Resumen

He elegido Enseñar Inglés a niños y niñas con autism porque trabajo con niños y alguno de ellos tiene autismo

Este tema es complejo. La gente tiende a pensar que sabe mucho sobre autismo pero simplemente tienen ideas vagas sobre un tema complejo, con numerosos puntos de vista y con distintos tipos de desarrollo, dependiendo del individuo y de su grado de autismo. No todos los individuos con desorden de espectro autista tienen las mismas peculiaridades.

Palabras Clave: Autismo y Enseñanza de Lenguas Extranjeras

Abstract

I have chosen teaching English to children with autism because I work with children, and some of them have autism.

This is a complex topic. People use to think that they know a lot about autism, but they only have some ideas, the most typical ones, but it is a complex topic that has many different points of view and different types of development depending on the individual with autism that the person is dealing with, because not all the people who have an autistic disorder have the same peculiarities.

Key Words: Autism and Teaching Foreign Languages
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Chapter 1: Introduction

I have chosen teaching English to children with autism because I work with children, and some of them have autism.

This is a complex topic. People use to think that they know a lot about autism, but they only have some ideas, the most typical ones, but it is a complex topic that has many different points of view and different types of development depending on the individual with autism that the person is dealing with, because not all the people who have an autistic disorder have the same peculiarities. During the time I have been working with them, I had tried to teach one of these children English (she is a girl of 11 years old who has the ability of speak), and she learnt some words in English in an easy way. First, she just repeated the things I taught her without being conscious of what she was saying. This is called echolalia, and we will see it depth in my job, as it is one of the most characteristic features of children with autism disorder who have acquired speech. But during workdays, I asked her about those words she had learnt, and she gave me the answer in English. She progressed from an echolalia procedure, to an understanding of what she was asked about.

In this manuscript I present a plan in which I show different aspects of autism, focusing on the aspect of communication, because I think that it does not matter if you have a disorder or anything that makes you special in comparison with other people, everyone should be able to communicate, in one way or another, their feelings, what they want, etc. In this way, I have made a focus in the English language and people with autism, as English is becoming more relevant each day. This investigation is not only focused on the educational area; it is useful as well for parents and people who are in contact with individuals with autism.

In this manuscript I try to make people aware that children with autism can also learn a second language, maybe not in the same way as other people do, but with the correct methodology, adapted to each individual, they can learn and understand things in a language that is different from their mother language. This is very important in the times we are living, because knowing other languages, English in my case, are acquiring a lot of importance, because we are adapting many words from the English directly without a translation into Spanish, and it is becoming more common.

First I want to explain some points of autism, to get to know what it is really, because in general people have a wrong idea about it. I will focus on the communication area, because in my opinion this is one of the most important matters in our life, although people have a disability, they should be able to communicate. Knowing about autism, I will explain some methodology ideas which are good to working with them, as they have a disorder, and they need a specific focus. The materials used are a very important theme, as they learn easier with a visual material than any other.
The project is divided in four different sections. The first one is an introduction to it, where I explain why I have chosen this topic and some introduction to it. It continuous with literature review where the investigation of the project is developed. The methodology used to improve English is the next step. And the Didactic Unit is the last one.

Chapter 2: Literature review

2.1. Autism: Main characteristics

The concept Autism makes reference to what it is called Autism Spectrum, due to the variety of manifestations that it includes. This term includes the Pervasive Developmental Disorder (PDD). In the PPD we can find between various “Autistic Disorder, Aspeger Disorder, Rett Disorder, etc.” (Cuadrado & Valiente, 2005). There are some aspects in common and some characteristics that difference them. Autism contains a wide range of manifestations with many different necessities regarding the treatment depending on the necessities of each individual. There is no pure autism but a large spectrum of manifestations. (Cuadrado & Valiente, 2005)

PDD share a generalize alteration in few areas of the development. These are:

1. Social interaction
2. Communication
3. Symbolic ability

Recent researchers pointed out that the most significant alteration in autism is in social constitutions. It does not mean that it origin is biological, although we will see it is biological, it comes to say that most relevant disorders of individuals with autism are manifested in social competence, as their own social behaviour and also the understanding of other social behaviour. Two current of thoughts differs in the social alteration when given a psychological explanation. Simon Baron-Cohen says it comes from a cognitive nature. Peter Hobson on the other hand thinks that it is caused by a deficit in the comprehension to show and understands emotions (Tamarit, 1990). Leo Kanner, one of the psychologists that set a base on autistic studies, said that autism was “a disability in relationships with other people and situations, from the very beginning of life”. He also added that it could be seen by other people as a very strange far word, where people with autism live, and full of enigmas for other people who are in contact with them (Rosselli et al., 2010).

Autism shows an alteration of the development that appears in the first years of life of a person, and it continue with simple, repetitive, and strange behaviour in some occasions, not showing much interest for other people. Autistic people have difficulties in the acquisition of the oral language like they have in the comprehension and the symbolic capacities. These alterations remain throughout all their life, although the
symptoms can have a positive develop if autistic people have a suitable early intervention. This kind of disease is called ‘pure autism’ o ‘autism of Kanner’, that take place in the extreme of the autistic spectrum due to the biggest affectation that it involves. Although language is a way of communication, it is not the only one. Those two factors are qualities that are less developing in individuals with autism, but it is helpful for them to reward any type of communication act, even if it is a sign, a word, a movement, etc. in the same way that when the individual has to be shown that things have their own name (Cuadrado & Valiente, 2005).

On the following table a criterion of the *Pervasive Developmental Disorders* can be seen to know better characteristics people with an autistic disorder should have.

