

Running Head: EFL TEACHERS' PERCEPTIONS TO SUPPORT STUDENTS WITH A.S.



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EFL Teaching to school students with Asperger Syndrome: perceptions from the school community

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ABSTRACT

The present study investigated the perceptions of the school community regarding EFL teaching to Asperger (AS) Students within the mainstream classroom. This single case study was conducted in a public School in La Florida in Santiago de Chile. Three teachers and one mother from the school participated in a single oral interview. The data sources were three individual semi-structured interviews, designed for the different participants of our study. Overall, the results revealed that the school community plays an important role in AS students' EFL learning process as each of them contribute in aspects of his or her education. Teachers feel they need to have more support from the Ministry of Education and there is lack of information about how to manage AS students in the EFL mainstream classroom. Special educational needs teachers (SEN teacher henceforth) suggest schools to have at least one SEN teacher present in a classroom when a subject is taught, which in this case would be English as a foreign language. Last but not least, parents suggest and urge teachers to take responsibility in their education and training, and prepare themselves and study specific courses that would help them to better teach and work with AS students and other SEN children. If the participants were unanimously in accord, it would be most beneficial for the AS students English learning process.

In Chile, there is a Law that establishes an equality of conditions for those individuals who possess, at least, one type of disability in the physical, mental, psychic, intellectual, or sensory; whether temporary or permanent, is considered disabled.

Key words: Special education needs (SEN), English Foreign Language (EFL) Teaching, Asperger Syndrome (AS), Mainstream Classroom, Autistic Spectrum Disorder (ASD) and School Community, Ley 20.422.

RESUMEN

El presente estudio busca investigar la enseñanza del Inglés a niños con Asperger dentro del aula convencional. Nuestro objetivo es recolectar información acerca de las percepciones que la comunidad escolar tiene respecto a este asunto. Este estudio de caso se llevó a cabo en un colegio público de la Florida. Tres profesores y una madre pertenecientes a la comunidad escolar participaron en una entrevista oral. La recolección de datos fue por medio de tres entrevistas semi estructuradas, diseñadas de acuerdo a los diferentes participantes de nuestro estudio. En general, los resultados revelaron que la comunidad escolar desempeña un papel importante en el proceso de aprendizaje de Inglés como Idioma Extranjero (IIE) de los estudiantes con SA, ya que cada uno de ellos contribuye en aspectos de su educación.. Los maestros sienten que necesitan tener más apoyo del Ministerio de Educación y no hay información sobre cómo administrar a los estudiantes con SA en el aula convencional de IIE. Los educadores diferenciales sugieren que las escuelas tengan al menos un(a) educador(a) diferencial presente en el aula cuando se enseña una materia, que en este caso sería IIE. Por último, pero no menos importante, los apoderados sugieren e instan a los maestros a que asuman responsabilidad en su educación y capacitación, y se preparen y estudien cursos específicos que les ayuden a enseñar y trabajar de mejor forma con estudiantes con SA y otros niños con necesidades especiales. Si los participantes unánimemente están de acuerdo, sería lo más beneficioso para el proceso de aprendizaje de inglés de los estudiantes con síndrome de Asperger.

En Chile, existe una Ley que establece una igualdad de condiciones para aquellos individuos que posean, al menos, un tipo de discapacidad en lo físico, mental, psíquico, intelectual, o sensorial; ya sea de carácter temporal o permanente, es considerado discapacitado.

Palabras Claves: Necesidades Especiales, Enseñanza del Inglés, Síndrome de Asperger, Aula Convencional, Trastorno de Espectro Autista y Comunidad Escolar, Ley 20.422.

CHAPTER 1: INTRODUCTION

1.1 General ideas

After several years of university preparation teachers seem to be ready to handle a classroom with a vast number of students attending their various educational needs, not only in terms of behavior but on an academic basis as well. Yet, when teachers need to handle students with special needs several extra strategies ought to be used in order to accommodate students in a mainstream classroom, strategies which, in most universities, are not taught. As future English teachers, we have realized that having been previously prepared to teach students with Special Educational Needs (SEN from now on) is decisive to achieve an expected response to what is being taught, helping those students feel that they are part of the class, and that they are taken care of. Our thesis aims to gather the perceptions that EFL teachers (English as a Foreign Language teachers from elementary and high school) and other actors of the school community (SEN teachers and parents) have on teaching English to students with Asperger Syndrome (AS henceforth). Wire (2005) mentions in her study that some Asperger students have a proclivity to feel easily overwhelmed by the slightest change, they are hypersensitive to stressful surroundings, and seem to follow a ritualistic engagement of every-day activities. AS students are also featured as restless and overwrought when faced with uncertain situations; stress, fatigue, and sensory-overload easily throws them off guard. Therefore, the need for EFL teachers' readiness to provide an effective language learning experience for AS students is crucial. As a matter of fact, we have noticed that there is not enough preparation of teachers on this topic in the Chilean context. This is why we think it would be beneficial to explore the vision that not only EFL teachers have about English teaching to AS students but also other actors involved in a school community.

The need to investigate EFL teachers' perceptions regarding teaching Asperger students any subject in general and foreign languages in particular is based on the lack of specific preparation regarding AS that teachers generally receive during their training years. As an example of this, a Serbian study, conducted by Savić & Prošić-Santovac (2017), in which data was collected from a convenient sampling of 96 participants, sought to explore the teachers' attitude towards inclusive education. All of the participants were elementary teachers of English with involvement in teaching EFL classes to SEN students. The results showed that 84 participants (87.5%) had negative attitudes towards inclusive education, indicating that they felt confused, insecure, even helpless - in simple words, not trained enough. Furthermore, considering that AS is a subtype of autism, research done by Wortman (2013) found similar results. The aim of the study was to identify whether teachers felt prepared to teach students with autism. It consisted of an online survey which was sent to SEN students and general education teachers in a rural, Southern Appalachian school district. A number of nineteen surveys were answered by the participants. The results showed that only 5.56% of the teachers felt very prepared to teach students with autism. While the majority of participants, 44.44%, indicated that they felt somewhat prepared, 16.67% were situated between 'felt very prepared and somewhat prepared', 16.67% felt not prepared at all, and the final 16.67% were placed between 'somewhat prepared' and 'not prepared at all'. These studies show that the majority of teachers even from developed countries do not feel prepared to teach children with Asperger's or a similar condition. From the previous studies we conclude that if teachers from developed countries who supposedly are more knowledgeable about SEN students still struggle to teach them, teachers in Chile may need to make an extra effort when getting prepared for their job as they do not seem to be getting the necessary preparation for teaching this kind of students.

Also, Linton (2015) indicates that the Swedish Association for Autism and Asperger Syndrome found that only 43% of students with Asperger had successfully accomplished all the objectives established by compulsory school. This may well be related to both a strict syllabus AS students are required to complete which may not be suited for their learning needs and lack of preparation on the teachers' part in terms of tools and techniques which are needed in order to create an adequate environment for these students.

Considering the evidence presented above we feel that there is an urgent necessity to support teachers who work with Asperger's students. For this, we think it is relevant to explore the school community's perceptions regarding teaching English to Asperger students, not only from the EFL teachers' point of view, but also from the other actors involved in a specific educational community. Therefore, the general objective of this study is to explore the perceptions regarding teaching English to Asperger students from the viewpoint of different actors of a school community to release data of how prepared the community is to receive this type of students in Chile . In order to make this possible we have set the following specific objectives:

- 1) To investigate how English teachers perceive teaching EFL to Asperger students.
- 2) To analyze special needs educators' perceptions about the teaching of English to Asperger students.
- 3) To examine the opinion of parents of AS students regarding the teaching of English to AS students.

Taking into consideration all the information previously presented, the following research questions emerge:

- 1) How do EFL teachers perceive teaching English to students with Asperger Syndrome?
- 2) What are special needs educators' perceptions of English teaching to AS students?
- 3) Have been parents' experiences positives or negatives important with regards to manner in which English is taught to AS students?

CHAPTER 2: LITERATURE REVIEW

2.1 The National Context

In order to have a better understanding of what has been occurring in Chile regarding Autistic Spectrum Disorder (ASD), we provide here detailed up-to-date information on this matter. On June 10th, 2010, a new legislation, the Act of Parliament N° 20.422 titled “Ley de Discapacidad” came into effect. This Act of Parliament establishes norms about equal opportunities and social integration of people with disabilities. Its objective is to ensure the right to equal opportunities for people with disabilities in order to become completely immersed and integrated into society, ensuring that these people are aware of their rights and know how to exert them. The aim is the elimination of any form of discrimination which is based on a person’s physical or psychological limitations, Ley N° 20.422 (2010). With the implementation of this Act of Parliament, the Chilean government through its Servicio Nacional De La Discapacidad (National Disability Services) have reached a great achievement and have taken important measures in developing the inclusion and well being of a minority group within the Chilean population, the disabled and handicapped.

To expand the topic more and to provide more detailed information of the Chilean reality concerning ASD, the Guía de Práctica Clínica Detección y Diagnóstico Oportuno de los Trastornos del Espectro Autista (2011) states that 2,156 children in Chile have been diagnosed with ASD and according to the Ministry of Education (MINEDUC), 589 students have been incorporated into special needs education. This document also mentions that 10% of the population that have been diagnosed with ASD have access to early therapeutic stimulation, which includes physiotherapy, speech therapy, psychological help, and classes with an

educational psychologist. Unfortunately, the remaining 90% do not have access to such services due to the high costs involved.

2.1.1 Public Policies in Relation to Autism Spectrum Disorder Students

As previously stated, the Chilean government through its various ministries has been able to provide a broader picture of what has happened nationwide with regard to children and students with ASD. This shows that the state cares for the welfare of these students by creating and enforcing specific policies.

One of these policies has to do with the way the Chilean educational system should treat children with ASD. A clear example of this is the creation of the Manual de Apoyo Docentes: Educación de Estudiantes que Presentan Trastornos del Espectro Autista in 2010. According to this manual, the Act of Parliament N° 20.422, art. 34 (2010) states that “the preschool, elementary, and high school establishments will consider plans for students with special educational needs and will encourage the participation of the entire staff of teachers and educational assistants and other members of the educational community in these plans” [personal translation]. Furthermore, the document declares that “The schools and teachers who attend children with an ASD require the support and guidance from skilled professionals” [personal translation], meaning that not only students with an ASD need the support and guidance by professionals, but also teachers and school staff should not be left alone or unattended and receive whatever help and training needed to deal better with these students in multiple situations. With the objective of supporting the incorporation of children with ASD and fostering an effective inclusion, this manual has also suggested valid strategies on how educational

establishments should incorporate ASD children, providing them with aspects teachers should take into consideration as they work with ASD students. Such considerations include:

- 1) Openness and Flexibility, which refers to the capability of comprehending the needs students with an ASD without setting aside their specific needs.
- 2) Guidance and Training, referring to the passing of information to family and teachers who pursue a double objective:
 - a) Teachers who understand the situation of the student and provide guidance on the most appropriate educational response according to the needs, in order to unify performance criteria, detected in the process of assessment carried out with the results of strengths and weaknesses, as well as cognitive, emotional, social, sensory abilities.
 - b) Communication skills or abilities of the Asperger student.
- 3) Structure. It consists of procuring a more decodable (understandable) social environment for the student with ASD, delivering clear and precise rules that anticipate and inform on how one or the other topic is managed socially (what is evident to me is not obvious to the other).
- 4) Mediation, which corresponds to all those actions performed by an adult that helps in the interaction of students with ASD, with whom they must be in contact on a daily basis, and which at the same time is supposed to trigger security in them.
- 5) Communication. According to the manual de apoyo docentes: educacion de estudiantes que presentan trastornos del espectro autista (2010), this element is considered the most important of all. As communication is generated

between the school and the family, joint support will be provided in order to allow the observation of the real needs of the student and to support an effective inclusion.

