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**MENCIÓN INGLÉS**

A case study about strategies used to teach a student with Asperger  
syndrome.

**TRABAJO DE TITULACIÓN**

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Septiembre, 2016

## **APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN**

Magister:

Gina Karina Camacho Minuche.

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación “A case study about strategies used to teach a student with Asperger syndrome” realizado por Maricela Elizabeth Yaguachi Torres ha sido orientado y revisado durante su ejecución por eso se aprueba la presentación del mismo.

Loja, Febrero de 2016

Mgtr. Gina Karina Camacho Minuche.

DIRECTORA DEL TRABAJO DE FIN DE TITULACIÓN

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Maricela Elizabeth Yaguachi Torres, declaro ser autora del presente trabajo de titulación: A case study about strategies used to teach a student with Asperger syndrome, de la Titulación de Ciencias de la Educación mención Inglés, siendo Mgtr. Gina Karina Minuche Camacho directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos, y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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## **DEDICATION**

Although the many barriers that every day we face, God is the strongest that supports us to move forward and accomplish with our dreams satisfactory.

Firstly and foremost, this thesis is dedicated with all my love to God and “La Virgen del Cisne” to support me during my studies and give me the opportunity to be alive and the blessings that my family and I received every single day. At the same way, I dedicate this thesis to all my family especially to my parents Luis and Delia who with their patient and love had been helping me economically since I started with my career, to my three brothers Nixon, Mery, and Maria who with words of encouragement helped me achieve this dream. Even more, this thesis is dedicated to my uncle Manuel and my grandmother Amada, who helped me economically in hard times allowing me to finish my studies.

Maricela Elizabeth

Author

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## CONTENTS

COVER.....	i
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN.....	ii
DECLARACIÓN DE AUTORIA Y CESIÓN DE DERECHOS.....	iii
DEDICATION.....	iv
ACKNOWLEDGMENT.....	v
CONTENTS.....	vi
RESUMEN.....	1
ABSTRACT.....	2
INTRODUCTION.....	3
METHOD .....	9
DISCUSSION.....	11
-Literature Review.....	11
-Description, Analysis and Interpretation of Results.....	27
-Conclusions .....	63
-Recommendations .....	64
REFERENCES.....	65
ANNEXES.....	69

## RESUMEN

Este estudio fue llevado a cabo para identificar las estrategias a enseñar a un estudiante con síndrome de Asperger. Con el fin de explorar el fenómeno antes mencionado, el docente de inglés y el estudiante con síndrome de Asperger fueron tomados como muestra en el colegio Taggeschule y San Gerardo de la ciudad de Loja.

La intención de este caso de estudio fue precisamente para identificar las estrategias que el docente de inglés usa para enseñar al estudiante con síndrome de Asperger y el involucramiento de este estudiante cuando usan ellas. Los métodos usados para recolectar datos fueron cualitativos y cuantitativos. El método cualitativo permitió identificar las estrategias apropiadas para enseñar al estudiante con síndrome de Asperger y el método cuantitativo permitió analizar satisfactoriamente los datos numéricos.

La recolección de datos fue realizada a través de entrevistas semi-estructuradas y láminas de observación. Así, el presente trabajo señala detalles y dificultades que no solamente el estudiante con síndrome de Asperger presenta sino también el docente enfrenta en el proceso de enseñanza aprendizaje.

*Palabras Claves: Enseñanza, asperger síndrome, estrategias, salón, compañeros, estudiantes, destrezas.*



## ABSTRACT

This study was carried out to identify the strategies used to teach a student with Asperger syndrome. In order to explore the phenomenon before mentioned, the English teacher and the student with Asperger syndrome were taken into account as sample at Taggeschule y San Gerardo High School in Loja city.

The intention of this case study was precisely to identify the strategies that the English teacher uses to teach the student with Asperger syndrome and the involvement of this student when using them. The methods used for collecting data were qualitative and quantitative. The qualitative method allowed identifying the appropriate strategies to teach the student with Asperger syndrome and the quantitative method allowed analyzing the numeric data satisfactorily.

At the same way, the data collection was done satisfactorily through semi-structured interviews and observation sheets that allowed identifying the student's involvement in the English classes. Hence, the present work points out details and difficulties that not only the student with Asperger syndrome presents but also the teacher faces in the teaching-learning process.

*Keywords: teaching, asperger syndrome, strategies, classroom, classmates, students, skills.*

## **INTRODUCTION**

English is a universal language that gives many opportunities for people to travel to foreign countries, get good jobs, and communicate and establish social relationships with people from different cultures. Simion (2012) mentions that “English is the fourth most widely spoken language in the world, so it is the most spoken official language that is used in international affairs having official status, even in nations where it is not the primary spoken language” (p.152).

Consequently, the English teaching depends on the teachers; in other words, the teachers have the abilities to teach their students in a better way. The appropriate strategies, methodologies, and techniques could help the learners to take part of it and achieve the English skills appropriately and so perform successfully. Even more, the teachers’ patience, creative activities, and enthusiasm are the key to allow students to achieve their own learning. At the same way, teachers have to keep in mind that students come from different backgrounds and depend on them supporting the students’ learning. To emphasize, all children involved the students with special needs are part of regular classrooms, so the teachers have to look for strategies that enable them to be part of educational settings; that is why, the inclusion supports people with disabilities rights to be part of classes without discrimination, so teachers guarantee their inclusion in the classrooms.

Similarly, “La Asamblea Constituyente de la República del Ecuador” (2008) also recognizes the rights of people who face special needs. That is to say, in the Art. 47 is pointed out that Ecuadorian government should guarantee people with disabilities an education that allows them to show their abilities and enable them to take control of their progress in equal conditions. Thus, people with special needs have the possibility to reach their potential in terms of cognitive, emotional, and creative capabilities. In

addition, the constitution establishes that these people have the right to receive the kind of education that do not discriminate their ethnicity, gender, economic status, language, disability, etc.

Although the Ecuadorian constitution has provided with specific help for people with disabilities, teachers do not still give specific attention to them just because they underestimate their capabilities and overlook whether or not they could be part of regular classrooms. In other words, teachers do not have a clear diagnostic about them, so the teachers' challenges is how to teach, manage, and involve them in a better way in the teaching-learning process.

For this reason, taking into account the problems that teachers face to teach students with disabilities, a case study has been considered to analyze this situation deeply. This particular case study addresses to analyze the strategies used by the teacher to teach a student with Asperger syndrome and the involvement of this student when using them. In short, this case study attempts to see important points related to people with Asperger syndrome, their causes, and consequences in order to have a clear overview of the context that these kinds of students face and the challenges that teachers encourage to teach them in a better way.

Even more, some case studies were taken into account to predict how children with Asperger syndrome could be part of the teaching-learning process. For example, Rodriguez, Saldaña, & Moreno (2012) whose objective was to “assess special education teachers' attitudes towards teaching pupils with ASD and their current needs for support”, they found that to involve students with Autism spectrum disorders involved students with Asperger syndrome is highly important the experience, training, available resources, and support of staff people. In other words, in order for this research to be

carried out, they found positive view of teachers' expectations towards teaching students with ASD, even more, experience, training, support of staff people, and available resources to support their inclusion. Therefore, they recommended that to support students' inclusion, teachers should have a degree of teaching students with disabilities supported it not only with additional resources but also working collaboratively with staff people who assist learners with disabilities to overcome their challenges in the teaching-learning process.

Furthermore, Baylis (2011), in San Rafael, California, did a research to "identify what teachers do in the classrooms and how they feel when working with these students"; she took the experience of two important people Dr. Jenny Bueso (special education professor who had been working at Bella Vista University with disabled learners), and the teacher Thomas Jefferson (teacher who had worked carefully with pupils of Asperger syndrome) which firmly believe that children with Asperger syndrome do not overcome difficulties successfully due to the fact that teachers are not trained to teach disabled learners, therefore, they mentioned that educators have difficulty to design the curriculum according to the students' needs. For this reason, Baylis recommends that teachers have to receive training overall in the instructional activities in a way that those students will be able to achieve their academic skills appropriately as their classmates do.

At the same way, Reagan (2012), in Rochester, New York, in her research about "see whether trainings provided in students with ASD be part of effective inclusion in classrooms; and whether the strategies support students' learning"; she noticed that visuals are commonly used by teachers, even more, the different strategies and techniques support in students to achieve appropriately the content goals. Likewise, this author recommends that to involve these kinds of students in effective inclusion,

teachers need to be informed on Autism Spectrum Disorders in order for them to help these learners to succeed in the teaching-learning process, so teachers do not underestimated the students capabilities to be part of regular classrooms.

On the other hand, a case study from Seville, Lee (2007) indicated that the CBC “Conjoin Behavioral Consultation” self-management is an important model that teachers should use in the teaching-learning process because this framework combines the resources of home and school that focuses on the work collaboratively with parents, teachers, and support personal. Thus, this research was done under the following purpose: “Practitioners can conjoin behavioral consultation (CBC) as a model for establishing home-school partnerships and implement evidence-based interventions to facilitate the integration and maintenance of students with challenging disabilities as Asperger syndrome in mainstream educational setting”. Consequently in order to gather data from the field, Lee (2007) took a child with Asperger syndrome, the child’s mother, and teacher as sample, thus, the constantly evaluations to this kind of student were done to perceive how the CBC/ self-management supports in him to be part of the classes. Hence, the results showed that this kind of student faces problems such as to catch attention, get relationships with the class, made eye contact with the speaker, and interrupt all the time according to the teacher; besides, the child’s parent adds that her child face problems to complete the task activities and often has an “argumentative non-compliant with parental requests and directions”. Thus, this author recommends that to support the teaching-learning process of students with Asperger syndrome, educators should see for using the CBC/ self-management model because it provides the constantly consultation of parents, teachers, and staff people to help these learners to be part of educational setting.

Finally, a case study done by Lafortune (2013), in New England, supports that children with Asperger syndrome require their teachers to give special attention in order to accomplish the task activities adequately. In other words, the objective of this case study was to identify students' involvement in the school and high school through interactions with their peers, teachers, and parents. Subsequently, the author found that it is important that educators identify early which challenges face those learners to be part of the classes. Likewise, she showed that teachers have to rephrase the instructions and guide the activities especially when children with Asperger Syndrome begin a task activity. Hence, she recommends that the issues should be addressed for students with Asperger syndrome in order for them to succeed satisfactorily.

Having a brief information from previous studies done by other authors on the area of this current study, this case study attempts to identify the strategies an English teacher uses to teach a student with Asperger syndrome. In short, this research was carried out under the following objectives as general: To identify the strategies that an English teacher uses at Taggeschule y San Gerardo to teach a student with Asperger syndrome and the involvement of this student when using them, then specific objectives as firstly to analyze whether the strategies used by the English teacher supports the learning of student with Asperger syndrome, secondly to identify the main characteristics and challenges that student with Asperger syndrome faces to be part of teaching-learning process, thirdly to analyze the teacher's attitudes towards teaching student with Asperger syndrome, fourthly to examine the methodologies and materials used by the English teacher to engage the student with Asperger syndrome to learn English as foreign language, finally to determine the student's level of involvement learning English as foreign language.

Thus, this case study begins with a brief introduction, which provides information not only of the importance of English but also of disabled people in the inclusive classrooms. Likewise, it points out some cases studies related to this study. Then, it is divided in a theoretical framework that presents five main parts. The first defines the Asperger syndrome. The second part takes into account the characteristics of children with Asperger syndrome. The third part illustrates the main problems that these children face learning English as foreign language, the fourth part suggests some strategies to involve these kinds of learners in the teaching-learning process, and the fifth part presents the involvement of this kind of student learning English as foreign language. Finally, it includes conclusions and recommendations that take in depth the objectives achieved.

Subsequently the results show that the lack of involvement of the activities planned by the teacher and the lack of interaction individually and together with his classmates do not allow this kind of student to be part totally of the English classes, for this matter, it is highly important that teachers take into account this point in order for them not only see for more strategies that allow these kinds of students to take place of his own learning process but also planned the lesson plan conjointly with staff people. Even more, the Ecuadorian universities should offer special courses to teachers in order for them to teach disabled students, so teachers do not surprise at the moment to teach them. Therefore, this case study will be useful for English teachers, students with Asperger syndrome, and investigators whose main objective is to teach English as foreign language.

On the other hand, the limitation of this study was the time because the short periods of time do not allow observing carefully the involvement of this kind of student in the teaching-learning process.

## METHOD

This research addresses to investigate and analyze the strategies that the English teacher uses to teach a student with Asperger syndrome and the involvement of this kind of learner when using them. For this reason, this part describes in detail the settings, participants, procedures, and methods that were used in collecting and analyzing data from the field.

### *Setting and Participants*

This research was conducted at Taggeschule y San Gerardo High School located in Loja, Ecuador. The director of this institution and the English teacher allowed me to accomplish with the observations. The observations were carried out in a period of 40 minutes during Monday, Wednesday, and Friday since April 20<sup>th</sup> to May 29<sup>th</sup>. Thus, during this period 12 classes were observed. Therefore, to illustrate the schedule accomplished during this period, specific documentation has been provided in the appendices.

Furthermore, in order to get enough understanding of the phenomenon mentioned above, this case study involved the participation of the English teacher and the student with Asperger syndrome. English teacher had the duty to teach this learner and facilitate the learning English through the strategies that allowed him to be part of English classes and student with Asperger syndrome who was seven years old and presented some special characteristics that made him different from the rest of the class.