<table>
<thead>
<tr>
<th>Diagnostic criteria for Pervasive Developmental Disorder or Autism Spectrum Disorders.</th>
</tr>
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<tbody>
<tr>
<td>1. Autistic disorder</td>
</tr>
<tr>
<td>A. There are a total of 6 (or more) conditions of 1, 2 and 3 with at least two of 1, and one of 2 and one of 3:</td>
</tr>
<tr>
<td>1. Qualitative impairment in social interaction, manifested at least by two to the following characteristics:</td>
</tr>
<tr>
<td>a. Marked impairment in the use of multiple nonverbal behaviours such as eye contact, facial expressions, body postures and gestures to regulate social interaction</td>
</tr>
<tr>
<td>b. Inability to develop appropriate relationships to the level of development</td>
</tr>
<tr>
<td>c. Lack of spontaneous seeking to share with other their enjoyment, interests, goals (e.g., not showing, bringing or prompting out objects of interest)</td>
</tr>
<tr>
<td>d. Lack of social or emotional reciprocity</td>
</tr>
<tr>
<td>2. Qualitative impairments in communication as manifested by at least two of the following characteristics:</td>
</tr>
<tr>
<td>a. Delay or total lack of development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime)</td>
</tr>
<tr>
<td>b. In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others</td>
</tr>
<tr>
<td>c. Stereotyped and repetitive use of languages or idiosyncratic language</td>
</tr>
<tr>
<td>d. Absence of realistic spontaneous game, varied, or social imitative play adequate to the level of development</td>
</tr>
</tbody>
</table>
3. Patterns of behaviour, interests and restricted, repetitive and stereotyped activities, manifested at least by two of the following characteristic:
   a. Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or in its objective
   b. Apparently inflexible adherence to specific routines or rituals, not functional
   c. Mannerism stereotyped and repetitive motor (e.g. turn or rotate the hands or fingers, complex whole-body movements)
   d. Persistent preoccupation with parts of objects

B. Delays or abnormal functioning in at least one of the following areas, with onset before 3 years of age:
   1. Social interaction
   2. Language used in social communication or
   3. Symbolic or imaginative play

C. The disturbance is not better accounted by Rett’s Disorder or childhood Disintegrative Disorder

(Rosselli et al., 2010)

Lorna wing and Judith Gould coin the term “Autistic Spectrum Disorder” to emphasize the existence of continuous disorder, and not just as a category, where there is a qualitatively alteration of capacities associated with the social interaction, language and communication, and also with the manifestation of some restricted, repetitive and stereotyped behaviour patterns or interests (Rievière, 2011; Wing, 2005). As it can be seen autism cannot be dealt with an isolated disorder because it tends to be presented with some other disorders.

2.1.1. A mental health disorder

The brain is divided in two hemispheres, right and left. The left hemisphere is more involved in what it is called sequential processing, where the areas related to the language take place. The right one, on the contrary, is associated to more concise tasks, to a more visual thought than linguistic. Research have brought out that the left hemisphere is more involved in autism due to the language alterations in these children (Cuadrado & Valiente, 2005). People with autism expectrum display a wide and complex profile, characterize with the appearance of atypical or immature behaviour, and the absence of behaviours which are not appropriate. These symptoms can significantly change from one child to other.
2.1.2. Language peculiarities in children with autism in the L1

As it is a biological disorder that affects brain function, autism does not only have problems in communication abilities of these individuals; other types of disturbances can be caused in the brain, as it can be the area that leads with language peculiarities. This means that when an individual with autism has the ability to produce speech, it will have severe delays in it; and a minority of individuals will not have that ability and will be mute. When the language speaking ability has been developed the individual with autism is having a conversation with other people, the listener can think he/she knows what he/she is saying, but the range of comprehension when speaking in individuals with autism is not as it seems to be. The comprehension of the speech that an individual with autism can develop is under the ability of producing it (Jordan & Powell, 1995). During the class children with autism will have severe problems when understanding in a proper way what the teacher wants to say. When teaching children new expression, teacher use metaphors and similes a lot. A simile will be easy for children with autism to understand, as it comes to say that something is the same as another thing, but when dealing with the metaphor, as it mean that something is similar to another thing but not exactly the same, in this case children with autism will have problems on the understanding of it, as they understand literary what has been said. The same thing occurs when irony or sarcasm is involved in the speech as they have to understand what have been said on the contrary way of their literal meaning (Jordan & Powell, 1995). There is a delay in the appearance and development of the speech. About half of the population of people with autism do not develop the oral language in a natural way. The people who do acquire that oral language usually present a monotonous speech without intonation, and repetitive, where echolalia is plentiful, confusion between the pronoun “me” and “you”, and difficulties to express empathy (the ability to place in other people feelings and thoughts). Their level of comprehension is also affected, and they have big difficulties in understanding abstract expressions. As we can see the differences in both quantitatively and qualitatively functions of language from those people who do not have autism is noticed (Koegel, 1995).

2.1.2.1. Syntactic aspects

Individuals with autism have a delayed development in the syntactic rules. They usually elaborate simple sentences, and have problems to understand complex one. Because of that, syntactic words as articles, prepositions, conjunctions, etc. are not usually present in their speech. A characteristic of this problem is that they refer to themselves with their proper names, or with the third person pronoun (he/she), instead of the first person pronoun (I). They also misunderstand verbal tenses and verbs of direction.
2.1.2.2. Semantic aspects

Children with autism normally do not have problem in the acquisition of simple concepts within a specific category. The origin of that acquisition is related to inanimate objects. They do not use verbs of feelings, mood, etc. For this reason their presence of verbs is very limited. Spatial and temporary terms are difficult for individuals with autism to understand, and they do not frequently make use of them (Marchena Gonzalez, 1992).

2.1.2.3. Pragmatic aspects

The different rules of the use of language in a social context is what it is called pragmatics (Bates, 1976), and these rules are related with metarepresentational competence, the theory of mind, the ability for know the thoughts of others, feelings and intentions, etc. (Tamarit, 1990). The difficulties that children with autism show with the pragmatic skill are a mark in their communication. Pragmatic can be divided into four areas that differ in the foundation of degree to what talks and social interactions are considered.

- Paralinguistic Features: the control of intelligibility and prosody is involved in it. The meaning of an utterance can change being modified by the paralinguistic features. It has to do with the communicative intentions through changes in stress patterns, duration, intonation, pitch, and intensity. These characteristics do not appear in the communicative intention of children with autism, as they frequently speak in a “monotone” way.