All of these elements seek to provide a thoughtful and inclusive environment, which will give useful guidance to the school community.

2.1.2 Public Policies in the Mainstream Classroom

Recently, new policies regarding the way schools and school staff should deal with ASD students have been set. The policies which have been created originated from the Executive Order N° 815/1990 which gives the approval for the creation of study programs and plans for people with an ASD (Decreto Supremo N° 815/1990). Some of the most important initiatives have been the drafting of educational and health related guidelines for both school staff and health professionals. The guidelines and documents which should be mentioned for this study are the Manual de Apoyo a Docentes: Educación de Estudiantes que presentan Trastornos del Espectro Autista [Teacher Support Manual: Education of Students with Autism Spectrum Disorders], created by MINSAL (2012); Orientaciones para dar respuestas educativas a la diversidad y a las necesidades educativas especiales [Guidelines to give educational answers to diversity and special educational needs], MINSAL (2011); and the Guía de apoyo técnico-pedagógico: Necesidades educativas especiales en nivel de educación Parvularia, MINEDUC (2008). In the first document, the concept of 'early detection' is highlighted since "In the educational field, preschool staff do not possess information concerning disorders in the autistic spectrum to conduct an early detection in a child" [personal translation], Manual de Apoyo a Docentes: Educación de Estudiantes que presentan Trastornos del Espectro Autista, MINSAL (2012). This means that not long ago school teachers and staff were not aware of the details of

what Autism Spectrum Disorders were, nor had they an idea how to approach children who were diagnosed with ASD and thus did not know how to deal with specific situations related to ASD. That is why the Chilean government has urged the development of guidelines to provide answers and give support to professionals who are currently working and will work with children who have special needs.

2.2 Special Educational Needs Students

Our study is focused on the perception that teachers and the school community have towards teaching English to Asperger students, who can be categorized as young people with special educational needs. It is important to understand more about SEN students' situations. Firstly, the idea of inclusive education for SEN students is a concept that represents a vast move in order to internationalize special education (Slee, 2006). Inclusive education is even more important for the ones who are at risk of marginalization and social exclusion (Reicher, 2010). This shows that there is an important message of awareness about SEN students' position in the society that ought to be spread at a global level. Therefore, ordinary teachers, teachers of special education and the school community are pivotal agents of change at the moment of improving the integration of SEN students into the education system.

Now that we know that there is indeed awareness about the type of education provided for SEN students, some countries are working hard on the integration of inclusive education programs. For instance, Blândul (2010) stated that in Italy, after the closure of all special needs schools a project called "*The Didactic Center as Foundation for School and Educational Integration*" was developed based on a curriculum adapted for students with special educational

needs. The entire process was supervised by support teachers and specialists in psycho-pedagogy of integration. A similar project has been developed in Spain. Ghergut (2005) mentioned that the project "*Valladolid inclusive education project*" in the city of Valladolid, integrated SEN students in mainstream schools. The project set the following objectives to be accomplished: the creation of centers to provide support to children and adolescents with disabilities, carrying out certain modifications in the study settings in order to be adapted to SEN students, and the preparation of teachers by means of two or three years of training in issues related to inclusive education.

The interest for inclusive education is not only a matter of governments' interests, as it was mentioned in the introduction, inclusive education aims to be a subject of global interest. This can be seen in projects where some organizations such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO); the Organization for Economic Co-operation and Development (OECD); and the World Bank share the same idea that the concept of inclusion is a human right (Crawford, 2008). In June 1994 UNESCO wanted to improve the state of SEN students by arranging a meeting with a vast number of countries. The meeting was held in Salamanca, Spain. The idea was to present the cause called Education 9ifor All, which consists of facilitating access for all children with Special Educational Needs to schooling (World Bank 2000). Furthermore, in 2000 the world nations held a meeting in Dakar, Senegal, with the purpose of assessing their achievements, lessons and failures under the cause of Education for All; the main conclusion was the necessity to ensure a quality education for all children, especially SEN students, by 2015 (UNESCO, 2000). This aim has not been reached completely yet.

2.3 Autism Spectrum Disorder

As Asperger is one form of Autism, it is useful to have a look at the Autism Spectrum Disorder.

Firstly, some of the core areas within ASD can be explained, that is, areas which show to be somehow deficient for students with autism. Thus, two essential characteristics can be observed; an overall present social communication impairment, and a restrictive and repetitive behavior. Both these characteristics make a successful inclusion into a mainstream classroom challenging, particularly for teachers who might have little experience in dealing with certain aspects of the ASD, finding these issues in some way troublesome.

Furthermore, another behavioral and neurodevelopmental disorders aspect can be found which might be expected to be associated with an autistic spectrum. It seems important to have knowledge about these aspects as the school community needs to be ready to handle and solve the difficulties related to the Autistic spectrum, in order to offer a friendly environment for students.

The Autistic Spectrum Disorder can appear in different forms or in a variety of ways, such as schizophrenia, pervasive developmental disorder, psychosis, among others.

2.4 Asperger Syndrome Traits

According to what we have mentioned and explained about SEN students, we believe that Asperger children show many characteristics reflecting their personality. These characteristics describe and explain how these children think and behave when facing any situation or challenge in the social world. Children with this syndrome have a lot of difficulties which, in our opinion,

teachers need to understand in order to help these children to learn and use another language inside a given classroom.

One of the main problems is the social interaction these children have with people of the same age. According to Baskin, Sperber and Price (2006), Asperger children do not show interest and desire to develop friendships or social relationships and the lack of empathy is probably the most dysfunctional aspect of this syndrome. It is one of the most important and meaningful points for our research since we want to know in detail why AS students have a lot of problems in the acquisition and learning of a new language and what the perceptions of the school community regarding the teaching of English to AS students are.

Also, individuals with Asperger Syndrome have many difficulties in basic elements of social interaction, which may include a failure to develop friendships or enjoy spontaneous interests; they demonstrate a lack of social or emotional reciprocity, and impaired nonverbal behaviour, such as eye contact, facial expression, posture and gesture. Since we want to know teachers and the school communities' perceptions about Asperger students, it is utmost important and meaningful for us to investigate these difficulties in order to have a better understanding of how the school community might perceive Asperger children and how to incorporate them into classes.

Furthermore, we need to become aware of some other characteristics that are problematic for these children, for example, the repetitive behaviour when focused on a specific activity. According to the American Psychiatric Association (2000), Asperger children have problems changing their routines or rituals, because that makes them feel desperate, anxious and nervous. In that case, if teachers for example change the date of a test or give them extra work, they won't know how to react. In addition to that, they tend to be very egocentric and worry about objects or

things which they like a lot. Asperger children tend to memorize things and have a difficult time understanding abstract information. All these facts are very useful and transcendental for our research since we want to know the main problems these children have when they face daily situations (tests, oral presentations, exams, etc.). Similar reactions from AS children are repeated when dealing with subject or topics they like or have no interest in. The reactions to these situations are attributed to the rigid mindedness and inflexibility of AS students' manner of thought. In a study carried out by Scott, Clark and Brady, they evidence that individuals with AS may also have a preoccupation with specific topics and are unwilling (or unable) to change topics (2000). While the engrossment and obsession of a specific subject can be an obstacle, it can be a strength when the adolescent with AS can align his interest to specific branches of knowledge and a possible career path.

Additionally, McPartland and Klin (2006) mention that individuals with Asperger Syndrome are called by some of their classmates "little teachers", because of their refined and unusual vocabulary regarding some topics of their interest. However, Asperger children experience some communication problems with their peers which might be a stepping stone to interact appropriately and being included successfully into the mainstream classroom. Moreover, Asperger children have problems with reading comprehension and lecture, which makes them feel insecure and little confident about their self-learning. These details are related to the purpose of our study, adding valuable knowledge to our investigation by looking into the specificities as to explore the perceptions of a school community regarding teaching English to Asperger students.

Other characteristics that are useful and necessary for our project in order to know more about teachers' perceptions and thoughts about teaching English to Asperger children are for

example, their unusual refined vocabulary when they are young. According to McPartland, Klin (2006), Asperger children experience some misunderstandings using metaphorical language and often do not understand jokes and interpret language very literally. They also mention that these children do not have a good motoric coordination, bad spelling, and/or problems with visual-motor integration, visual- perception skill and learning concepts. Understanding all these characteristics is helpful for teachers because they need to know about the language problems these children have in order to develop ways and strategies for learning the language.

In addition to that, Bogdashina (2003) mentions that these children are often sensible to sound, light, touch, texture, temperature change and other stimuli. This aspect makes us understand why Asperger children sometimes have unusual or strange reactions to these stimuli. Other characteristics of these children are that they tend to feel more like victims rather than victimizers (Tsatanis, 2003) and based on what Kasari, Rotherham- Fueller (2005) say, they also show misunderstandings in aspects of non-literal language; such as irony and humor. These characteristics are very related to what we previously explained about the importance of teachers' understanding how these children think and behave in different social situations. All these characteristics help us to better understand and know the challenges that teachers may face when teaching English to Asperger children.

2.5 Preparedness to teach AS students

Being aware of the different traits Asperger students have is of pivotal importance as teachers need to feel adequately prepared to include these students into the mainstream classroom. As a matter of fact, "Educating children with Asperger's syndrome is an enormous challenge for teachers requiring high levels of skills, expertise and support. (Barnard, Broach, Potter, Prior, 2002, p.47)." In this section, the reasons behind this will be unfolded.

2.5.1 Psychological factors

When it comes to AS students most Chilean teachers might feel clueless in terms of how to manage the students' behaviour in a mainstream classroom, which may impede especially English teachers to help AS students to learn the language and work efficiently with the rest of the students. As a matter of fact, extreme differences in training among teachers may result in a common feeling of discouragement while students with Asperger Syndrome may be left out on opportunities to rise to their full potential. (Allen & Cowdery, 2005; Osborne & Reed, 2011; Warnock, 2005). When these differences of training happen in the classroom, not only teachers feel untrained and unsatisfied with their performance as teachers, but the students might feel unnoticed in terms of assistance given by their teachers.

