



Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas BUAP

**Learning English: An ecological perspective of a
child with autism.**

Tesis para obtener el título de:

LICENCIADO EN ENSEÑANZA DEL INGLÉS

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November, 2022



**“LEARNING ENGLISH: AN ECOLOGICAL
PERSPECTIVE OF A CHILD WITH AUTISM”**

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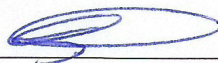
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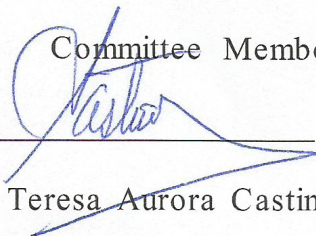
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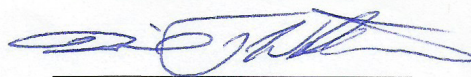


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DEDICATIONS

I have special people in my life to whom I want to dedicate this thesis project to. First, I want to thank my parents **Janneth Luna López** and **Delfino Vázquez Cortez** for not giving up on me throughout this long and winding road. You both have given me endless experiences and opportunities that have shaped me into the woman I am today. Thank you for giving me and my sister an amazing life, so I could develop my gifts and talents. This achievement is for you. I love you with all my heart.

I want to thank my little sister **Ana Paola Vázquez Luna** as well. Thank you for being my lifetime best friend and for always being there for me throughout the tough times this project made me face. I love you with all my heart and this achievement is also for you.

I want to thank my family and friends, especially my aunt Karina (for your help with the transcriptions), Karen, Zaid, Claudia, Sofi, Aranza, Sophie, Luis Gilberto, Héctor, Mariana, Ireen, Cynthia, Andrea, my UMA students, and the one who inspired me the most to envision and start this project: Jacob. Thank you for your help and time. I appreciate with all my heart everything you have done for me. I love you all.

I want to thank my aunt and favorite teacher Lizet Luna. Thank you for the opportunity you gave me that Saturday morning and changed my life, also for making me love this language and fall in love with it. Also, my high school teacher Leonorinda... you made me love this language in amazing and fashionable ways!

This thesis project is also for one of my favorite bands: the Jonas Brothers. Thanks to you I am where I should be. **“I’d go back and ride that rollercoaster with you.”**

I want to thank my lovely boyfriend Marvin. You came into the right time into my life. Thank you for pushing me to finish this and for inspiring me, so I could dream of a better life. I love you.

And finally, I want to thank myself. After 4 years... we did it, Andy! This is only the beginning.

DEDICATORIAS

Tengo personas especiales en mi vida a quienes les quiero dedicar este proyecto de tesis. Primero quiero agradecer a mis padres **Janneth Luna López** y **Delfino Vázquez Cortez** por no desistir de mí en este largo y tortuoso camino. Ambos me han brindado un sinfín de experiencias y oportunidades que me han convertido en la mujer que soy hoy. Gracias por darnos a mí y a mi hermana una vida increíble, para que pudiera desarrollar mis dones y talentos. Este logro es para ustedes. Los amo con todo mi corazón.

También quiero agradecer a mi hermanita **Ana Paola Vázquez Luna**. Gracias por ser mi mejor amiga en la vida y por estar siempre ahí para mí en los momentos difíciles que este proyecto me hizo enfrentar. Te amo con todo mi corazón y este logro también es para ti.

Quiero agradecer a mi familia y amigos, en especial a mi tía Karina (por tu gran ayuda en las transcripciones), Karen, Zaid, Claudia, Sofi, Aranza, Sophie, Luis Gilberto, Héctor, Mariana, Ireen, Cynthia, Andrea, mis alumnos de la UMA, y quien me inspiró mucho para imaginar y comenzar este proyecto: Jacob. Gracias por su ayuda y tiempo. Agradezco con todo mi corazón todo lo que han hecho por mí. Los amo a todos.

Quiero agradecer a mi tía y maestra favorita Lizet Luna. Gracias por la oportunidad que me diste esa mañana de sábado que cambió mi vida, también por hacerme amar este idioma y enamorarme de él. Además, mi profesora de

preparatoria, Leonorinda... ¡me hiciste amar este idioma de maneras asombrosas y modernas!

Este proyecto de tesis también es para una de mis bandas favoritas: los Jonas Brothers. Gracias a ustedes estoy donde debo estar. ***“Regresaría y montaría esa montaña rusa contigo”.***

Quiero agradecer a mi encantador novio Marvin. Llegaste en el momento adecuado a mi vida. Gracias por empujarme a terminar esto y por inspirarme, para poder soñar con una vida mejor. Te amo.

Y finalmente, quiero agradecerme a mí misma. Después de 4 años... ¡lo logramos, Andy! Este es sólo el comienzo.

ACKNOWLEDGEMENTS

When I started studying this degree I never thought about writing a thesis project like this one. A thesis project that would bring out the worst and best of me. I have had amazing help from people who I never thought of working with, but thanks to them I am writing these final words.

I want to express my deepest gratitude and admiration for my thesis advisor Dra. Leticia Araceli Serrano Salas. I am happy I reached out for help, and you decided to take this hopeless project with faith. Thank you for making me snap out of it. Your help has been one of the greatest gifts I have ever received in my life. Thank you for your patience, tolerance, kindness towards me, and the knowledge you have shared with me. I could not have done it without you and your advice.

I also want to briefly thank Dr. Josué Cinto Morales. You gave me the foundations for this project, and even though we could not conclude it together, I will be forever grateful, and Ing. Luis Gilberto Solis... thank you for your help, time, patience and knowledge.

I want to thank my thesis readers: Dra. Teresa Aurora Castineira Benítez and Dr. Michael Witten as well, for taking the time to read and comment this project.

And finally, I want to thank my teachers and classmates throughout my education life. You have shaped me into who I am today.

Thank you!

ABSTRACT

Inclusion in the EFL classroom is probably one of the key elements in teaching a new language, because the language itself is full of different and new things for students. This investigation attempts to see how inclusive our educational system is in our country surrounding a 9-year-old boy named “Tadeo” diagnosed with Autism Spectrum Disorder (ASD). The general purpose of this study is to reaffirm how important it is to know how EFL teachers can handle situations where a kid or adult with ASD might be, by using the proper tools and terminology to create an inclusive environment for those students. Therefore, this study was built and developed through interviews made to the parents, grandmother, and teachers of the indirect participant, where three important elements were the focus. These elements were: motor, language and social aspects. With all the gathered information, analysis was made, to create an easier way to read it and fully understand the disorder. As a result, all the answers, results and evidence gave fruitful information about autism, along with the literature part of the study. Specifically, on how to manage EFL classrooms or students where ASD students may be, or students diagnosed with different disorders.

Keywords: autism spectrum disorder (ASD), inclusion, EFL teaching, ecological perspective and educational system.

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CHAPTER I

INTRODUCTION TO THE STUDY

1.1 Introduction

What is language? Language can be defined as a developing set of ways to communicate with one another. Language exists in every aspect of our lives and in different shapes and forms. According to Crystal (2021) language can be also defined as a system of spoken, signed or written symbols that people in a community use to express themselves and with each other. Language includes different kinds of expressions such as imaginative or emotional. (Crystal, 2021) Now having this approach about language, English language can be focused. English language roots are West Germanic, and it is also known as the language of the people of England. Today, English is the main language in around fifty countries in the world.

It has built a greater importance in everyone's lives. It is the main language of politics, art, science, and people's daily life in the world, and it can help people to have more opportunities of better jobs and careers.

That is why English language is important to be taught to students in an efficient way in the classrooms. Teaching English focuses on four skills that students need to get in order to communicate proficiently, these four skills are: listening, speaking, reading and writing, and they help students improve their language acquisition process.

By continuing with the next concept, which is inclusive education we can start this paragraph by a definition of this concept given by Thornbury (2017, p. 261),

“for some physical or mental reason, they are disadvantaged and need extra or individualized attention if they are not to be excluded from the classroom learning experience. This is what is known as inclusive education”. Therefore, this research paper was focused on a nine-year old Mexican child with Autism Spectrum disorder (ASD) and the path of inclusive education and other perspectives perceived by his family members and teachers.

An easy definition of this disability is given by Kerrell (2010). This definition explains that “ASD is a complex developmental disability resulting from neurological disorders that negatively affects brain function and is four times more common in men than in women. This disorder adversely affects areas such as social interaction, verbal and non-verbal communication, and imagination. Deficits in these areas include the so-called Autistic Triad. The observable features include, among many others, repetitive and/or unusual behaviors and limited interests. Autism usually appears in the first three years of life and is known as autism spectrum disorder (ASD).”

Now, this work was carried out by using an ecological perspective, which refers to the study of individuals and how they react and interact with each other in a certain environment. This method helped on how certain stances of a kid with ASD were perceived by the ones surrounding him, such as his parents, grandmother, and teachers, and to give future English teachers a different approach on how the classroom and the teaching must be more inclusive, and how we must prepare even more to be able to face any difficulty or situation with kids with any kind of disability. This study focuses on recognizing the perspectives of people surrounding these cases.

1.2 Statement of the Problem

Difficulties in social interaction and inside the classroom are sometimes neglected by teachers and parents, so verbal and nonverbal communication is impaired. Particularly, the role of language in autism spectrum disorder (ASD) is limited and it needs to be worked on.

This is relevant for the English classroom as the language classroom enhances participation of all learners, focusing primarily on spoken participation, and sometimes the lack of attention to students with disabilities may be caused by some factors such as: mainly the learning environment.

The problem here may appear as how well perceived these perspectives on the child's developing skills are by the closest people by knowing he has been diagnosed with ASD and, by being aware of these skills and how their individual process takes place.

Therefore, having an adequate knowledge of these processes can help English teachers include kids with ASD in the classroom in an optimal way, by understanding perfectly how the kid can learn new things and even acquire a new language as English.

1.3 Rationale of the Study

The rationale of this study was to find a proper way to teach English to kids with different disabilities but focusing mainly on a kid diagnosed with ASD. The desired way to teach them must be developed to create more inclusion in the classroom and to make English teachers aware of the necessities and new teaching skills that we might have to get in the future to create and maintain the

ideal and required environment of inclusion. From my own perspective, it is not easy to find ways to teach them, but it is possible.

Given my experience with the child related to the study, I decided to take initiative and do this research, to explore some methods that might have worked with his teachers throughout his native language acquisition process.

The ecological perspective that was used in this research and points of view given throughout this research could help English teachers to develop their own approaches, and **ways** of teaching and to use them in the future.

Throughout this research, one of the main aims for teachers is for them to be able to teach children with different disorders and disabilities a second language, creating an inclusive and safe environment for the students.

1.4 Purpose of the Study

The purpose of this study is to identify the perspectives of the family members and teachers of a nine-year-old child with AS regarding his learning condition. The participants explained their opinions and perspectives on the child's development focusing on language, motor development, social and inclusive skills.

These answers may help English teachers to create or develop methods and ways of teaching which focus on the inclusion of kids with disabilities.

1.5 Research Questions

RQ1- What are the ASD participant's family's perspectives on their child's developing skills?

RQ2- What are the ASD participant's teachers' perspectives on the child's

developing skills?

RQ3 - How can ASD kids be included in the English classroom in a proper way?

1.6 Methodology

The research uses a qualitative approach. According to Patton (2005, p. 1) “Qualitative research analyzes data from direct fieldwork observations, in-depth, open-ended interviews, and written documents. Inductive analysis across cases yields patterns and themes, the fruit of qualitative research”. This approach helped the research to get raw information from the kid’s learning abilities and how well perceived inclusive education is.