- Extralinguistic or Nonverbal Features: it has to do with the linguistic support that the utterance is given in the speech. The gestures and the different movement the body makes is the nonverbal support aid in a communicative goal. Within the context of a social interaction the evaluation of a linguistic support can be reached. Individuals with autism lack linguistic support features such as hands and arms movements, facial expressions, and body posturing.

- Linguistic Intent: the context of social speech and also the presumed knowledge of the listener are taking into account in the utterances used by the speaker. A classification of this is made dealing with young children, distinguishing the following categories; requesting information, requesting action, responding to requests, stating or commenting, regulating conversational behaviours, and other performatives. As it is dependent on communicative discourse, it cannot be analyzed at the utterance level. The listener should have a previous knowledge, and the analysis is based on the
previous and following utterances and/or actions of the communicative partner.

- In children with autism the ability of use in a correct mode the linguistic intent is affected by two areas. First, they do not pay attention on the communicative intention of the partner. Second, the language skills these children can have are not enough to express themselves.

- Social Competence: individuals with autism have many areas dealing with the social competence at the level of pragmatics. This includes verbal and nonverbal skills in the act of communication; in the verbal skills some aspects taking into account can be the selection or change of the topic, introduction, etc. It is also important the turn takings, pause times, politeness, etc. In the nonverbal skills, as eye gaze and distance, are some things to take into account. These boundaries are not normally followed by individuals with autism.

The communicative difficulties that are common in individuals with autism and the lack of in sufficient language development can lead to a significant disability in the area of pragmatic competence. As it can be seen, this area about the communicative intention of individuals with autism has a wide spectrum of things that have to be treated to try to make these individual a good social communication, not just only because of this, but also because the language is involved too.

2.1.3. Language problems in children with autism

There are some aspects of the language that are common in individuals with autism. They can be seen as a problem of communication in the way that as we will see the main difficulty of individuals with autism is to express their self in a correct way, if we add these language peculiarities, they are becoming a problem.

The most significant language peculiarities that can be found in individuals with autism can be the following, although each individual has his/her own characteristics:

- Pronoun “reversal”: The pronouns “I, me, you” show difficulties when dealing with children with autism, but it is not usually misunderstood by children who do not have autism disorder, as children with autism misunderstood the use of these pronouns, that misunderstanding is called ‘pronoun reversal’. The first person pronoun, I, is great difficultly to be used in children with autism as they have learnt to refer to themselves as ‘you’ or ‘he/she’ because this is what they are familiarize with these pronouns when people refer to them. Because of these reasons adults will refer to when dealing with children with autism their proper names, or others people names. The problem of this misunderstanding of pronouns do not lie on the
ability of children with autism to differentiate people but with the reference determined by pronominal expressions, as pronouns do not refer to people on their own, but to roles that people perform, and children with autism have difficulties when knowing or indicating conversational roles. In the case of the personal pronoun ‘I’ the problem is that children with autism do not usually experiment experiences by themselves. The personal pronoun ‘you’ is more related with the mental states children with autism have difficulties to get with. As we have seen, children with autism have problems when dealing with conversational roles and they will not have the sense of these agents, or their own role, unless they are taught to use it in performing common situations. Even if they are taught how to use those pronouns in these performances, it is usually misunderstood by them, so the best thing for them in differentiate roles is to refer to people and to their selves by proper names (Jordan & Powell, 1995).

- Repetitive questioning: The use of questions in conversations is difficult to understand in a proper way by the listener if he/she does not know the social context that brings out the speaker’s intention. Individuals with autism have problems when dealing with this, as they are not conscious about their social context, they do not have the communicative process and are not aware of mental states. So children with autism will have problems when dealing with questions in a school context where the teacher is asked to judge the child’s knowledge, and also with rhetorical questions, whenever they are addressed to them as the answer is well known by everyone, or not; in this type of questions pragmatics has a very important function, and in this area children with autism have a lot of problems, as they understand in a literal way the questions and not the speakers intentions.

Some times children with autism will ask the same question again and again, and they are not expected to get an answer, they do this because they are worried about something, or they are very interested in the topic. To end with these types of questions the teacher or the adult dealing with a child with autism has to find out the intention of the child when asking in that way, and he/she has to try to find a response to these questions the child makes (Jordan & Powell, 1995).

- Literal understanding: It is a general characteristic in individuals with autism, understanding in a literal way sentences produced by the speaker and not the intentions he/she has towards the sentences. This literal understanding has some consequences, as it could be in the case of understanding polite or conventional modes of expressions, where the child could be seen as a rude person by answering honestly; and in the
understanding of idiomatic expressions, where the child will take the expressions literally. Here the common sense has an important role, things that are not well presented in individuals with autism because it relies on understanding motivations and intentions (R. Jordan & Powell, 1955).

- Spontaneous speech and conversational skills: Individual’s with autism speech are often considered to be unproductive considering that a conversation requires spontaneity and to be in the mind or other mental states to develop a conversation with an appropriate topic of relevance, with the correct style and the correct timing; individuals with autism have difficulty when establishing and maintaining a conversation with other people. Some standards can be followed when teaching children with autism how to establish a conversation, as taking turns for speaking, entering conversations or changing the topic, etc. (Jordan & Powell, 1995).

- Prosodic difficulties: In general individuals with autism have problems in the area of prosody as they do not understand in a correct way the use of intonation as a way of communication. It is thought that these difficulties are set up on the right production in the emotional and attitudinal aspects of speech production and comprehension processed in the brain. Although children with autism tend to have different intonation patterns in their echolalic utterances, this type of intonation does not have a communicative intend (Jordan & Powell, 1955).

- Echolalia: Children with autism tend to echo what they hear from other people. There are two different types of echoing, echoing that have just been said is immediate echolalia, and doing it when some time passes is delayed echolalia. Both types of echolalia are part of the process in language acquisition, but when it is a strategy for learning language some variations have to be made. Previously echolalia was not well seen, as it was considered as self-stimulatory and obsessive behaviour, but nowadays this has changed considering it more favourable, recognising that immediate echolalia, although non-communicative, can lead to turns of communication; and delayed echolalia will progress in the communicative process (Jordan & Powell, 1995). Echolalia usually has a communicative intention in the child, and this builds up getting better communicative aspects through echolalia. (Jordan & Powell, 1995)


To talk about this I have been in contact with a specialist.
First of all, the specialist has to meet the child and the family, in this way she can elaborate a particular program for each individual, because not all of them have the same problems and progress.