Moreover, because most of AS students possess academic strengths in linguistic areas it is easy to forget certain less developed psychological features which might affect the learning environment. As a matter of fact, Myles, Hagen, Holverstott, Hubbard, Adreon, & Trautman, (2005) agree that teachers tend to fail to notice AS students' weaknesses, since they might even prejudge these students' behaviours as insincere, which might be sensed as indifference by AS

students. For this reason, it is important to provide teachers with useful knowledge about AS in order to develop communication strategies as this might change reactions between students, especially in the field of behaviourism, mutual respect and respect for rules and authorities.

Furthermore, with the proper knowledge available; it depends a lot on the teachers' attitude if they are willing to obtain this new knowledge which could help them enormously to do their job more successfully, which is teaching AS students in a mainstream classroom. Indeed, research suggests that "positive attitudes on the part of teachers facilitate more successful inclusion" (O'Gorman & Drudy, 2011: p. 10). As students with AS might be able to perceive the willingness of teachers to teach them, this might affect their feeling of being included into the mainstream classroom and improve their attitudes towards subjects as well as their classmates. It comes as a pivotal matter, as students' self-esteem in their school years is based on how much they feel included and appreciated by their teachers and peers.

2.5.2 Academic experience of teachers

With the new Chilean laws regarding the inclusion of students with special needs into the mainstream classrooms, the need for specific training for teachers and the school community has become evident. This is not only true for our national context but also all over the world. For instance, a study carried out in the UK found that only 5% of teachers received training about disabilities even though many of them had at least one AS student in their class (McGregor & Campbell, 2001).

Moreover, according to Moore-Abdool (2010) this lack of instruction affects teachers' ability to make adaptations to the curriculum in order to create an inclusive environment for all

students; this is due to teachers' perception that their training and the support they receive is insufficient to deal successfully with this situation. Hence, the traditional curriculum which focuses on the four principal areas - speaking, writing, listening and reading activities - might be troublesome for AS students. The problem is that teachers without proper training fail to understand that AS students might be unwilling to participate in the standard activities designed for the mainstream classroom. In conclusion, it is critical to have knowledge on the perspective that teachers and teachers of special education need more preparation in the teaching of English to AS students. As Avramidis and Norwich (2010) stated, "Extensive opportunities for teacher training at the pre-and in-service levels should be seen as a top priority for the policy makers" (p.21). As these authors stated, the training instances should be considered of vital importance by the government, and the knowledge should be updated constantly for the teachers, following the belief that they should do their best effort to create a healthy environment of inclusion.

2.6 School community and AS students

The school community is made up of a wide scope of actors, which are fundamental to facilitate communication and to keep the balance among this community, seeking the well-being of the students. Furthermore, when SEN inclusion began to take place in Chilean schools, problems which have never been addressed have noticeably begun to arise.

SEN inclusion into a mainstream classroom is made possible with the help and expertise of special education teachers, professionals who know:

- 1) How to deal with school challenges

- 2) How to use curricula in an amicable approach, in order to provide assistance to teachers and parents, alongside with their awareness in relation to the different traits that need to be taken in consideration to help AS students in a school community.

As a matter of fact, Hay (2002), stated that One of the most important roles of special educators inside the inclusive education environment is to provide communication and advice between teachers, parents and students. This shows that educators have become a fundamental piece when the goal is to include AS students into a mainstream classroom setting, as they have the tools to provide useful insight and guidance to the educational community as a whole.

However, having in mind the objective of adapting classes to be inclusive-friendly it has been made evident to teachers to look in retrospect on their own practice and knowledge thus creating the urgent need for them to increase their current understanding and awareness of how to work with AS students on a daily basis inside the classroom. It seems that teachers do not feel sufficiently prepared or have the necessary tools to engage in this new mission. Thus, according to Hay & Winn (2005), general teachers reported that the students with AS were frequently more demanding of the teacher's time, that the students were easily distracted, took longer to settle into a task, had difficulty transcribing notes from the blackboard, produced, at times, messy work, and were slower at finishing work. This situation might produce certain complications, as teachers, nowadays, lack the training and instruction to deal with AS students, and so having to solely depend on their intuition and on the expertise of a more skilled professional that may help him or her achieve this task.

On the other hand, parents that seek the school community's assistance on an academic level may feel that the community is not doing the best it can and is not offering the necessary help required by the parents and the student. Indeed, according to Hay & Winn (2005), though ties between home and school are fundamental in education there are times in which the level of collaboration may be cumbersome and problematic. This shortfall of collaboration might be troublesome to parents as their nearest channel of communication are their children's teachers, who daily coexist with their offsprings. This is therefore coupled with teachers who might not feel confident, and will most probably require assistance from special needs educators, as stated by Embich (2001). Kwon (2004) reinforces the notion that special educators' sense of role conflict and ambiguity can be heightened when their primary responsibility is to collaborate with general educators, rather than provide direct services to students. This duality seems to leave both parents and teachers unsatisfied with their roles within the AS students' education, as neither of them seem to know how to help them properly, as communication fails to happen, unless there is a special needs educator around to mediate. There needs to be a sense of interconnection among the different participants in the school community, so the possibilities of helping AS to learn English in the EFL classroom students become more achievable. In conclusion, it is of utmost importance that the different actors of the school community (parents, teachers, teachers of special education and even psychologists) have a good preparation and knowledge about how to teach English to AS students. In that way, every one of them will be able to support and manage better these kinds of students.

Having adhered to methodological suggestions from the literature reviewed, we have developed the following methodological procedures for our research.

CHAPTER 3: METHODOLOGY

In this chapter, the methodological steps, data collection procedures, and the type of study conducted will be explained.

3.1 Type of Study

As mentioned in the previous chapter, this study aims to gather the perceptions and experiences from the point of view of a mainstream school community towards EFL teaching to Asperger students. For this, a qualitative case study design was followed as it will allow a deeper understanding of the nature of participants' beliefs. As a matter of fact, Denzin and Lincoln (2005) mention that qualitative research consists of the study of the effects or conditions in their natural contexts, trying to prove or interpret certain phenomena through different procedures. For this study, the tradition selected to base our study on is a single case study. According to Gustafsson (2017), the benefits of using a single case study are that we as researchers will be able to analyze and compare the data taken from particular situations and across several situations. The data obtained from different interviews and sources also adds reliability to the research conducted allows the researchers to identify whether the results obtained are meaningful enough. In our case, using a case study tradition was useful for our study since we were able to explore the perceptions the school community had regarding the teaching of EFL to Asperger's students in a public school context, thus providing a wider view of the issue under study.

3.2 Participants

In order to gather and analyze a broader view of a mainstream school community perceptions regarding teaching English to Asperger students in the Chilean educational system, the participants of the study were two in-service EFL teachers working in a public school: one elementary teacher with fifteen years of teaching experience, and one high school teacher with five years of teaching experience. In addition, other actors of this school community involved were a SEN teacher and one parent in her mid-30s who has a child that has been diagnosed with Asperger Syndrome. This 12-year-old child, who goes to this particular public school, attends a 6th grade class of around 35 students. The criteria for selecting the participants was that they already had experience with AS students. This was assessed by previously asking them weather The Hence, the participants of our study were selected by conducting a Convenience Sampling, which, as Etikan, Musa and Alkassim (2016) described, is a practical and useful tool to find out about the willingness of the participants to be part of a certain study. In this way, by choosing a small sample of participants who work with AS children in high school as well as on an elementary level we will be able to achieve the main aim of our study.

3.2.1 Data Collection Instruments

The objective of this study is to analyse the perceptions of a mainstream school community regarding teaching English to AS students. So, in order to achieve this, the most effective manner to gather data for such a qualitative study is using individual semi-structured interviews. With this instrument, we will provide a deeper understanding of the issue under study.

3.2.2 Semi-structured Interviews

To begin with, one of the most effective ways of collecting data in a qualitative study is the use of interviews, to be more specific, semi-structured interviews. Flick (2009) mentioned that in semi-structured interviews “the interviewed subjects' viewpoints are more likely to be expressed in an openly designed interview situation than in a standardized interview or a questionnaire” (p. 150). By means of this type of interview, our participants were able to provide a good amount of information by elaborating on their ideas of the given topic. This also allowed us to add extra questions during the interviews, thus obtaining richer data for the analysis of this issue. We decided to pose these questions on the moment as the information retrieved in some questions were insufficient in some cases.

3.2.3 Data Collection Procedures

In order to start collecting the data from different participants involved previous authorization of the school to conduct the study was sought and granted by the principal. We asked the different actors of our study whether they were willing to take part in our study. Subsequently, we contacted the participants by sending them emails with the information (see appendix F) of our study and why they were contacted. The participants who were willing to take part in our study were requested to send possible dates by email, whatsapp or by phone. Following, meetings were arranged with the participants in order to explain the aim and the importance of the study and they were requested to sign a consent form (see appendix A). Then, the procedure for conducting the interviews was explained to the participants and the doubts they had were clarified. Once done, we arranged a meeting for each of the four oral interviews conducted, which were audio recorded. The interviews were conducted in the participants'

mother tongue which is Spanish. Rossman & Rallis (2012) state that interviews should be conducted in the mother tongue of participants in order to have more relaxed and comfortable participation at the moment of the data collection, especially in our case that the interviews were around 30 to 60 minutes long. Three different questionnaires were designed, one for the teachers, one for the SEN teacher, and one for the mother (see appendix B). The differences among the different questionnaires we designed were the questions formulated for each participant, considering their job, their relationship to the AS student, and their previous experience raising and teaching AS students. We then proceeded to transcribe each of the interviews. Since piloting an interview can help modify questions, organize time, and check the quality and validity of the questions asked to the interviewees, we considered interviewing one English teacher previous to the data collection in order to check whether the interviews in fact were addressing the research objectives.

3.3 Data analysis

Once the process of data collection was finished, the following procedure was the analysis of that evidence, therefore, in this section all the steps of our data analysis are explained.

3.3.1 Transcription

In order to analyzed the data collected it was necessary to transcribed the four interviews that were recorded (see appendix C). As the interviews were conducted by two members of the group, the other two members were in charge of the transcriptions that were divided in equal parts, as soon as an interview was done and recorded, the audio was send to one of the members

who had to transcribe it, the same process was repeated with the next three interviews. When the four transcriptions were done the following step was to code the participants' answers.

3.3.2 Coding the participants' answers

For the purpose of organizing all the data collected from the participants' interviews, it was necessary to code the participants answers; these codes emerged during the analysis process of every transcribed interview previously mentioned and were exemplified by their corresponding quotes as stated by participants' comments in the interviews. As the interviews were in Spanish at the moment of placing them into the coding chart every quote was translated into English. The following steps were to categorize all the emerging codes into five themes as there were:

- 1) AS student academic performance
- 2) AS student's tendency towards negative feelings
- 3) AS student's socialization
- 4) Teacher's preparation to work with AS students play
- 5) EFL teaching suggestions

3.3.3 Validity and reliability of study

In order to provide valid results and avoid biased conclusions, we conducted the analysis first individually using a coding chart (see appendix E) and then cross checked our coding. Morse and Richards (2003) mentioned, that qualitative studies are, indeed, participative, interpretive and time limited to the context, thus the individual interpretations may affect the final results. Due to the fact that in a situation in which all the researchers that analyzed the same

data individually came up with the same conclusions using different participants' information when comparing the interviews and the literature provide truthful validity evidence. After each of us finished with the individual analysis of the data based on the codes, we met in order to compare our conclusions and create one final coding chart (see appendix d).