The instruments applied were interviews and open-ended questionnaires answered by the closest members of his family, such as his mother, father, and grandmother. Also, the teachers who had been working with him along the way became participants of the study.

A case study method was used in this research. According to Yin, he defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” (Yin, 1984 p.23). The choice of method was made as the study was based on observations and the answers from the surrounding participants.

An accurate definition given by Robert Yin is the following: An in-depth longitudinal examination was used. The longitudinal analysis delivers a means

of perceiving the events, gathering data, examining information, and exposing the consequences over a certain period. By knowing the scope of the information, a case study is an exceptional approach of witnessing any ordinary incidence which happens in a mere recollection of information (Yin, 1984).

1.7 Significance of the Study

The results and conclusions of this research may be useful for the interested population mainly English teachers, such as the information on how the cognitive part of the kid diagnosed with autism spectrum disorder (ASD) has been throughout his life; how every factor is defined and perceived by his family members and his teachers and how these answers might affect the individual learning perspective of the kid.

This information may be used to help English teachers create a well-grounded and inclusive environment where kids diagnosed with ASD or other type of disability can develop accurately in all aspects that concern teachers and researchers and find the proper approach to include in an optimal way that learners with AS can be taught in the English classes.

1.8 Research Content and Organization

The research content is organized to show readers an order in this research.

Chapter I is constituted by an introduction, statement of the problem, research questions, a brief explanation of the methodology that was used, the significance of the study and key terms. Then, in chapter II, more extensive definitions of each term were shown to sustain the whole research. In chapter III, there was a description of the methodology that was applied in this research, also the

approach, method, technique, a description of the subjects, the setting, the instrument, and the procedure. In chapter IV, the results of the research are made known, and the reader can compare the future outcomes and use them in their upcoming research projects. Finally, in chapter V, conclusions and opinions about this research project are released for the reader to analyze them.

1.9 Conclusion

This chapter contains the introduction to a qualitative case study that aims to explore the perspectives gotten from the chosen family members and teachers of the kid. This information may help to have a broader outlook of what this disability might look like and how important it is to know more about ASD, to create more inclusion in the English classroom.

1.10 Key Terms

- **Inclusive education:** “It is an approach to schooling in which students with many different kind of disabilities and learning needs are educated in classes with non-disabled and typically developing students. In an inclusive arrangement, students who need additional supports and services spend most of their time with their non-disabled peers rather than in separate classrooms or schools.” (Kirschner, 2015, p. 1)

- **Inclusive education in the EFL classroom:** According to the Texas A&M International University “an inclusive classroom environment is one that encourages active participation and facilitates learning for all students. While promoting sensitivity to cultural differences, one of the biggest hurdles to

engaging all students is the language barrier that some students must overcome.”
(TAMIU, 2020)

- **Ecological perspectives:** “The term ecological perspective is a concept from the science of ecology that refers the study of organisms and how they interact with their environments. In 1973, the university teacher Carel Germain borrowed the term and used it to explain the way sociologists and social workers should study the interactions of people and groups within social and cultural environments.” (Petrona, 2018)

- **Autistic Disorder:** “autism spectrum disorder (ASD) is a neurodevelopmental disorder defined by persistent deficits in social communication and social interaction, accompanied by restricted, repetitive patterns of behavior, interests, or activities. The signs of ASD are usually evident in early childhood. Though it is still considered a lifelong diagnosis, with appropriate early intervention, individuals with ASD can lead productive, inclusive, and fulfilling lives. Many children with ASD do well in school, participate in activities they enjoy, go on to college, and are employed in adulthood.” (Florida State University [FSU], 2015, p. 1)

- **Curriculum:** “Curriculum can be envisaged from different perspectives. What societies envisage as important teaching and learning constitutes the “intended” curriculum. Since it is usually presented in official documents, it may be also called the “written” and/or “official” curriculum. However, at classroom level this intended curriculum may be altered through a

range of complex classroom interactions, and what is delivered can be considered the "implemented" curriculum.” (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017)

- **Language:** “a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include 1, the expression of identity, play, imaginative expression, and emotional release.” (Crystal et al., 2022).

- **Communication:** Berelson and Steiner defined communication as “the transmission of information, ideas, emotions, skills, etc. by the use of symbols – words, pictures, figures, graphs, etc.”. (1964, p. 527).

CHAPTER II

THE LITERATURE REVIEW

2.1 Introduction

This chapter includes the theoretical framework used to explain the perceptions, the main concepts used throughout the research itself, so readers can fully understand what the study focuses on and explains. The most relevant concepts regarding disorders and its importance in the language classroom are revised. For example, inclusive education as well as a brief definition of autism in children are mentioned. The chapter also includes the most appropriate methods and materials that may be used for inclusive education in the EFL classroom.

2.2 Language

Language is “a system of communication based upon words and the combination of words into sentences.” (Hamzaoui, 2019). This might not be the wider definition to describe what language is and how the process takes place, but there is a more complete definition that American-born linguist Noam Chomsky once said: “Language is a set (finite or infinite) of sentences, each finite in length, and constructed out of a finite set of elements.” (Chomsky, 1957, p. 13).

Thus, Chomsky had a very on-point description of how the process language acquisition works during the childhood development and how we are born likely to learn a language: “the essence of his theories of language acquisition state that human beings are pre-wired to learn language and in fact are born with the basic rules for language intact. Many of the unique details of any specific language structure are heavily influenced by the environment, but according to

Chomsky, the human brain is ready made to quickly acquire language at specific stages in the developmental process.

Preceding Chomsky, language acquisition was approved and was predominantly a learned procedure. For example, many thought that language skills were growing exclusively through observing our parents and other people in our background. (Clause, 2021)

2.2.1 Chomsky's Views on Language Acquisition

Noam Chomsky is an American linguist, philosopher, cognitive scientist, historian, social criticizer, and political activist. Occasionally called "the father of modern linguistics" and he suggested some ideas of how language should be thought of:

- The theory of universal grammar.
- Language is inborn.
- The notion that language acquisition occurs during critical development phases.

The previous ideas will be explained briefly below.

2.2.2 Universal grammar

In the 60s, linguists started getting involved in a different theory about grammar. This theory was spread by an American linguist named Noam Chomsky who frequently fixated his attention on the unproblematic language learning process of young children.

Noam Chomsky did not consider that having contact with a language was sufficient for a young child to be capable at comprehending and creating a language. He thought that humans are innate with an essential ability to learn languages. According to this theory, the elementary elements of language are already programmed in the human brain when one is born.

This “universal grammar theory” proposes that all the languages have some of these linguistic laws. For instance, every language has an approach to ask a question or say something negative. Furthermore, every language has a means to classify gender or mention that something happened in the past, present, or future.

If the elementary grammar laws are the same for every existing language, a child must follow the same group of rules that his classmates follow to comprehend and create their mother tongue. Videlicet, his background regulates which language he will use, but he is ready with the implements to acquire any language he wants. (Benwell, 2022)

2.2.3 Innate language

In 1957, linguist Noam Chomsky issued an innovative book called “Syntactic Structures.” It projected a novel idea: “All human beings may be born with an innate understanding of how language works”. Where he stated that language was a universal trait for human beings.

This idea has been reinforced later by Stanborough (2014) when he affirmed that humans can learn a language because we are inherently programmed with a

universal grammar - a straightforward understanding of how communication is organized. (Stanborough, 2014)

Linguists agree that there are three basic phases for learning a language:

- learning sounds
- learning words
- learning sentences

More specifically:

- Speech sounds are observed and then created.
- A consonant-then-vowel pattern is usually jabbered.
- Rudimentary words are firstly spoken.
- Vocabularies get grown, classifying things is learned.
- Two-word sentences are built, and then the complexity of our sentences is increased.

Different children continue through these stages at different frequencies, but the fact that we all share the same developmental succession may show we are connected through language. (Stanborough, 2014)

2.2.4 Language acquisition during critical development stages

Evidence advocates that there is an analytical, or a period for language acquisition, which finishes around adolescence. The presence of this stage is explicated by a developmental model which supposes that (a) linguistic skill is in belief (if not in practice) quantifiable, and (b) the quantity of language

measured by an individual discussed selective benefit on it. In this model, the language ability is perceived as adaptable, preferred by natural selection, while the acute stage for language acquirement itself is not an adjustment, but ascends from the interaction of hereditary factors affecting certain characters relating to language acquisition. (Hurford, 1991)

2.3 Language teaching

Language teaching contains the areas of education and applied linguistics (and occasionally other areas namely applied psychology and applied sociology). As cultures have become progressively rootless, language teaching practices have evolved to keep swiftness with changing learners' needs. Globalization has been headed to intense changes in language pedagogies, like in the increase of international lingua franca such as English, Spanish, Chinese, and Arabic, and concerns surrounding language teaching in immigrant groups of people.

As language teaching has advanced as a different academic field, some academics have perceived a broadening breach between investigators and practitioners, complemented by restricted contact to investigation by educators, and a disconnect between professional and academic books, journals, and magazines. (Rose & McKinley, 2022)

By relating this concept with the whole study and its objectives, it is totally perceived that language teaching, focusing primarily on English is an important part and even more if that teaching is intended for kids with different disabilities either mental or physical.

2.4 Stages of language acquisition

According to Robertson and Ford (2014) some investigators describe language acquisition into two groups: first-language acquisition and second-language acquisition. First-language acquisition is a collective development process notwithstanding of the native language. Babies and toddlers hear the sounds around them, start to imitate them, and ultimately begin creating words. Second-language acquisition accepts information in a first language and contains the process a person goes through as they learn grammatical and writing structures.

There are six stages of second-language acquisition, which will be explained below.

Chart 1. The stages of second-language acquisition

Pre-production	This is also known as "the silent period," when the student tries to participate in the new language but is not able to speak it. This period may last six weeks or longer, varying the student.
Early production	The student starts to communicate by using short words and phrases, but the emphasis is still on hearing and getting the new language. There will be a lot of mistakes in the early production stage.
Speech Emergent	Speech develops into something more frequent, words and phrases are longer, but the student still trusts deeply on the context evidence and familiar themes. Vocabulary is in increase, and mistakes start to disappear slowly, particularly in common or frequent exchanges of communication.
Beginning Fluency	Speech is fluent in social settings with slight mistakes. New backgrounds and academic language are stimulating, and the student will find it kind of hard to communicate themselves due to breaches in vocabulary and suitable sentences.
Intermediate Fluency	Communication in the second language is confident and flowing, especially in social language settings. The student can communicate nearly fluently in new settings or in academic parts, but there will be breaches in vocabulary information and some unidentified expressions. There are very few mistakes, and the student can prove higher thinking skills in the second language such as giving an opinion or scrutinizing any situation.

**Advanced
Fluency**

The student communicates fluently in all settings and can handle new settings and new academic material. At this stage, the student may still have a different pronunciation and use colloquial expressions mistakenly at times, but the student is basically confident at speaking in the second language. (Robertson & Ford, 2014)

2.5 Vygotsky's Sociocultural Model

According to Henschel (2010) and his research on Vygotsky's sociocultural model, it gets to the point where Vygotsky thought that a cultural growth in children is visible in two phases. Firstly, the child observes the contact between other people and then that same behavior might progress inside the child. This means that the child first watches the adults around him interacting amongst themselves and then improves the skill himself to converse.