She tells me that the children with autism she is dealing with do not only have autism, but also other disorders. Two of them which she has put special attention in have hyperactivity and attention deficit disorder (ADD). In these cases where the children also have some other disorder, she has to elaborate new activities to help the children achieve their main objectives.

In her sessions she tries to work all the skills that the child do not have to develop, but not only these skills, she also tries to make the child improve these once he/she has elaborated more. In each session she makes a planning with the points she is going to work with. She adapts to new contexts whereas it is necessary for the child. During the session, she has to correct the child behaviour as she is working to make him/she improves skills. She told me that the most significant behaviour she has dealt with is repetitive behaviour, auto aggressions, frustration, lack of attention, etc.

She has put emphasis in the way she carries out the interventions, because as children with autism usually have more problems in dealing with the oral communication, she uses more visual elements than oral. She shows how the session is going to be to the child by different pictograms, and she also develops the activities with them, or with elements or objects the child can be in contact with in the moment he/she is working. (Pérez Latorre E., n.d.)

2.2. Communication in children with autism.

The process of communication is something that is natural in all human beings which makes it an easy adaption to the environment they are living in, and also develop a good relationship with other people. This is a very basic process and even babies have that ability; they cry, smile, move, etc. depending on what they want or feel. This is very curious, that only with different sounds weeping the baby does, his/her parents know what he/she wants.

Approximately in the ninth month of life of the baby the communication he/she has is planned, and it should be established at the eighteen month; this type of communication is set when the baby is aware of the real world he/she is surrounded and he/she wants to change it. In this way as Bates (1976) divided the communication in two basic functions, proto-imperatives and proto-declaratives. Proto-imperatives are used when the child wants an adult to do or not to do something without saying anything (not using any verbal action), just by using gesture or some sounds. We can differentiate three types of proto-imperatives: -Requests for objects: the child wants an object which is out of reach, and he/she needs an adult to get it.-Requests for action: when the child asks for the initiation of something which he/she usually does. -
Rejections or protests: when the child does not agree with something. Proto-declaratives are preverbal efforts made by a child to get the adult’s attention focused on what he wants, developing a communicative fact (Paul and Courtney, 2012). Any alteration in these types of communication is a sign of alarm (Valiente & Cuadrado, 2005).

Communication is not only the ability to produce speech; the main component in a communication act is pragmatic as we have seen. In this way communication acts (as a social communication) are actions/reactions sequences of gestures (simple level) or speech (complex level). When teaching a child with autism these types of communication acts should make him aware that different actions which he performs should have an interest and a meaning coming from him. And because of this, the therapist does not have to focus only on the language but on the communicative procedures, which are based on social interaction. He has to move from language therapist to communication therapist (Tamarit, 1990). His main goal when doing this type of therapy is to try to make the individual with autism create spontaneous communication acts, and not comprehension ones as they are just answers to other people actions or needs.

We have seen that communication is a very deep problem in children with autism. The main thing in the act of communication in individuals with autism is to visualize things. It can be easily done by pictures, drawings or the item itself. Make list of the things they have to do is also effective, as they love classifying and lists.

People usually have many different types of communicating with other people, just by simple talking. They can express feelings by gestures, a smile or a caress, things which are difficult to do in individuals with autism.

2.2.1. Signs of alarm concerning the communication in children with autism

As Cuadrado & Valiente (2005) state the children go through different phases:

The alteration of the process of communication in individuals with autism is a main characteristic of the autistic expecrum. The manifestation of this process does not only have less production, but also an alteration in the use of the language as a communication resource and interaction with their environment.

The communication process in babies with autism (between 0 to 18 months) is not well settled, although there is some previous behaviour to the language acquisition as the following:

- Unexpected, exaggerated or unjustified weeping can appear due to a lack of control or prediction of their environment.
- The child is not conscious of his own “I”, so in this way he/she is not conscious of the existence of other people, “you”, with whom he/she can establish a communication process.

- The child rarely shows communications conducts like pointing, or asks by gestures for something he/she is interested in.

- The process of imitation conducts sounds or gestures are usually delayed.

- He/she tends not to respond when he/she hears his/her name.

As the children are growing (18 to 36 months) they show a high level of ability in communication not only in the linguistic area but also in the gesture one. They have about 50 words of vocabulary that they use together with oral expressions to call for attention to, ask for something or share their feelings and experiences.

Those improvements are no common in children with autism which have the following characteristics.

- The development of a good oral language that allows them to communicate is not presented. They can have a complete silence or a very basic language and fairly adapted to the context.

- They do not look at the things other people are pointing to. When they want something they usually ask for it taking others people hands.

- They cannot elaborate sentences of more than two words; they do not understand things been forbidden or answer to easy questions.

At the age between 3 to 6 years children have a good communication, formulating correct sentences. But, in children with autistic disorder at this age, these types of manifestation are more evident, in which the more relevant one could be the non development of language. The oral language in children with autism has a noticeable delay or it does not even appear; and the children that have acquired the ability to speak a monotone one without any sign of intonation. Many times they just reproduce repetitions of words or phrases they have heard from other people. This is called echolalia.

The most noted characteristics in children with autism at this age are the following:

- There is not reciprocal interaction.

- They have less spontaneity than others children, making use of stereotype sentences. The rhythm and intonation of the speech shows alterations.
- Pragmatic components of the communication (gestures, look, facial expressions and corporal language) are always altered. The practice of speech with other person and establishing turns is difficult for them.

- Facial expressions are restricted with a few variations, but they have problems to identify other’s people feelings. They can be able to show happiness, but they are not able of showing more complex emotions.

- Their sentences are short and not adjusted to the situation they are involved in when they are able to express themselves by the oral language.

- They have some difficulty when they try to express verbally what they want or do not want.

- Echolalia may change with growing. They make first immediate repetitions, but with the age these repetitions can be delayed.

- They can show a non communicative speech but auto stimulated, or a communicative one with no emotional sense.