CHAPTER 4. ANALYSIS AND DISCUSSION OF MAIN FINDINGS

The purpose of this chapter is to present the main findings of our study by means of a thorough analysis and discussion of the data gathered. We will do this by addressing the main objective of our research which, as mentioned before, was to analyze the perceptions that EFL teachers (elementary and high school) and other actors of the school community (SEN teachers and parents) have on teaching English to students with Asperger Syndrome.

Throughout this chapter each of our study's specific objectives will be addressed. The organization of this chapter will be as follows: the themes and codes obtained from the four interviews conducted with different actors of the school community will be presented (See Table 1), described, and analyzed based on the literature revised in Chapter 2. These codes will be illustrated through the participants' own comments regarding the issue under study.

Table 1

Main theme	Codes
AS student's EFL academic performance	Willingness to learn English
AS student's tendency towards negative feelings	Tendency to frustration
AS student's socialization	Difficulties to socialize Limited flexibility to adapt Preference for routines
Teacher's preparation to work with AS students	Lack of support Lack of materials adequate for AS students Good will over no preparation
EFL teaching suggestions	Use of ICT's SEN Teacher in the English class AS student's interests

The Table above (table 1) was design in order to categorize each group of codes into a theme for the purpose of analyzing them.

AS student's EFL academic performance

This theme is related to a general view of the academic performance of Asperger Syndrome students as particularly perceived by both EFL teachers interviewed and the AS student's mother. The most relevant aspect of this theme referred to students' willingness to learn English. This willingness that the student has is reflected in his or her motivation, interest, and ability to learn the language. This idea is illustrated by the following quotes from the participants mentioned above:

Willingness to learn English

"He [student] gets everything, he understands everything, he is capable of resolving given tasks... He is wonderful in that sense. In fact, he is even faster than the rest..."

(Elementary EFL Teacher)

"[The student] was fast, in general if I gave an activity from a page [in the textbook] he turned the page to the next one. He finished the other page and generally I had to give

him extra activities in his copybook". (Highschool EFL Teacher)

"At least he likes English. He feels motivated to learn and makes an effort to do it". (AS student's mother)

On the one hand, these quotes reflect the good academic performance that AS students are able to achieve within the EFL classroom, which may even surpass that of average students. The second quote is a clear example of an AS student's remarkable cognitive ability perceived by the AS student's mother which evidences that these students are very capable of achieving great levels of not only academic performance, but also that they are fully aware of how to accomplish the given tasks that their teachers give them inside the classroom. In the first quote above the elementary EFL teacher has a high opinion of AS students' performance as she explains that an AS student in her classroom was capable of understanding everything that was taught, instructed, and explain in class. She also highlights his ability to finish tasks and finish them properly before most of his classmates.

In the second extract, the high school teacher had observed in her classes that the AS student in her class was so quick to finish that she had to be prepared to give him extra activities to work on.

In the third quote, according to this student's mother, her son feels motivated towards learning English and tries to do his best to stay on task. The findings presented and analyzed above makes reference to some of the abilities of AS students which have been evidenced in other studies. For example, in a study done McPartland and Klin in their study about Asperger students refer to them as "little teachers" "Individuals with Asperger Syndrome are called by some of their classmates "little teachers" (2006). The reason behind this pseudonym is attributed to the fact that some Asperger students have the ability to absorb as much information as possible form what the teacher explains in class. So much so, that the student becomes quite adept in the subject and appears to be a "little teacher" mentoring his or her peers to understand what has been taught.

AS students' tendency towards negative feelings

This theme has to do with how attitudes can impact negatively in AS students, due to the fact that they can easily get frustrated if they fail to understand certain class content and cannot complete a specific task properly, comparing him or herself with the achievement of other students in the class.

Tendency to frustration

“It has to do with motor control, right? It is hard for them, for example, writing acquisition, those tasks are frustrating for them”. (Elementary EFL teacher)

“In general, these kids hope that everything happens what they expect, they don't accept other types of answers, sometimes they get frustrated easily” (Highschool EFL Teacher)

The first quote above explains the fact that the elementary teacher observes that for most AS students it is challenging to manage their motor skills, especially when it comes to engaging in writing activities and exercises. Another important aspect to consider is the facility with which most AS students get frustrated. Most Asperger students are accustomed to classes with a fixed routine and hopefully with little interruptions or modifications to the class. If such circumstances were to occur, they would become frustrated and withdraw from their environment. These issues that AS students have regarding frustration have also been addressed by a study conducted by Tsatsanis (Tsatsani, 2003) on Asperger children. She refers to Asperger children as them feeling

like victims rather than victimizers. This is to be understood in an educational plain and in a non-violent context. The reason behind this strong sentiment on an AS student's behalf is not that he or she is been bullied or physically hurt but rather, in many occasions, misunderstood by his or her peers or teachers. What we mean by 'misunderstood' is when people close to AS students have a hard time understanding why it is challenging for them to follow certain instructions or when it comes to interpersonal relationships where conversations are spoken indirectly, sarcastically, or in irony as AS students will have a hard time decrypting the hidden meaning as they are literal-minded most of the time as shown Kasari and Rotherham-Fuller (2005).

AS students' socialization

This theme has to do with the problems that AS students have when they need to interact and establish relationships with their peers and the rest of the people (authorities, parents, etc.) and how difficult it is for them to manage a conversation of a certain topic.

Difficulties to socialize

“To accept hierarchies, for example, to see the teacher as someone a little, ehh ... more on top of the hierarchical level to say something, I mean, not as someone more important, but as someone who, let's say has to be respected in a different way, not like a pair, let's say.” (Elementary EFL Teacher).

“He [AS student] also feels discriminated because he doesn't feel understood. He has no friends, he has no one. He doesn't have a group to hang out with and say “I'm going out with them today”. (AS student's mother)

Both these quotes reflect how difficult and complex it is for AS students not to be understood and the problems these children have making friends. According to the quotes, AS students feel segregated if their classmates do not have the same interests they have. For this reason, it is necessary that teachers know more about the topic and get prepared to work with these children to overcome these problems. In the first quote expressed by the elementary EFL teacher, she realizes and points out the effort AS students make to have good rapport with authorities, which in this case are their teachers. On the one hand, AS students may have a close relationship with some teachers and deposit in them their trust. On the other hand, other AS students may not get along with their teachers and hold a grudge against them. In either case, both extremes may prevent AS students to have proper rapport with their teachers making it easy for these students to cross the line from a respectful relationship to that of “friendship” or of disrespectful indifference. Furthermore, another aspect to consider is how sometimes AS students have a hard time making friends or feeling they belong to a group with which they can share their interests and bond. As the mother of an AS student that we interviewed revealed to us, she has observed this in her son's time at school. She has come to know that her son does not have any friends at school and does not hang out with them or anyone else outside from anywhere else. This recurring feeling of being left out and misunderstood as perceived by the AS student's mother and described in the previous theme can be reflected a study conducted by Baskin, Sperber, and Price on people diagnosed with Asperger syndrome. According to Baskin,

Sperber and Price (2006), Asperger children do not show interest and desire to develop friendships or social relationships and the lack of empathy is probably the most dysfunctional aspect of this syndrome. Although this lack of empathy is quite common across people with Asperger's syndrome, it is an aspect of their lives that can be improved if treated at an early stage.

Limited flexibility to adapt

There are two other topics which are important to mention about AS students. One of them is the limited flexibility they have to adapt to different problems in their social life. This is reflected in the following quote:

“Of what I have had to see all these years in a child with Asperger is plasticity. They do not have it or it is very hard to develop.” (SEN teacher)

In this quote, the SEN teacher we interviewed from the school we went to refers to Asperger children as missing the ability of plasticity or that very few possess it since it is very difficult for them to develop it. This plasticity which she mentions is directly related to the flexibility to adapt to different situations and environments. They also have some problems adapting to different situations, such as change of routines or rituals.

Preference for routines

The other topic mentioned by one of our interviewees is their preference for routines, which is demonstrated in the following quote:

“They are keen on their routines and when they do not have it they become desperate”
(SEN teacher).

This quote shows the SEN teacher's opinion regarding the lack of control these Asperger children have when their routines or habits are changed or abruptly interrupted. Asperger students will most likely become anxious, nervous, and even desperate when their plans are modified. For example, changing the date of a test, including extra activities in class without being previously notified, or even telling these students that they will have more homework to complete could cause reactions like these. For this reason, it is important that teachers receive training in this area to emotionally support AS students get more prepared to work with AS students on this topic. According to the American Psychiatric Association (2000), Asperger children have problems changing their routines or rituals, because that makes them feel desperate, anxious and nervous. This finding made by the American Psychiatric Association can be applied to both ideas of AS students' preference for routines and their limited flexibility to adapt for it touches upon the level of adaptability and the type of reaction these students have towards situations, they have been in that were altered without prior warning.

Teachers' preparation to work with AS students

This theme refers to how prepared EFL teachers feel about teaching English to Asperger students. From what the two interviewed teachers mentioned it became clear that they as educators feel insecure and categorically emphasize the need for better preparation on their behalf to work with AS students. This factor may indeed become an obstacle when trying to facilitate these students' learning if left unattended and no improvement is made.

Lack of support

The following quotes from all the participants interviewed portray these ideas:

"There is a lack of tools, there is a lack of support for what I could see, so I believe that it depends on us, because obviously from the Ministry [of Education] won't take in consideration our necessities, so we have to ask, demand this [support] and in this way there will be a change in the problem that we currently have. It's not really a problem, but a challenge that we currently have" (High school EFL Teacher)

In the quote above shows the high school EFL teacher's express concern regarding the lack of support teachers in public schools receive in regards to teaching students with Asperger's syndrome. This scarce support on behalf of the Ministry of Education that Chilean EFL teachers perceive is evident; this has been a perpetual concern in every change of government administration. Furthermore, the participant stated that it depends on their own tools, abilities,

inquisitiveness, and initiative to prepare themselves in order to efficiently support all children in the EFL classroom.

Lack of materials adequate for AS students

“I think that, in the case of student books, for example, ... which help us in our work as teachers ... they do not provide a lot of activities... but I think that it is necessary to include ehh ... more of these [activities] in the books for older children.” (Elementary EFL Teacher).

