclusive-education/>

- The Gateway School. (2018, March 28). *Gateway School*. Retrieved from <https://thegatewayschool.com/multisensory-approach-special-education/>
- Tyng, C., Amin, H., Saad, M., & Malik, A. (2017, August 24). *frontiers*. doi:10.3389/fpsyg.2017.01454
- Um, E., Plass, J. L., Hayward, E. O., & Homer, B. . (2012). *APA PsycArticles: Journal Article*. doi:10.1037/a0026609
- UNESCO International Centre for Technical and Vocational Education and Training*. (2005). Retrieved November 15, 2022, from <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=449>
- Vuilleumier, P. (2005, December). *ScienceDirect*. doi:<https://doi.org/10.1016/j.tics.2005.10.011>
- Vuilleumier, P. (2005, December). *ScienceDirect*. doi:<https://doi.org/10.1016/j.tics.2005.10.011>
- Wagle, S., Ghosh, A., Karthic, P., Ghos, A., Pervaiz, T., Kapoor, R., . . . Gupta, N. (2021, July 5). *scientific reports*. doi:10.1038/s41598-021-93258-w
- Wendorff, L. (2016, August 22). *Learning for justice*. Retrieved October 24, 2022, from <https://www.learningforjustice.org/magazine/foreign-language-study-can-benefit-students-with-autism>
- Zeliadt, N. (2018, May 12). *Spectrum*. Retrieved October 24, 2022, from <https://www.spectrumnews.org/news/whos-minimally-verbal-depends-ask/>

ANNEXES



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL



FACULTAD DE
ARTES Y HUMANIDADES



INSTITUTO VENEZOLANO DE INVESTIGACIONES LINGÜÍSTICAS Y PEDAGÓGICAS
PEDAGOGÍA
DE LOS
IDIOMAS

FAH-PINE-018-2022


Lunes, 7 de octubre del 2022

Lcdo.
Rainiero Teran, Mgs.
Director
Escuela El Rosal de los Niños

Reciba un cordial saludo. Por el presente solicito a usted muy comedidamente, salvo su mejor criterio, se permita a las Srtas. Campaña Mora Nicole Giovanna & Campaña Mora Melanie Morelia estudiante del 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, realizar observaciones áulicas y entrevistas que le permita recolectar información para elaborar su Trabajo de Integración Curricular (Trabajo de titulación) denominado EFL Teaching-Learning Approach Used for a Minimally Speaking Autistic Student at Rosal de Los Niños Elementary School.

Las señoritas Campaña estarían realizando dicha actividad en la clase de inglés que reciben los estudiantes, durante los meses de octubre, noviembre y diciembre del 2022 y enero 2023.

Atentamente,


Lcdo. Stanley González Ubilla, M.Ed.
Director de Carrera
Pedagogía de los Idiomas Nacionales y Extranjeros – inglés



Inglés, más que un idioma...una profesión ¡Sin Fronteras!

Teachers: Ms. Melanie and Ms. Nicole

Name: María José Zuñiga

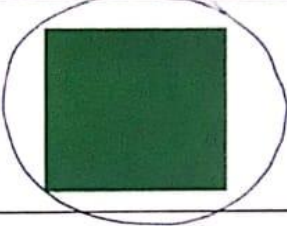

English Diagnostic Test

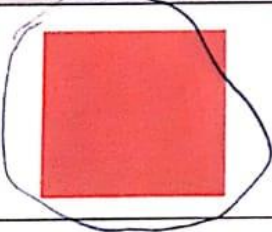

Date: 05/01/22



Grade: Kindergarten 2

Score: 5.70 /10

Objective: To distinguish English items previously taught from the content and sequence section of the English book "Happy Campers Starter". The student should follow instructions in English such as "circle and "point" as given in the diagnostic test. This diagnostic test was adapted and based on Happy Campers Assessment Pack, Photocopiable (Macmillan, 2015).