Vygotsky also hypothesized that a child acquires a greater learning when interacting with those around him to decipher any situation. At first, the adult interrelating with the child is accountable for helping the child, and finally, the child turns out to be more proficient at problem resolution on his own. This is accurate with language, as the adult first talks at and to the child and ultimately the child discovers he can reply in turn.

2.6 Bruner's Discovery Learning Theory

As the previous paragraph, Henschel explains what Bruner believed regarding a learning theory. This theory says that learners acquire new concepts when they find knowledge by themselves. He thought that students retain knowledge best when it is something they have revealed on their own. Bruner argued that an adult and a child can have conversations despite the infant being incapable to speak. The contact between the two, such as ludic activities and non-verbal

interaction build the structure of language before the infant can communicate orally. (Henschel, 2010)

2.7 Critical pedagogy

This research is grounded on critical pedagogy and this concept is explained below, and it is included in this research because there are several inequalities regarding the education system in the country, and a lack of inclusion in the classroom, no matter what subject is being taught. These problems that are recurrent are not ignored but not prioritized inside a classroom, and this may lead to learning problems for kids, mainly kids with disabilities.

Critical pedagogy emerged from critical theory. One of the main pedagogues that gave information about this is Paulo Freire. He helped to make the hypothetical and practical development. (Freire, 1970). By using Critical Pedagogy in this research, it can be perceived as a help to recognize the aspects that need to be thought about, conveyed, and transformed, just like Peter McLaren (1998) explains in the paragraph below.

McLaren (1998) describes critical pedagogy as: critical pedagogy is a method to think about, convey, and transform the relationship among classroom teaching, the construction of knowledge, the established structure of the school, and the social and material associations of the broader community, society, and nation. (McLaren, 1998).

Now knowing this information about critical pedagogy, and according to McKernan (2013): "...Critical pedagogy is a movement involving relationships

of teaching and learning so that students gain a critical self-consciousness and social awareness and take appropriate action against oppressive forces. This idea is central to Freire's notion of "conscientization" or the coming to personal critical consciousness." (McKernan, 2013, p.425).

The relationship of learning and teaching considers the teacher and students relation. A lot of critical pedagogics in their debate of this relationship references that it should be based on empathy, reciprocated support, and mutual aims. (Darder, 2003; Zembylas, 2013). Therefore, the critical teacher comprehends his/her responsibility of training the students for more than the career they are going to pick. The critical teacher prepares the students with the capability to renovate their society, prepare the students not only as agents of change that only fight injustice, but prepare them rather as agents of change that will transform society. (Fischman & McLaren, 2005). Teachers as "citizen scholars" are also expected to take critical situations and to convey their work with major social issues in the society for the purpose of creating hope for students to convert society to a better approach. (Giroux & Giroux, 2006).

In consequence, English teachers may create a safe environment for students to learn and acquire a second language, by taking critical situations and convert them into opportunities, so the students can focus on creating a thoughtful learning process, alongside with the skills that they learn along the way. This new acquired knowledge can help students to get ready for future jobs, to manage different situations, to improve their skills and to keep themselves educated.

“Although it is believed that public education should equip students with skills to enter the workplace, it should also educate them to contest workplace inequalities, imagine democratically organized forms of work, and identify and challenge those injustices that contradict and undercut the most fundamental principles of freedom, equality, and respect for all people who make up the global public sphere. Public education is about more than a job preparation or even critical consciousness raising; it is also about imagining different futures and politics as a form of intervention in public life...” (Giroux & Giroux, 2006, p.29)

The concept of critical pedagogy is quite important for this study because it explores through the participants different aspects into autism disorder such as: getting new skills regarding the language that is going to be acquired, skills for different and future scenarios that the students may face, to make their learning process of a second language fully thought of, keep building their critical thinking to transform their environments and backgrounds. In conclusion, “...critical pedagogy... encourages critical thinking and promotes practices that have the potential to transform oppressive institutions or social relations” (Breunig, 2005, p.109)

2.8 Ecological perspective

Ecological perspective is a concept of community psychology in which a community (or any other social entity) is observed in terms of the interrelationships among people, parts, establishments, local events, resources, and difficulties. It stands for multifaceted mutual connections of individuals and

their background. The statement of the ecological perspective is that interference should provide to the expansion of the whole community. (American Psychological Association, 2022).

The ecological perspective gives a conceptual outline the objective to investigate more complex interactions within specific environments. Three aspects are especially important in this regard.

a) **Proximal settings are perceived as linked to each other**, because events that take place in one situation often have complications for individual behavior and growth in another. Socialization in the family context affects how teenagers behave in the colleague group, this influence processes affect how teenagers behave in the classroom, experiences in the classroom affect students' performance in extracurricular situations, and so on. Within the ecological perspective, therefore, a significant emphasis of review is on the ways in which, different settings are related, and the influence of these links on a separate comportment. (Steinberg, 2010).

b) **Within the ecological perspective, these proximal settings are perceived as limited within broader institutional and community contexts that shape the structure of settings and influence what takes place within them.** Families and friendship systems inhabit within neighborhoods, for example, and qualities of neighborhoods influence how families and friendship network's function. Parents interrelate with their children contrarily in poor neighborhoods than they do in more prosperous ones, for example, and, thus, child development may

fluctuate across neighborhood backgrounds. Likewise, schools subsist within communities, and characteristics of communities—urban vs. rural, tightly knit vs. impersonal—inevitably influence the ways in which schools are organized and function. Within the ecological perspective, therefore, one needs to examine relations amongst nested contexts as well as between individuals and backgrounds.

c) Proximal settings and the broader environments that contain them are situated within historical, social, economic, political, geographical, and cultural contexts— ‘macro-systems’— that influence the nature, structure, function, organization, and influence of all levels of the atmosphere. (Steinberg, 2001).

2.9 Inclusive education

The concept of inclusive education is about everyone learning, maturing, and thriving – together – in all our diversity. Inclusive education acknowledges the right of every child and young person – without exception – to be integrated in general education settings. Inclusive education contains adjusting the environment and teaching methodologies to guarantee candid and esteemed full participation of all children and young people. Inclusive education comprises human diversity and receives all as equal members of an educational community (Cologon, 2019).

It is assumed that inclusive education must be present or must be an important part of everyday education. Some institutions do not embrace this term or put it

into practice due to lack of information or misconceptions surrounding the term: Inclusive Education. According to Cologon (2019), there are different aspects that can be considered as inclusive and some other that are not considered.

Inclusive education involves:

- values and supports the full participation of all children together within ordinary educational backgrounds.
- makes a situation where all children and young people can be appreciated, experience a sense of belonging and where they are encouraged to reach their full potential in all areas of development.
- is free from biased opinions, approaches, and practices.
- welcomes and values diversity as a source rather than a problem and recognizes impairment as one of many forms of human diversity.
- involves the alteration of educational systems, settings, strategies, and practices to deliver the best possible education for all.
- involves a continuing process of eliminating barriers to active participation and mutual learning.
- involves recognizing that we are all equally human and putting this into action in everyday, applied ways.
- is also about engaging inclusively with families. (Cologon, 2019)

Inclusive education is not:

- changing children and young people to be suitable within up-to-date exclusionary structures.
- an ‘added extra’ or ‘special effort’ born out of compassion or generosity.

- simply being present in a conventional classroom.
- letting a student to join school on a conditional foundation.
- contributing to a different curriculum with a dissimilar teacher/aide
- separating students into ‘special’ schools, classes, or divisions, or in the schoolroom or schoolyard. (Cologon, 2019).

2.10 Inclusive language learning

Inclusive language learning commences with identifying and appreciating the diversity that exists in all diverse groups. This includes people of different ages, cultural backgrounds and those who may have extra learning requirements. From here, teachers can pursue to find reasonable answers and exercises that work for the entire group of learners. The objective is for each student to get the encouragement they need to develop their language skills, while also contributing to a satisfying shared experience with other students.

2.10.1 Ways of approaching inclusive language

It can be hard to confront those who use non-inclusive language or inappropriate stereotypes, especially if those people are more powerful. However, speaking out, **addressing stereotypes and myths**, and proposing more appropriate language can rise the confidence, help indorse inclusion and dishearten repeated behavior. These are some of the most common stereotypes and myths regarding inclusive language are:

- **Be conscious of background**

Sometimes people use expressions about themselves or their friends that may be considered inappropriate and judgmental when used by others. If in doubt, it needs to be asked what terms are preferred and then respect those preferences.

- **Physical appearance**

Physical appearance can be perceptible as different to or the same as other people. A person's identity, as portrayed through their appearance, is not pertinent to their capability to work or study. Dodge condescending descriptions or stereotyping groups by their physical features or describing people by physical characteristics which may have negative meanings.

- **Age**

Using language to refer to age can strengthen stereotypes, particularly when we talk about people in expressions of a 'generation' (such as boomers, Gen X or Millennials). The expression 'mature-age student' should be evaded unless this is pertinent. If someone's age is not relevant, it should not be mentioned. If it is relevant, it should be discussed politely.

Any age group by their supposed technical skills, financial habits, or lifestyle should be stereotyped.

- **Families and living arrangements**

There are single parents, same-sex parents, blended families, families with adoptive parents, grandparents or caregivers, children who are part of a family in foster care situations and children conceived using surrogacy. When communicating, this diversity of family structures should be considered.

- **Financially disadvantaged background**

Teachers may not always be conscious when people are struggling financially or whether they have overwhelming financial privations in their lives. It should be taken into account that people – students or staff – do not all have the same knowledge with finances. (Thyer, 2022)

2.11 Communication disorders in childhood autism.

There are certain communication disorders and conditions that children diagnosed with autism can development through the language development and acquisition.

The factors explained throughout this research let the researcher know if they have or have not had repercussion focusing on a possible acquisition language process, in this case English. All the ideal situations or factors can fluctuate when showing different outcomes in his process of communication and social skills and how his language development has been affected in a way.

Autism spectrum disorder (ASD) is a progressive disorder that triggers communication and behavior impairments. Though autism can be spotted at any age, it is said to be a “developmental disorder” because symptoms usually emerge in the first two years of life. (National Institute of Mental Health, 2018).

About 1 in 6 children in the United States got diagnosed with a developmental disability in 2006-2008, oscillating from slight disabilities such as speech and

language impairments to serious developmental disabilities, such as intellectual disabilities, cerebral palsy, and autism. (Boyle et al., 2011).

In the case of Mexico, around 1 child in 100 children has been diagnosed with ASD and it is of precise distress that Mexican children with autism are being diagnosed at a very late age – representing absent opportunities for early interventions and augmented affliction on families. (Fombonne, 2017).

2.12 Autism spectrum disorder

A meaning to the word “spectrum” can be an extensive diversity of symptoms, strong points, and levels of disability that people with ASD can show during their lifetime, (National Institute of Mental Health, 2015), but this research will be focused only on Autistic Disorder (AD), and this disorder is a neurological and developmental disorder that frequently emerges throughout the first three years of life. (Children’s Hospital of Wisconsin, 2017, p. 1)

The next list includes some of the main symptoms that appear in an individual with autism disorder:

- Social interaction is not beneficial with others, including parents.
- There is an absence of interest or refusal to physical contact.
- Making eye contact with others, including parents is evaded.
- Development of friendships or relations with other children is difficult to make or preserve.
- Communication is not the best with others.
- Language might not be developed.