The quote above illustrates that the student's book, used in most EFL classes in public schools do not provide useful activities to work with students that are more capable of developing complex activities, especially for older children. Instead, the teacher has to devise and design his or her own material to not depend solely on the material designed by the Ministry of Education. It is the desire of many teachers to be given additional material to provide a more complete learning experience for students that have Asperger Syndrome or with any similar diagnosis. Both of the codes discussed above of teachers' lack of support and the lack of materials appropriate for AS students is also addressed in a study conducted by Barnard et.al. As a matter of fact, “Educating children with Asperger's syndrome is an enormous challenge for teachers requiring high levels of skills, expertise and support” (Barnard et al., 2002, p.47). Here these authors highlight how arduous and challenging it is for teachers to educate students with Asperger's syndrome ergo the dire need for teachers that not only teach EFL but other subjects

as well to prepare and equip themselves with new knowledge and understanding as to how to better teach and train those children diagnosed with AS.

Good will over no preparation

“I have noticed that all of the schools I have worked at there are many people who have the best of wills, and all of us have the best of wills, but we are not prepared and we cannot afford to improvise.” (SEN teacher)

The quote above expressed by the school's SEN teacher reveals that even though teachers at school might have the best intentions to help students with Asperger Syndrome, the task ahead might be seen as overwhelming because of teachers' insufficient preparation to provide proper assistance to these students.

“They [teachers] should have some kind of preparation to work with Asperger students and other SEN students. I remember that before, at university, a subject was taught which helped student-teachers to learn how to treat SEN students properly and with patience”.
(AS student's mother)

In this quote, the AS student's mother communicates the need for teachers to have the initiative to further their education and prepare themselves to teach AS students and children of similar conditions. For if those teachers who chose to study pedagogy it is in their best interest to be the best educators they can. The lack of information that most teachers have in regard to working with students who have AS is clearly illustrated. This can be perceived by the little

approach given in the current academic instruction during English Teaching Programs at university about how to properly teach and care for SEN students in general, making it imperative that this topic should be taught in depth and with a greater emphasis. Indeed, research suggests that “positive attitudes on the part of teachers facilitate more successful inclusion” (O’Gorman & Drudy, 2011: p. 10). In regards to what O’Gorman and Drudy mention in their study, there is, without question, a healthier and propitious atmosphere in the classroom when teachers exhibit a positive attitude when teaching. This positive attitude is profoundly contagious to students, and will therefore prompt students confidently participate in class. Nonetheless, the fact that some teachers have a favorable attitude when teaching does not overlook the urgent call for teachers to improve in their knowledge and methodology when the time comes to teach AS students, for having a positive attitude and an adequate preparation, among other factors are the key to a efficacious teaching experience for the educator and a successful learning experience for the AS student.

EFL teaching suggestions

This theme has to do with the emphasis that the elementary EFL teacher gave to English teaching through the use of ICTs, which is particularly attractive to these students. Furthermore, the SEN teacher also suggested having a SEN teacher in the English class since, as she is also a trained SEN teacher, it would be of immense help to guide the AS students, accompanying them in their learning process. Finally, another aspect to mention is the specific interests that an AS student may possess as they play a major role in the AS students’ acquisition of a second language, in this case, English.

Use of ICT's

"I have seen Elementary EFL teacher using technology with children who have Asperger, Autism and different characteristics. They have been taught by means of ICT's, which happens to be a necessary tool for them." (Elementary EFL teacher)

With the quote above we aim to show the importance of using various technological resources in the EFL class. Using a wide variety of technological educational tools will tremendously enhance students' learning experience, especially for those students that are diagnosed with Asperger syndrome, Autism, Attentional Deficit and Hyperactivity Disorder who tend to become bored and easily get distracted during class.

SEN teacher in the English class

"I think that for those schools which have a SEN program, a SEN teacher should be present in the EFL class. This, in order to pave the way for [learning] achievement, though it does not mean he or she will be with them until 12th grade." (SEN teacher)

"Yes, by all means. When the EFL teacher is teaching she could sit down next to Pedrito and would motivate him to learn and complete the tasks set in class. He would be more concentrated and would focus on what the teacher is saying" (AS student's mother)

Both quotes above mentioned by the schools SEN teacher and the AS student's mother

display the importance of having SEN teachers to help and support the teacher in class by guiding the AS students to keep focused in class, helping them to accomplish the assignments given by the EFL teacher, and check the student's metacognition of what they have learned in class. With the help of SEN teachers, it will be easier for AS students to learn a certain topic or subject. In this respect, AS students will be able to perform better in class and achieve improved results in classes. This is not only true for our national context but also all over the world. For instance, a study carried out in the UK found that only 5% of teachers received training about disabilities even though many of them had at least one AS student in their class (McGregor & Campbell, 2001). Although this example from McGregor and Campbell's study does not directly refer to the presence of a SEN teacher in the classroom, it does in fact indicate the more and more teachers have SEN students in their which they have to teach as well. There are Chilean mainstream schools that unfortunately do not have a SEN program for students with special educational needs and must therefore be constantly taken out from class to work with a SEN teacher, thus missing out on classes and some assignments that their teachers instruct. Fortunately, in the past years there have been more schools that have integrated a SEN program into their curriculum and have a SEN teacher to work with them simultaneously as a teacher of a certain subject is teaching. Therefore, just as the school's SEN teacher suggested, we would also encourage other mainstream schools to have a SEN teacher present in the classroom to assist other teachers and guide those SEN students who need more reassurance, stimulus, and support throughout their educational development.

AS student's interests

“He [AS student] loves to watch youtube videos in which people build and disassemble different things” (AS student's mother)

“One can bring them [AS student's] the most marvelous materials to class, the rest of the children will work, but the Asperger child may not like it for some reason, or maybe a classmate did it first, so he would not do it”. (SEN teacher)

These two quotes explain the different interests that AS students may have and their reaction towards activities they like and do not like to do. The quote by the AS student's mother clearly describes her son's taste for watching videos on the internet and also for constructing different objects, which the EFL teacher should pay attention to when preparing material for the class. In the second quote by the SEN teacher, she warns us that an EFL teacher can prepare and bring to class the most didactic activities and might expect that the AS students like it, but there is no guarantee that this is the case after all. Situations like these go hand in hand with the student's motivation, interests, and lack of social interaction. If the AS student is told to engage in an activity that is not of his or her liking, he or she will be most likely become irritable and utterly refuse to complete the given task. Adding to this, if the class and the activities instructed have to do little or nothing with his or her interests it is likely that the student will not even pay attention. Last but not least, if the AS student sees that his classmates are able to do the assigned work and he or she cannot, or if he or she has to work in groups and his or her group is not up to speed, the student will tend to be frustrated, have tantrums, or will want to work alone. If all of

these cases are reversed, the AS student will most likely be completely immersed in the class and outsmart his/her classmates in whatever activity or content being taught. These situations are also attributed to the rigid mindedness and inflexibility of AS students' manner of thought. In a study carried out by Scott, Clark and Brady, they evidence that individuals with AS may also have a preoccupation with specific topics and are unwilling (or unable) to change topics (2000). While the preoccupation and obsession of a specific topic can be a hindrance, it can be a strength when the adolescent with AS can align his interest to specific classes and a possible career.

All through this chapter we have focused on addressing the specific objectives of our study. In regard to how English teachers perceive teaching EFL to Asperger students we have mentioned that they feel unprepared and have identified the pressure and urgency to equip themselves and receive more training on how to teach and work with AS students. The teachers we interviewed also expressed their desire for the Ministry of Education to take the initiative and offer special training for all public schools that deal with teaching Asperger students and other SEN students alike.

Apropos of special needs educators' perceptions about the teaching of English to Asperger students, it has been noted that it is important for AS students to learn English for it is a global language and is used in all manner of things with which they engage daily. As we have also mentioned throughout the discussion, it is encouraged that schools integrate a SEN teacher in every class of any subject taught, especially English. Not only do we urge for this initiative to occur but it is an idea that the school's SEN teacher would like to see implemented in the near future.

As for the opinions of parents of AS students regarding the teaching of English to AS students the mother who gave us her permission to be interviewed not only pointed out the importance of teaching English but also the mode in which AS children are taught. It is important to know Asperger students interests and their strengths in order to choose the right methods, resources, and materials to efficiently teach English to AS students.

All these opinions and perspectives of all the actors of the school community we were able to gather information from form an integral part in the learning process and especially that of learning the English language of those students that are diagnosed with Asperger's syndrome. It is crucial that all those who participate in the school community and are part of the AS student's life must be in sync in the best interest of and promoting a favorable learning experience for AS children and other SEN students.

CHAPTER 5: CONCLUSION

The main aims of this study were to (a) investigate how English teachers perceive teaching EFL to Asperger students (b) Analyze special needs educators' perceptions about the teaching of English to Asperger students (c) Examine the opinions of parents of AS students regarding the teaching of English to AS students. Our research questions include (a) How do EFL teachers view teaching English to students with Asperger Syndrome? (b) What are special needs educators' perceptions of English teaching to AS students? What are parents' perceptions with regards to manner in which English is taught to AS students?

The results of the present study shed light on general opinions about the teaching of English to Asperger Syndrome, the results of our research, and the link between the opinions and perceptions of the different actors of the school community of a Chilean public school. In terms of the Chilean teachers, our study's results indicate that there are different opinions regarding the teaching of English as a foreign language to AS students. It is of utmost importance to consider the characteristics that these kind of children have in areas of cognition, interpersonal relationships and emotions, as the curricula should be adapted and adjusted to include AS students needs and learning characteristics. In accordance with the answers provided by the interviewees in the four interviews conducted, we concluded that it is necessary more support for these children from the government. Since there is a lack of support from the government there is an urgent need to publicly promote and facilitate the access to educational and clinical guidelines which, in depth, explain the educational, medical, and psychological reality and measures to take in different scenarios. Moreover, according to school community's perceptions, especially that of the teachers, there is a demand for more options and availability of workshops to promote awareness of teaching AS students efficiently. Additionally, all universities that offer English

teaching programs or other programs related to pedagogy should include subjects that teach how to better understand and work with AS students and students of similar backgrounds. Lastly, it must be mentioned that AS students need to be included with more frequency in mainstream schools since they have the right to study in the school of their choice and in a context that will bring them closer to reality,

5.1 Limitations

There were issues which could not be addressed properly on the thesis process. Among these issues we could not interview more than one father in the school community in which our study was conducted, even though there were at least four students with Asperger traits, there was only one diagnosed Asperger student whose mother was willing to participate in our investigation. In this manner, we had to work with fewer participants which made complicated to gather a broader and more complete view of our thesis, providing just not enough comparison, although it was solved by making longer interviews and gathering data by various studies about our aims. Secondly, on our original objectives we seek to establish a comparison among the three types of schooling, public school, subsidized school, and private school, but timewise it was difficult for it to be possible.

5.2 Pedagogical Implications

Even though the results concur on what we aimed to find based on what we could retrieved from the interviewees point of view, it could have been interesting to be able to provide a comparison about the perceptions not only on a public school, but on private and subsidized schools as well. As a group, we would strongly recommend to do this kind of study with the

three different school settings. This study could be a contribution to investigate further on this issue, which has not been considered on our national context as much as in other countries.