When the children with autism are near adolescence (6 to 12) it is difficult to know which communicative acquisitions they have. They will have different objectives depending on if the oral language is acquired or other forms of communication. At this age the communication will be focused on an improvement of the social interaction.

The child without autistic spectrum is capable to have conversations in which they put in practice different social abilities. Their vocabulary is rich; they have a correct pronunciation and a correct development of pragmatics. At this age they can read and write.

A child with autism that has accessed to the oral language has some peculiarities, as it can be seen:

- They have a more communicative intention than other children.

- They still have problems related with empathy.

- When speaking they make pronominal inversion, they say “Daniela eats” instead of “I eat”.

- Pragmatic induces difficulties for them.

- They have problems in anticipating what will occur, so they make repetitions of what they hear and in this way echolalia appears, leaving spontaneous language on a second stage.

- In the presence of new situations silence or too much speech can appear.
- Alterations in the prosodics are characteristics. Their language is usually the same way.

- Narration is difficult for them. They describe things in a literal manner, and not in an objective one. They do not create relations between different events, and they do not follow the argument of the story.

- Syntactically and grammatically they have fewer problems.

- As they have literal thought, they can misunderstand messages.

### 2.2.2. Different types of communication in individuals with autism

Communication in children with a PDD disease is heterogeneous. There are many ways of communication, and the establishment of that communication is more important than the oral language itself. The language does not appear at all or they just use some words, and there is an abundance of echolalia. The most important thing in a child with autism is the development of a communicative intent in every way. It could be throughout oral language, drawings, objects, gestures and even pictures (Cuadrado & Valiente, 2005). So to make children with autism acquire oral language is important, but more important is to teach them communication processes, as they are more implied with the social interaction, and it is one of the most characteristic problems in individual with autism. Communication acts are spontaneous, and individual with autism do not have this ability, one of the principal objective when teaching communication to children with autism is to try to make it as spontaneous as possible, without given too much importance to the comprehension (Tamarit, 1990). Choosing the best system of communication for each individual will depend on them and also on their context of teaching.

#### 2.2.2.1. Intentional and unintentional communication

The act of communication usually implies some notion of communicative intent. In some way this rules out the unintentional communication resulting from physiological reactions, natural social adjustments, cultural values, etc. that people use unconsciously. But sometimes these unconsciously rules can be used consciously and they take the intentional connotation. This presumption creates difficulties in autism, as individuals with autism do not have the perception of those social conventions and that can mislead other people’s intentions. The act of communication does not only happen when an intention to affect other’s behaviour is made, it can also be person’s beliefs or emotions. In the communication of individuals with autism this is very important to consider, in the way that they have little understanding of the mental states, the act of communication is not complete.
Chris Kiernan and his colleagues (1983) have defined the following condition for communication:

- Something to communicate about.
- A means for communication.
- A reason for communicating.

These aspects of communication are the ones focused on the most when dealing with individuals with special education needs. But individuals with autism do need some additional teaching to understand the communication act itself, and to develop and understand the communicative intent.

2.2.2.2. Oral communication

The individuals with autism that have acquired speech used to have some delays in it. The language, an autistic person has, differs both quantitatively and qualitatively in comparison with the communication a typical person has. Characteristics of children with autism which have language abilities are echolalia. As we already know, echolalia is the repetition of what the child has heard, because of that they do not have a communicative intention in this kind of utterance.

2.2.2.3. Oral communication complemented

This type of communication uses words with gestures. We can distinguish:

- Bimodal system: it is the combination of oral language with gestural signs made with the hands. The great advantage is it natural uses, as the sign language is used in a logic way.
- Complemented word: using lips reading with a visual code, phonetics. As people are speaking they use their hands making movements, using different positions depending on the letter.

The oral communication is really difficult for them, and not all individuals with autism acquire the ability to speak. On the first hand they are no capable of expressing their own feelings, so it is important in relation with communication with other individuals.

The conversation with individuals with autism has to have a clear structure, and it has to have a purpose. If it is the case where the individual with autism is the one that take the initiative in the conversation, it can bring to a non-end conversation. So for this reason, when talking with an individual with autism, we are supposed to have the control of the conversation.

2.2.2.4. Gesture communication
Children with autism tend to get what they want by pointing to it, or taking other people hands to the object. In this way they are communicating what is the concrete thing that they want, and no another one. They can also communicate some feelings by these gestures, when smiling, crying, and shouting, etc. They have difficulties at times of expressing these feeling in words and the best way to make other people aware of it is by making these gestures.

The two main techniques that are used are:

- Language sign: as deaf people, who cannot use oral communication, use manual signs, autistic people who have not acquired oral communication can be taught to use language sign. This is visual, and characteristic in a group of persons. This is not universal.

- Dactylology: this is the spelling of words using hands. It is a complement to sing language, as it is used when a word does not have its own sign and with proper names.

When talking about sign communication the SSAAC (Sistemas Alternativos de Comunicación) are very important (Tamarit, 1990).

2.2.2.5. Mixed communication

Here, there has been three types of communication involved we had talked about: words, gestures and signs.

This type of communication is very flexible and it is the most used with people of PPD. One of the most famous programmes of this type is the “Schaeffer Method” in Total Communication. This strengthens the oral language, making progress in the expression of desires, reference for indicating, the concept of human being, conversation, and symbolic play and it develops spontaneity. The process is to focus on each individual, with a backward chained and distinguishing the reinforcement in daily situations.

2.2.3. Main communication problems in children with autism

The human language is a very complex symbolic system. All people are born with the ability of producing and comprehending it, but it does not happen in individuals with autism. The most difficult thing for them is the understanding of the social element in language and changes in the communication progress adapting it to the situation and the persons implied. At the beginning of the language acquisition, these children with autism that speak tend to have a monotonous speech, and they just repeat what they have heard a lot (echolalia).
A characteristic is that individuals with autism normally do not have something to communicate about, as they do not understand the communicative intent. They may have some needs but they are not aware of them. As individuals with autism have little or no speech the means of communication is a big problem. Sign language and gestures could be a better way for communicating something, but the real thing is that individual with autism has a lot of problems when acquiring them. Individuals with autism which are situated at the end of the continuum, that is, they have acquired speech, problems came in understanding what communication is about. They may have the ability to affect other’s people behaviour by the act of communication, but they are not aware of people’s states of mind, what they think and feel.