- If language is developed, it might not be used to communicate with others.
- Echolalia (repeated words or phrases, like an echo) is another language discrepancy.
- Repetitive behaviors are shown.
- Repetitive motor movements (such as rocking and hand or finger flapping) are also shown.
- Preoccupation is shown and it is triggered usually with lights, moving objects, or parts of different objects.
- Noise is not endured.
- Different rituals are shown.
- Routines are often obligatory. (Children's Hospital of Wisconsin, 2017)

2.13 Levels and characteristics in autism spectrum disorder

There are three levels of severity explained by Rudy (2020) in the autism spectrum disorder. These levels are briefly explained in Chart 2 (below):

Chart 2. The autism levels

AUTISM LEVELS	EXPLANATION	MAIN CHARACTERISTICS
LEVEL 1	People with level 1 autism have noticeable issues with communication skills and socializing with others. They can usually have a conversation, but it might be difficult to maintain a back-and-forth teasing. Others at this level might find it hard to reach out and make new friends.	- Decreased interest in social interactions or activities. - Difficulty initiating social interactions, such as talking to a person. - Ability to engage with a person but may struggle to maintain a give-and-take of a typical conversation. - Obvious signs of communication difficulty. - Trouble adapting to changes in routine or behavior. - Difficulty planning and organizing.
LEVEL 2	The symptoms associated with this level include a more severe lack of both verbal and nonverbal communication skills.	- Difficulty coping with change to routine or surroundings. - Significant lack of verbal and nonverbal communication skills. - Behavior issues severe enough to be obvious to the casual observer. - Unusual or reduced response to social cues, communication, or interactions. - Trouble adapting to change. - Communication using overly simple sentences. - Narrow, specific interests.
LEVEL 3	This is the most severe level of autism. In addition to a more severe lack of communication skills.	- Highly visible lack of verbal and nonverbal communication skills. - Very limited desire to engage socially or participate in social interactions. - Trouble changing behaviors. - Extreme difficulty coping with unexpected change to routine or environment. - Great distress or difficulty changing focus, or attention. (Rudy, 2020)

Based on Rudy (2020)

2.14 Previous research on language characteristics of autism spectrum disorder (ASD)

There are some research concepts done on the different language characteristics of deficits of this disorder and in this section, some will be explained briefly. According to Mody and Belliveau (2013) language abilities vary from being nonverbal to an exceedingly eccentric language with echolalia and odd prosody (tone or modulation). (Mody & Belliveau, 2013). “For the child with ASD, these developmental processes appear to be hijacked taking the form of impaired or delayed language abilities at a very early age. Some children who have ASD may have apraxia or oral-motor impairment impacting their ability to communicate.” (Luyster, Kadlec, Carter et al., 2008), (Mitchell et al., 2006). Other language deficits that might appear in a person with autism are pronoun reversal, echolalia, and apraxia. These terms will be briefly explained below.

- **Pronoun reversal:** One language impairment — regularly described to be “common” in children with ASD— is the phenomenon of pronoun reversals, i.e., using ‘I’ for ‘you’ and/or ‘you’ for ‘I’. This impairment is specified in almost every clarification of language and communication in children with ASD, from the original descriptions besieged for clinical researchers. (Naigles et al., 2016)
- **Echolalia:** Many children with autism spectrum disorder (ASD) might use **echolalia**, which means they repeat others’ words or sentences. They might repeat the words of familiar people (parents, teachers), or they might duplicate expressions or words from their favorite videos or games. (Lowry, 2016).

- **Apraxia of speech:** Apraxia of speech (AOS) — also known as developed apraxia of speech, verbal apraxia, or childhood apraxia of speech (CAS) when diagnosed in children — is a speech sound disorder. Someone with AOS has concern saying what he or she wants to say correctly and consistently. (National Institute of Deafness and Other Communication Disorders, [NIDCD], 2017)

There are different phases for a kid during his development as a human being. One of them is cognitive development which, and according to Nicolosi et al. (1989), it refers to the stable growth of perception, memory, imagination, conception, judgment, and reason; it is the knowledgeable alike of one's organic form to the environment. (Nicolosi et al., 1989)

The indirect participant that was the main key of this research presented not all, but some of these characteristics regarding his language. His language acquisition is kind of deficient, so that makes it easier to spot these different characteristics. His cognitive growth has been fully influenced by these disorders, in a way he has been able to create his own way to communicate with others, either verbally or non-verbally.

2.15 Learning Materials That Support Children with Autism

There are many activities and materials proposed to target the needs of children with autism, helping to increase their social skills, communication, and interaction with the setting. Normal toys, classroom materials and even domestic

items can be used as teaching tools for children with autism. Here are a few ideas:

Textured Surfaces: Building blocks, rubber balls, surfaced puzzles, anything thing that helps stimulate tactile learners. Children with autism may also grow better social skills by working with a partner to build structures and joining shapes to create new objects. Palpable objects help to provide a visual way to learn, enhance eye/hand coordination while meeting their sensory necessities.



Picture 1. Building blocks.



Picture 2. Rubber balls



Picture 3. Puzzles

Timers and Clocks: Timers and clocks help children with autism who know exactly what to assume between daily activities and helps ease the changeover between them. Timers in particular help children stay on duty until a project is done. A clock with manual hands delivers visual sustenance for children who are learning to tell time.



Picture 4. Timer

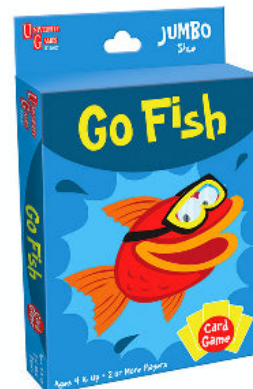


Picture 5. Clock

Board and Card Games: Playing board games suggests children an opportunity to build social skills and help develop a sense of sympathy for others. Even simple games such as Go Fish teach children how to correctly take turns and invite social contact with one another. Many vital life skills can be taught by playing these games; winning, losing, following rules, and working together as a team are important concepts for children with autism. (Courtenay, 2014)



Picture 6. Board games



Picture 7. Card games

2.16 Material for speech/language learning focused on children on the spectrum

Most of what we say is spoken with 200 basic words, which makes it easy to prepare important speech and language skills inside the context of our daily timetables and responsibilities. “For example, cereal goes ‘in’ a bowl, dirty

clothes go ‘in’ the washing machine, and we get ‘in’ bed each night.” (Keller, 2013).

Kids on the spectrum are often visual learners and many have a shrill detail orientated focus. Most autistic children also have sensory processing complications, a condition like hearing processing disorder could influence the way speech and language is established and learnt. Children on the spectrum who are non-vocal will need specific early involvement programs, their therapy necessities will vary from those of a child with typical language development stressed with the sensibilities of social communication. (Loftus, 2021)

2.17 Conclusions

This chapter has introduced some of the key concepts and terminology that was used throughout this research. All these concepts and terms are going to help the reader to understand fully what it is being explained and the results that were gotten at the end. This chapter is a helpful tool for readers to find terms that are not fully understood.

CHAPTER III

THE METHODOLOGY

3.1 Introduction

This chapter presents the setting of how the research was carried out, as well as the information needed for the reader to understand the context. Besides, the choice of methodology, the context, the participants, the indirect participants, the instrument used, and the data collection are described in this chapter that deals with the making of the research.

3.2 Choice of methodology

This study is a qualitative case study with an ecological perspective. According to Denzin and Lincoln (2000), qualitative research includes an explanatory and realistic methodology: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3). By knowing the previous information, and by knowing the term: Ecological perspective, it is understood that the indirect participant was observed in their natural environment, as a case study, along with interactions with his family and teachers, to be able to gather and interpret information that helped the researcher to get fruitful results.

3.2.1 Context

This research was constituted as a qualitative research case study, with an ecological perspective around a child with autism. The participants were: mom, dad, grandmother, teacher González (1), teacher Méndez (2), and teacher Pérez (3). The indirect participant was a kid who was observed for a short period of

time in Puebla, Puebla, Mexico and León, Guanajuato, Mexico; he was diagnosed with autism spectrum disorder (ASD) and his language development process was the focus of this research, and the environment he has been growing up in.

Besides, observations, other techniques were used to know how this process was being affected by factors such as his relationship with his parents, sisters, his grandmother and specialized teachers from Puebla and León; he does not attend to a regular school due to the lack of improvement in his communication skills. Additionally, EFL lessons were provided to him, focused to start to understand how reliable or possible for a kid with autism was to acquire a second language, in this case, English. The EFL lessons were totally tailored for him and his main needs and likes, such as zoo animals, favorite food, favorite cartoons, and Netflix shows.

3.2.2 Participants

The participants whose answers were used for this research were both parents of the indirect participant, his grandmother and 3 teachers (1 teaching in the city of Puebla in Puebla, and 2 teaching in the city of León in Guanajuato).

Chart 3. Participants of the study

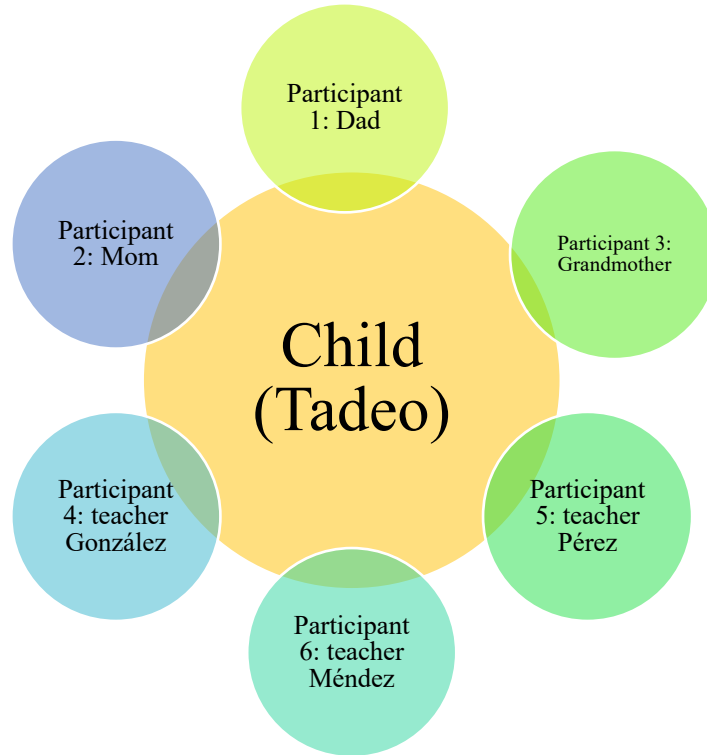
PARTICIPANTS	CHARACTERISTICS
Mom	Housewife, student of psychology, mother of three children.
Dad	Works at a factory, student of engineering, father of three children.
Grandmother	Likes to cook, lives in Puebla with her daughter, son-in-law and grandchild, mother of four children.
Teacher González	Student of psychology, she likes to interact and work with kids.
Teacher Méndez	Student of psychology, she has been a specialized teacher for a while.
Teacher Pérez	Student of psychology, her teaching approach is dynamic.

3.2.3 The indirect participant

The indirect participant was a nine-year old boy. The pseudonym used for him along this study was Tadeo. Tadeo used to live in Huejotzingo, Puebla, Mexico, but due to personal matters, the family moved to León, Guanajuato, Mexico. However, here in Puebla, he used to attend to an autism spectrum disorder focused school, where his main needs were fulfilled.

In León, Tadeo attended to another autism spectrum disorder focused school. He was diagnosed with autism spectrum disorder in 2015. The participant has 2 sisters but any of his sisters have shown symptoms regarding to autism spectrum disorder (ASD).