Moreover, been aware on how to provide a proper inclusion to Asperger students into the EFL mainstream classroom, can make an enormous impact on how to manage positively and contribute to these students learning experience on behalf of the teacher. Also, as the teaching of students with special needs does not seem pivotal according to our curriculum in Chilean universities, this study can somehow promote the addition of some SEN courses, which could be highly helpful for future students of pedagogy to feel more prepared in the teaching of Asperger students.

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Appendix A: Consent Form

Facultad de Educación y Ciencias Sociales
Pedagogía en Inglés

28 de agosto de 2018

EFL Teachers and School Community's Perceptions about School Students with Asperger Syndrome

Consentimiento Informado

Yo, _____, he leído la información dada y mis preguntas han sido contestadas de manera satisfactoria. Acepto participar en este estudio, y soy consciente que puedo retirarme en cualquier momento y cualquier motivo. También aceptó que las entrevistas sean grabadas por audio.

Comprendo que la información provista será tratada con confidencialidad y no será difundida por los investigadores. Me ha sido explicado que el material que será recolectado, el propósito de esta investigación, y el uso que se hará de este material cuando termine la investigación.

Autorizo que la información sea publicada, siempre y cuando no aparezca mi nombre y/o cualquier información con que se me pueda identificar.

Firma: _____

Fecha: _____

Appendix B: Questionnaires

Preguntas para Profesores de Inglés

brief introduction to yourself and to the study.

Warm-up questions: ¿Cuántos años de experiencia laboral tiene en este colegio? ¿Cómo se ha sentido ...?

1. ¿Piensas que los niños con Asperger están, en general, preparados para insertarse al mundo escolar? Por favor explique su opinión.
- 2.Cuál es tu opinión con respecto a la enseñanza del inglés en Chile a estudiantes con Asperger? (por ejemplo, ¿Es posible? ¿se realiza eficientemente? ¿Existe apoyo para profesores y estudiantes?)
3. ¿Cuáles crees que son las facilidades o impedimentos para estudiantes con Asperger para aprender el inglés como lengua extranjera?
4. ¿Cuál ha sido tu experiencia profesional enseñando a niños con Asperger? ¿Sientes que esta experiencia te ha ayudado en la enseñanza del inglés a estos estudiantes? De 1 a 10
5. ¿Qué conocimientos sobre las guías docentes y clínicas sobre los trastornos del espectro autista, en especial sobre el Síndrome de Asperger? ¿De qué manera crees que estas guías/orientaciones son útiles para los profesores de inglés?
6. ¿De qué manera crees que el trabajo en equipo entre estudiantes con Asperger y sus pares puede ser complejo?
8. ¿Cree que los profesores quieren saber más del tema? ¿Por qué?

Pregunta concluyente

7. Ves con optimismo el futuro en torno a la educación y enseñanza del idioma para niños con Asperger? Consideras que podrían incluirse algunos cambios/nuevas ideas en torno a la enseñanza del idioma?

English teachers' questions

Warm-up question

How long have you been working at the school? How have you felt here?

1. Do you think that Asperger students are prepared to be inserted into mainstream classrooms? Please provide your reasons.
2. Which is your opinion in regard to EFL teaching in Chile to Asperger students?
3. Which are the advantages and disadvantages for Asperger students when learning English as a foreign language?
4. What has your professional practice been like teaching AS students? Do you perceive that this experience has helped you to teach English to these students?
5. What knowledge do you have about the teaching and clinical guidelines regarding Autistic spectrum disorder, specifically on Asperger syndrome? In what manner do you believe that these guidelines could be useful for English teachers?
6. In which manner do you think that teamwork among AS students and their peers might be complex?
7. Do you believe teachers want to know more about this issue? Why?

Final question:

Do you see with optimism the future in regard to the teaching of EFL to AS students? Do you consider that some changes could be made in EFL teaching? Which ones?

Preguntas para la Educadora Diferencial

Warm-up Question(s)

¿Como han sido tus años de experiencia como educadora diferencial en este tiempo? ¿Cómo te has sentido realizando esta labor?

1. De 1 a 10 que tan desafiante es trabajar con niños asperger? ¿Que podría destacar de su experiencia trabajando con niños asperger?: (10)
2. De qué manera has notado que afectan las relaciones personales (en el aula) en la enseñanza del inglés a estudiantes con asperger? ¿Cómo?
3. ¿Crees que la legislación y directrices actuales (minsal y mineduc) influye (afecta) a la inclusión de niñ@s con Asperger en el aula convencional/tradicional?
4. ¿Cómo crees que tu experiencia como educadora diferencial te ha ayudado a comprender mejor y trabajar de forma más eficaz con niños(as) diagnosticados con Asperger?
5. ¿Crees que se deberían implementar cursos/entrenamiento a profesionales de la educación para poder ayudarlos en la inclusión de los estudiantes con Asperger en la clase de inglés? Por favor, explica tu respuesta.
6. ¿Crees que los(as) profesores(as) de inglés pueden enseñar el idioma de forma eficaz y apropiada a estudiantes con Asperger? (considerando las características que poseen estos alumnos)

Pregunta concluyente

¿Qué sugerirías (3 a 5 sugerencias) al profesor de inglés para poder lograr esta inclusión? ¿Qué crees que hace falta para que la enseñanza del idioma sea realmente efectiva e inclusiva?

Questions for SEN teacher

Warm-up question

How has your experience as a SEN teacher been in this institution? How have you felt doing this work?

1. From one to ten, how challenging is it to work with AS students? What can you highlight about your teaching experience working with AS students?
2. How have you noticed that personal relationships inside the classroom affect EFL teaching to AS students?
3. Do you believe that legislation and current guidelines (MINSAL and MINEDUC) could affect the inclusion of AS students in the mainstream classroom?
4. How do you think your experience as a SEN teacher has helped you to work more efficiently and have a better understanding of children diagnosed with AS?
5. Do you think that training programs should be offered to teachers to help them include AS students in the EFL classroom? Please provide reasons.
6. Do you believe English teachers are able to teach English successfully to AS students? Take in consideration the traits that these students have.

Final question

What do you suggest (3 to 5 suggestions) to the EFL teacher in order to achieve this inclusion? What do you think is missing to provide a proper inclusion?

Preguntas para Apoderado

Warm-up questions ¿Cómo te has sentido en este colegio? ¿Como ha sido tu experiencia con la educación de tu hijo(a) en este tipo de colegio tradicional?

1. Cuál es tu opinión con respecto a la enseñanza del inglés a estudiantes con Asperger, como en el caso de tu hijo? - ¿Piensas que tu hijo le cuesta más el aprendizaje?
- ¿Piensas que a tu hijo recibe la ayuda necesaria para poder aprender inglés?
- ¿Cree que su hijo se siente cómodo al incluirse para aprender un nuevo idioma? (dividir en 3 preguntas más dirigidas)
2. ¿Crees que la forma en la que le enseñan a tu hijo(a) es eficaz para su aprendizaje del inglés? Si es así ¿cómo lo ves reflejado?, si no ¿piensas que la enseñanza debe ser distinta? ¿Como?
3. ¿Crees que la comunidad escolar (profesores, educadores diferenciales) son un aporte y ayuda suficiente para la enseñanza del idioma particularmente para niños con asperger? ¿Puede dar algunos ejemplos?
4. Tienes conocimiento con relación a las guías y orientaciones del ministerio en cuanto a la enseñanza (en general) a niños con AS? ¿Qué aspectos crees que se están incluyendo dentro del aula y la institución? (Que cosas se están aplicando y cuáles no que se deberían aplicar)

AS student's mother interview**Warm up questions:**

How have you felt in this school? How has your experience with the education of your child been in this school?

1. What is your opinion about how EFL is taught to your son? Do you think your child has problems learning this subject?
2. Do you think your child receives the necessary help to learn English? Do you think your child feels comfortable and included in the classroom, specifically when English is taught?
3. Do you think that the manner in which your child is taught is efficient enough to learn English? If so, how do you perceive it? If not, do you think it should be taught differently? How?
4. Do you think that the school community (teachers, SEN teachers, and parents) are helpful enough in your son's learning process? Please provide an example.
5. Do you have knowledge about the guidelines of MINEDUC and MINSAL in regard to teaching AS students? Which aspects do you believe are currently included in the classroom?
6. Please, provide suggestions for teachers and the school community to enhance your child's learning experience, specifically with the EFL subject.

Appendix C: Transcriptions

Transcription 1: EFL Elementary Teacher

Entrevistador: Segunda pregunta, ¿Cuál es su opinión con respecto a la enseñanza del inglés en Chile a estudiantes con Asperger? Ehh... por ejemplo, ¿Es posible?, ¿Se realiza eficazmente? Ehh... y ¿existe el apoyo para profesores tanto para estudiantes?

Profesora: No, no existe ningún apoyo específico.

Entrevistador: Ya.

Profesora: Ya, o sea, cualquier, es que es ese yo creo que ahí está el, el, digamos el punto de quiebre de todo esto porque, la verdad es que hoy día se está trabajando, quizás, un poco más lo que tiene que ver con las adecuaciones curriculares, con el tema del DUA, con él, hoy día se está integrando un poco más, la verdad es que todavía ese tema esta como en pañales. Ehh... y la verdad es que el apoyo hacia el docente, independientemente de la asignatura que sea, es mínimo con respecto al enfrentar diversas situaciones... ehh... en la sala de clases. Por ejemplo, el atender niños con esto de la inclusión, que hoy día todos los colegios deben recibir a todos, todos tipos de niños, ¿ya?, disruptivos, no disruptivos, con problemas motores, con problemas mentales, o condiciones distintas, como por ejemplo el tema del Asperger... ehh... Los docentes no están preparados para afrontar esas situaciones que se dan en el aula. Por ejemplo, emm... una crisis “x” de un niño, porque igual los con Asperger tienen de pronto estas, estas crisis, ¿ya?, que... cuando... ehh... no sé qué tanto, así como, como crisis. Pero, por ejemplo, el autismo, de pronto el autismo es como más drástico que el Asperger en sí, que... que igual el Asperger al ser una rama... digamos del espectro autista también tiene algunas condiciones así. Que es, por ejemplo, cuando tiene unas reacciones “x” a algo que le rompió el esquema y reaccionan de manera violenta o... que... no se po, o de alguna forma como, como que se, se van para adentro, ¿me entendí? Entonces igual eso a los docentes no nos enseñan, no sabemos cómo afrontar esa situación. De pronto, hacemos lo que podemos con las herramientas que tenemos. Pero no somos educadores diferenciales, por lo tanto, no tenemos las herramientas que los educadores diferenciales si tienen. O psicólogos, que herramientas que los psicólogos si tienen. Entonces uno ¿qué hace? Ehh... ehh reacciona de acuerdo a la experiencia que ha tenido. Ehh... en experiencia, digamos... en el plano de la enseñanza como profesor, en el plano como mamá, en mi caso, como papá en el caso de algún profesor “x” ehh... y... no se po, como sobrino. Entonces uno es eso lo que va incluyendo, digamos, en su práctica en sí, pero no es una cosa que uno esté preparado para enfrentar situaciones “x”. Yo creo que ahí tenemos el punto bien cojo en lo que es la educación chilena. Hoy día están metiendo el tema de la inclusión con, con mucha fuerza, pero la verdad es que los docentes de aula no estamos preparados para enfrentar esta inclusión como se debe.