### *Procedures and Methods*

In order to look into this case study, it was useful to take in deep the involvement of the student with Asperger syndrome and the strategies of the English teacher have to involve this kind of student in the English classes. Therefore, the qualitative and quantitative methods were taken into consideration to gather information from the field.



The Qualitative Research allowed describing and analyzing how the strategies were specifically used for this kind of student and how this learner was involved when using them. The Quantitative Research allowed describing carefully the graphs in percentage in order to obtain the quantified data from the tabulation process.

Besides, to gather data from the field two points were taking into account, first the semi- structured interview that allowed the English teacher to consider the most useful points that are highly important to take into account in the teaching-learning process for this kind of student. Through the semi-structured interview it was identified what the English teacher did to involve this learner into the teaching-learning process; the class observation on the other hand, was useful to know how the English teacher engaged this kind of student in English classes and the involvement of this student when using them.

Indeed, this case study attempted to see how the strategies used by the teacher ensured in the student with Asperger syndrome overcomes his difficulties, similarly, to provide whether or not the authors' strategies support meaningfully the student's progress to be part of his learning-process.

Moreover of the aforementioned information, this case study considered in depth three important points as validity and reliability and the student's privacy. Validity was an important key to do this research so that it allowed a demonstration of strategies that the English teacher used to teach a student with Asperger syndrome and proved in the student his progress to learn English appropriately. Reliability on this case study was done under the answers of the semi-structured interview from the English teacher and also in the observation sheets that considered some useful variables related to the strategies used by the teacher and the performance of the student with Asperger syndrome. Finally, some ethical considerations to keep the anonymity and confidentiality of the student with Asperger syndrome were considered, too.

## LITERATURE REVIEW

This part takes into account five major areas which are: Asperger syndrome, characteristics of the students with Asperger syndrome, problems that students with Asperger syndrome face when learning English, strategies that the English teacher uses to teach the student with Asperger syndrome, and the involvement of the student with Asperger syndrome in the teaching-learning process. Thus, the literature review gives to see useful points related to the children with Asperger syndrome, and takes into consideration the main problems that those kinds of learners face learning English as soon as it suggests strategies to involve those learners in English classes.

### **Asperger Syndrome**

In 1940, Asperger syndrome was identified by the Viennese physician Hans Asperger who found in four boys behaviors related to autism such as social impairments, communication difficulties, and insistence on sameness. The term “Asperger syndrome” was added to the American Psychiatric Association’s *Diagnostic Manual of Mental Disorder, 4<sup>th</sup> Edition (DSM-IV)* with the name “Pervasive Developmental Disorder” (DANYA International, INC Shaping Healthy Futures & OAR Organization for Autism Research, 2005); characterized by “impairments in social interaction, imaginative activity, verbal and nonverbal communication skills, and a limited number of interests and activities that tend to be repetitive” (Department of Curricula Planning and Development, 2008, p. 19).

Furthermore, the Department of Curricula Planning and Development (2008) points out that the term Pervasive Developmental Disorder is a communicative disorder that is people who face this disorder are part of students who face disabilities because The Ministry of Education (2011) clarifies that people who face disabilities have challenges

in their “organizational skills, social perceptions, social interaction, and perspective taking” (p. 6), so DANYA & OAR (2005) put forward that Asperger syndrome and Autism are part of the neurological disorder that cause problems to understand social cues and respond to particular styles of speech, adapt to new routines, and coordinate the muscle movements because people with Asperger syndrome cannot take control of their behaviors due to the neurological disorders that do not allow them to perform well as others. Similarly, World Health Organization (ICD-10) (1992) cited in (Gilchrist, Cox, Rutter, Green, Burton, & Coyteur, 2001) mention that Asperger syndrome is an autistic disorder that presents abnormalities in reciprocal social interaction and in patterns of behavior and interests. In summary, *DSM-IV* (1992) and ICD-10 (1993) cited in (Meyer & Minshew, 2002, p. 153) recognize “individuals with both autism and Asperger syndrome are characterized to have abnormalities of reciprocal social interaction and restricted, stereotyped, repetitive interests that they differ only with respect to onset and severity of symptoms” “related to their language, their cognitive profiles and their motor skills” (Gilchrist et al., 2001, p. 227).

Likewise, Vollenstee (2006) indicates that Asperger syndrome is a continuum of autism and pervasive developmental disorder (PDD) because Asperger syndromes are inside of the group of autism and share the same attributes. Also, “The National Institute of Neurological Disorders and Stroke (NINDSS) cited in (Autism Speaks, 2010) informs that people with Asperger syndrome are similar to classic autism because they face challenges to identify and express their feelings, difficulties to establish a relationship with others, hold eye contact with the speaker, and understand people’s face expressions and gestures. In short, Shearer, Butcher, & Pearce (2006) state clearly that Asperger syndrome forms part of the five disorders of autism spectrum disorders that

consists in: autism, Asperger syndrome, pervasive developmental disorder as atypical autism, Rett syndrome, and childhood disintegrative disorder.

Children with Asperger syndrome can be diagnosed when they are part of educational setting and the disorders appear and show linking with routine, lots of repetition, tendency to interrupt and talk on the one topic that are significant to them. Therefore, their language impairment is not identified as soon as they are involving in regular classes in contrast to autism that is identified in early years (DANYA & OAR, 2005).

### **Characteristics of Students with Asperger Syndrome**

Ghaziuddin, (2002),Klin & Volkmar (2000); Simpson & Myles, (1998); Tantam, (2003) cited in (Lee, 2014) stated that individuals with Asperger syndrome often present experiences based on their social deficits as poor concentration, saddening experience, academic difficulties, and high rates of behavior that is shown in these students much later face problems to succeed on the school; in other words, Adreon & Stella, 2001; Myles & Simpson, 2002 cited in (Lee, 2014) indicate that their academic underachievement- students perform below-, their school drop-out –students who stop going to school before finishing-, their peer rejection –student who doesn't accept his or her classmates-, and their internalizing disorder –anxiety and depression-, made them not only to be rejected but also do not follow the same rhythm of study as the rest of the class do.

Williams (1995) mentions that students with Asperger syndrome face a special challenge in mainstream educational setting; (Carr, 2003, p. 4) defines educational settings as “the right of each and every child, if at all possible, to be educated in the regular classroom”. Williams (1995) also says that students with Asperger syndrome become eccentric and peculiar, victims of scapegoating- the act or practice of

assignment blame or failure to another-, clumsiness and obsessives, “robotic” or repetitive and naive and fools to understand social rules. Additionally, she indicates across (Wing, 1991, p.99) that “children with autism “live in a world of their own”, whereas the higher functioning children with autism "lives in our world but in their own way”. Hence, individuals with Asperger syndrome have their own personality; it means, everyone has his or her own personality to act with others, so they require specific educational approaches to cover their needs within educational setting.

Even more, Le Roux, Johann, Graham, Lorraine, Carrington, & Suzanne (1998) emphasize that inclusion cannot occur if there is not planning, creative initiatives, and staff people that enable these learners to be educated. So, learners with special needs not only require the points mentioned before but also qualified teachers to teach them and cover their special needs when learning. Le Roux et al. (1998) in their academic paper named “Effective Teaching for Students with Asperger Syndrome in the Regular Classroom” and Williams (1995) in her paper “Understanding the Student With Asperger Syndrome: Guidelines for Teachers” agree that students with Asperger syndrome have special characteristics that need to be solved by teachers in a way that students with Asperger syndrome achieve their teaching- learning process.

Thus, the characteristics of learners with Asperger syndrome are given by an acrostic device as A stands for academic difficulties, S stands for sameness and routine, P stands for poor concentration, E stands for emotional vulnerability, R stands for restricted range of interest, G stands for gait or poor motor coordination, E stands for egocentric and R stands for reciprocal interaction according to Le Roux et al. (1998). Whereas, Williams (1995) affirms the same as Le Roux et al. (1998) as insistence on sameness, impairment in social interaction, restricted range of interests, poor concentration, poor motor coordination, academic difficulties and emotional vulnerability. Hence, the

characteristics of these kinds of students will be taken into account and defined according to Le Roux et al. (1998) and Williams (1995).

### **Academic Difficulties**

“Individuals with Asperger syndrome have above-average intelligence rather than high level thinking and comprehension skills” according Williams (1995). People with Asperger syndrome present problems to understand pictures and give details about them according to the same author; similarly, their competent expressive language causes them to repeat what others say and not to express freely (Shearer, Butcher, & Pearce, 2006). Consequently, Bauer (1997), Delong & Dwyer (1988) cited in (Le Roux et al., 1998) add that students with Asperger syndrome are unable to think critically and encounter problems, so although their stand out vocabulary, children with Asperger syndrome are not understood by others. In other words, these kinds of people cannot express their thoughts in a way that other people keep a conversation with them.

### **Sameness and Routine**

Learners with Asperger syndrome are sensitive to environmental stressors and are rarely engaged in routines that cause them anxious to achieve something even more if something worries them obsessively (Williams, 1995).

### **Poor Concentration**

Asperger syndrome learners are often distracted and sometimes focus on somewhat that is "odd" according to Happe, (1991) cited in (Williams, 1995). Similarly, she restates that students with Asperger syndrome not only have great difficulty to understand new information but also these learners have difficulty to work with their peers or work in groups. Thus, the points mentioned before agree with (Le Roux et al., 1998).

### **Emotional Vulnerability**

Pupils with Asperger syndrome require their teachers to pay special attention to them, so they can achieve their goals inside regular classroom (Williams, 1995). Because, Gillberg (1985) cited in (Le Roux et al., 1998) add that the depression of these kinds of learners may conduct them to be easily stressed above all in the adolescence.

### **Restricted Range of Interests**

Individuals with Asperger syndrome tend to be obsessive with one particular thing or something that they like (Le Roux et al., 1998). Sometimes, their repetitive questions about a specific topic make difficult for them to follow up teachers' instructions (Williams, 1995).

### **Gait or Poor Motor Coordination**

Children with Asperger syndrome show problems in their coordination that is "children with Asperger Syndrome are often clumsy and walk with a stiff and awkward gait" (Le Roux et al., 1998). In addition, Williams (1995) clarifies that pupils with Asperger syndrome present problems above all with the movements of their hands; in other words, they have problems in the movements of their fingers so that it affects in their handwriting, in their "clerical speed"- how many pieces of paper can be filled per minute-, and their proficiency to draw.

### **Egocentric and Reciprocal interaction**

Students with Asperger syndrome are egocentric and eccentric; sometimes they do not take into account opinions of their classmates, which make the interaction with them difficult (Le Roux et al., 1998). At the same matter, Williams (1995) indicates that the impairment in social interaction or also called reciprocal interaction make in these kinds of students to be naive and unable to figure out jokes as soon as also presented difficulty understanding complex language; that is to say, following directions and understanding intent of words with multiple meanings.

## **Problems that Students with Asperger Syndrome Face Learning English**

According to DANYA & OAR (2005), teachers have to be able to cover the needs of students with Asperger syndrome in the teaching- learning process. In brief, they mention that at the moment of involving students into the teaching- learning process, teachers have to consider that students come from different families and have different background of learning; indeed, teachers have to be prepared to teach these kinds of students in order for them to achieve their goals as well as general classmates.

Likewise, both organizations explain that teachers have to keep in mind that all students have the same rights and equal opportunities to study and the success of their lives inside educational classrooms depend only on them. In particular, they draw that students with Asperger syndrome as well form part of the students with special needs; these kinds of children require patient, creative activities and special teaching that enable them to be educated inside regular classrooms, so teachers can learn new ways of teaching.

Thus, in an article published on August in 2005 “Autistic Spectrum Disorders and Learning Foreign Language” by Vivienne Wire, she explains that in a way that students with Asperger syndrome have been incorporated into mainstream educational settings; teachers have been not trained in teaching strategies to teach these kinds of learners as well as involve them to participate inside regular classrooms. In other words, Shearer et al. (2006) explain that students with Asperger syndrome are incorporated without a diagnostic so that teachers do not have a clear view about how to teach, manage and involve those learners in their teaching-learning process. Therefore, Tougher (2012) explains that inclusion of learners with Asperger syndrome depend not only on the requirements of learning of these students but also on the classroom teacher’s perspectives to teach them in a better way.



Indeed, taking into account the information published in the previous mentioned article, this research “A case study about strategies used to teach student with Asperger syndrome” takes the experience of Vivienne Wire, who emphasizes that the main problems of students with Asperger syndrome to learn English are based on the “triad of impairments” as impairment in social communication, impairment of social interaction, and impairment of imaginative and flexibility of thinking. Subsequently, Whitby, Ogilvie, & Mancil (2012) claim deeply that the social-skills instructions as impairment in social communication and impairment in social interaction should be taken into account by educators just because these ones make in these children present difficulties to take control of their own learning process.

### **Impairment in Social Interaction**

According to Wire (2005), “autism is always an impairment in social interaction” so that people who face this disorder presents challenges to establish social relationships with people who are around them. To illustrate, these people prefer to be alone in contrast to be part of working in a group or pair. Furthermore, the same author points out that although these difficulties such as keep up their eye contact with the speaker and establish social relationships with others; the learning of foreign language could help these kinds of learners to overcome difficulties in social relationships such as doing social meetings and learning greetings to communicate. Similarly, Konza (2004) clarifies that students with Asperger syndrome not only present limited social instinct that is the desire to make eye contact with others but also a feeling of belonging or egocentric to be part of social setting making difficult for them to be unable to begin and continue social conversations with others. To figure out, this author states clearly that the main problems make these learners to be isolated and do not want to get relationships with others; in other words, besides of all the challenges that students with

Asperger syndrome face; they cannot engage communicatively with others. Thus, Cottier & Sidaway (2002) emphasize that children with Asperger syndrome prefer to be alone rather than to share their own space with people who are around them.