Fig. 1. The ecological perspective of the study



3.3 Instruments

The instruments that were used in this research were interviews based on open questions for parents, teachers, and the grandmother. The questions allowed the researcher to get important information about the subject, such as likes, dislikes, how his motor, social and learning skills are described. Observations of the participant during his routine in school or at house doing activities registered, where he could show his communication and social skills and how he unwinds in his comfort zone.

The instruments were applied in Spanish, as the participants did not speak English. Their answers were recorded, transcribed, and then translated into English to be used for this study. This instrument was divided into three sections:

- General overview on special education and autism in Mexico compared to other countries
- a) Motor development
- b) Language
- c) Inclusivity and sociability.

Additionally, an observation session was held as well, and the objective of this observation was to record his communication and learning process. Several trips were made to visit the child and his family, pictures and videos were taken to show evidence. (See Appendix 4). At the same time, the interviews were made and recorded and notes were taken.

3.4 Data collection process

The different materials and resources used in this research were:

- An agreement document for the parents, grandmother, and teachers where they had to sign if they were willing to be part of this research and everything they talked about the indirect participant.
- Two different open-closed questionnaires, one for the teachers and one for the family, where more specific information about the indirect participant and about the learning, cognitive and social environment could be gathered. (See Appendix 1)
- An audio recorder was used to record the interviews, so later, they could be transcribed and translated into English to obtain the desired answers and possible results.

There was a specific schedule where the arranged dates had to be written down and scheduled to interview the people that were going to be useful in this research. There was a time span of 3-5 days between each interview, so the data collected could be (after having been recorded), transcribed and translated into English.

3.5 Data Analysis

The analysis of all the data gathered during the interviews and observations of the indirect participant was first recorded (along with each interview), transcribed, then translated carefully into English, and then the information was divided into the different sections that this research covers, shown through charts, so it is easier for the reader to understand the results.

Some of the situations had to be handled cautiously to get the results. Situations such as the recordings, photos and videos taken, or any sort of evidence that could help this research to get desired results. The answers given by the participants were summarized, then, organized in charts and tables, which will be presented in the following chapter.

3.6 Conclusions of the chapter

Throughout this chapter the methodology, instruments, and data were analyzed carefully. Then, an analysis about the indirect participant's environment focusing on the school and house, and his family aspects was held. Also, the main instrument was explained and how it was organized. This way, the results could be to read and therefore, the results could be understood. In the following chapter, the results will be shown for a fully understanding for the reader.

CHAPTER IV

THE RESULTS

4.1 Introduction

In this chapter, findings are shown, and the results gotten from the instruments are explained. As previously mentioned, the data was obtained during interviews based on two questionnaires, one for the parents and close family members, and another one for teachers.

4.2 Research questions

As established in Chapter 1 of this study, three research questions were developed to carry out the study. The research questions are the following:

RQ1: What are the ASD indirect participant's family's perspectives on their child's developing skills?

Chart 4 (below) presents the answers from the participants regarding their perspectives on Tadeo's developing skills which may be useful to answer RQ1.

Chart 4. Summarized answers on the indirect participant's parents' perspectives on the child's developing skills.

DEVELOPING SKILLS	DAD	MOM	GRANDMOTHER
MOTOR	Fine motor skills are on point. Gross motor skills need more work. Exercises at school and in therapies have helped him to improve. A greater coordination has been shown.	Motor skills should be worked on more with activities such as riding a bicycle or playing soccer; this can help to keep developing them. These skills need more work to be paired with his age. Activities at school and in therapies have reinforced his progress.	He observes the actions others make and repeats them. He does not know how to write yet. Teachers are focused on him, and they develop activities for him. He also receives help at home.
LANGUAGE	He uses certain words with the correct meaning to communicate with his family. He repeats words in an understandable way. He understands his mother tongue, but he is not able to express himself by using it. Language is used with him through doing small tasks at home. If English had to become his main language, he could do the distinction between both language in his head.	He has been learning some words already and their meanings. He masters basic words to request things from his mom or dad. He listens first and then he tries to repeat the word or the sound. Through a system of words, he can pronounce and repeat words with his mom or dad at home. He likes watching videos on YouTube in English that are about his favorite things and things he might be curious about.	He can express basic things clearly, either things he likes, wants or does not like or want. His ability to express himself is at 80%-100% and his language has been expanded by small exercises his family does with him. English language therapies would be a good tool for him to keep developing his language.
SOCIAL	He is empathic, shows appreciation towards people. He can generate trust with others. He might not know how to socialize with others verbally, but he knows his mother tongue.	He looks for people who can pay attention to him. By calling him by his name, you can create trust with him, and he will feel close to you.	He isolates himself where there are unknown people around him, and he prefers to be somewhere else other than being surrounded by strangers. When an adult or child is talking, he tends to repeat some words, expands his vocabulary, and that makes him feel included somehow.

This chart presents the perspectives that the family members had about the participant. They shared their views on the social, motor and language skills. For example: the way he behaves at home around his sisters and parents, how evolved

his motor skills are, how he communicates with his family, how he socializes with other people in different settings, and how that helps in his language development.

RQ2- What are the ASD indirect participant's teachers' perspectives on the child's developing skills? (Motor, language, social)

Chart 5 (below) summarize the answers from the teachers regarding Tadeo's developing skills.

Chart 5. Summarized answers on the participant's teachers' and family's perspectives on the child's developing skills.

INDIRECT PARTICIPANT'S PERSPECTIVES	TEACHER GONZÁLEZ	TEACHER MÉNDEZ	TEACHER PÉREZ
MOTOR	He can solve complicated situations for him very easily, but he might be kind of slothful sometimes. He has had certain difficulties in both motor skills: fine and gross, and his coordination has been affected by that.	He follows instructions, his fine and gross abilities are positive. This advantage helps him throughout the day to do the activities at school and at home. Along with his interest in animals, all these activities are executed in a good way.	He feels integrated with his peers, he plays with them now, looks at them in the eye and shares his food with them. This social aspect can be more developed through language by using repetition of sounds and words.
LANGUAGE	Due to a wrong diagnosis his ability to develop his language was a little behind. He has achieved progress though because he can ask for things he wants. Through mouth-facial activities, he has been able to repeat sounds and phrases, and name some objects by their names. A behavioral	There is a lag in the acquisition of the language. He stammers or makes sounds to communicate, and he does not keep quiet when he needs or wants something. His language skills are below the average. Language stimulation need to be held at home so words can be acquired, so he can	He can identify orders from adults. He has been working with an images system. Social development can help with language development. He tries to look for the adult attention to attend his need. He might need something visual to communicate, so the adult can fulfil this need or give a confirmation. A

	teaching was implemented to teach him language, and he showed frustration and anger due to this.	pronounce words. Some activities used are lottery or naming animals. Repetition is used as well.	method should be found to help him more. He can orally reproduce words, phonemes, but even though his main way of communication is through a behavioral and attitudinal way.
SOCIAL	He feels integrated with his peers, he plays with them now, looks at them in the eye and shares his food with them. This social aspect can be more developed through language by using repetition of sounds and words.	He respects turns, he respects his classmates, he is not rude to others, he does not attack others or snatch objects from them. Patience and tolerance must be part of the whole social process related to the language development.	It has been difficult for him to share, but he showed initiative through social-sensory activities with his classmates. Through seeing the needs of others being satisfied a pleasant activity can be generated for him, by using verbal communication, also being generated.

This chart presents the perspectives that the teachers had about the participant. They shared their views on the social, motor and language skills. For example: the way he behaves at school around his peers, how evolved his motor skills are, how he communicates with his family, teachers and school peers, how he socializes with other people in different settings, and how that helps in his language development.

RQ3. How can ASD kids be included in the English classroom in a proper way?

Chart 6 (below) presents a summary of the answers given by participants regarding the inclusion of ASD kids in the EFL classroom in a way that they feel well and safe.

Chart 6. Summarized answers on how ASD kids can be included in the English classroom.

PARTICIPANTS	RECOMMENDATIONS
DAD	- Know the general information about autism before teaching language in this case. - Handle these new concepts and bring them down into the teaching aspect by creating different tools.
MOM	- Use music and visual aids to draw the children' attention.
GRANDMOTHER	- Organize strategies - Get to know each child - Have interviews with the parents, so the preferences regarding likes and dislikes of the kid can be known.
TEACHER GONZÁLEZ	- Get closer to the parents. - Cheer the students throughout the whole process through their parents, so they can feel extra support.
TEACHER MÉNDEZ	- Read about multiple intelligences. - Always notice how the child understand and process the information. - Study the cognitive modifiability. - You are the mediator of the learning process. - Re-study the theories that can be helpful to achieve goals.
TEACHER PÉREZ	- Understand the sensory variations of ASD in your students, and in how they communicate to express likes and dislikes. - Being aware of the strengths and weaknesses of the students can generate clear work objectives.

This chart presents the recommendations given by the teachers and family. They shared their views on how the kids with ASD can be included. For example: recommendations for teachers regarding the obtaining of more knowledge about autism, use of didactic material such as music and visual aids, educational involvement with the parents of these kids and being aware of the strengths and weaknesses of each child to be able to achieve the set objectives.

These research questions led the study, and the following sections will present the results from the questionnaires (See Appendix 1 and 2).

4.3 Results

This section will provide the answers to the research questions. The information will be organized in the different categories used in the questionnaire in order to understand each research question and its specific answer. Moreover, specific extracts taken from the instrument will sustain these categories. Due to confidentiality, the names of the participants will be omitted and changed to: Participant 1 (Dad), Participant 2 (Mom), Participant 3 (Grandmother), Participant 4 (Teacher González), Participant 5 (Teacher Méndez) and Participant 6 (Teacher Pérez).

4.3.1 General overview on special education and autism in Mexico.

Chart 7 summarizes the answers from participants regarding their perspectives on special education and autism in Mexico.

Chart 7. Family's summarized answers on general overview on special education and autism in Mexico.

GENERAL OVERVIEW ON SPECIAL EDUCATION AND AUTISM IN MEXICO		
	QUESTION 1	QUESTION 2
Participants (FAMILY)	According to your experience, how would you rate the special education provided in Mexico?	How has your vision and knowledge of autism improved? And how has your experience with the child been?
DAD	"I believe that specializing in special education is something that is a little available in Mexico"	"It has been improved by living every day with the child but also with the support from teachers, therapists and that has helped me to broaden y view of autism in general"
MOM	"For us it is very necessary that he remains in a specialized system so that they can help him with his development, because special education is not ready yet"	"It allows us to focus a bit on those things that he needs to develop even more, so that at a certain age he can continue having all those qualities or capacities and attitudes every day"

GRANDMOTHER	“As far as what I have read, education in other countries is way better than here, for example the United States. I can say that education is good here in Mexico, but I think it can be improved”	“Thanks to the education they have given him in these two schools, he has been able to improve a lot, so for me it is not a difficult situation.”
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This chart includes information about the perspectives of the parents regarding how they perceive special education and autism are related in Mexico. This summarizes that special education in Mexico lacks improvement and focus on autism. Special education institutions are needed to focus on that.

Chart 8 summarizes the answers from participants regarding their perspectives on special education and autism in Mexico.

Chart 8. Teachers’ summarized answers on general overview on special education and autism in Mexico

GENERAL OVERVIEW ON SPECIAL EDUCATION AND AUTISM IN MEXICO	TEACHER GONZÁLEZ	TEACHER MÉNDEZ
What was the main reason for you to choose this profession?	“I discovered that I really wanted to devote myself more to be able to work with special needs.”	“I am always interested in human behavior, how the brain works, we know that in the adolescence stage there are many changed, many doubts and if there is not orientation or guide you can get lost.”
How long have you been working as a teacher of children with different abilities?	“Three and a half years, almost four years.”	“4 years.”