Social problems related to communication are the body postured and proxemics, as individuals with autism do not understand well the privacy of other people and neither use in a proper way the rules of interpersonal conduct. Some time, as autistic persons do not understand the communicative intent, they may be giving signals of their needs in an unwitting way, so their body posture usually is abnormal, mostly in social situations. They tend to be rigid, without altering their posture to show interest or variation in their attitudes toward the situations they are involved in. The body postures expressing emotions are also a great source of difficulty for them (Jordan, Powell. 1995). These individuals have problems in understanding communicative gestures as can be pointing to something, or looking in the gaze of other people to share attention; communicative gestures that are made and recognized automatically by other individuals. This problem, the one of being aware of other’s mental states, may lead to bizarre movements of individuals with autism without any purpose or effect on others (Jordan, Powell, 1995).

Capturing the attention of individuals with autism is very difficult, as they do not realize other people’s attention unless it is shown specifically, as the signs for gaining attention are learnt by children without understanding the point of communication (Jordan, Powell, 1995).

Time and position are very important problems for individuals with autism because they cannot follow a line story, whether it is real or fictional, and they cannot even tell a story. They only use chunks of words, but they do not make any relation between them (Jordan, Powell, 1995).

2.2.4. How to improve communication in the child

To improve communication in children we have to be persistent and act in the same way, because these children have problems in understanding instructions; this way, they will know the procedure of what we are going to do. Something we can do to make children understand what we want to say to them to be done can be by writing the name of the object shown, an arm’s movement towards an object, or showig the
action itself, this way the child notices it. But it will be easy for children with autism if we show them a picture of this, so an easy way to teach them something is create a diary with pictures of what they have to do. It is important to have in mind that children with autism cannot give an immediate answer to what they are asked for, so patience is a very important thing when teaching them (Cuadrado & Valiente, 2005).

When it comes to oral communication, the intonation is something that children with autistic disorder have problems with. So any rules that can help them to notice these change of intonation are quite good, and these rules have to be used when possible (Cuadrado & Valiente, 2005).

Some advice to follow when improving communication is:

- Talk to they in a calm and slow way.
- Music is something that helps a lot child with autism, so it can be good for them to sing songs.
- Laughing with the children, making them aware of our happiness in the way that they have caused it.
- Names things and persons near and known by the children to make it an easy way for them to recognize these.
- Improve interaction between two people by games which involve taking turns or imitation.
- The use of grammatically correct speeches, with an usual and simple language, are useful for them.
- Avoid baby’s slang.
- Use picture books for telling them a story.
- Speak to them not only in a oral way but with different codes.
- Begin these acts of communication in which we want the child to improve in contexts which are familiar for him/her, and when he/she has acquired the ability of communicating that we had taught him/her then move to other situations.
- Teach them some sign for communicating if he/she wants something that they cannot connect to the oral speech.
- During their free time is important for them to have social relations with individuals of their same age, with whom they can share similar interests, and
with them they put in practice their social communicative abilities (Cuadrado & Valiente, 2005).

There are no patterns to make individuals with autism develop oral communication, but there are some rules which can be followed to make an easier process to get that ability.

- Make them pay attention to the sounds they are surrounded by distinguishing them.
- Develop muscles involved in the speech process by different games.
- Imitation of facial gestures, expressions or sound.
- Do let the child tell what he/she wants, no anticipating for the answer, trying that he/she pronounce any sound.
- While he/she is doing daily things, tell him/her the name of the objects.

(Cuadrado & Valiente, 2005)

And with those individuals who have acquired certain level of oral communication the procedure to keep improving it may depend on the objectives the individual is acquiring. When he/she knows a certain number of words, and he can combine them to create a sentence, although its structure is not correct, and more complex sentences can be taught to him/her throughout different situations as telling a story, or watching a film. Even questions can be different, changing these questions where the answer was given in the questions, by yes or no questions, and still being a simple one, but with a more difficult level of comprehension to these children, for example by asking the child about a specific situation. They have to be taught useful things that they can use in different situations, for example to start a conversation, or respect different turns for to speak; as it has to be taught by body gestures, a smile, a look, etc. This can be taught in games, where real situations are reproduced (Cuadrado & Valiente, 2005).

2.3. Communication in children with autism in the L2

As we have seen initiative communication is not a characteristic in children with autistic disorder in their mother language, neither is it going to be in a foreign language. For this reason, the first thing teacher or adults have to do when dealing with children with autism is to get children’s attention to create them an intention to communicate (Rodgia & Miravalls, n.d.). At this point in the research I want to introduce a new language to children with the autistic disorder. In my case I have chosen English.

2.3.1. Strategies to help children with autism to access a foreign language
The strategies to access a foreign language when dealing with children with autism are going to be the same as that are employed when teaching them their mother language. The visual elements are really important in teaching them anything, and at the same time children with autism see these visual elements, the teacher can say what it is on the card aloud to get the child familiarize with this new language.

To define a strategy of teaching we have to deal with the different types of methodology that exist, choosing the best element of these methodologies in relation with each type of individual. A kind of strategy that can be used as a model, changing things as dealing with the children, can be the next one (Torres González, 1997: 36):

- Stages or sequences of participative activities
- An idea of the time that will take that sequence
- Definition of the role of each person
- Definition in the relation between communication
- Definition of the type of rules that are followed
- How to answer to children acts
- Think about the context and the materials needs

Although this scheme of strategy can be followed, the best way to use any strategy is common sense, as it can be the use of positive reinforcements not every time children do something but when they do it well; giving them some responsibility, change from one situation to another, etc. In the use of a specific strategy develop it to improve some aspects of the child, another aspect can also be improved, because of this an strategy does not have to focus only on one skill.

When dealing with children with autistic disorder some specific strategies have to be followed as they have special needs. It does not matter if what we are teaching them is a new language, or behaviour in a concrete situation, so first I explain some patterns to follow when teaching them.