Consequently, Baron-Cohen (1996) cited in (Konza, 2004) explains that “Theory in Mind” takes part of this impairment because learners with Asperger syndrome present problems to comprehend what the perspectives or experiences of others are. Shearer et al. (2006) state that the term “theory in mind” is characterized in these kinds of learners to have social difficulties as isolation, lack of concentration, and immature social skills that affect them to interact and get relationships with others. Baron-Cohen (1996) cited in (Shearer et al., 2006) explained that “theory in mind” is also given by the impairment of the area “mind blindness” that refers to the cognitive disorder where an individual is unable to attribute mental states to self and other. To sum up, theory in mind is based on the inability to interpret social rules, communication, and emotional awareness of others.

As a result, DANYA & OAR (2005) mention that while students with Asperger syndrome want to make relationships, their social skills do not allow them to be incorporated with their peers. Consequently, this matter makes them to be victims of teasing and bullying by their peers. Equally, they also say that the problems of students with Asperger syndrome are focused on three aspects as conversational style, bluntness, and social rules. Seeing that, conversational style refers to “children with Asperger’s syndrome typically exhibit a one-sided social interaction style marked by abnormal inflection and words and phrases that do not match those of their conversational partner” (p. 8), bluntness refers to children with Asperger syndrome who are often rude and insensitive which indicates to others they are bad and do not want to have friends,

and social rules refer to children with Asperger Syndrome who do not understand social conversational rules that do not allow them to interact and understand what others say.

### **Impairment in Social Conversation or Communication Skills**

The second triad of impairment is also given by the name of unusual social communication that affects students with Asperger syndrome in their voice. In other words, the students' voice is characterized to be quiet, loudly, incomprehensible and brief (Wire, 2005). Likewise, this author adds that the learners' voice is not only given by the elective muteness that causes in these kinds of learners to present a refusal to speak in almost all social situations but also it is given by the echoing of words and phrases that cause them to repeat any words or phrases constantly all the time.

According to Konza (2004), language development in early years of children with Asperger syndrome is normal, and their speech is often inappropriate or unnatural with little understanding of abstract language and pragmatics language use. Shearer et al. (2006) define pragmatics as the appropriate use and interpretation of language in relation to the content in which it occurs. In other words, students with Asperger syndrome present problems in the use of language, the inadequate use of pragmatics, and the improper volume of the words that make these kinds of learners change the meaning of the words and do not enable listeners to understand what they pronounce. Konza (2004) in her article about "Understanding and Teaching students with Asperger syndrome as Individuals" indicates that although the vocabulary they present, sometimes these kinds of learners surprise their teachers when they use literal expressions such as "catching someone's eye" to get attention of others and often when they are confused about something or they have the need to someone pays attention to them. Moreover, the communication with their peers is often sameness that is they only

talk about one topic rather than take into account whether or not their listeners could be interested to listen to them. Correspondingly, she expresses that learners with Asperger syndrome not only present problems to understand the verbal input of others but also understand the instructions that others give to them. Equally important, DANYA & OAR (2005) points out that although children with Asperger syndrome present acceptable grammar and vocabulary, these kinds of learners face challenges understanding what others say and all the time these children are also victims of bullying by their classmates. Indeed, they express that the main problems that students with Asperger syndrome have, these are based on these three points as social aspects of language, abstract concepts, and nonverbal communication.

### **Strategies that English Teacher Uses to Teach the Student with Asperger Syndrome**

According to Klin & Volkmar (1995), in a way that learners with Asperger syndrome are involved into educational settings, it is necessary that teachers not only engage them in communication skills but also in social competence skills. Reagan (2012) emphasizes that it is useful that teachers receive meaningful training of this disorder in order for them to support in students with Asperger syndrome their learning. Thus, DANYA & OAR (2005) state clearly that in order for students with Asperger syndrome to be included in regular classrooms, teachers have to help those learners to enhance their communicative and social skills appropriately. Therefore, both organizations express that those kinds of learners face the same strengths and weaknesses as regular students but the characteristics of students with Asperger syndrome are different, hence, these children require appropriate teaching strategies that allow them to overcome difficulties successfully in their learning process.

## **Strategies to solve problems in Impairment in Social Interaction**

### **a. Isolation:**

- ✓ Help students with Asperger syndrome to cooperate with their classmates (Mwakalinga, 2012).
- ✓ Give special attention to the student who is working with pupil with Asperger syndrome, to see whether or not they are working collaboratively (Mwakalinga, 2012).
- ✓ Use games and songs to create a good environment in a way that they feel motivated to participate with their classmates (Mwakalinga, 2012).
- ✓ Establish structure and unstructured opportunities for students with Asperger to socialize with their peers (Ministry of Education Canada, 2007).
- ✓ Join students with Asperger and general classmates in cooperative plan group activities in a way that they interact and share the common interest of socialization (Ministry of Education Canada, 2007).
- ✓ Use a buddy system strategy that allows learners with Asperger syndrome to ask in a better way to their peers so that pupils with this kind of disorder will be helped by their classmates to be part of social situations (Hunter, 2002).

### **b. Lack of Concentration**

- ✓ Design Sheets that include multiple choice exercises in order to prove whether pupils with Asperger syndrome understand the meaning of words (Learning, 2003).
- ✓ Give clear instructions and support with visual prompts (Mwakalinga, 2012).
- ✓ Ask questions in order to know whether or not students with Asperger syndrome understood the meaning of words and so encourage him or her to participate in a comprehensive way (Learning, 2003).

- ✓ Help students with Asperger syndrome choose motivating activities that they enjoy (Mwakalinga, 2012).

- ✓ Facilitate ways to prepare students with Asperger syndrome for planned changes (Learning, 2003).

**c. Immature Social Skills**

- ✓ Use role play to teach vocabulary in order for students with Asperger syndrome could identify the key vocabulary and pronounce it carefully (Mwakalinga, 2012).

- ✓ Use music to assist students with Asperger syndrome produce responsive actions (Learning, 2003).

- ✓ Select appropriate material for instructional activities in a way that learners with Asperger syndrome participate with their classmates (Mwakalinga, 2012).

- ✓ Provide them opportunities to learn and practice a variety of social skills across games and songs (Mwakalinga, 2012).

- ✓ Do models or script steps within social interactions so that these kinds of students provide, understand, recognize, and practice social rules and skills with their classmates (Ministry of Education Canada, 2007).

- ✓ “Use video- or audiotapes of social interactions to identify, analyze, predict and teach specific verbal social skills” (Ministry of Education Canada, 2007, p. 106).

- ✓ Develop real life activities in a way that these kinds of learners act with their classmates inside the classrooms (Ministry of Education Canada, 2007).

- ✓ Use puppets to create social stories and ask questions when you do this activity (Learning, 2003).

**Strategies to Solve problems in Impairment in Social Communication Skills**

**a. Strategies to Solve Problems in Pragmatics**

- ✓ Use modelling speech across familiar, specific, and concrete vocabulary and repeat if it is necessary (Learning, 2003).
- ✓ Use vocabulary, and support it with visual scaffolding as images, pictures, stamps, photographs, and stickers (Learning, 2003).
- ✓ Use a mirror to help them to pronounce the words with rhythm, volume, and naturalness (Klin & Volkmar, 1995).
- ✓ Use social rules of conversation and say greetings as hello, bye bye, good morning, see you next, and so forth (Ministry of Education Canada, 2007).
- ✓ Help students with Asperger syndrome to say and imitate the teachers' words through modelling activities, physical prompts, and visual cues (Ministry of Education, 2000).
- ✓ Repeat key vocabulary in a way that they practice the pronunciation of each word (Whitby et al., 2012).

**b. Strategies to Develop Oral Comprehension**

- ✓ Give examples explaining step by step what learners with Asperger syndrome should do in each communicative activity (Whitby et al., 2012).
- ✓ Engage learners with Asperger syndrome in role plays, questions and answers games (Whitby et al., 2012).
- ✓ Use story telling across modelling in a way that those kinds of pupils understand the meaning of words (Ministry of Education Canada, 2007).
- ✓ Use appropriate understanding non-verbal communication skills across gestures and facial expressions (Ministry of Education Canada, 2007).
- ✓ Use a dictionary because it may help you to understand what learners with Asperger syndrome want to express (New Brunswick Department of Education, 2005).

- ✓ Give more time to students with Asperger syndrome, so they understand the message; otherwise, talk more slowly or make pauses between words (New Brunswick Department of Education, 2005).
- ✓ Motivate learners with Asperger syndrome to identify various things in order to teach vocabulary and recognize the name of each one (New Brunswick Department of Education, 2005).
- ✓ Take advantage of echoing of words and encourage those learners to repeat what teachers say (Learning, 2003).

### **Involvement of student with Asperger syndrome in English classes**

According to Reagan (2012), the strategies that teachers use in classes are deeply adaptable to teach not only students with Asperger syndrome but also regular students; in other words, she states clearly that whether educators take into account the specific needs that require students with disabilities including students with Asperger syndrome to be part of their learning process so that teachers not only will be able to adapt their lesson plans according to the students' needs but also those learners will be able to perform in the assigned activities by their teachers. Meanwhile, Frith (1991) cited in (Floyd, 2009) points out that if teachers use the appropriate teaching strategies, students with Asperger syndrome will be able to get communication skills and adapt their surroundings with others. It is up to whether students with Asperger syndrome receive motivation, students will be able not only to work with their peers but also remember one specific topic will allow them to perform inside regular classes.

At the same way, Lafortune (2013) strongly affirms that in order for students with Asperger syndrome be involved in the classes, teachers have to give special attention to them because these kinds of learners are become distracted; consequently, educators have to rephrase the instructions and guide the activities especially when children with



Asperger syndrome begin a task activity. Therefore, Powell (2008) claims that in a way that students with Asperger syndrome achieve their learning goals; it is useful that teachers involve them successfully in social interactions to enhance them to be part of the teaching- learning process.

On the other hand, Klin & Volkmar (1995) put forward three important points to teach and get the participation of these learners inside regular classrooms. First, the instructions given by English teachers have to be clear in order for learners with Asperger syndrome participate freely. Second, learners with Asperger syndrome need to be helped by a therapist who is in charge of trying out those learners when they require specific help. Third the topics have to enable the individuals to participate in their social skills, so these should allow learners to interact in different activities with their classmates and create a good environment among them. Moreover, Whitby, Olgive, & Mancil (2012) argue convincingly that helping of staff people is useful in the involvement of students with Asperger syndrome because their function is based on three main points as first helps students with Asperger get relationships, second teaches values to the class, and three creates a comfortable environment where those learners feel self-confident to participate. Thus, they put forwards that therapist should work collaboratively with the main educator in order for both help students with Asperger syndrome in the teaching-learning process, so look into strategies that enable these kinds of students to enhance in their social communicative skills. In conclusion, Department of Curricula Planning and Development (2008) mentions that to involve these kinds of students in the English classes is highly important that special educator and main educator design the curriculum in order for both to cover the students' needs and so these learners could succeed at the same way of the rest of the class.

## **DESCRIPTION, ANALYSIS AND INTERPRETATION OF RESULTS**

In this section, important data is analyzed, described, and interpreted according to the results obtained from the semi-structured interview and the class observations done to the English teacher and the student with Asperger syndrome in order to know the strategies used by the English teacher to teach the student with Asperger syndrome and the involvement of this student when using them.

Consequently, with the qualitative and quantitative research through the use of semi-structured interview and the observation of the English classes; it was possible to know how the strategies helped the student with Asperger syndrome to succeed on his own learning-process and how the teacher ensured that this kind of student could be part of her teaching-learning process.

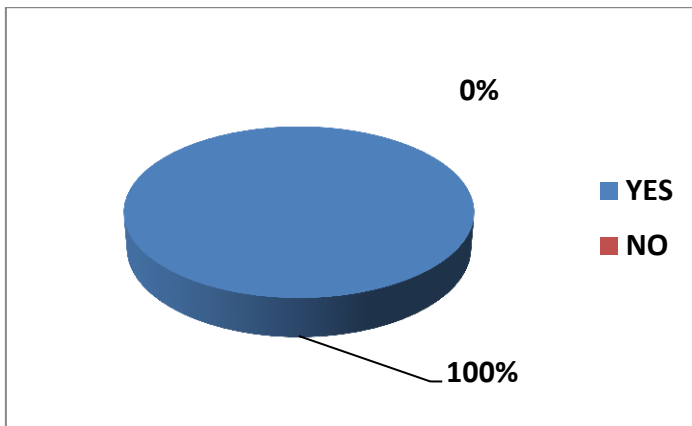
For this reason in order to carry out the analysis, it was convenient to symbolize “student with Asperger Syndrome” with the letters *ASs*. Besides, the analysis of each graph shows the percentage of strategies that the English teacher has to involve the *ASs* in his learning process and the involvement of this kind of student when using them.

Thus, in order to analyze the following graphs, the observation sheets will be analyzed firstly to take deeply the useful variables to involve this kind of student in the English classes and the strategies used by the teacher while teaching him.

**1. Does the teacher give clear instructions to this student?**

<b>VARIABLES</b>	<b>FREQUENCY</b>	<b>%</b>
<b>YES</b>	12	100
<b>NO</b>	0	0
<b>TOTAL</b>	12	100

**Graph 1**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 1 shows that in a 100% that represents 12 observed classes, the English teacher gave clear, paused, and step by step explained instructions, which means that she talked to the students in a way that they understood; she caught her students' attention because the students listened to her carefully when she explained each of the tasks.