How would you rate the special education provided in Mexico?	“Very deficient. The education system here is missing many things. I think they need another method, more preparation, not only for educators but also parents.”	“We are missing a lot in that aspect as country and we would get into budgetary issues, teacher training, really knowing the type of disability that you will face as a teacher since it is very important, also not having the appropriate spaces.”
What would you change in the special education system?	“Mainly the initial education it is being given, as soon as it is detected that there is some special need they must start with a program and support for the family.”	“There are also shortcomings because a school is said to be inclusive, it does not mean that it is inclusive. There are too many children with disabilities and the educational system is lagging.”
How little or much do you remember about working with the indirect participant? Since when you have known the child?	“I met him when I started doing social service in the school, when he was six years old. I worked with him directly in the classroom for one year.”	“Four months. In person a month and a half, because of the contingency issues.”

This chart summarized how the teachers participating in this project perceived the educational system in Mexico and how it can be changed to be improved for the better.

4.3.2 Motor development

Chart 9 summarizes the answers given by the participants regarding Tadeo’s motor development according to their own perspectives.

Chart 9. Family’s summarized answers on Tadeo’s motor development.

MOTOR DEVELOPMENT ASPECT	DAD	MOM	GRANDMOTHER
Could you explain what the child is like at home focusing on his personality, temperament, and general	Could you explain what the child is like at home focusing on his personality, temperament, and general and specific likes?	What do you think are the motor strengths and weaknesses that the child shows?	Could you describe the child to me about his motor aspect, maybe in the way he writes or how he plays?

and specific likes?			
What do you think are the motor strengths and weaknesses that the child shows?	“He is normally a cheerful child, he is affectionate, he is also quite introverted. His likes and preferences in food are very marked, to the extent that he can spend only a week or many days eating the same things or alternating only a couple of different foods.”	“A very evident strength is his fine motor skills; he likes to mold things with clay, and he has a high ability to generate a lot of details. Running is a gross motor skill he likes.”	“In terms of writing, it is not something that he does directly, he begins to write words, but as part of his activities at school, there are writing exercises and he manages to do the reasonably well. He is not a child who likes running, jumping, or playing outdoors.”
Could you describe the child to me about his motor aspect, maybe in the way he writes or how he plays?	“He likes to be alone; he prefers to play alone. He is not aggressive at all, he is very passive, he is very affectionate, and what he likes the most are animals, so he looks for different activities that are related to animals or where animals are included.”	“He still does not know how to ride a bicycle or a tricycle, so we believe that this is where he should develop more. His motor skills should be worked on more.”	“He has shown good progress, however there are certain games where obviously this motor aspect becomes more visible, where he still needs a little help or needs to develop that part to show improvement paired with his chronological age.”
Do you think that the strategies and tools taught in the classroom and at home help to improve the motor aspect of the child?	“He is calm, he sometimes has some crisis, but since we already know what he wants and what he requires, they can be controlled quickly. He likes animals a lot and something that surprises me a lot is that he likes to make clay figurines.”	“If we start dancing, then he dances; if we also jump, he jumps. “	Perhaps a weakness is that he does not know how to write yet.”
What would be improved from these strategies or tools? Are they implemented at home?	“Activities or tools that help him develop or generate this, since that greater coordination between his entire body, not only at hand-eye level, but between his extremities and strength also in his limbs.”	“... Playing soccer with him, because I think it is a tool that we could use that is something very basic and that would help him to reinforce this part.”	“Here at home, he also receives help, there are always things to improve.”

This chart shows a more detailed perspective of Tadeo's motor development and how his strengths and weaknesses can be related to the strategies and tools used at home.

Chart 10 summarizes the answers given by the participants regarding Tadeo's motor development according to their own perspectives.

Chart 10. Teachers' summarized answers about Tadeo's motor development.

MOTOR DEVELOPMENT ASPECT	TEACHER GONZÁLEZ	TEACHER MÉNDEZ	TEACHER PÉREZ
Could you explain how the child behaves in the classroom?	"At the time I worked with him, he was always very playful, very cheerful, always looking for something he could do."	"He is extremely calm, he does not cause any conflict in the classroom, he attends instructions appropriately, he follows rules, he focuses on his work, he is very focused on what he is going to do, he has a little trouble relating to his peers, the social part is still difficult for him but in general he is a child who attends instructions, completes his work properly and completely, he is very dedicated in each of his activities."	"He is a little boy who likes to learn, he is very interested in learning what is new. He likes to do the activities on his own. REGARDING ACTIVITIES: "He has many obsessions regarding animals, so we were working a little and the obsession was postponed at the end of an activity or at the end of the day, so it was achieved very gradually, it was little by little, so I worked on that continuously." REGARDING BREAKFAST TIME: "Breakfast is one of the areas that the child has more difficulty in; his mother sent us some type of specific food that he did not consume but that he could tolerate, we went from textures or flavors that were a little more pleasant for him, to textures or flavors that he has been rejecting and that was also a lot of work." REGARDING INDIVIDUAL EXERCISES AND ACTIVITIES: "There are different phases, and

			the child was already in the transition phase, where he could already begin to take his materials from a distance, identify the activity he was going to do with visual support, with visual cards to be able to carry it out autonomously.”
What do you think are the strengths of the child compared to other children in the same classroom? And his weaknesses?	“...One of his main strengths is intelligence, he can solve situations that are a bit complicated for his age very easily. One of his weaknesses would be his lack of desire to continue working and learning.”	“His strengths, I would say: his verbal comprehension is very good and that has allowed him to attend indications correctly. He is very committed to his work, he is an extremely creative child, sometimes he does manual work in a very dedicated way with many ideas and his results are surprising. He is very intelligent. His weaknesses are verbal expression and focus on social skills because he is not a child who relates with his classmates, he does group activities because he is instructed to do so though.”	“He has positive gross motor skills.”
According to your experience and your observations, how would you describe the motor skills of the child?	“The minor has a lot of motor ability, and it was one of the areas that helped him much while doing the activities we used to do every day. We integrate everything as a relationship of different areas in the same activity, then this is one of the areas that has helped him.”	“He was six years old when he started working with me, so he had certain difficulties doing some fine motor exercises, such as grabbing a pencil in a correct way, painting, and cutting. Regarding gross motor skills it was difficult for him to perform some exercises such as jumping, he was good at running though. Coordination exercises became more complicated according	“He struggles a bit in activities such as throwing the ball, especially gross motor skills, which are more complex exercises for him. As for his fine motor skills, they are appropriate for his age, he is very detailed so he does the best he can.”

		to his age and what he was supposed to have learned already.”	
Do you consider that the strategies and tools taught in the classroom help to improve the motor skills of children with ASD? What would you improve or add?	“I feel that if some children have already developed these skills and other children need that much more specialized attention, we could give it to them.”	“Activities are planned according to the child’s level. Rightly exercises are planned to slowly go forming and strengthening all this part, considering the development of each child.”	“We presented to him some activities with this interest that he had mainly with animals, he began to grasp it and began to execute it independently.”

This chart shows the perspectives of the teachers and how important the tools and strategies used in the classroom have helped the child to improve his motor skills.

4.3.3 Language

Chart 11 summarizes the answers given by the participants regarding Tadeo’s language development according to their own perspectives.

Chart 11. Family’s summarized answers on the language aspect of the indirect participant

LANGUAGE ASPECT	DAD	MOM	GRANDMOTHER
In the linguistic aspect, how would you describe the status of the child?	“There are certain words that he uses with the correct sense, with the meaning of each of those words; some examples are: water, pizza, and shoes, which for him they are a synonymous of going out. Sometimes we motivate him to ask for each thing by its name; in a general	“He has already managed to start learning some words and he already knows what he refers to; specifically, he already knows what each word refers to, so I think we are at the beginning of developing the whole linguistic aspect.”	“He is able to follow an order, also he already knows clear expressions with some limitations, but he already knows how to express the most basic things, he already knows how to transmit it to us.”

	way, you could say that his language is still limited, we continue depending on his attitudes.”		
What have been the linguistic strengths and weaknesses that the child has shown throughout his language development process?	STRENGTHS: “I think he is capable of repeating words in a reasonably understandable way, he can vocalize in such a way that it can be understood. When you motivate him or force him a little, not giving in, but by inviting him to vocalize words.” WEAKNESSES: “He does not do it on his own initiative.”	“Regarding strengths he has mastered basic things such as asking for water, asking for yogurt, asking for food. This is what he has been reinforcing and it has not been too difficult. About weaknesses he still does not know how to read, some vowels are being taught to him and he recognizes some sounds, however we are just at the beginning of this stage because there really is a long way to go.”	“He comes to us and asks suddenly using signs, but we say: “ I want to ” and he repeats: “ I want to ” and he expresses what he wants, this also applies if he wants water or food, if he wants us to help him turn on his tablet, if he wants to see some animals’ videos on the tablet so that we can find it for him. There are also things that he does not like, and he also already knows how to express them.” (She did not mention any weakness regarding this aspect).
How would you describe the process of the child at obtaining the mother tongue and his development since then?	“He understands partially, so I think he understands 80 or 90% of what we say. In terms of understanding that is what I mean by obtaining the mother tongue, at least a part where he understands all or most of what is said and is capable to follow simple instructions, but he knows his mother tongue, understands it, and can act based on easy instructions.”	“Regarding strengths he has mastered basic things such as asking for water, asking for yogurt, asking for food. This is what he has been reinforcing and it has not been too difficult. About weaknesses he still does not know how to read, some vowels are being taught to him and he recognizes some sounds, however we are just at the beginning of this stage because there really is a long way to go.”	“If he went to more therapies, he could develop his language even more and thus achieve a broader language, but I see it very well optimal.”
Since the child began taking special classes and specific therapy for him, using a percentage from 0% to 100%, how	“I would split this part in two: he understands half of the language, the other half is to express himself, so he understands perfectly, so a 60%”	“I would give it a 70% since the diagnosis was given until now, because we have already advanced much more than before. He tries to understand it according to how he listens to it and how he reproduces the sound in his head.”	“I would evaluate him perhaps with 80%, because as I had told you before he expresses himself at 100%.”

would you evaluate him regarding his language acquisition and why?			
What strategies, activities or tools do you use at home to help the child keep developing the mother tongue even more?	“When he asks us for something such as water, even if he points to us, we try to make him repeat: “ I want water ”, whatever it is that he is requesting. The other strategy is that we ask him to do small tasks like taking trash to the trash can or taking the shoes to their place.”	“What we work with is a system through images, where we put the image in front of him, and we show or mention how it is pronounced and then he repeats after us.”	“We do not allow him to do anything more than the signs. We encourage him to repeat things. We no longer allow him to make signs and so we help him to progress and to expand his language by saying words and he repeats them many times until it is part of his vocabulary.”

This chart shows how the family of the child perceives his development regarding language and what strategies and tools they use at home to help his improvement.

Chart 12 summarizes the answers given by the participants regarding Tadeo’s language development according to their own perspectives.

Chart 12. Teachers’ summarized answers on the language aspect of the indirect participant.