Entrevistador: Claro... me queda super claro eso... y, y una pregunta que tiene que ver con el tema que... técnico... ¿usted cree la responsabilidad recae sobre el colegio?

Profesora: No.

Entrevistador: ¿De informar o de proveer cursos para los profesores?

Profesora: No, yo creo que es una política pública.

Entrevistador: O, o, ¿o es una iniciativa de parte del profesor informarse?

Profesora: No, yo creo que esto va más allá de lo que es un colegio.

Entrevistador: Ya...

Profesora: Yo creo que va más allá de los que es el profesor. Yo creo que esto es una política pública.

Entrevistador: Ya...

Profesora: Qué tiene que ver con un plan ya... yo creo que... ehh lo de gubernamental, un tema de gobierno, ¿ya?, que si se ha... Por ejemplo, en este caso el ministerio de educación debería proveer de alguna manera las herramientas para que esto se pudiera subsanar.

Entrevistador: Ya...

Profesora: Porque las leyes a la larga, el tema de la inclusión no fue una decisión de los colegios ni de los profesores.

Entrevistador: Claro

Profesora: Yo encuentro que el tema de la ley de inclusión es maravilloso porque los niños en sí les hace muy bien. Por ejemplo, tu me preguntaste antes con respecto a la enseñanza del inglés con estos niños... que no aborde ese tema... pero yo por lo menos, mi experiencia ha sido fabulosa. Yo tengo en este minuto un niño en segundo básico, no... en... sí, en segundo básico... que tiene Asperger y la verdad es que yo siento que la única diferencia que hago con él es en el tema del trato.

Entrevistador: Ya...

Profesora: ¿Ya? No hay un tema, por ejemplo... ehh... pedagógico, no sé, cómo decirte, así como... ehh...

Entrevistador: Cómo simplificarle la materia

Transcription 2: EFL Highschool Teacher

Entrevistador: Aahh ya, que bien. Y... también, bueno la última pregunta ¿Qué si existía o existen apoyos para profesores y estudiantes? En el caso tuyo sientes que hay... o tienes apoyo en ese sentido ¿existe el apoyo?

Profesora: Yo creo que el apoyo que yo recibí, no sé cómo será con otros colegas, con otros colegios, el apoyo que recibí fue por parte de... de la psicopedagoga, si. Que en realidad uno podía como que ehh... interactuar un poco dentro del poco tiempo que uno tiene dentro del colegio. Creo que ese fue como el apoyo que tuve en realidad yo creo que es necesario actualmente ehh... crear... no sé, charlas ehh... cursos para poder especializarnos en estos niños.

Entrevistador: Si, si es muy importante. Y también con Natalia nos hemos dado cuenta de que hay como un déficit, está el material, pero...

Entrevistadora: Y está el interés también, que está el interés de los profesores de querer ayudar en diferentes áreas que, de habilidades como Asperger y todo los demás.

Profesora: Claro, lo que pasa es que es super complejo porque la gente, no sé, de manera externa la gente piensa que uno por ser profesor tiene los conocimientos como casi innatos y que a uno en la universidad le hacen casi un magister de necesidades especiales y no es así uno en realidad funciona en el aula casi a corazón. Entonces es super complejo, yo creo que si debería ser, o sea, deberían crear material para nosotros. A veces se dan charlas y cosas, pero son como exclusivas para, para ciertas personas, ciertos profesores que en realidad pueden asistir. Yo creo que se deberían hacer jornadas ehh... para especializarnos en cuanto al tema.

Entrevistadora: Yo las jornadas que conocí que eran interesantes estaban en el sur de Chile, no venían a Santiago, lo intenté, no, no, no estaban en Santiago...

Entrevistador: Ya, siguiente pregunta... ¿Cuál cree que son las facilidades o impedimentos para estudiantes con Asperger para aprender el inglés como lengua extranjera?

Profesora: Facilidades e impedimentos... Facilidades, yo creo que memorizan muy fácilmente, muy rápidamente.

Entrevistador: Ya.

Transcription 3: SEN Teacher

Entrevistador: Y aquí tenemos otra pregunta que tiene que ver más con el Inglés y dice: ¿crees que se deberían implementar cursos o entrenamientos a profesionales de la educación para poder ayudar a la inclusión de los estudiantes con Asperger en la clase de Inglés?

Educadora Diferencial: Yo creo que no solo con ellos, con distintos diagnósticos, mira yo respetuosamente siento que el área de ustedes es tremendamente importante para la vida, más que las otras, yo la verdad es que yo pienso en los años escolares y yo salí con un muy buen Inglés y no me costaba, yo por ejemplo mi primera carrera yo no termine, estudié 2 años Fonoaudiología y los libros eran muchos en Inglés, entonces salí con muy buen Inglés, producto del no uso quede como neutra en Inglés y después participé en unas clases de Inglés aca y retome como varias cosas pero como que no tengo dificultades...eeh aah el área de ustedes es tremendamente importante para mí y debiera ser en los colegios como obligación no solo 3 horas, para mí debiera ser, si al final todo viene en Inglés, no estoy hablando de que alguien sea ingeniero, estoy hablando de alguien que sepa ocupar una plancha porque no se le eche a perder, porque no sabe leer el manual, el manual viene en castellano pero ahí dice power, los niños vienen y según todas las teorías y todo el ser humano viene con un aprendizaje previo para que sobreviva la especie y los niños que vienen ahora hace mucho tiempo y nosotros venimos incluidos con la tecnología, sabemos dónde se prenden innatamente las cosas, pero aun así yo considero que Inglés es una asignatura que no está siendo vista con proyección, con lo que realmente importa y por el uso que se le da diario, entonces a los niños, por ejemplo es muy básico el Inglés que se les solicita para lo que ellos requieren y tampoco ustedes los preparan para trabajar estas características como por ejemplo el Asperger porque ustedes ni siquiera los reco.. o sea yo tengo entendido que en las Pedagogías no les pasan ninguna, ahora yo creo que si están como preinclusión ahora como que les pasen alguna asignatura, miren cuando estén en la sala se van a encontrar con el niño que es así y no van a saber qué es lo que le pasa y no va a trabajar y va a tirar patadas y no sé qué y ustedes le dicen que el niño que no aprende simplemente pero no porque tenga, o sea esa no es la única razón por la que yo no aprendo, puede ser porque yo estoy triste simplemente y no aprendo pero tampoco hay algunas, como les dije, un ramo que sea específicamente para que ustedes reconozcan ciertas características y no para andar diagnosticando sino es para eeh saber a lo que van, ¿cómo van a abordar eso?, ¿cómo van a abordar un niño con Autismo? un niño con Síndrome de Down, como le abordan si no tienen idea de, o sea ustedes por su vida quizás conocieron a tal y tal cosa, o si no no es todo así maravilloso, en la práctica es muy distinto.

Entrevistadora: Claro, correcto.

Entrevistador: O sea en nuestra carrera, o sea las únicas veces que en que nos han mencionado de estos diagnósticos y de niños con necesidades especiales eeh ha sido Integración Laboral y así

como de lejitos, así como descripciones, pero así como muy general, nada específico ni técnicas ni actividades ni nada

Entrevistadora: Ni formas de lidiar con el asunto así..basicamente nos dan como el diagnóstico de cómo saber más o menos pero a la hora lidiar en el aula.

Educadora Diferencial: Claro porque para eso ahora se pensó en el PIE, la Educadora Diferencial que lidie con ellos, pero lidie en Lenguaje y en Matemáticas porque no daba tampoco la cantidad de horas para que lidie toda la hora con él, entonces no sería mejor casi darnos la vuelta completa, ir y que todas las carreras supieran lidiar con distintas cosas que pasan, se que hay múltiples que nunca vamos a aprender y cada vez aparecen nuevos diagnósticos y se descubren nuevas cosas, hay una chica acá en el colegio que eeh tiene hipersensibilidad, ella por ejemplo tiene un diagnostico X pero son características súper específicas, no se le puede, por ejemplo ella hay que anteponerle las cosas, mira mañana te van a cambiar de puesto, te van a cambiar a tal lugar, va a pasar tal cosa cosa que ella no explote porque ella cuando le contó??, primer día te van a cambiar de puesto o le pateo la mesa a la profesora y la profesora no podía entender, decía pero esta niña sin respeto como se le ocurre, manual de convivencia, pero finalmente esa niña era eeh que tenía un diagnóstico detrás y en el informe decía que pasaba tal cosa, era eso.

Entrevistador: Entonces lo importante eso de prepararlo de antes que se cambie una rutina de las de los niños que están acostumbrados.

Educadora Diferencial: Presentarse ante el curso pero tu saber de cómo son las características de tal niño y de lo que pueda pasar más allá de que hoy él tiene Asperger y él tiene esto, él tiene esto sino qué decir, haber hay un niño en tal sala que tiene Asperger y le gustan mucho las sopas de letras, él va a terminar antes que los otros, y le va a pegar a los otros, entonces yo tengo que tener sopas de letras guardadas o los dinosaurios ahí guardaditos para que pinte, tengo tal cosa, estoy preparada para, va a haber otro niño con Déficit Atencional, eeh lo tengo que tener sentado un lado al rato y después lo puedo colocar en su puesto, y así, pero anteponerse a las características propias del curso y características de estos diagnósticos.

Transcription 4: Mother from an Asperger Student

Entrevistador: Así que ella tiene un poco más de tiempo, alguna otra pregunta. Ya, la siguiente pregunta dice: ¿Crees que la legislación actual va en beneficio a que tu hijo sea apropiadamente incorporado en el aula? Así como si está al tanto de la legislación...

Apoderado: Si, estoy al tanto porque precisamente estoy buscando un colegio por él..nos vamos a mudar de zona, entonces este eeh, en donde nos vamos a mudar en toda la esquina hay un colegio que tiene problemas PIE, y claro, y entonces nos avisaron muy tarde que nos teníamos que mudar de, o sea, la casa que teníamos alquilada, la van a desocupar, y entonces imagínate tú, en Octubre nos dijeron, entonces ya las postulaciones ese tipo de cosas ya pasaron, entonces yo estuve averiguando, y yo sé que hay un artículo que te exige por ejemplo creo el 20% de los alumnos o el 5% por salón que sean niños con alguna característica especial, pero entonces ahora yo voy a apelar a eso, porque igual ahora ellos ya tienen el 5% cubierto, pero o sea es como de aquí a allá que no hay colegio, entonces me tocará ir aahh... y hablar a otro.