As it was observed in the English classes, in order for the teacher to engage her students, she used clear and understandable instructions. To emphasize, her instructions were given by demonstrations; that is, she showed each instruction using visual scaffolding, drawing on the board the vocabulary as well as modelling the activities through role-plays and games. At the same way, her instructions were clear and easy to

understand because the students were not only able to understand what she explained but also to perform the activities correctly.

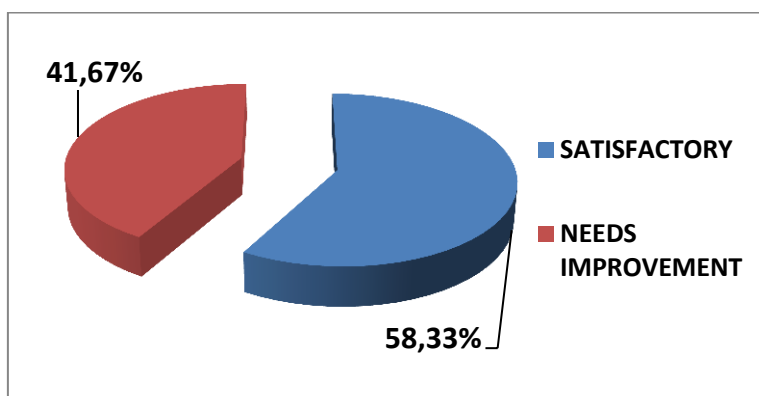
According to Klin & Volkmar (1995) to involve students with Asperger syndrome into educational settings teachers have to give instructions clearly in a way that learners will be engaged to do the assignments appropriately. Indeed, the teachers' instructions have to be clear, short, precise, and easy for the ASs to understand what the activity is about.

Consequently, the next graph illustrates the involvement that the ASs had to be part of the teacher's instructions because Lafortune (2013) strongly affirms that in order for students with Asperger syndrome are involved in the classes, teachers have to give special attention to them because these kinds of students how often get to be distracted especially when they begin a task activity.

**2. Does the student with ASs follow rules or instructions of the English teacher?**

VARIABLES	FREQUENCY	%
SATISFACTORY	7	58,33
NEEDS IMPROVEMENT	5	41,67
TOTAL	12	100,00

**Graph 2**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 2 shows that the 58,33% that represents 7 observed classes, the ASs followed the English instructions satisfactory; on the other hand, the 41,67% that shows 5 classes pointed out that the student needs improvement to follow up the teacher's instructions.

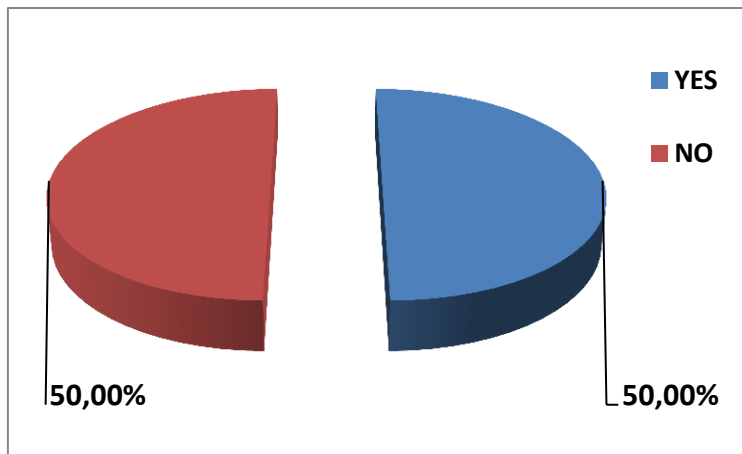
As it was observed in the English classes, in order for the teacher to engage the ASs to follow up her instructions, she approached to the student to explain each activity step by step. To emphasize, this kind of student required specific attention by the teacher to see whether or not this child caught her attention, understood her instructions, and answered appropriately what she asked him.

For this reason, Williams (1995) claims that pupils with Asperger syndrome require their teachers to pay special attention to them, so they can achieve their goals inside regular classroom. Because, she indicates that students with Asperger Syndrome ask repetitive questions about a specific topic and are not able to follow instructions that teachers give to them.

**3. *Does the teacher use games and songs to create a good environment?***

<b><i>VARIABLES</i></b>	<b><i>FREQUENCY</i></b>	<b><i>%</i></b>
YES	6	50,00
NO	6	50,00
TOTAL	12	100,00

**Graph 3**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 3 displays the 50% that demonstrates that in 6 of the classes, English teacher used games and songs to create a good environment in the class; in contrast, the 50% that indicates the rest of the English classes, English teacher did not use them.

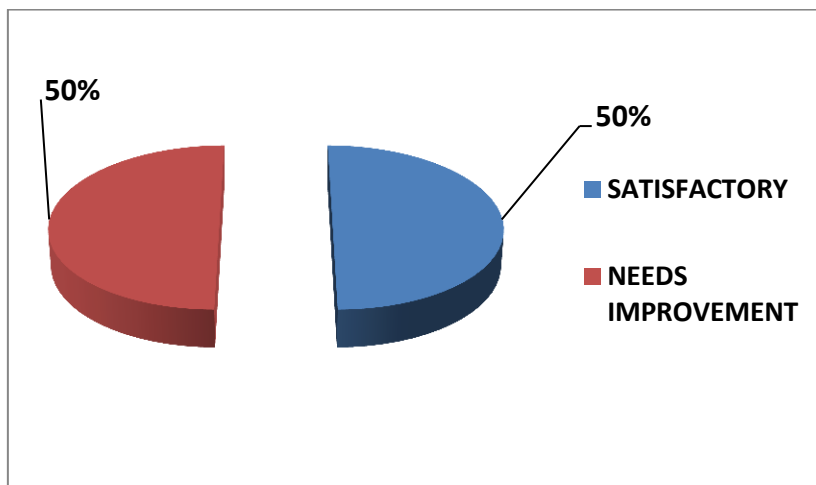
As it was observed in the English classes, the teacher used role-plays and games to engage the students inside her dynamic activities. Therefore, the teacher encouraged her general students and ASs to interact among them; it means, not only the students were able to model what she showed to each one but also they were able to repeat and understand the vocabulary in an easy way. Indeed, she acted out only as facilitator in order for she helped them to learn and retain new words more easily, so her students take part of their own participation.

In summary, Mwakalinga (2012) says that to get students with Asperger syndrome to communicate in a better way, teachers have to use role-plays to teach and identify vocabulary, games, and songs to make them to interact and communicate appropriately.

**4. *Is the student motivated to participate in activities as games, songs, role- plays and so forth?***

<i>VARIABLES</i>	<i>FREQUENCY</i>	<i>%</i>
SATISFACTORY	6	50,00
NEEDS IMPROVEMENT	6	50,00
TOTAL	12	100,00

**Graph 4**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 4 shows that the 50%, that represents 6 observed classes, the ASs was involved satisfactory to participate in motivating activities; in contrast, the 50% that illustrates the 6 classes, the ASs needs improvement to be engaged in them. In other words, the teacher in these 6 classes do not use motivating activities to involve him to participate.

As it was observed in the English classes, the ASs was absolutely interested in participating in those activities as well as his classmates; it means, the use of games, songs, and role-plays were developed by the student with Asperger syndrome satisfactorily. Consequently, the motivating activities enabled this kind of student acts out and responds to what will be going on, and get the teacher-student relationship. In

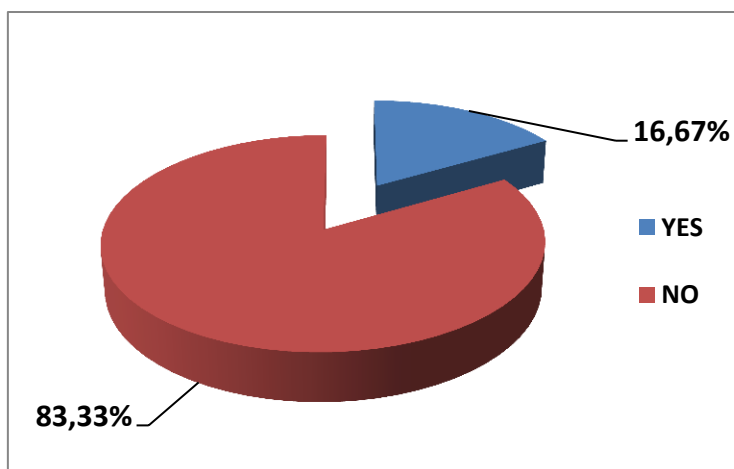
short, the games, songs, and roles-plays helped this kind of learner to sustain interest on the dynamic task. For this reason, the motivating activities not only allowed the teacher to guide the student but also the student was able to overcome in his own performance as well as the rest of his classmates.

For this reason, Whitby et al. (2012) mention that to involve students with Asperger syndrome in oral comprehension, teachers have to engage these learners in role-plays, answer games -interactive dialogue-, questions, and video modelling activities that enable them to practice their social communicative skills satisfactorily.

**5. *Does the teacher integrate the student with Asperger syndrome in cooperative plan group activities?***

<i>VARIABLES</i>	<i>FREQUENCY</i>	<i>%</i>
YES	2	16,67
NO	10	83,33
TOTAL	12	100,00

**Graph 5**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*



Graph 5 displays that the 83,33% that represents 10 classes observed, the teacher did not integrate the student with Asperger syndrome to work neither in pairs nor in cooperative group activities, but the 16,67% that symbolizes the 2 classes watched, the teacher did.

As it was observed in the English classes, in the 16, 67% that symbolized two observed classes, she integrated both general students and the ASs to accomplish the group work activity assigned by her. However, this kind of student was not engaged to actively perform with his classmates; that is why, this child worked alone and his classmates did not join him to do the task activity together. Consequently, the teacher did not pay special attention to the group of the ASs to find a way to involve him to participate and interact in equal conditions as his classmates. Therefore, this child did not work with them collaboratively, nor did he show his abilities to participate with them appropriately.

According to DeLong & Dwyer (1998) cited in Le Roux et al. (1998) children with Asperger syndrome cannot express their thoughts in a way that people keep up conversation with them. Additionally, Happe (1991) cited in Williams (1995) claims that these kinds of learners have difficulty to work with their peers or work in groups just because these learners face challenges to understand information that others give specially to them.

For this reason, New Brunswick Department of Education (1998) indicates that to facilitate impairment in social interaction, teachers have to teach students with Asperger syndrome to communicate with others face to face; moreover, Mwakalinga (2012) claims that teachers should help the students with Asperger syndrome to cooperate with their classmates in order to establish a good relationship and accomplish better the task

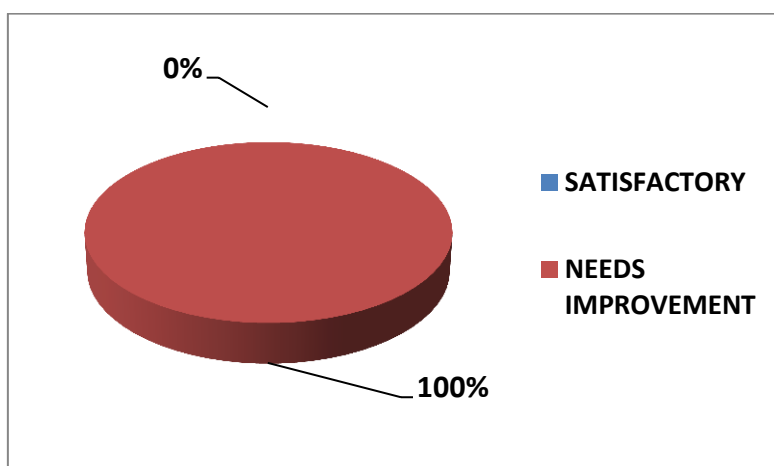
assigned. So, the teacher has the opportunity to monitor the group work carefully in order for this kind of student takes part of it.

At the same time Whitby, Ogilvie, and Mancil (2012) express that in order for learners with Asperger syndrome to rich all the social skills, educational institutions have to include instructional staff to help them to get involved in the willingness to listen, the recognition and acceptance, and teach values to their classmates so that look for strategies that allow general classmates to accept students with Asperger syndrome. After that, Learning (2003) claims that students with Asperger syndrome require opportunities to develop their social skills; it means, use special teaching strategies that help students with Asperger syndrome take control of the classes and participate freely inside regular classrooms.

**6. Does the student interact with his peers and work in cooperative groups?**

VARIABLES	FREQUENCY	%
SATISFACTORY	0	0
NEEDS IMPROVEMENT	12	100
TOTAL	12	100

**Graph 6**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 6 indicates that in a 100% that represents 12 classes which were observed, the ASs was not encouraged to interact with his classmates.

Ministry of Education Canada (2007) points out that in order to integrate students with Asperger syndrome to interact with his classmates, it is necessary that English teacher joins those students with general classmates in cooperative plan group activities in a way that general students and students with Asperger syndrome interact and share the common interest of socialization.

As it was observed, the teacher integrated this kind of student in a 16,67% to work in pairs and in cooperative groups; although, this kind of student was not able to interact actively with his classmates. Mwakalinga (2012) indicates that to engage this student to interact with his classmates, it is important that English teacher gives special attention to the student who is working with this kind of learner to see whether or not they are working collaboratively. In the same way, Whitby, Ogilvie, and Mancil (2012) express that to involve this kind of learner to interact with his classmates; teacher has to give a specific role to this child in order to interact and participate in a better way with them.