LANGUAGE ASPECT	TEACHER GONZÁLEZ	TEACHER MÉNDEZ	TEACHER PÉREZ
In the linguistic aspect, how do you consider that the child is in accordance with his other classmates and his age for children with ASD?	“I think he was a little behind but he has the possibility of developing his language in a correct way, but since I had been told that he had a wrong diagnosis, I think that was what delayed him too much in his language, but in the time that I was working with him, I felt that he achieved progress, beca	“Generally, there is a lag in the acquisition of the language. He stammers or makes some sound emission, he already manages to say the correct word and well, this is a general lag with the average of the children of his age, but as such, comparing it with their group of peers, I could	“He can identify a little more about what the adult asks or asks him why. He was working with a little vocabulary of comprehension through images, it is still an area that must be worked on, but the expressive part is the one that is even lower, this is an area that you must work with a lot of dedication at

	use he was already asking me for things, so I think he can develop it.”	tell you that his language skills are below the average.”	home, therapists, etc. for him to move forward. That is the most complex guide and therefore the social development also goes hand in hand since the social development is a part of greater failure and then the language part because they go together.”
According to the period you have worked with the child, what have been the linguistic strengths that he has shown throughout the whole process?	“...The most remarkable thing is that he began to pronounce more sounds, with the phrases we were working on, he began to pronounce a little more, he did more mouth-facial exercises, and he began to name more objects by their name.”	“...A strength that he has is the intention of saying the word, he does not remain silent, he makes a sound, and, in some cases, he even says it; it is a strength if he has the intention to pronounce the word. If he requires something he tries to tell you what he needs at that moment, he communicates with me through images, so sometimes when he requires scissors he gives me the card, so I say: “scissors” and he also imitates the sound, he does not say the word “scissors” but he makes a similar sound to the word “scissors”, perhaps he does not say “scissors” but he intends to do so and this has gradually allowed him to progress in the acquisition of the language.”	:“... The child already has a communicative intention, by having communicative intention he seeks in some way the attention, he looks for the adult to observe him, this is because in the little ones with ASD is complex to achieve it, then he already looks for the adult to attend his need and if the adult does not guess, he begins to look for alternatives to communicate verbally either with visual aids because he has good visual comprehension, good visual memory, then this makes it easier for the child to use something visual in this context that can make the adult understand what he needs and expect the adult to give a confirmation.”
How would you describe the process of obtaining the subject's mother tongue and his development?	“He would have it well developed but I remember he has memory problems.”	“It is a process that has taken a little more work for the child to go through stage by stage, that is why it is important to stimulate him at home and in the classroom so that little by little he just goes with that part of pronouncing the words and at least	“...It has been a process that has not been accomplished since early stages. It is necessary to find the specific method to favor him at the least because I think advancement could have strengthened it. It had been a process where the child would have achieved

		have the notion that he can say something. It is a process that is greatly difficult because sometimes he has the intention, but it is not achieved as such to reach the word and then it is expected that little by little with the follow-ups at home and at school, a greater number of words will be acquired, that as such the child will be able to pronounce a sentence.”	a more, obviously because it was a process which led to the fact that it was not possible to direct attention or identify the specific needs of the child. He has certain language development, he is able to orally reproduce certain words, certain sounds too compared to other small words or sounds, then when we have this possibility to generate some words or some phonemes that facilitates obtaining language but as long as he has grown up, he has already certain vices where he knows how to communicate in behavioral manner, attitudinal, rather than verbal, and that makes it difficult to obtain it.”
Since the minor started taking special classes with you, using a percentage from 0% to 100% how would you evaluate his language acquisition?	“20% more or less.”	“I would say 40 %, because there are very few words that he manages to emit.”	“We have achieved 35%, perhaps that can be favored, if in all contexts it works in the same way.”
What strategies would you add, or you use so that the child could acquire a higher percentage of the mother tongue than his other classmates?	“I used a very behavioral method and now I feel bad about that, because I could not give him anything if he did not tell me what he wanted, and he got frustrated, cried a lot, and screamed but that helped him a lot so that he could develop a little more his language. Regarding teaching and tactile material, I used a lot of pictograms and	“The strategies that I use are: lottery, listening to songs, putting the name of the animals with stuffed animals, trying to make him make the sound when he requires an item, I also try to get him to pronounce the name of the item and tell him the name of the card that he is giving me, if he hands me a card with	“We work a lot with visual methods, so because he is very visual, we seek that through visual support it can help him understand the language, then we start from the most simple as communication through a word, near distance, discriminate between various objects visually and orally and then form sentences by means of visual supports,

	the PECS method, which is with phrases, with actions, everything, also with physical material, he used objects of different images that he already knew so that he would tell me his name and what they are used for and many images of different things, animals, colors, objects, etc.”	an image of “glue” I say: “glue” to him several times until he achieves the answer.”	he begins to form more sentences such as: “I want corn, I want to eat”, to increase their vocabulary and we can structure it in sentences until we get to the part of the expression of sharing experiences, sharing feelings, etc. but that is already the final phase.”
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This chart shows how the tools and strategies used in the classroom have helped the child and the perception of his language development as well.

4.3.4. Inclusivity and sociability

Chart 13 summarizes the answers given by the participants regarding inclusivity and sociability aspects according to their own perspectives.

Chart 13. Family’s summarized answers on the inclusivity and sociability aspects of the indirect participant

INCLUSIVITY AND SOCIABILITY ASPECTS	DAD	MOM	GRANDMOTHER
What have been the social strengths that the subject has shown inside and outside the home, either in family gatherings or with people completely unknown to him?	“... He is a child who tends to get too close to some people, perhaps kind of empathic, he shows appreciation towards certain people. Another strength is that regardless of whether he knows someone a little or has seen them on few occasions, he can generate trust with them.”	“In this aspect the child tends a lot to approach to someone, when he feels that that someone is paying attention to him. When he feels that someone does not have good intentions then he does not approach to that person, even if it is people he knows, and with unknown people as well.”	“When there are unknown people, he isolates himself and we respect him because we really do not know what he feels and he cannot express it, that is why we respect if he does not want to be somewhere or where there are more than 10 people, it is difficult for him to be around strangers.”

How do you think these social strengths are related to the development of the mother tongue?	“They are related in such a way that since he understands his mother tongue, he is able to socialize in his own way even with strangers; he may not be able to express it verbally but definitely the fact is that he knows his language.”	“They are when you talk to him or when you try to get close to him, you call him by his name, I think that that helps him to feel that trustiness and then he will want to get close to you.”	“It helps him because he hears us talk, he hears us say some things and obviously as a child he makes it easier for him to expand his vocabulary. I think that it is very important that he is included.”
Do you think that learning a language different than the mother tongue such as English can help to improve the child’s language skills? Justify your answer	“If at some point he had to develop in a place where his mother tongue is not primarily spoken, then I want to assume that he will be able or would be able to make that distinction in his mind between two languages. I do not know about the verbal part, about expressing himself in two languages because even in his mother tongue he expresses just a little, but I think that he would be able to interpret and understand instructions in an additional language.”	“I do not know, but he really likes to watch videos on YouTube, and he is very curious because he hardly watches them in Spanish, and he likes to watch videos in English or in other languages that we do not really know what they care about, but he even tries to sing in other languages.”	“I feel if there were language therapies and obviously in another language or the English language, I think that they would help a lot. In general, it would be a great help for him”
As parent or kin, how would you describe social and educational inclusion in our educational system?	“I think that inclusion is low, but there are many areas of opportunity. Of course, there are programs, however I do not believe that these programs are so effective and besides there is only one program for all the different types of special care or special needs that exist in classrooms, then that of course makes the work of these specialists difficult, who	“There must be trainings for the teachers focusing on the education system to really master the information. All staff should be really trained regarding the issue.”	“It lacks a lot of education, knowledge, a lot of preparation so in the educational system they should be able to include not only children with autism but also other children with other disabilities or other different ways of being.”

	cannot specialize in everything.”		
How would you describe or define the lack of social and educational inclusion in a regular school?	“I define it as something that is scarce, it is a remedy that they hope will work for all cases and I speak specifically of public education, which is the only one in which we had a certain experience with the child, by trying to include him and trying to get him to study in a public school, so I define it as low and deficient.”	“A very strong system and a very broad system would really be needed for each child because they are all different.”	“Both teachers and parents need to be prepared to be able to make a space in the classroom, so that they too are part of that world and that also begins a lot from home.”
What information would be important for language teachers to know about autism spectrum disorder to implement better inclusion in the classroom?	“I think the general information on the autism spectrum would be important from the outset, because also speaking in general before landing on the teaching side and languages, the autism spectrum is a little-known condition. So many professionals of any kind are not familiar. Knowing the most frequent signs in a person within the autism spectrum and then bring it down to the teaching and language part, and then probably talking about some of the tools in a general way.”	“My child does not speak, however if he listens to songs in English he sings them, then I think that probably by means of music and visual aids or by means of characters that draw the attention of the child in this way, the language could be made or developed whatever the language was.”	“I think it would be important for them to know about organizing strategies, getting to know each child, having an interview with the children's parents so that they would know what the child likes.”

This chart talks about how the child socializes around people familiar or unknown to him and how present inclusion is in the classroom and the ideal it should be.

Chart 14 summarizes the answers given by the participants regarding inclusivity and sociability aspects according to their own perspectives.

Chart 14. Teachers' summarized answers on the inclusivity and sociability aspects of the indirect participant

INCLUSIVITY AND SOCIABILITY ASPECTS	TEACHER GONZÁLEZ	TEACHER MÉNDEZ	TEACHER PÉREZ
What have been the social strengths that the subject has shown inside and outside the classroom?	"He began to integrate more with his peers, at first he liked to be alone playing, but later he started looking for them to play with the ball, so he was doing good progress, and also inside the classroom he began to look at them and sharing food with them."	"He is a child who respects turns, he contributes a lot to the group and he knows that, he respects his classmates a lot, he is not a child who attacks other children, when he takes some material that he has to use he tries to obtain it but he is not rude, he goes for the object and he will not attack his peer, he is not going to snatch the item, he asks for the object and they give it to him and nothing happens."	"It was difficult for him to share, it was difficult for him to observe that another child had some element of the objects that he wanted, etc. he was already starting to get closer to have a greater interest in this interaction with the adult for sensory-social and with classmates also more social-sensory activities, but he already had initiative."
How do you think these social strengths are related to the development of the mother tongue?	"There are children who learn more things in another language and sometimes pronouncing phrases in another language, so repetition of sounds would help them much."	"It would be an excellent opportunity both for the child and for you as a teacher to see where you must look, have a lot of patience, a lot of tolerance for frustration and that you firmly believe that what you are doing is helping the child."	"I think that having this initiative to see another, to identify that the other can satisfy his needs, to identify that the other can generate a pleasant activity for him and if his context lends itself to that. I think they are closely related so that he can generate verbal communication."
As a teacher in a specialized school or association, how would you describe the social and educational inclusion in our educational system?	"... Recently I had the opportunity to interact with more people across the country who are working with special education and comparing opinions and all the methods. I feel that something like what is being achieved in other states could be achieved but unfortunately it is something very complex, our	"If a family arrives with a child with ASD to a public school that they should admit that child, the directors should immediately notify the teachers that they are going to receive a child with ASD and they should send you to a course on technical principles of ASD, on strategy of how to work with a child with ASD and you cannot work with more than twenty	"It also depends on whether there is a child who has a significant decrease in their communication, it will be difficult for him to be able to generate it in another language, but it varies in each child."