1. Circle the color "Yellow".		(1 point)
		X



2. Circle the color "red".		(1 point)
		/



3. Circle the shirt.		(1 point)
		✓



Teachers: Ms. Melanie and Ms. Nicole

Name: Matía José Zúñiga

4. Circle the cap.		(1 point)
		X

5. Circle the pants.		(1 point)
		X


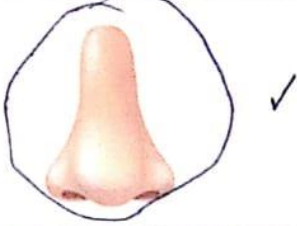
6. Circle the shoes.		(1 point)
		X

7. Circle the eye.		(1 point)
		


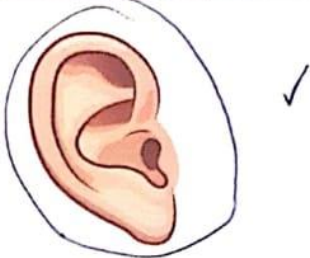
Teachers: Ms. Melanie and Ms. Nicole

Name: Maria José Zuniga

8. Circle the nose. (1 point)

	
---	--

9. Circle the ear. (1 point)

	
--	---

Classroom Instructions

10. Listen to the teacher's instructions, perform the action, or answer the question. (1 point)

1	Point to (chair)	X
2	What 's your name?	X
3	Greet hello (she waves)	✓
4	Stand up	X
5	Sit down	X

0.20

Teachers: Ms. Melanie and Ms. Nicole

Name: Alexander F. F.



English Diagnostic Test

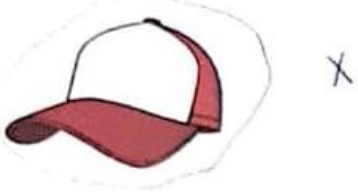

Date: 1/1/



Grade: Kindergarten 2

Score: 6 /10

Objective: To distinguish English items previously taught from the content and sequence section of the English book "Happy Campers Starter". The student should follow instructions in English such as "circle" and "point" as given in the diagnostic test. This diagnostic test was adapted and based on Happy Campers Assessment Pack, Photocopiable (Macmillan, 2015).


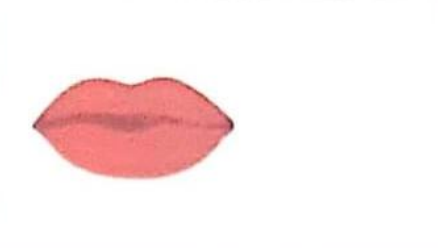
1. Circle the eye. (1 point)	
	

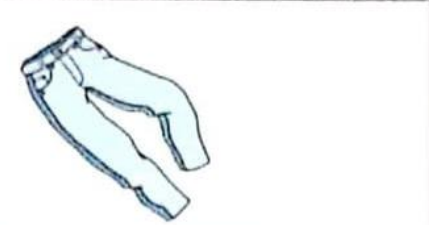
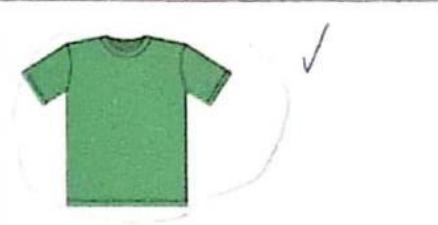
2. Circle the skirt. (1 point)	
	