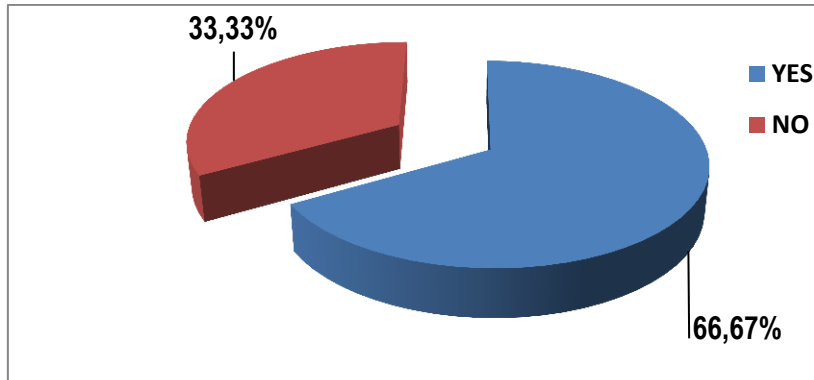
So, the student with AS will be able to show his abilities to work collaboratively and take turns to participate as Konza (2004) mentions that students with this syndrome are unable to begin and continue conversations with others.

***7. Does teacher ask questions to the student with Asperger syndrome and check for his understanding?***

<b>VARIABLES</b>	<b>FREQUENCY</b>	<b>%</b>
YES	8	66,67
NO	4	33,33

TOTAL	12	100,00
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**Graph 7**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 7 indicates that the 66,67% that symbolizes 8 observed classes, English teacher asked questions to the student with Asperger syndrome and checked for his understanding; on the contrary, the 33,33% that represents 4 classes, teacher did not.

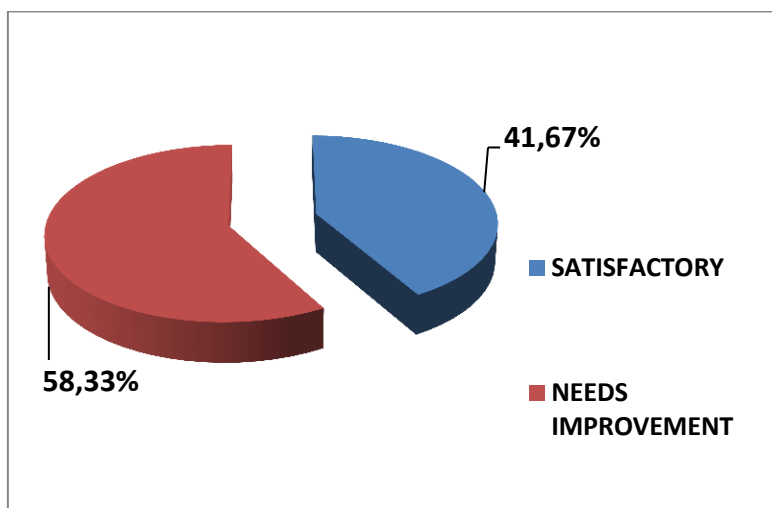
As it was observed, to ensure that the ASs was attentive at her explanation; the teacher encouraged this child to make eye contact with her. For example, the teacher showed him flashcards about the taught vocabulary, so this kind of learner could recognize and identify each one. Therefore, the teacher not only guided the student's answers but also supported his performance appropriately as it was done with the rest of the class.

Learning (2003) mentions that to involve students with Asperger syndrome to participate as well as the rest of the class do, teachers have to ask questions and check for their understanding.

**8. Does the student answer appropriately to the teacher's questions?**

VARIABLES	FREQUENCY	%
SATISFACTORY	5	41,67
NEEDS IMPROVEMENT	7	58,33
TOTAL	12	100

**Graph 8**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 8 shows that the 42% that indicates the 5 observed classes, the ASs answered to the teacher's questions satisfactorily; on the other hand, the 58% that represents the 7 rest of the observed classes, the student needs improvement to do it better.

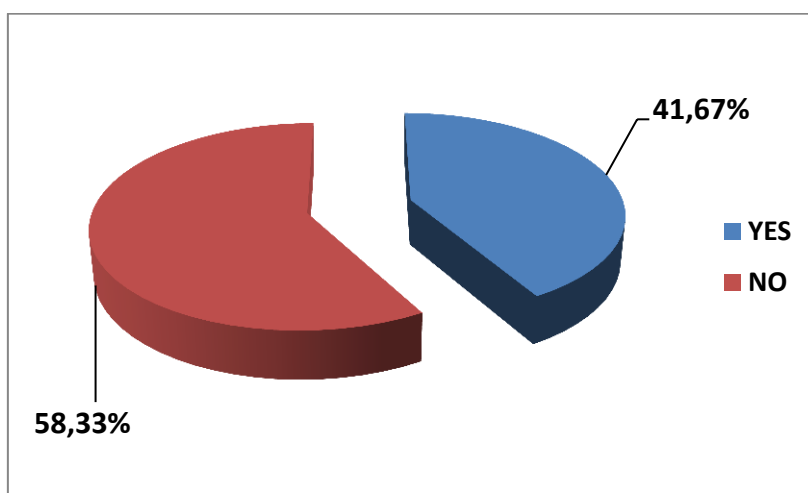
Although graph 7 shows that in a 66,67% teacher asks questions to this child and checks for his understanding, the 42% shows that the student answered satisfactorily what the teacher said. Consequently, the 58% shows that student needs improvement to answer what the teacher asks. In other words, while the questions were asked by the English teacher, the teacher paraphrased them using simple vocabulary, so the ASs could answer them.

New Brunswick Department of Education (2005) mentions that to involve students with Asperger syndrome develop oral comprehension, teachers have to give more time to them, so they understand the message; otherwise, they should talk more slowly or make pauses between words.

**9. Does the teacher help her student to make tasks across modelling steps?**

VARIABLES	FREQUENCY	%
YES	5	41,67
NO	7	58,33
TOTAL	12	100,00

**Graph 9**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 9 shows that the 41, 67% that represents 5 of the rest observed classes, the student with Asperger syndrome was involved in modelling steps by the teacher; on the other hand, the 58,33% that indicates the 7 English classes observed student was not.

As it was observed, the student was involved in modelling steps especially when the teacher acted out for all the class; that is to say, the teacher showed each of the steps. In

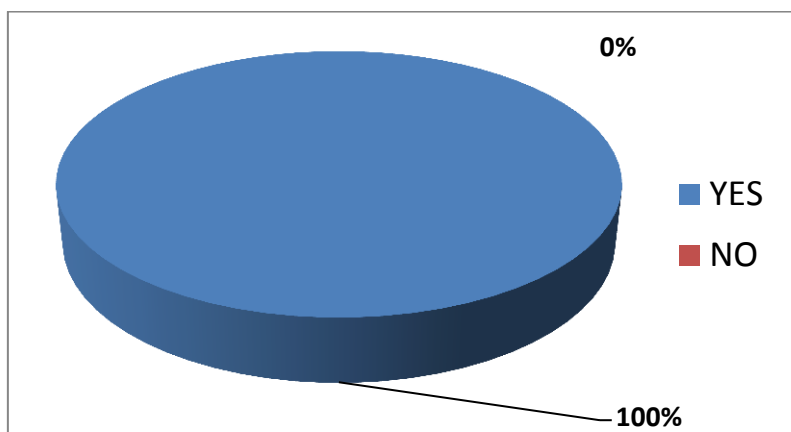
fact, the teacher invited her student to model what she did, this situation made the ASs to show interest and enthusiasm to participate in the same way as his classmates. Consequently, while the modelling steps were given by the teacher; the teacher emphasized the English words in order for the student to repeat them correctly.

Whitby et al. (2002) mentions that to help students with Asperger syndrome in oral comprehension, teachers have to involve these learners in modelling steps as soon as students act out and pronounce the English words accurately.

**10. Does the English teacher use social rules of conversations?**

VARIABLES	FREQUENCY	%
YES	12	100
NO	0	0
TOTAL	12	100

**Graph 10**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 10 shows that the 100% illustrates that in the 12 classes observed, the teacher gave social rules of conversations to all the class. That is, the teacher introduced each class with greetings that encouraged students to interact with her.

As it was observed in the English classes, the teacher introduced her classes with social rules of conversations such as good morning everybody, how are you?, how is the day today?, and so forth; consequently, the students were encouraged to answer what she asked them. So, it is important to indicate that the teacher engaged the students, oriented them in her instructions, and initiated an interaction asking questions; that is, not only she encouraged her students to respond in a better way but also she evaluated whether or not the students understood what she asked them.

In other words, the teacher provided useful information to them; even more, the students were able to understand and participate in a comprehensive way, not only they showed their progress to answer appropriately but also their conversations appeared to be natural and spontaneous.

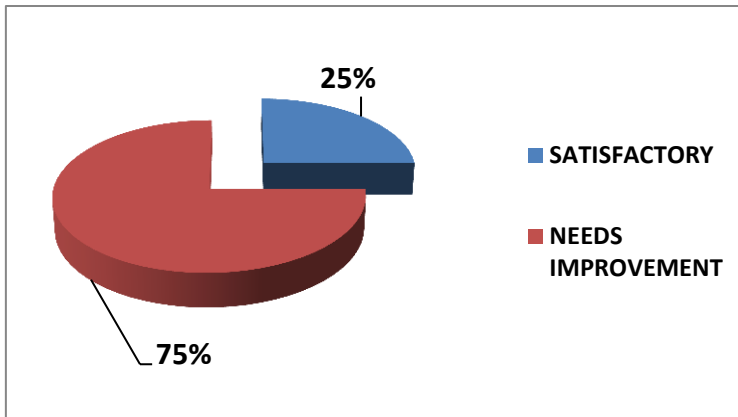
Consequently, the next graph shows whether or not the ASs is engaged in social rules of conversations as the rest of the class did because Ministry of Education Canada (2007) indicates that to help children with Asperger syndrome to interact with others, teachers have to teach them social rules of conversations as hello, bye, bye, see you next, how are you? Are you ok? in order to engage these learners to succeed in their own conversations.

***11. Is the ASs engaged in social rules of conversations?***

<b>VARIABLES</b>	<b>FREQUENCY</b>	<b>%</b>
SATISFACTORY	3	25
NEEDS IMPROVEMENT	9	75
TOTAL	12	100

**Graph 11**





*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 11 shows the 25% that represents 3 perceived classes, the ASs was engaged in social conversations; even though, the 75% that symbolizes 9 observed classes, the ASs needs improvement to be engaged in them as well as the rest of the class.

As it was observed in the English classes, in a 25 % that symbolizes 3 observed classes; the ASs was able to interact in the social rules of conversations as his classmates were. In other words, the ASs was engaged in conversations especially when the teacher asked questions such as how are you?, how is the day today?, so the child answered them appropriately.

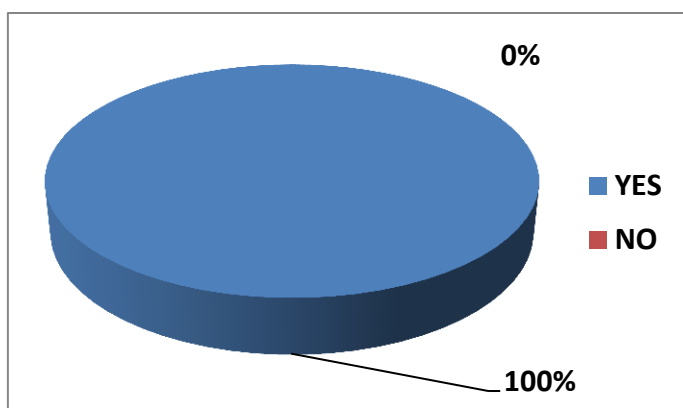
Because of the use of language patterns that the English teacher used every day, the student was able to comprehend and repeat the taught material as well as the rest of the class. For this reason, Learning (2003) points out that although the difficulty that children with Asperger syndrome present with echolalia -literal repetition of words or phrases from language of other people- echolalia could be a useful tool to encourage those learners to repeat what teacher says. Thus, in order to involve the ASs to participate at the same way of his classmates; the teacher used the language drilling because it encouraged the student to repeat, practice, and memorize what he heard,

even more, the repetition of the social rules of conversations made the ASs to retain them in a better way.

**12. Does the teacher use vocabulary and support it with visual scaffolding as images, pictures, stamps, photographs, stickers, and realia?**

VARIABLES	FREQUENCY	%
YES	12	100
NO	0	0
TOTAL	12	100

**Graph 12**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 12 indicates that 100% that shows the 12 observed classes; the teacher used visual scaffolding to support the learning of vocabulary. So, the teacher presented the class flashcards, realia, images and pictures that made easier the teaching-learning process.

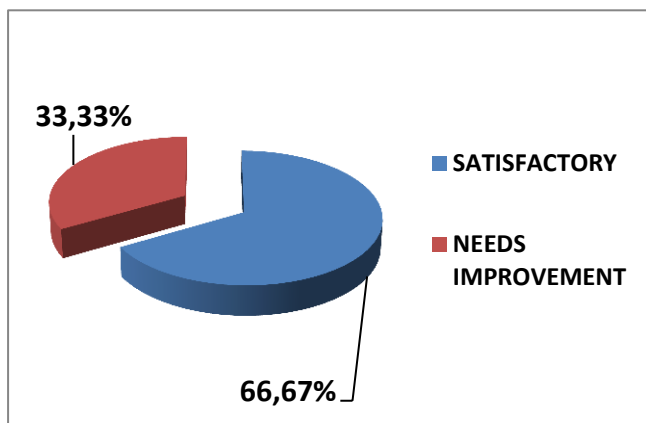
As it was observed in the English classes, the teacher taught the vocabulary supporting it with visual scaffolding; that is to say, the teacher introduced new concepts, gave feedback, and supported the students' understanding using them. Therefore, the teacher encouraged her learners to participate face-to-face, the teacher did not only enabled her students to catch her attention but also the students gave special attention to her when she introduced new words; in other words, the use of visual scaffolding enabled the students to understand, pronounce, and do an easy recognition of the taught vocabulary.