Entrevistadora: Si, nosotros, en las otras entrevistas que hemos tenido, eeh, en especial con la Educadora Diferencial, eeh, que nos decía que este colegio no tiene un proyecto en vivo, un programa de buena voluntad, recibe a estos niños eeh, que tienen Asperger, que tienen Autismo, eeh alguna otra, o que tienen algo parecido, eeh pero no hay como un programa especial, hay un acompañamiento pero no hay...

Appendix D: Coding Chart

Main theme	Codes	Participants' comment
<p>AS student's EFL academic performance</p> <p>This theme is related to a general view of the academic performance of Asperger Syndrome students. The most relevant aspect of this theme is the AS student's willingness to learn English. This willingness that the student may or may not have depends on his or her motivation, interests, and ability to acquire the language.</p>	Willingness to learn English	<p>"[The student] was fast, in general if I gave an activity from a page [in the textbook] he turned the page to the next one. He finished the other page and generally I had to give him extra activities in his copybook". (Highschool EFL Teacher)</p> <p>"He [student] gets everything, he understands everything, he is capable of resolving given tasks... He is wonderful in that sense. In fact, he is even faster than the rest..." (Elementary EFL Teacher)</p> <p>"At least he likes English. He feels motivated to learn and makes an effort to do it". (AS student's mother)</p>
<p>Teacher's preparation to work with AS students</p> <p>This theme refers to how prepared EFL teachers feel about teaching English to AS students. This factor may indeed facilitate these students' learning</p>	Lack of support	<p>"There is a lack of tools, there is a lack of support for what I could see, so I believe that it depends on us, because obviously from the ministry [of Education] won't take in consideration our necessities, so we have to ask, demand this [Support] and in this way there will be a change in the problem that we currently have. It's not really a problem, but a challenge that we currently have"(High school EFL Teacher)</p>

	<p>Lack of materials adequate for AS students</p>	<p>“ I think that, in the case of student books, for example, ... which help us in our work as teachers ... they do not provide a lot of activities... but I think that it is necessary to include ehh ... more of this [activities] in the books for older children.” (Elementary EFL Teacher)</p>
	<p>Good will over no preparation</p>	<p>“I have noticed that all of the schools I have worked at there are many people who have the best of wills, and all of us have the best of wills, but we are not prepared and we cannot afford to improvise.” (SEN teacher)</p>
	<p>Lack of information</p>	<p>“They [teachers] should have some kind of preparation to work with Asperger students and other SEN students. I remember that at university a subject was taught which helped student-teachers to learn how to treat SEN students properly and with patience”. (AS student’s mother)</p>

<p>EFL teaching suggestions</p> <p>This theme has to do with the emphasis that the participant gave to English teaching through the use of ICT, which is particularly attractive to these students.</p> <p>Finally, the participant also suggested having a</p>	<p>Use of ICT's</p>	<p>“I have never been told in my professional life, not in SEN groups, nor the principal, not even in any course that I have attended about these manuals¹, now that you are telling me... I mean, to begin, that is bad because we need more diffusion of these manuals that can be very helpful” (Elementary EFL Teacher)</p> <p>“I have seen Elementary EFL teacher using technology with children who have Asperger, Autism and different characteristics. They have been taught by means of ICT's, which happens to be a necessary tool for them.” (SEN teacher)</p>
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¹ [el manual de apoyo a docente, educación de estudiantes que presentan trastornos de espectro autista, Inclusión a estudiantes en situación de discapacidad de la Universidad de Chile, compromiso con la equidad and La guía de práctica clínica de detección y diagnóstico oportuno de los trastornos de espectro autista]

<p>SEN teacher in the English class since</p> <p>Also, the specific interests that an AS student may possess plays a major role in acquiring a language</p>	<p>SEN Teacher in the English class</p> <p>AS student's interests</p>	<p>“I think that for those schools which have a SEN program, a SEN teacher should be present in the EFL class. This, in order to pave the way for [learning] achievement, though it does not mean he or she will be with them until 12th grade.”</p> <p>(SEN teacher)</p> <p>“Yes, by all means. When the EFL teacher is teaching she could sit down next to Pedrito and would motivate him to learn and complete the tasks set in class. He would be more concentrated and would focus on what the teacher is saying”. (AS student's mother)</p> <p>“He [AS student] loves to watch youtube videos in which people build and disassemble different things... (AS student's mother)</p> <p>“One can bring them [AS student's] the most marvelous materials to class, the rest of the children will work, but the Asperger child may not like it for some reason, or maybe a classmate did it first, so he would not do it”. (SEN teacher)</p>
<p>AS student's tendency towards negative feelings</p>	<p>Tendency to frustration</p>	<p>“In general, these kids hope that everything goes around to what they expect, they don't accept other types of answers,</p>

		<p>sometimes they get frustrated easily” (Highschool EFL Teacher)</p> <p>“It has to do with motor control, right? It is hard for them, for example, writing acquisition, those tasks are frustrating for them”. (Elementary EFL teacher)</p>
<p>AS student’s socialization</p> <p>This theme is related to the limited social skills shown by these students. It is difficult for them to do something different from their daily routines and if they do they get anxious. This is related to what one participant (SEN teacher) mentioned regarding “plasticity”. From her perspective this is related to these students’ limited flexibility to adapt themselves to new/different situations.</p> <p>Finally, these students also show difficulties to work with what is not of their interest. They...</p>	<p>Difficulties to socialize</p> <p>Limited flexibility to adapt</p> <p>Preference for routines</p>	<p>“To accept hierarchies, for example, to see the teacher as someone a little, ehh ... higher on the hierarchical level to say something, I mean, not as someone more important, but as someone who, let's say has to be respected in a different way, not like a pair, let's say.” (Elementary EFL Teacher)</p> <p>“He [AS student] also feels discriminated because he doesn’t feel understood. He has no friends, he has no one. He doesn’t have a group to hang out with and say “I’m going out with them today””. (AS student’s mother)</p> <p>“Of what I have had to see all these years in a child with Asperger is plasticity. They do not have it or very hard to develop.” (SEN teacher)</p> <p>“They are keen on their routines and when they do not have it they</p>

		become desperate” (SEN teacher)
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Appendix E: Individual Coding Charts

Participant: Elementary EFL teacher

Main Themes	Codes	Participants' comment
Social Relationships	Difficulties to socialize	“To accept hierarchies, for example, to see the teacher as someone a little, ehh ... higher on the hierarchical level to say something, I mean, not as someone more important, but as someone who, let's say has to be respected in a different way, not like a pair, let's say.”
Teachers' Preparation to work with AS students	Lack of materials adequate for AS students	“I think that, in the case of student books, for example, ... which help us in our work as teachers ... they do not provide a lot of activities... but I think that it is necessary to include ehh ... more of this [activities] in the books for older children.”
	Lack of pedagogical Tools	“We do what we can with the tools that we have. But we are not SEN teachers, therefore, we don't have the tools that SEN teachers have.”

Academic Capability	Learning outcomes	“He [student] gets everything, he understands everything, he is capable of resolving given tasks... He is wonderful in that sense. In fact, he is even faster than the rest...”
AS students' tendency towards negative feelings	Tendency to frustration	“It has to do with motor control, right? it is hard for them, for example, writing acquisition, those tasks are frustrated for them”

Appendix F: Information Sheet

Facultad de Educación y Ciencias Sociales
Pedagogía en inglés

28 de Agosto de 2018

Documento informativo para participantes

Estimado/a _____

Proyecto: EFL teaching to school Students with Asperger Syndrome: perceptions from the school community

“Enseñanza del Inglés a estudiantes con síndrome de Asperger: Percepciones de la comunidad escolar.”

Usted ha sido cordialmente invitado/a participar del estudio de investigación conducente al grado de licenciado en educación, de la carrera de Pedagogía en Inglés de la facultad de Educación de la Universidad Andrés Bello. La investigación será dirigida por la profesora Maritza Rosas, de la mencionada facultad, y realizada por los estudiantes Natalia Fischer, Sebastián Guzmán, Adrián Muñoz y Aldo Schiappacasse.

El estudio propuesto busca explorar la visión general de una comunidad escolar, en particular, con respecto a la enseñanza del inglés a estudiantes con síndrome de asperger. Los objetivos específicos que nos hemos propuesto son:

1. Indagar las percepciones de los profesores de inglés con respecto a enseñanza del idioma a estudiantes con síndrome de Asperger.
2. Analizar las percepciones de las educadoras diferenciales con respecto a la enseñanza del inglés a estudiantes con síndrome de Asperger.
3. Examinar las opiniones de los padres de aquellos estudiantes con síndrome de Asperger en relación con la enseñanza del Inglés de sus hijos/as.

Se espera que este estudio contribuya a obtener una visión general con respecto a la enseñanza del inglés como lengua extranjera a estudiantes con Asperger, teniendo como base que la enseñanza/aprendizaje del inglés en el área de alumnos/as con necesidades especiales ha sido muy poco investigado en el contexto nacional. Esto es muy importante, ya que con la nueva ley

de inclusión es necesario saber las opiniones de las diferentes entidades participantes en la comunidad escolar en relación a este tema.

Su participación es voluntaria: Formar parte de este estudio es completamente voluntario. Si usted decide no formar parte del estudio, omitir alguna pregunta, o retirar cualquier información que haya suministrado, es libre de hacerlo en caso de estimarlo necesario. Así también, usted es libre de retirarse del estudio en cualquier momento.

Lo que le pediremos hacer: La investigación requerirá su participación en una entrevista con los investigadores en la cual se le pedirá que responda de forma extensa un set de preguntas. La entrevista será realizada en el lugar y fecha que usted estime conveniente.

Riesgos y Beneficios: La recolección de datos se realizará en un ambiente seguro, por lo que usted no será expuesto a ningún riesgo predecible. Los resultados, sin embargo, proveerán información que puede ser usada para contribuir a mejorar el área de Pedagogía en Inglés.

Sus respuestas serán confidenciales: La información recolectada mediante la entrevista será mantenida en estricto secreto. En el documento publicado no se incluirá ningún tipo de información que haga posible su identificación como participante o la institución donde trabaja o estudia, por lo que al referirnos a sus aportes haremos uso de seudónimos. Los registros de la investigación serán guardados bajo llave y solo los investigadores tendrán acceso al material. Si usted así lo desea, luego de concluida la investigación, le enviaremos una copia de los resultados y conclusiones. También estos resultados podrían ser usados con fines académicos.

Para más información: Si tiene cualquier duda respecto a este estudio, puede comunicarse con Maritza Rosas, profesora guía de esta investigación, al correo electrónico maritza.rosas@unab.cl.

A todos los participantes se les entregará una copia del documento informativo para participantes y del formulario de consentimiento o asentimiento informado para su registro personal.

Saludos cordiales,

Natalia Fischer

Sebastian Guzman

Adrian Muñoz

Aldo Schiappacasse