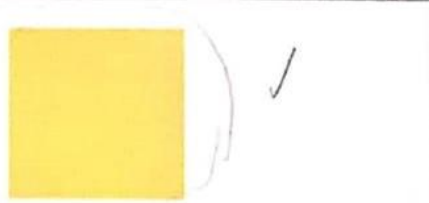

3. Circle the color "green". (1 point)	
	


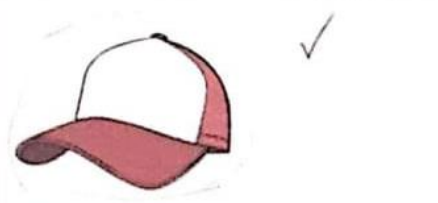
Teachers: Ms. Melanie and Ms. Nicole

Name: Alvin Christopher

4. Circle the mouth. (1 point)	
	

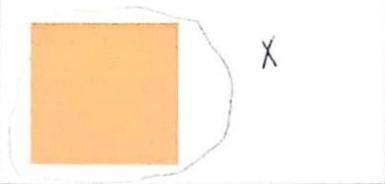
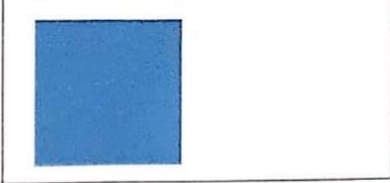
5. Circle the shirt. (1 point)	
	



6. Circle the color "Yellow". (1 point)	
	

7. Circle the cap. (1 point)	
	

Teachers: Ms. Melanie and Ms. Nicole

Name: AYDOKNOVRIE D

8. Circle the color "blue". (1 point)	
	

9. Circle the ear. (1 point)	
	

Classroom Instructions

10. Listen to the teacher's instructions, perform the action, or answer the question. (1 point)

1	Point to (chair)	X
2	What 's your name?	X
3	Greet hello (she waves)	X
4	Stand up	X
5	Sit down	X

Teachers: Ms. Melanie and Ms. Nicole

Name: JACOB ANGLER



English Diagnostic Test

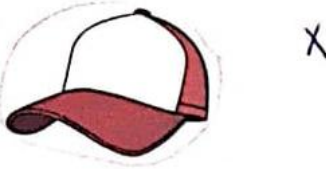

Date: / /



Grade: Kindergarten 2

Score: 3 /10

Objective: To distinguish English items previously taught from the content and sequence section of the English book "Happy Campers Starter". The student should follow instructions in English such as "circle and "point" as given in the diagnostic test. This diagnostic test was adapted and based on Happy Campers Assessment Pack, Photocopiable (Macmillan, 2015).



1. Circle the eye. (1 point)	
	



2. Circle the skirt. (1 point)	
	

3. Circle the color "green". (1 point)	
	

Teachers: Ms. Melanie and Ms. Nicole

Name: Josiah Angelo

8. Circle the color "blue".		(1 point)
		

9. Circle the ear.		(1 point)
		

Classroom Instructions

10. Listen to the teacher's instructions, perform the action, or answer the question.
(1 point)

1	Point to (chair)	X
2	What 's your name?	X
3	Greet hello (she waves)	X
4	Stand up	X
5	Sit down	X



Figure 6 The researchers and the student performing the diagnostic student.



Figure 7 The researchers and the student performing the diagnostic student.



Figure 8 The researchers and the student performing the diagnostic student.

EFL Teacher Observation Checklist

Teacher's name: Ms. Karen

Grade: K-2

Observer: Melanie Campaña

Date: January 5th,2022

School: El Rosal de los niños

-This teacher observation form aims to examine classroom management, teaching strategies, approaches and techniques data demonstrated during the EFL teaching practice at the Rosal de los Niños Elementary School. Please employ the scale as you rate each of the checklist items.

Respond to each statement using the following scale:

1= Never

2= Rarely

3= Sometimes

4= Often

5= Always

Instructional items	Teaching skills	Rating Scale				
		1	2	3	4	5
Teacher's Management	Applying eye contact					x
	Using gestures and facial expressions		x			
	Manipulating position and movement					x
	Using pupils' names					x
	Using the voice clearly					x
	Establishing rapport				x	
	States explicitly the relationship between the present class and the previous one	x				
	Uses some cues (verbal or –non verbal cues or pause) to tell pupils when he finished discussing one topic	x				
	Begins and ends the class fairly promptly					x
	Includes the right amount of material in the class period				x	
	Writes lesson planning					x
	Speaks in clear, strong voice that can be easily heard				x	
	Speaks neither too fast nor too slowly				x	
	Uses clear visual aids such as cards, pictures, etc.		x			
	Uses handout and audiovisual aids to assist explanation	x				
	Uses realia to express concepts	x				
	Varies activities over class period		x			
	Chooses activities suitable to the pupil's age		x			
Uses pauses to allow pupil to respond				x		