Consequently, the next graph shows the participation of the student with Asperger syndrome that indicates whether or not this kind of student is involved to take part of the English classes through the use of visual scaffolding because Learning (2003) mentions that to help children with Asperger syndrome communicate in a better way, teacher has to use vocabulary and support it with visual scaffolding as images, pictures, stamps, photographs, and stickers in order for students with Asperger syndrome to recognize and pronounce the English words accurately.

***13. Does the student do a good use of vocabulary, understand the meaning and pronounce English words accurately?***

VARIABLES	FREQUENCY	%
SATISFACTORY	8	66,67
NEEDS IMPROVEMENT	4	33,33
TOTAL	12	100

**Graph 13**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 13 illustrates that 66,67% that represents 8 of the perceived classes, the ASs did good use of vocabulary satisfactory; on the other hand, 33,33% that shows 4 classes observed the student needs improvement to understand the meaning and pronounce the English words appropriately.

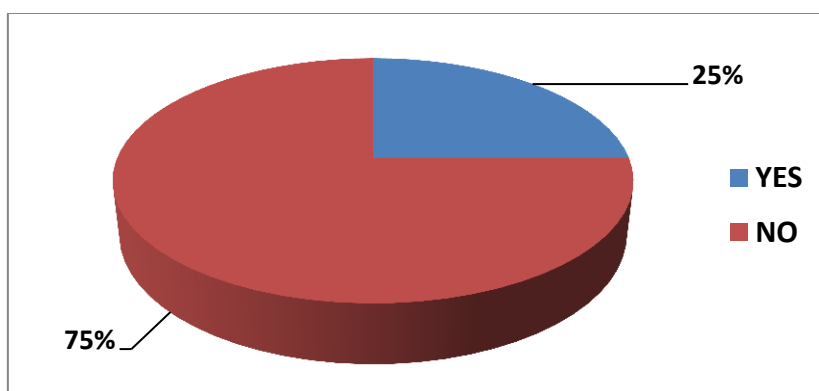
As it was observed in the English classes, the ASs was engaged satisfactorily in the lesson classes through the use of visual scaffolding. It means, the ASs was engaged to say the vocabulary taught, firstly when the English teacher presented to all the class with flashcards, secondly when the teacher involved this kind of student to recognize each picture through word cards, next when this student passed to the front to place under each drawing its correct name, last when the teacher played the game “*tingo-tingo-tango*” showed the pictures and this student was encouraged to say them, finally when the teacher used realia, the student was able to identify and participate as well as his classmates.

Therefore, Learning (2003) agrees with Mwakalinga (2012) who says that to engage the children with Asperger syndrome to pronounce and do an easy recognition of the English words, teachers have to use visual scaffolding to make them understand the meaning of new words.

**14. Does the teacher use non-verbal communication to help student develop oral comprehension?**

VARIABLES	FREQUENCY	%
YES	3	25
NO	9	75
TOTAL	12	100

**Graph 14**



*Source: Observation sheets*

*Author: Maricela E. Yaguachi Torres.*

Graph 14 illustrates that 25% that symbolizes 3 observed classes, the teacher used non-verbal communication to catch the ASs' attention; whereas, the 75% that represents 9 observed classes, the teacher did not; in other words, the teacher engaged him in non-verbal communication only when she approached to explain each task activity specifically to him.

As it was observed in the English classes, for involving the ASs in non-verbal communication; the teacher approached him to explain each task activity step by step. In other words, the intonation of words and facial expressions that the teacher used to explain each task activity not only engaged him to listen to her carefully but also caught his attention when she explained how to do each task. Consequently, the movement of

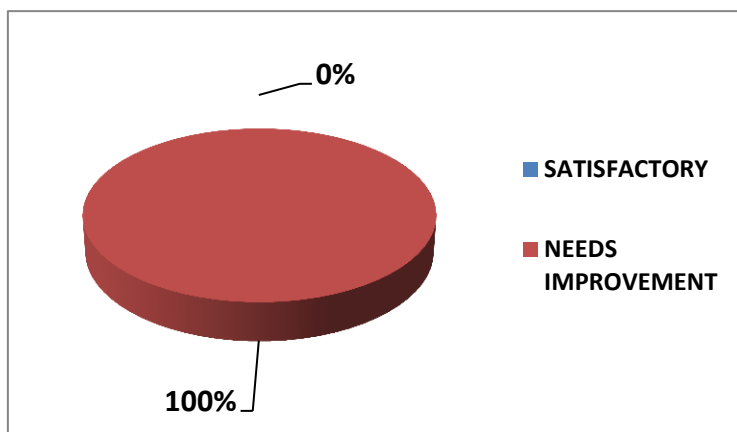
her hands, her facial expressions, and her intonation and clarity of the words allowed the teacher to engage the ASs made eye contact with her, at the same way, the teacher kindly supported her student to repeat more than one time when he could not understand something.

For this reason, Ministry of Education Canada (2007) mentions that to engage students with ASs in oral comprehension, teachers have to use appropriate understanding non-verbal communication skills across gestures, and facial expressions; because as, Konza (2004) indicates children with AS have problems to understand gestures that other people use to communicate.

**15. Is the ASs engaged in all the activities that the teacher planned before English classes?**

VARIABLES	FREQUENCY	%
SATISFACTORY	0	0
NEEDS IMPROVEMENT	12	100
TOTAL	12	100

**Graph 15**



**Source:** Observation sheets

**Author:** Maricela E. Yaguachi Torres.

Graph 15 illustrates the 100% that represents the 12 classes observed that the ASs was not engaged in all the activities that teacher planned for her class; in other words, the student's participation was only when the teacher approached to the student to explain each activity step by step.

As it was observed in the English classes, the lack of involvement in the activities did not enable the ASs to participate in the same way as his classmates. First and foremost, the rest of his classmates showed a great interest to interact and participate with the teacher; that is to say, the rest of the class participated actively, interactively, and appropriately when the class was taught by her. Moreover, while the class was taught some students had difficulties to do the task activity; as a result, the teacher had to make clear the instructions for the task in order for them to accomplish it in a better way. It is necessary to mention that when the teacher's instructions were explained to all the class; the teacher did not pay special attention to this student to realize whether or not this kind of student caught her attention, and understood her instructions. Hence, this kind of student was quietly sitting not participating in discussions or completing his work as while his classmates were working on the tasks activities.

Consequently as it illustrates in the graph 2, this kind of student only was able to follow up the teacher's instructions when she approaches to the student to explain each activity step by step. In summary, this point of view is drawn by Lafortune (2013), who states clearly that to get student's attention and get to this kind of pupil follows up the teachers' instructions, teachers have to give specific attention to these kinds of learners in order for them to accomplish with the tasks activities satisfactorily.

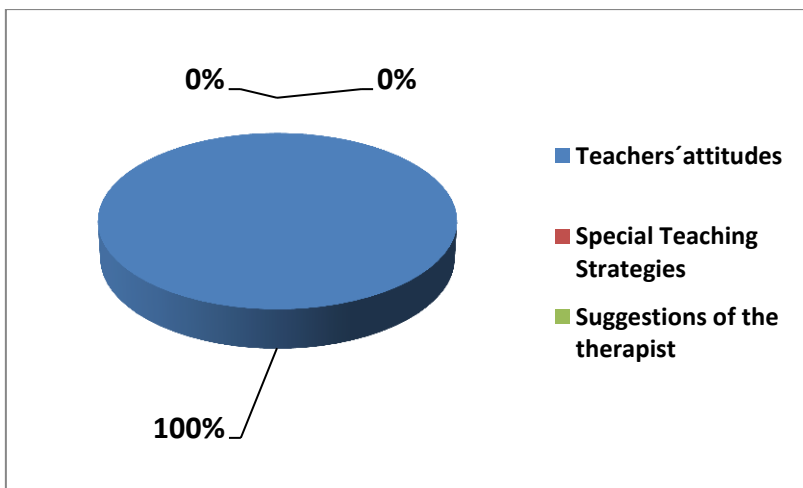
On the other hand, as it was observed in the English classes this kind of student was not involved in all the activities planned by the teacher, so this situation made in the

student presents difficulties to participate as well as the rest of the class did. Thus, Powell (2008) claims that in a way that the students with Asperger syndrome achieve their own learning goals, teachers have to engage them successfully in all the activities in order to enhance their social interactions into the teaching-learning process. Because, Reagan (2012) states deeply that the teaching strategies that teachers used in classes are adaptable to teach not only students with Asperger syndrome but also regular students.

At the same way, in order to conclude with the analysis of the observation sheets, the semi-structured interview will be analyzed in order to see which options the teacher took into account to involve the ASs in the teaching-learning process in a better way.

***16. Which of the following do you consider to involve this kind of learner in English classes?***

**Graph 16**



**Source:** *Semi-structured interview*  
**Author:** *Maricela E. Yaguachi Torres.*



Graph 16 indicates that teacher considers the teachers' attitudes to involve the students with Asperger syndrome into the English classes that is represented by the 100%; whereas, that in a percentage of 0% the teacher did not consider any special teaching strategies and suggestions of the therapist to include this kind of student in her English classes.

As it was observed in the English classes, the teacher was kind, genuine, caring, and patient to teach him in a better way. To emphasize, she created a comfortable environment where the student was not only able to show his progress but also behave correctly with his classmates, thus, those attitudes supported caring relationships between teacher and student. To illustrate, the teacher with her kindness not only used sweet words to involve him to accomplish with his duty but also involved the rest of the class to show respect to him; moreover, with her non-verbal communication as smiling and interacting face to face allowed the ASs to catch her attention satisfactorily and feel motivated to participate.

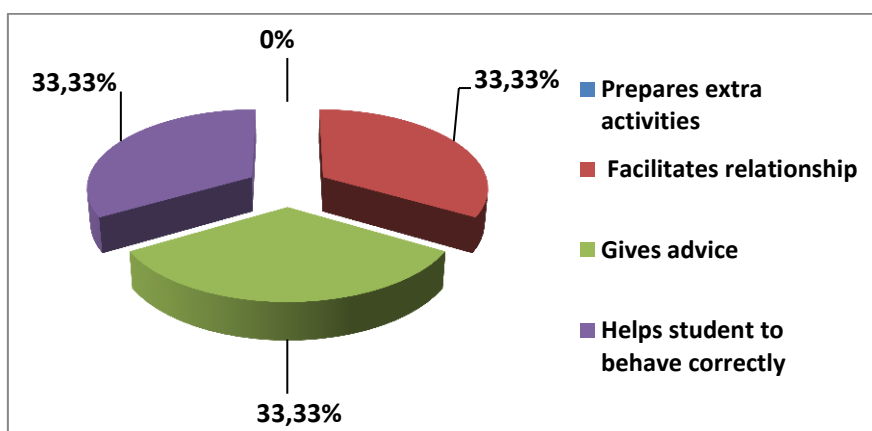
Furthermore, the motivating activities used by the teacher created an enthusiastic environment that enabled this child to do and enjoy those activities with his classmates. At the same way, in order for this kind of student understood the vocabulary; the teacher used modelling steps to catch his attention, if for example, the taught vocabulary was "*put on and put off*" the English teacher modelled with her students "*put on the sweater*" in a way that all students including the ASs modelled it.

For this reason, Tougher (2012) points out that to involve this kind of learner into the teaching-learning process not only the requirements of learning of students with Asperger syndrome depend but also teachers' attitudes or perspectives to teach them in a better way. Hence, the aforementioned information proves the teacher's point view to

engage the ASs in her English classes; in other words, the teacher’s attitudes as kind, genuine, caring, and patient enabled this kind of student to be part of her English classes; even more, her creative activities planned from the lesson plan assisted the ASs appropriately in his teaching-learning process.

**17 What kind of help does the therapist provide you?**

**Graph17**



**Source:** *Semi-structured interview*

**Author:** *Maricela E. Yaguachi Torres.*

Graph 17 illustrates that the help that the therapist provided the teacher represents the 33,33% this facilitates the relationship of the ASs with the rest of the students in the class, the 33,33% the therapist helped the student to behave correctly while in class; moreover, and in a 33,33% the therapist gave students advice to involve the ASs in the given activities; while, in a 0% indicates that the therapist does not prepare extra-activities to involve him in the teaching-learning process.

As it was observed in the English classes, the therapist did not take part of the teaching-learning process; even more, the English classes were taught only by the teacher. That is, the teacher helped the student to communicate in English, encouraged

him in motivating activities, and helped the student to achieve the English language in a better way.

Therefore, the teacher marked that the helping that the therapist offers her is by making easier the relationship of the ASs with his classmates, giving the students advice to involve this student in the given activities and helping him to behave correctly while in class. In addition, the therapist through the therapy sessions provided a safe environment where the ASs was not victim of bullying and so he felt considered, and appreciated by his classmates. Kiln and Volkmar (1995) claim that the useful help that the therapist could give to these students is tried out when those learners require specific helping; in other words, when these kinds of students are isolated and do not want to take part of the activities given by the teacher.