	educational system does not give us enough to be able to do something big and have it well established as inclusion.”	children, the group would have to be reduced. Sometimes teachers may begin to say they are not going to be able to or why they chose me; as teachers many barriers are put up.”	
How would you describe or define the lack of social and educational inclusion in public or private schools?	“The main thing is the lack of training and the prejudice that people have towards any person with any disability or educational need, we could put aside all those prejudices, in a way all our pride in wanting to do less to someone and it would be a little easier.”	“Some schools do not have the adequate infrastructure to receive children with different abilities, adding that the physical space such as the classrooms are not conditioned for children who have some deficit on average a number of forty to forty-five children are in the classroom, teacher training also has to do with whether they are asked to take courses but it is not something that is constantly observed or monitored, a teacher can take some courses but it is not a course that is really formative for the teacher. It is better to create a network of parents beforehand, so they know the subject of autism and make a network with the children to that they understand that there are different characteristics.”	“Our education system has its curricula and it is not very flexible, the content is divided into stages, there are competencies that you have to achieve, so in some way even when you see a child who has emotional difficulties who is not paying attention because his attention and concentration are focused on something else, sometimes it is not enough, then a child with a much more significant situation where he requires more support The teachers are saturated with activities or requirements and their attention does not focus on the need the students have, therefore there is not attention for specific situations such as ASD.”
What kind of information would be important for language teachers to know about autism spectrum disorder to implement a better and more complete inclusion in the classroom?	“What you must do mainly is get closer to the parents, because if you win the parents over everything is much easier for the child to move on. If you cheer them up to keep supporting the child during this process, it can be achieved within the classroom, because children will feel that	“Read about multiple intelligences. Always see that the child is understanding the information and see how the brain is processing it. Study the theory of cognitive modifiability and keep in mind that the brain is in constant change and that you as a teacher are the mediator of that	“You can be more sensitive, when you know that ASD is not behavioral, but that the specifications say that there are sensory variations, the part of not having an understanding in communication, the part where he can have difficulty expressing what he wants or what she dislikes, what she likes can trigger a behavioral situation, but

	they have extra support.”	learning. Give theories a review that will help you make strategies well aimed at what you want to achieve with each one of these children.”	not because a child has ASD will have crisis situations, tantrums, etc. This awareness, this empathy and if I know the strengths and weaknesses that the child with ASD has can generate clear work objectives.”
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This chart talks about mainly the perceptions teachers have regarding how present inclusion is at school and how developed the educational system is regarding this topic.

4.4 Discussion of results

According to what was got throughout the interviews, it can be obtained and understood that there is an important lack of inclusions inside the schools not only for ASD kids, but for other disorders, too. The answers prove that EFL teachers are not trained properly. Therefore, they cannot handle a situation where children with ASD or other disorders are involved. The curricula at the Enseñanza del Inglés, BA needs to include subjects where inclusion is talked about, analyzed and taught, so these situations can be handled carefully with any problem in the future. EFL teachers should also be aware of the stages (levels) of the disorder so that they can guide learners in a proper way.

The results show that children with ASD struggle during their English learning process and they should be treated in a different way to facilitate their learning. Relevant information was found throughout this project regarding the lack of inclusion in EFL classrooms, and, about how ASD can be related to teaching a

second language, in this case English, following a procedure or a process that can be developed in upcoming projects related to this topic.

4.5 Conclusion of the chapter

Throughout this chapter the answers to the different questions were gotten and results were obtained. This chapter helps the whole project to argue the different perspectives that people surrounding the indirect participant have. Different contexts and scenarios were used to get a variety of different answers and thus more condensed results.

CHAPTER V

THE CONCLUSIONS

5.1 Introduction

This chapter contains the summary of the study, answers to the research questions, summary of key findings, contributions of the study, limitations of the study, directions for further research, final conclusions and a reflection.

5.2 Summary of the study

This study was carried out in order to know more about the relationship between a child diagnosed with autism and English teaching-learning. The ecological perspective of the study allowed to learn more about the situation a family may live when a kid is diagnosed with ASD. The concepts related to education were the main pillars of this study and how the environment surrounding the indirect participant can be decisive in his learning process.

5.3 Answers to the research questions

5.3.1 Research Question 1 - What are the ASD indirect participant's family's perspectives on their child's developing skills?

According to the results gotten from the interviews, the perspectives of participants vary a lot depending on the family member. The parents' answers are more realistic than the grandmother's ones, and that might be because the parents live with the indirect participant, and his grandmother visits them occasionally. Her answers were less accurate and more positive. Their long answers evidenced their concern about Tadeo and his learning. At the same time,

the terms and words they used prove that they had read and learned about the disorder. They expressed their love and concern for Tadeo in each answer.

5.3.2 Research Question 2 - What are the ASD indirect participant's teachers' perspectives on the child's developing skills? (Motor, language, social)

As the previous question, the perspectives vary a lot due to different aspects such as: knowledge about the topic, experience regarding the topic, the time spent working with the indirect participant, and different points of view and preferences to different educational perspectives. The participants' answers showed that all the elements (motor, language and social) impact on the family and education. However, all participants were positive about Tadeo's development and growth.

5.3.3 Research Question 3 - How can ASD kids be included in the English classroom in a proper way?

In conclusion to this answer, the educational system in Mexico targeting public and private schools is deficient for kids with ASD and other types of disorders. English teachers need to be trained with subjects regarding inclusion, and these subjects must be included in the curricula or *Enseñanza del Inglés*, so a better and optimal inclusion can be the goal.

5.4 Summary of key findings

Several findings were spotted throughout this study such as the need of inclusion in the EFL classroom, training for teachers, more knowledge about ASD (levels

of severity, symptoms), different materials that can be used in the classroom for the kids. Another finding was that the ecological perspective could provide a broad view of the learning process. The perspectives of relatives and teachers allowed the researcher to learn more about the disorder, Tadeo's learning process and the needs that kids with ASD may have, in special, in the EFL classroom.

5.5 Contributions of the study

The results gotten from the interviews held with the family and teachers confirm the need for more inclusion in the EFL classroom, more awareness about the topic by knowing more about the indirect participant and the used of the ecological perspective. The results were fully satisfactory.

5.6 Limitations of the study

The main limitations in the study were the distance between the researcher and the indirect participant. Several trips were made to León, Guanajuato to get the needed information such as videos, pictures, interviews and recordings. The pandemic was another huge limitation, because some things had to be postponed and that delayed the study for several months. A big limitation was the fact that the child was a minor so, he was always observed by relatives or teachers, which could hinder his performance or his responses.

5.7 Directions for further research

More investigation needs to be held about inclusion in the EFL and how EFL teachers can be successfully trained to handle different scenarios where kids with ASD might be. This can complement the answers to the research questions and the results obtained through this study. Further research into ASD might include

kids of a different age or with other special characteristics. Due to Tadeo's age and level of ASD, the English process consisted of only words, instructions or vocabulary of his interest. Future studies might explore more complete teaching-learning sequences that may lead to more knowledge on the disorder.

5.8 Final conclusions

Some new knowledge about ASD was obtained while making this research. It is a topic that needs to be more present in teachers' everyday life, so it can be handled in the best and most professional way possible. The use of the ecological perspective was useful while making this research because some key factors could be found to fully understand every aspect of a child with autism and how that can be related to an EFL classroom. The perspectives of the family and the teachers allowed the researcher to have a global understanding of the situation in which a young kid with autism can be supported along his education, starting in the early years and in specific, his English learning process.

5.9 Reflection

From the beginning, I was really interested in this topic because I had been interacting with the indirect participant since, he was born, so I was always curious by the way he communicates, even if it is not through words or phrases, so, I wanted to know more about his condition and that is why I did this research. The way the participant achieved to communicate with everything surrounding him is amazing, and how he uses animals to let everyone what he desires or needs also made me focus this research on this disorder.

The writing of these chapters has not been easy, because doing research is something I was not used to, and this was the point where I had to start learning how to do research and even though it has been a rough path, the results and the expectations I had regarding this research were fulfilled.

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APPENDIX 1

Benemérita Universidad Autónoma de Puebla Facultad de Lenguas Licenciatura en la Enseñanza del Inglés

QUESTIONNAIRE USED TO INTERVIEW THE PARENTS AND GRANDMOTHER OF THE CHILD

- What's your name?
- What is your age?
- What is your profession?
- What is the kinship you have with the child?
- Based on your experience, how would you rate how the special education in Mexico is handled? What would you change?
- In a more general overview, how has your vision and knowledge of ASD improved and how has your life experience with the child been?

MOTOR DEVELOPMENT

Could you explain how the child behaves at home, focusing on his personality, temperament, and general and specific tastes?

- What do you think are the motor strengths and weaknesses that the child shows? And according to your experience, how would you describe the child in the motor aspect overall?
- Do you consider that the strategies and tools taught in the classroom and at home help to improve the motor skills of the child? What would you improve of all these strategies and tools?

LANGUAGE AND COMMUNICATION

- In the linguistic aspect, how would you describe the status of the child?
- What have been the linguistic strengths and weaknesses that the child has shown throughout his language development?
- How would you describe the process of the child at obtaining the mother tongue and his development since then?
- Since the child began taking special classes and specific therapy for him, using a percentage from 0% to 100%, how would you evaluate him regarding his language acquisition and why?
- What strategies, activities or tools do you use at home to help the child develop the mother tongue even more?

SOCIAL, INCLUSION ASPECT

What have been the social strengths that the subject has shown inside and outside the home, either in family gatherings or with people completely unknown to him?

- How do you think these social strengths are related to the development of the mother tongue?
- Do you think that teaching a language different than the mother tongue such as English can help to improve the child's language skills? Why?
- As parent or kin, how would you describe social and educational inclusion in our educational system?

- What information would it be important for language teachers to know about Autism Spectrum Syndrome to better implement inclusion in the classroom?

Thank you for your attention

APPENDIX 2
BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

QUESTIONNAIRE USED WITH THE DIFFERENT THERAPISTS THE CHILD
HAS WORKED WITH

- What is your name?
- What is your age?
- What is your profession?
- What was the reason you chose that profession?
- How long have you been working as a teacher or therapist of children with disabilities?
- Based on your experience, how would you rate how the special education in Mexico is handled? What would you change?
- How many children do you teach and work with per day?
- How many boys and how many girls?

MOTOR DEVELOPMENT

- How long have you known the child?
- Could you explain how the child behaves in the classroom?
- What do you think are the strengths of the child compared to other children in the same classroom?
- And his weaknesses?

- According to your experience and your observations, how would you describe the motor skills of the child?
- Do you consider that the strategies and tools taught in the classroom help to improve the motor skills of children with ASD? What would you improve or add?

LANGUAGE

- In the linguistic aspect, how do you consider that the child is in accordance with his other classmates and his age for children with ASD?
- According to the period you have worked with the child, what have been the linguistic strengths that he has shown throughout the whole process?
- How would you describe the process of obtaining the subject's mother tongue and his development?
- Since the minor started taking special classes with you, using a percentage from 0% to 100% how would you evaluate his language acquisition? Would you explain why you give that percentage?
- What strategies would you add, or you use so that the child could acquire a higher percentage of the mother tongue than his other classmates?

SOCIAL, INCLUSION ASPECT

- What have been the social strengths that the subject has shown inside and outside the classroom?
- How do you think these social strengths are related to the development of the mother tongue?

- Do you think that teaching a language other than the mother tongue helps to improve the minor's language skills? Why?
- As a therapist in specialized school or association, how would you describe the social and educational inclusion in our educational system?
- How would you describe or define the lack of social and educational inclusion in public or private schools?
- What information would it be important for language teachers to know about Autism Spectrum Syndrome to better implement inclusion in the classroom?

Thank you for your attention.

APPENDIX 3

Sample of the visual material used with the child.





APPENDIX 4

Photos of the indirect participant taken during the observation process.