Room Arrangement	The classroom has an area for large group instruction	x				
	The classroom has an area for small group instruction		x			
	The classroom has an area for independent work					x
	The classroom has an area for material storage					x
	Space inside is suitable for lining up	x				
	There is a quiet or "time out" area	x				
	Displays are suitable for pupils' eyes level		x			
	Students' displays include works of art	x				
	Chipped or blemished walls have been reported	x				
	Some open space is available	x				
	Each pupil's desk is of appropriate size					x
	Each pupil has his or her own assigned seat					x
	Each pupil's desk is organized for easy access to materials				x	
	Desks are arranged in such a way that each pupil can observe the teacher presentation and the whiteboard		x			
	The classroom has extra clutter or furniture that is not needed in the classroom					x
	Materials and equipment are readily available				x	
	Temperature control is adequate					x
	Lighting is adequate					x
The classroom is free from external noises such as machinery outside, street noise, hallways voices, etc.				x		

Summary Comments

1. What were the instructor's major strengths as demonstrated in the observation?

The teacher uses an appropriate tone of voice, moves around the classroom actively, and establishes rapport with students.

2. What suggestions do you have for improving the instructor's skills or methodology?

I would strongly suggest providing classroom instructions using short commands and pictures to explain the different activities during class, establish transition between activities using rhyming songs briefly so students will be able to notice the ending of an activity and the starting point from the next activity. Additionally, I would recommend decreasing teacher talking time and promoting student talking time since the core of the national curriculum is learner-centered.

3. What teaching method is the teacher applying during the EFL lesson?

The teacher mainly applies the Grammar-Translation method during class.

Adapted from the work of Ghazwan Adnan Mohammed University of Diyala (2016).

Student notes and Record of the student-teacher interaction

- The girl receives the class with her mother as her shadow teacher all the time, she is accompanied by 2 boys at the same table in which she does not interact with them and vice versa.
- The teacher gives a short greeting to the students (waves hello to them).
- The teacher begins the class 4 minutes late because a student with autism poops on his pants and she is waiting until the parent of the student leaves with him.
- The teacher does 3 activities in the book with the children, these activities are based on Translation Method, Audio- Lingual and Direct Method.
- The teacher starts the class by showing the English book and then she instructs students to open the book on page “x”
- The girl’s mom tells her again what to do, while the teacher goes to each table and gives another instruction about the activity that they are going to listen on the book, then she goes to the front of the classroom and gives another instruction which is to look at the picture and listen to the audio about a story of a family.
- The girl looks at the teacher for a short time, then she gets distracted by the portable Bluetooth speaker and starts making faces and moves her eyebrows up and down constantly.
- The girl’s mom tells her to look at the book, then a few moments later, the teacher approaches the girl and asks her about the picture in the book (what the grandmother is doing in it), the student does not answer, just look at her and says in a low voice the word “grandmother”.
- The mother points the picture of the activity to the girl while she is listening to the audio. The girl is looking at the pictures of the activity.
- The teacher makes pauses for each picture of the listening activity and then proceeds to ask questions about what each family member is doing in the picture.
- There is a lot of noise inside and outside the classroom, some students are talking to each other. There is a noise outside the classroom since it is recess time for high school students.
- The girl sometimes stares at the teacher during the listening activities and plays the audio of the story, a piece of rap music about family and emotions. (The teacher tells the students to repeat the song but they do not do it and she continues with the next activity).
- The girl seems to be lost in her world and at times bored. The teacher approaches the girl 4 times to ask her one question or to repeat the direction.
- When it comes the time to do the matching activity in which she has to draw the face of the family member and matches it with the emotion icon, she seems to be pretty excited to do it on her own and faster but her mom tells her to wait however the girl starts drawing the eyes and mouth of each one of them.
- She starts to erase it and draws the faces again, while the teacher keeps giving directions to the students and while she is doing it, the girl

is distracted by the faces of the family members. The girl's mother tells her to match the family members with the emotional icons.