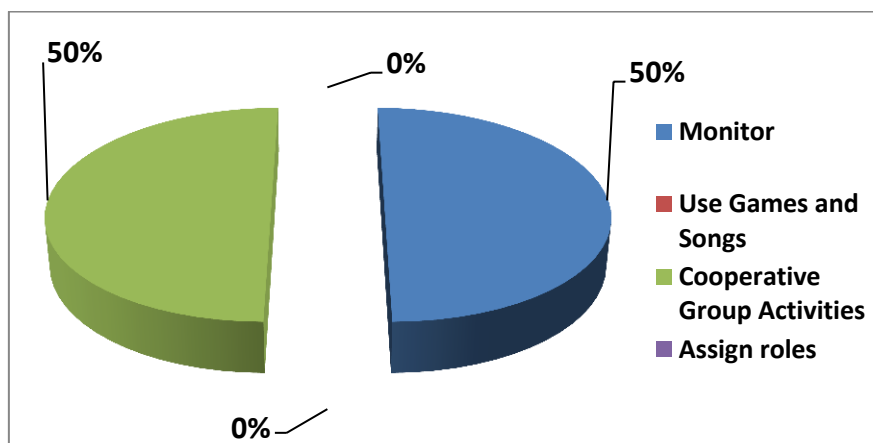
At the same way, Whitby, Ogilvie, and Mancil (2012) point out that the staff people – people who assist learners to overcome their challenges inside classes - the main role is based on three main points as first helping the students with Asperger syndrome to communicate and get relationships between them, second teaching values to the class in order for the general students accept the students with Asperger syndrome in a better way, third creating a comfortable environment where those learners feel self-confident to be part of educational setting.

Thus, they mention that to support the teaching-learning process in the pupils with Asperger syndrome it is necessary that therapists work collaboratively with the main educator –primary social skill instructor- in order to look for strategies that allow the students with Asperger syndrome to succeed in their social communicative skills. In addition as it was observed, the therapist took the role of main teacher; that is, she had the charge to instruct academically the ASs in his first language but also involve him to

establish relationships with his classmates, so he feels motivated to participate in his own learning process.

**18. What do you do to help this learner to interact with his classmates?**

**Graph 18**



**Source:** *Semi-structured interview*

**Author:** *Maricela E. Yaguachi Torres.*

Graph 18 teacher indicates that in a percentage of 50% she helps the ASs to participate in cooperative group activities; similarly, in a 50% the teacher points out that she monitors whether the students allow the ASs to do and participate in the given activities; in contrast, the use of games and songs to involve him in the assigned activities are not included by the teacher; finally, in a 0% the ASs is assigned roles and turns to participate.

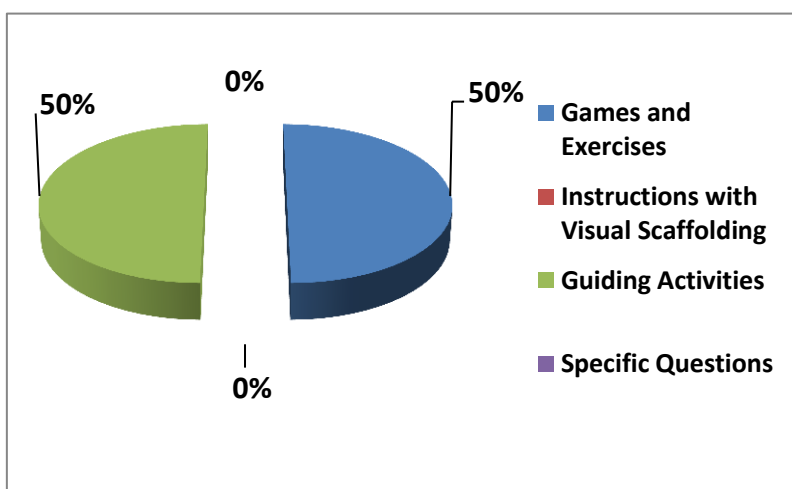
As it was observed in the English classes, in contrast to what the English teacher mentioned, this kind of learner was not involved to interact in cooperative plan group activities; nor did the teacher monitor the ASs' group. Thus, the student's performance was not showed because the teacher did not guide him towards accomplishing the respective task with his classmates; even more, the ASs' classmates did not allow him to take part of the group, so the accomplishment of the task was done individually.

According to Wire (2005) the main problem of these kinds of students are given in the impairment of social interaction; that is, difficulty to keep up the eye contact with the speaker and establishing relationships between them. Thus, it is important that English teacher takes into account this point and enable him to be part of the group, so she encourages him to undertake in his own performance; that is, the student will be able not only to show his abilities to work with his classmates but also to develop social skills of communication and take turns to participate.

For this reason, Whitby, Ogilvie and Mancil (2012) indicate that in order for the teacher to involve the students with Asperger syndrome into cooperative group activities, teachers have to enable the ASs not only to interact face to face with the speaker but also take turns to participate; in short, teachers should monitor all the time to see whether or not the students with Asperger syndrome are involved to take turns to participate with their classmates.

***19. What do you do to catch the attention of the student with Asperger syndrome in your English classes?***

**Graph 19**



*Source: Semi-structured interview*

*Author: Maricela E. Yaguachi Torres.*

Graph 19 displays that the teacher catches the attention of the ASs in her English classes, in a 50% by providing him with games and exercises that he enjoyed, in a 50% the teacher guided the activities that this kind of student did; however, in a 0% there is no evidence that the teacher asks the ASs specific questions; after that, in a 0 % the teacher did not display the option instructions supported with visual scaffolding for the learner to understand them, however, the English classes observed demonstrated that the teacher did.

As it was observed in the English classes, the teacher involved him in games, so she provided him with guiding activities in order to involve the ASs to do his English tasks appropriately; in other words, with the guiding activities she allowed this learner not only to catch her attention but also to do the tasks according to what she explained. Thus, the motivating activities as games, role-plays, modelling activities, and songs enabled this child to be enthusiastic to do the same as his classmates; even more, this kind of learner did a good use of vocabulary because he was able to pronounce and recognize it in a better way. Afterward, this kind of student felt self-confidence in the dynamic activity and took an active role in his own learning-process. Therefore, Learning (2003) claims that to catch the ASs' attention, the teacher has to use games and exercises that this kind of student enjoys.

Moreover Mwakalinga (2012) mentions that in order for the teachers to catch the ASs' attention, they have to give clear instructions and support it with visual scaffolding, it means, while the class is taught; the teacher has to use pictures, images, and so on that engage him to catch his attention. Consequently, the teacher did not display this option; however, the observations showed that the teacher used visual scaffolding to support the ASs' understanding. That is to say, as it was observed in the

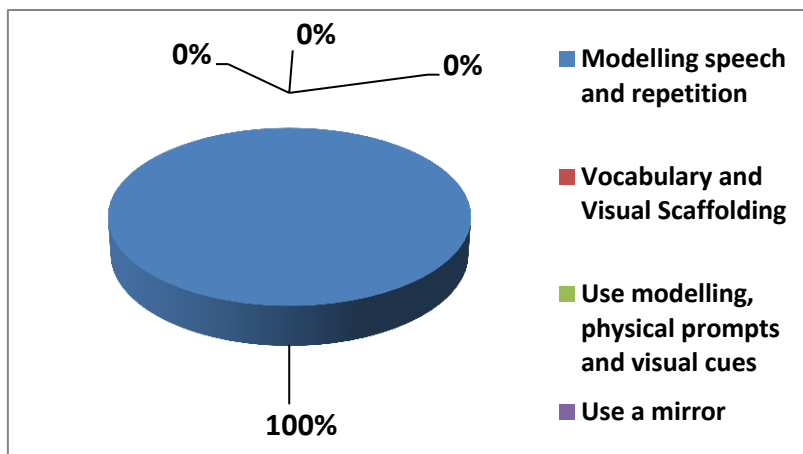
English classes; the teacher not only introduced the new words using visual scaffolding but also helped the ASs to recognize and say the taught vocabulary appropriately, thus, this kind of student had the opportunity to perform equally as his classmates.

Furthermore, Learning (2003) indicates that to help these kinds of learners to catch their attention, teachers have to facilitate ways of learning so that providing guiding activities that help this learner to do the tasks correctly. As it was observed in the English classes, the teacher guided the activities of him especially when she approached to explain each activity step by step. Consequently, in order for the ASs passed to the board to accomplish with the task activity; the teacher and the students worked together to perform the task in order for this kind of learner to achieve it in a better way.

Finally, Learning (2003) also indicates that teachers have to ask questions in order to see whether or not the students with Asperger syndrome understood what the teachers asked in a way that they encourage them to participate in a comprehensive way. As it was observed in the English classes, the educator in order for helping the ASs to answer appropriately; she engaged him with clear and easy questions that this kind of student understood correctly. In other words, questions as “*Do you understand?*”, “*what is it,*” and requests as “*repeat please*”, “*choose one*”, and so forth, allowed the ASs to comprehend what she said.

***20. What do you do to help your student pronounce the English words correctly?***

**Graph 20**



*Source: Semi-structured interview*

*Author: Maricela E. Yaguachi Torres.*

Graph 20 the teacher indicates that to help the ASs pronounces the English words appropriately, the use of modelling speech is useful to support the ASs' pronunciation; however, in a 0% it was evident that the teacher did not support the teaching of vocabulary with visual scaffolding; consequently, in a 0% the teacher did not consider the use of a mirror to help the student pronounces words correctly; even more, in a 0% the teacher did not take into account the use of modelling, physical prompts, and visual cues to help this learner to say and imitate the English words appropriately.

Thus, Shearer et al. (2006) mentions that the main problems of students with Asperger syndrome take place in the use of the language; that is, the inadequate use of pragmatics and improper volume of words make these learners change the meaning of words and make the listeners do not understand what they say. For this reason, Learning (2003) mentions that to help these learners in the pronunciation of English words, teachers have to use modelling speech across familiar, specific, and concrete vocabulary in order for these children learn and pronounce them, so learn and succeed while learning them. As it was observed in the English classes, the pronunciation of English words by the ASs was understandable and it was easy for the teacher to correct



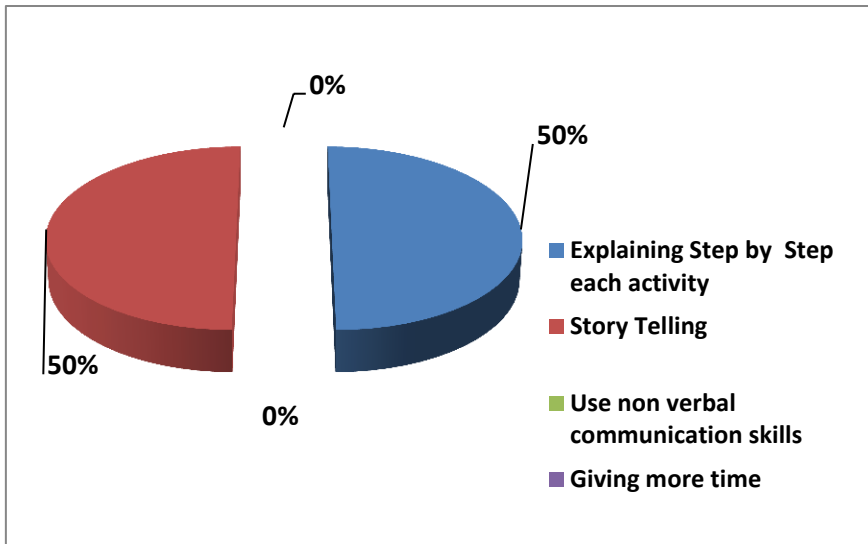
when the student presented some difficulties to pronounce them in a better way. In other words, the teacher modelled appropriately the pronunciation of the English words, so the ASs repeated after her in a way that this child achieved the correct pronunciation of these words.

Besides the above mentioned information, in order to correct pronunciation of words; the teacher used visual scaffolding to catch the ASs' attention. That is to say, while the words were taught; she encouraged to say those ones supporting with flashcards, pictures, objects, and colorful images. Learning (2003) points out that in order for students with Asperger syndrome are able to pronounce the English words appropriately, teachers have to support it with visual scaffolding as images, pictures, stamps, photographs, and stickers.

Moreover, it is important that the teacher takes into account what Ministry of Education (2000) indicates, in order for the students with Asperger syndrome to pronounce the English words; teachers have to use physical prompts, and visual cues which help these children to say and imitate the pronunciation of the teachers' words. It means, activities that enable the student to see the teacher and act out later so pronounce the new words, after that physical prompts that enable the ASs to imitate actions and say the pronunciation of words, finally visual cues as scripts and instruction cards that enable these pupils to follow up the teacher's instructions and facilitate to these learners their communication in order to promote their dependence to participate alone.

*21. What do you do to help your student to develop oral comprehension in your planned activities?*

## **Graph 21**



**Source:** *Semi-structured interview*

**Author:** *Maricela E. Yaguachi Torres.*

As it can be seen in the graph 21, the teacher does evidence that in a 50% she helps her student explaining step by step how the activity has to be done; on the other hand, the teacher marked the used of story-telling across modelling help the student to develop his oral comprehension, while in a 0% the teacher did not display out to give more time to the ASs in order for him to understand the message; moreover, in a 0% the teacher did not do evidence non-verbal communication skills across gestures and facial expressions to make the ASs to understand instructions.

According to Whitby et al. (2012) to involve pupils with Asperger syndrome, teacher has to give examples explaining step by step what the student should do in each communicative modelling activity.