**2.3.1.1. Educational strategies for teaching children with autism**

These rules are quite good in the educational process when dealing with children with a *PDD* disorder, and although not all of them can be put in practice with all the individuals, as they have to have a personal planning because they may have different difficulties, those rules should be in their teacher’s mind (A. García, n.d.)
- It has to be a personal process of working with each child, with his/her own objectives. We cannot push him/her to do something that he/she does not want to do at this time; patience is essential, as we have to follow the child’s rhythm.

- Certain natural processes of learning have to be taught to children with autism in an intentioned way because they do not have the ability for learning those processes on their own; it can be taught by asking or pointing at things.

- Teachers have to bear in mind the environment, as it can sometimes assist or retard their learning process. So we have to adapt it in the best way helping them in learning.

- The type of error learning has to be avoided from the beginning of the teaching process. It is advisable for them to be taught in a correct way as they will feel motivated when doing things right.

- When dealing with complex tasks, those activities can be divided in different parts, as it will be easy for the child to carry them out; and with the progress of the activity they will need less help in its development.

- For acquiring the knowledge we are teaching them in a better way the environment has to be as natural as possible. In this way it can become widespread with other environments and contexts.

- The things we are teaching them have to have a purpose. They have to find a way to put it in practice, have in mind the child’s level to make those objectives we are teaching adequate for him/her.

- The good thing the child has done in the correct way has to be awarded, being positive and confident with them. In the same way the wrong things we try to correct they should decrease.

- A guideline of what he/she is going to do have to be shown to the child. As it is predictable and organized for him/her, he/she can understand better what is going on in each moment.

- His/her own motivations and interests are the starting point for the development of a task in the teaching process.

- Teachers have to try to make the child conscious of the consequences of their acts.

(Cuadrado & Valiente; 2005)

2.3.1.2. A new language acquisition

When explaining something to a child with autism, the simple it is, with no additional verbal explanation, the easiest they will learn. So when teaching children with autism a
new language, the easier way are by saying what we want them to learn in the new language, and not making them understand that something in their mother language is said in a different way in a foreign language. As language is not a good way for communication in individuals with autism, as language is a source of confusion rather than help, when teaching children with autism a new language it is recommended other information sources apart from the oral one (Jordan & Powell, 1995).

When dealing with individuals with autism and the acquisition of a new language the same procedures as it had been made when teaching their mother language can be followed. For some aspect the language to be learnt by children with autism, the best way is the employment of one-to-one sessions. This is quite good when teaching children with autism formal aspects of language, vocabulary learning, a particular language form, or when speaking with other people. But this method of teaching language has to be carried out with the teaching of a functional and communicative way and with a social meaning, for individuals with autism to use that new acquisition in a proper way (Jordan & Powell, 1995). This can be seen when teaching vocabulary, for example colour names. When the teacher wants a child to say a colour name, he shows the colour, says it name out loud and when the child repeat the name, he gets a reward for it; this is a behavioural approach. This process has to continue until the child says the colour name without getting a reward. This is an oral imitation of what the teacher says to the child when showing something, trying to make the child get closer to adult speech but with a sense of knowing what they are saying and not just repeating adult’s speeches, as it is echolalia (Koegel, 1995). This process is good to make a child say the name of colours in this case, but it is not related with communicative aspects. For this reason, children who have been taught in that way are able of knowing the name of things, but they do not know the pragmatic aspect when using what they have learnt, using it in situations which are not required. There are ways to make children notice when, how and to whom they have to use these terms they have learnt. First this has to be taught to the child the new vocabulary in a context when he need it to get something. The child gets a communicative purpose when doing it. This technique of behavioural programming will just need an adaptation for each child’s curriculum taking into account his/her difficulties in the communicative process (Jordan & Powell, 1995).

The easiest way for individuals with autism to learn something, whenever it is vocabulary, act of communication, development of a task, is by pictures, when teaching them something that it new for them the use of pictograms will help a lot. As they see these pictures, they can associate them with what have been written in those pictograms when dealing with reading, and also what they heard from the teacher, when saying it name out loud. This give some advantages over only speaking instructions as the picture will remain there, and the child can check them anytime he/she wants, but with the oral instructions the ability of memorising these
instructions has to appear in the learning process of the child, making it more difficult, as they have not only to do the activity, but also remember what had been said to them (Jordan & Powell, 1995). Depending on the capacity of the child to acquire new concepts, the process of acquiring something new, and in other language, will be less or more longer; but the motivation of the child is an important point when teaching him something new; the learning of initial words and languages and longer conversations came in a more successful way when the child’s interest are taking into account (Koegel, 1995). For them to learn in an easiest way, and with a better result, the techniques should change from an adult-initiated interaction to make the children an active person in the communicative procedure where the social language has to be used (Koegel, 1995).

In relation with the grammar, as English and Spanish have different grammatical structures, it is going to be more complicated for them to elaborate correct sentences in English, because they have problems in their mother language. But some strategies for children with autism to learn new language expressions, it does not matter if it is their mother language or a second one (as they are not going to elaborate complex sentences), is by self-initiated queries as they are the first utterances children produce when speaking. This type of teaching new language is not normally used with children that have some language delays or in children with autism; but as L.K. Koegel discussed in his book without the teaching of these structures the communicative competence will not be achieved in a success full way (Koegel, 1995). The following queries can be distinguished:

- Wh- questions? These types of questions are taught to the children to increase their vocabulary. For doing in the best way possible having more successful results the component of the natural language has to be involved in these questions, and also the things that call the child’s attention, their favourites. This strategy consists in putting things which are desirable for the child in a opaque bag, and the child will ask ‘What’s that?’. The item is taking from where it is hidden and shown to the child prompting him/her to say the name of the object. The same process will be repeated until the child says the name of the object which is hidden without showing it to him/her. Then, when he/she has learnt the name, a new object will be shown to him, mixed with these objects he/she already know, and he/she is supposed to ask about the new object.

With this type of query his/her vocabulary will increase; and although it is most commonly used with children that have developed spoken language, it should be used with children with autism, to try to make them say at least some words (Koegel, 1995).