- The teacher does not get close to the girl but she moves around the classroom and explains to each group of kids sitting at the table the following activity. The girl is still working on the last activity. The teacher goes to the front of the class and continues with the new listening-matching activity.
- The teacher uses mainly Spanish in the classroom rather than the target language to be taught in the class. She gives it in Spanish and then in English, also she does the same thing when she pauses the audio activity and repeats the sentence of the audio in Spanish and English. Ex: El perrito esta triste - The dog is sad.
- The student falls behind in the last activity and asks her mother for help. Consequently, she does not go at the same pace as the teacher and ends the activity with the guidance of the mother.
- The teacher finishes the activities of the book, puts stamps on the students' books and when the teacher approaches the student, she calls her name and the student pays attention to the teacher. Then puts the stamp on the book and her hand.



DECLARACIÓN Y AUTORIZACIÓN

Nosotros, **Melanie Morelia Campaña Mora**, con C.C: # 0931744635 y **Nicole Giovanna Campaña Mora**, con C.C: # 0931744627 autores del trabajo de titulación: **EFL Teaching-Learning Approach Used for a Minimally Speaking Autistic Student at Rosal De Los Niños Elementary School** previo a la obtención del título de **Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, **12 de febrero de 2023**

f.

Melanie Morelia Campaña Mora

C.C: **0931744635**

f.

Nicole Giovanna Campaña Mora

C.C: **0931744627**



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	EFL Teaching-Learning Approach Used for a Minimally Speaking Autistic Student at Rosal De Los Niños Elementary School		
AUTOR(ES)	Melanie Morelia Campaña Mora Nicole Giovanna Campaña Mora		
REVISOR(ES)/TUTOR(ES)	Liz Espinoza Pinzón/Mariela Fátima Vásquez Barros		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Facultad de Artes y Humanidades		
CARRERA:	Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés		
TITULO OBTENIDO:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés		
FECHA DE PUBLICACIÓN:	12 de febrero de 2023	No. DE PÁGINAS:	72
ÁREAS TEMÁTICAS:	Educación, Lingüística, Idiomas		
PALABRAS CLAVES/KEYWORDS:	minimally speaking, autism, methodology, strategies, EFL, inclusive		
RESUMEN/ABSTRACT (150-250 palabras):			
<p>The main objective of this work looks into identifying the elements that may constrain the EFL teaching-learning process used for a minimally speaking student with autism at a preschool in the city of Guayaquil. To achieve this, it was used an action research and mixed method. It was necessary to measure the recognition of the English vocabulary being taught to the student in an inclusive EFL classroom. Additionally, it was applied a teacher observation checklist in order to gather the methodology, techniques and strategies being used by the EFL teacher. The student with autism, and peers were observed to describe their social interaction in the classroom. It was proposed a training course for the teaching staff about the importance of using the TPR Approach and applying hands-on active strategies in the English sessions in an inclusive environment during the scholastic year where the student with autism will be engaged in learning.</p>			
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
CONTACTO CON AUTOR/ES:	Teléfono: +593987456123; +5939832165478	E-mail: melanie.campaña@cu.ucsg.edu.ec; nicole.campaña@cu.ucsg.edu.ec	
CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO TIC)::	Nombre: Jarrín Hunter, Ximena Marita		
	Teléfono: +593-4-6043752/593-9-99614680		
	E-mail: xjarrin@yahoo.com ; Ximena.jarrin@cu.ucsg.edu.ec		
SECCIÓN PARA USO DE BIBLIOTECA			
Nº. DE REGISTRO (en base a datos):			
Nº. DE CLASIFICACIÓN:			
DIRECCIÓN URL (tesis en la web):			