As it was observed in the English classes, the modelling steps engaged this learner to participate more; moreover, the ASs was able to follow up the modelling activities that his classmates did and so he was able to show his own performance while the task was modelled by the teacher. After that, the direct modelling and role-playing could help this child built his oral comprehension in order for he was motivated to do the same as

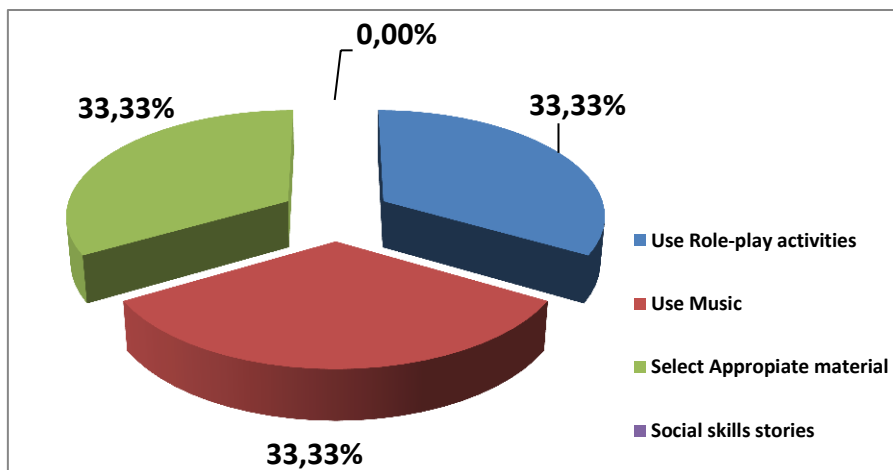
his classmates. Ministry of Education (2000) indicates that in order to involve students with Asperger syndrome to participate in all the activities; teachers have to use modelling activities in order for these kinds of students get to model what teacher does to the class.

Consequently, it is important to indicate that with the use of modelling activities, the repetition of vocabulary, and the support of it with visual scaffolding, helps this pupil to perform at the same rhythm that his classmates did. Therefore, Whitby et al. (2012) indicate that to solve the problems in oral comprehension in students with Asperger syndrome; teachers have to give examples explaining step by step what learners should do in each communicative activity.

On the other hand, Ministry of Education Canada (2007), emphasized that the use of story-telling could help children with Asperger syndrome to develop their oral comprehension. As it was observed in the English classes, the teacher used story-telling with all the class but the ASs was not involved to perform in that activity. For this reason, it is important that the teacher takes into account this point and helps him to develop his oral comprehension, so this kind of student shows his abilities to act out and be part of short conversations. Ministry of Education Canada (2007) says that the use of appropriate understanding of non-verbal communication skills through gestures and facial expressions help these learners to take place and develop oral comprehension as well as the rest of their classmates.

*22. What do you do to engage this learner to communicate as well as his classmates?*

## **Graph 22**



**Source:** *Semi-structured interview*

**Author:** *Maricela E. Yaguachi Torres.*

Graph 22 illustrates that in a 33, 33% the teacher displays out that to engage the ASs to communicate as well as the rest of the class; she used role-plays, so this kind of student identified the taught vocabulary; on the other hand, in a 33, 33% the teacher displays the use of music to assist the ASs to produce responsive actions, that is the student repeats what the audio says; moreover, in a 33,33% the teacher marks the use of appropriate material to involve him in instructional activities, however, in a 0% the teacher did not take into account the use of social skills stories to encourage the ASs participates in real life activities.

As it was observed in the English classes, the teacher involved the ASs to participate actively in role-plays; that is to say, this learner showed a great interest to follow up her instructions as the rest of the class did. Thus, with the use of role-plays the teacher could create an enthusiastic environment where this child was comfortable and motivated to participate. Mwakalinga (2012) mentions that to involve the children with Asperger syndrome to communicate in a better way, teachers have to use role-plays in order for these students to identify the key vocabulary and pronounce it correctly.

Likewise, Learning (2003), mentions that teachers should use music to assist those kinds of students to produce responsive actions. In other words, actions that help the student uses phrases, increases his comprehension, and develops his positive interactions with his classmates. As it was observed in the English classes, in contrast with the teacher pointed out, she did not use music or songs to support the Ass' interaction.

At the same way, Mwakalinga (2012) mentions that the use of appropriate material for instructional activities; students with Asperger syndrome could succeed in their own performance and so participate with their classmates. It means the use of appropriate material helps the teacher and learners to overcome in the content's goals; moreover, teacher and students enjoy working on the task activities in order to perform and achieve the skills of English as a foreign language. As it was observed in the English classes, the teacher used visual aids as flashcards, pictures, colorful images, and real objects (realia), the textbook, and the CD to support the ASs' understanding.

## CONCLUSIONS

- ✓ The teaching strategies used by the teacher as games, role plays, modelling activities, clear instructions, and the used of visual scaffolding supported meaningfully the student's involvement because each strategy encouraged the student with Asperger syndrome to take place of his own learning process.
- ✓ The teacher's strategies supported the student's learning and allowed this kind of student to participate appropriately as the rest of the class did; in other words, the teacher gave him an appropriate attention and the strategies she used enable him to participate in classes.
- ✓ Students with Asperger syndrome own a Pervasive Developmental Disorder that make these children to have delay to communicate, interact, and understand verbal and non-verbal communication skills, so these challenges make teachers to face challenges to involve these students in regular classes.
- ✓ The teacher's attitudes created an adequate environment that allowed this kind of student to succeed in the teaching-learning process.
- ✓ The student's involvement in the English classes had a 25 percentage in contrast to the rest of the class, this situation confirms that the instructional planned activities did not afford the child be able to work interactively neither with his teacher nor with his classmates.
- ✓ Methods such as direct, audio lingual, and total physical response and well-designed materials as visual scaffolding, the use of textbook, and CD supported the student's progress to learn English as foreign language.

## RECOMMENDATIONS

- ✓ The teacher should keep in mind the main difficulties that a child with Asperger syndrome faces to be part of the English classes; therefore, it is important that teacher and therapist work collaboratively in order to assist and help this child to perform actively during the teaching-learning process.
- ✓ The teacher has to keep the same attitudes towards the teaching of this child, consequently, when teaching these kinds of students, teachers have to assume an affective, creative, and enthusiastic attitude to create a nice environment that allow those students to be part of the teaching-learning process.
- ✓ Besides all the strategies used by the teacher, the teacher should look for special strategies that support the student's involvement to perform in the English classes. Indeed, strategies that help this student efforts himself to adapt new ways of teaching and support his constantly progress of learning at equal or similar conditions as well as the rest of the class.
- ✓ In order for the student with Asperger syndrome to be involved in the English classes, the teacher should look for methods and materials which better adapt and cover the student's needs; for example, methods such as student-centered approach and communicative language teaching approach and materials as puppets, videos, and so forth would enable this student to succeed appropriately in the learning process.

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# ANNEXES



**INTERVIEW TO THE ENGLISH TEACHER AT TAGGESCHULE Y SAN GERARDO HIGH SCHOOL**

**Objective:** To identify the strategies an English teacher uses at Taggeschule y San Gerardo High School to teach a student with Asperger syndrome and the involvement of this student when using them.

**Please circle the answers according to your experience to teach the student with Asperger syndrome:**

- 1. Which of the following do you consider to involve this kind of learner in English classes?**
  - a. Teachers' attitudes to involve this kind of learner into the planning and creative activities of the lesson plan.
  - b. Special teaching strategies to teach this kind of learner.
  - c. Suggestions of the therapist to support the teaching-learning process of this kind of learner.
- 2. What kind of help does the therapist provide you?**
  - a. Prepares some extra activities for this student
  - b. Facilitates his relationship with his classmates.
  - c. Gives students advice to involve their classmate in the given activities.
  - d. Helps the student with Asperger syndrome to behave correctly while in class.
- 3. What do you do to help this learner to interact with his classmates?**
  - a. Monitor if they allow this student to participate in the given activities.
  - b. Use games and songs to involve him in the assigned activities.

- c. Integrate this learner in cooperative plan group activities with his classmates.
  - d. Assign a role to this kind of learner to participate with the other classmates.
- 4. What do you do to catch the attention of the student with Asperger syndrome in your English classes?**
- a. Uses games and exercises he enjoys.
  - b. Give him instructions using visual scaffolding
  - c. Ask for specific questions in order to know whether or not student understood what he has to say.
  - d. Provide guiding activities to help him to do the tasks.
- 5. What do you do to help your student pronounce the English words appropriately?**
- a. Use modelling speech and repeat, if it is necessary.
  - b. Use vocabulary and support it with visual scaffolding
  - c. Use modelling, physical prompts, and visual cues.
  - d. Use a mirror to help the student with Asperger syndrome to pronounce the English words correctly.
- 6. What do you do to help your student to develop oral comprehension in your planned activities?**
- a. Explaining step by step what the student should do in each activity.
  - b. Using story telling across modelling
  - c. Giving more time to this student to understand the message.
  - d. Using non-verbal communication skills across gestures and facial expressions.
- 7. What do you do to engage this learner to communicate as well as his classmates?**
- a. Uses role-play to identify the key vocabulary.

- b. Uses music to assist your student produces responsive actions.
- c. Selects appropriate material for instructional activities.
- d. Uses social skills stories to encourage this learner to participate in real life activities.

***Thank you for taking the time and effort to participate and completing  
this semi structured-interview***

***It is greatly appreciated!!***

**CHECKLIST FOR EVALUATING THE STRATEGIES USED BY THE TEACHER**

**Observer:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Scale	YES	NO	Observation
Gives clear, slow & point by point instructions.			
Uses games and songs to create a good environment among them.			
Integrate the student with Asperger syndrome in pairs or cooperative plan group activities.			
Helps the student to make a task into smaller steps and identifying where to start and where to end.			
Uses modelling script steps for this learner participate as his classmates.			
Engages this learner in role-plays			



Varies the volume, tone of voice and rate of speech to emphasize important words about the content.			
Presents information in many different ways (e.g., demonstration, discussion, videotapes, and so forth).			
Uses appropriate understanding non-verbal communication across gestures and facial expressions			
Use social rules of conversations as good morning, how are you? , and so forth.			
Uses visual aids and objects to support the concepts and information that is presented.			

**CHECKLIST FOR EVALUATING A STUDENT WITH ASPERGER SYNDROME**

**Observer:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_

	Satisfactory	Needs Improvement	Observation
Student follows rules or instructions of the English teacher			
Student interacts with his peers and work in cooperative groups.			
Student answer 's teacher questions			
Student develops activities independently.			
Student does a good use of vocabulary, understands the meaning of words and pronounces accurately.			

Student is motivated to participate in activities as games, songs, roles play and so forth.			
Student keeps up eye contact with the speaker.			
Student is engaged in all the activities planned by the English teacher.			



Mgtr. Alba Vargas Saritama, **COORDINADORA DE LA TITULACIÓN DE INGLÉS DE LA UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA,**

**CERTIFICO:**

Que la Srta. **MARCIELA ELIZABETH YAGUACHI TORRES**, estudiante de la Titulación de Inglés, se encuentra realizando el Trabajo de Fin de Titulación, requisito previo para la obtención del título de Licenciada en Ciencias de la Educación Mención INGLÉS; para lo cual, requiere hacer el trabajo de investigación en un centro de educación.

Lo certifico.- Loja, 10 de abril del 2015

  
Mgs. Alba Vargas Saritama  
**COORDINADORA DE LA TITULACIÓN DE INGLÉS**





Lo mejor para sus hijos

CPB-SG-DAFSP14-00041  
Loja, 10 de diciembre de 2014

Dr.  
Mariano Castillo  
DIRECTOR DE TESIS  
Ciudad.-

De mi consideración:

Reciba un atento y cordial saludo de todos quienes hacemos el Colegio de Bachillerato Particular "San Gerardo", a la vez auguramos éxitos en las labores que usted muy acertadamente desempeña.

El motivo de la presente es para hacer conocer que la Srta. Maricela Elizabeth Yaguachi Torres, tiene el permiso respectivo para el desarrollo de su tesis en nuestro establecimiento.

Es todo cuanto puedo certificar en honor a la verdad, autorizando a la interesada hacer uso del presente, en lo que estime conveniente.

Atentamente;

Dra. Violeta Pilco Correa  
RECTORA DEL C.B.P.S.G.





Lo mejor para sus hijos

Loja, 04 de junio de 2015

Dra.  
Violeta Eugenia Pilco Correa  
**RECTORA DEL COLEGIO DE BACHILLERATO  
(PARTICULAR) SAN GERARDO**  
Ciudad.

## CERTIFICA:

Que en el aula de Segundo Grado de Educación General Básica con la docente Dra. Mónica Soledad Sozoranga Benítez; la Srta. Maricela Elizabeth Yaguachi Torres, realizo observaciones áulicas en las siguientes fechas:

- 20 de abril de 2015
- 24 de abril de 2015
- 27 de abril de 2015
- 04 de mayo de 2015
- 06 de mayo de 2015
- 08 de mayo de 2015
- 13 de mayo de 2015
- 15 de mayo de 2015
- 18 de mayo de 2015
- 20 de mayo de 2015
- 25 de mayo de 2015
- 27 de mayo de 2015
- 29 de mayo de 2015

Es todo cuanto puedo certificar en honor a la verdad, autorizando a la interesada hacer uso del presente certificado en lo que estime conveniente.

Dra. Violeta Pilco Correa  
**RECTORA T.C.S.G**