- Where questions ‘Where is it?’ questions are used to teach the children prepositions. The procedure is to hide the desired object for the child in a place, so the child will ask
‘where is it?’, and then the teacher says the preposition making the child repeat it after he/she gets the object (Koegel, 1995).

-Whose questions The third questions taught to the children is ‘whose is it?’ or ‘whose+noun?’ in the way for them to learn personal pronouns and third person possessive. The developments of those questions and the items have to be known by the children as they are from someone they know. So the teacher shows the item to the child and he is motivated to ask “whose is it?” and the teacher will say the pronoun of the person it belongs to making the child repeat it (Koegel, 1995). This will be a hard process in dealing with children with autism as they are not used to use personal pronouns but the proper name of the person.

-What happened? As children with autism have problems in differentiate time events, these types of questions will help them to get in contact with past tenses. For putting this in practice a “pop-up” book can be used, telling the child a story while manipulating it. When finished telling him/her the story, the child is prompt to ask “what happened?”, and the adult has to describe the situation with a past tense making the child to repeat it (Koegel, 1995). The same thing that happened with the personal pronoun will occur with this type of question, as children with autism have no sense of temporary.

In relation with the previous part, to make it easy for children with autism to learn a new language, teachers can use a ‘colourful semantics’ (CS) (Bryan, 1997). This technique can be used with visual aids (cards or tools). Five phases can be following to introduce different part of the sentences, and make an easier way for the students to learn some grammar structures. Each phase should have one colour and this will make it easy for the students to recognise each structure with the colour.

1. Introduce words that refer to a person (subject), for example ‘who’ in orange.
2. Words that refer to action (verbs), for example ‘doing what’ in yellow.
3. Words that refer to objects, for example ‘to what’ in green.
4. Words that refer to places, for example ‘where’ in red.
5. Support the construction of simple sentences.

In relation with Spanish individuals with autism trying to learn English, the most difficult part will come when dealing with the writing and reading. English has differences with the Spanish in phonetics; as in Spanish words are read as they are written, in English this does not happen the same; they have different script and pronunciation.

2.3.2. Key concepts in the teaching about communication in the L2
There are programmes that clarify when teaching communication skills to individuals with autism what dimensions need to be considered, stressing the fact that it cannot be taught more than one dimension at the same time. When an individual has an access to a new language it is more important to teach forms and “words” for communication, more sophisticated linguistic expressions can be taught to them throughout old techniques. The dimension of context is a very important point to have in mind, as many specialists do, because different contexts can make the individual learn different things, they only make a relation with the things they have learnt in one single context, and if you ask the individual to do something in a different context he/she will not be able to do that thing. Semantic and communicative functions are difficult to teach separately. The communication itself is very difficult to teach in an isolated dimension, and this is because it is part of normal social situations, and even more difficult to think about teaching it (Jordan & Powell, 1995).

2.3.2.1. Vocabulary instruction

As done with children with autism to learn new vocabulary of their mother tongue, using pictograms and easy sentences, if it is possible no longer than 3-4 words, we are going to do to teach them new vocabulary of a second language, in this case English.

There must be chosen a semantic field where the children are familiarized with in his/her mother tongue to make it easy to learn in the second language we are teaching. The pictures are shown to the child saying the name of it out loud and making the child repeat it.

As it is said in the blog ANA (Asociación Navarra de Autismo) the order it should be taken for they to learn easy is the following,

- monosyllabic word - two-syllable word - word + attribute ( red car ) -
  trisyllabic word - I want + complement ( I love bread) - I like +
  complement ( I like car) - three-word phrases ( house is white ) -
  sentences of four words -.

First of all we are going to try to show the child the picture for him/her to say it in his/her mother tongue to associate meanings when we are teaching it to he/she in the second language.

2.3.2.2. Background knowledge and prior knowledge activation

For refreshing the memory of the child making him/her remember the previous knowledge they have learnt about the second language in their previous year of primary school we can decorate the classroom with pictures and sentences of very basic knowledge of the second language. At the same time they are looking, listening and saying them and are reminding it.
2.3.3. Types of communication instructions and communication strategies for children with autism

As Jordan and Powell (1995) state, to begin a communicative fact with children with autism we can start with request, as students usually have to ask for what they want, and children with autism do not normally do this and take things by their own. The point here is, when teaching requests to children with autism if they are learning the concept of asking for something creating a communicative situation, because they learnt some communicative facts, as for example vocabulary, how to say if they want something, but not what communication is about. Doing this, the student gets across a routine to get what he/she wants. The teacher ask him/her what he wants, the student say what he/she wants (naming it, pointing, taking the teacher to it), and the teacher gives the student what he asked for. But this does not usually occur, as students with autism normally get what they want by their own. So the previous ritual should be taught to them by trying to create a communicative situation, although they are not aware of that, but by making them conscious about a conformity, politeness, for to wait in turns and so on.

One thing teachers can do to create a communicative function is to create a communicative need for the student. Here the point is to put something the child wants in somewhere it is visible for him/her, but unattainable. In that situation the students have to create a communicative situation to get what he wants. A more complex procedure can be done by putting the object in a series of boxes with clearly different labels, and the teacher has to encourage the student to name the label of the box that contains the item. In this case, we are teaching the student that not only a request can be done to take the item, but also a comment can get him/her to it.

2.3.3.1. Visual support

A visual strategy is something that we see. When using it, we are supporting a communicative fact through something we can see. As seen in 2.3.3. when using tools to try to create a communicative process we are using a visual support. But this is not the only one, through the movement of our body, gestures, pictures, colours, words, etc. we are also helping with visual support (The National Autistic Society, 2013).

When a specific need of communication has to be covered, and for the different needs of every child, teachers can invert their own tools, as can be schedules, tools to give information, choice boards, etc. But different children will need different visual supports, so the teacher has to know which one helps more each student, and use them, or create new one in relation (The National Autistic Society, 2013).

But visual strategies can be used not only to communicate, but also to give information about what is happening, what will happen, or what happened; for given choices, etc. The use of visual support is very helpful in students with autism in this way they can
see, and can follow easily the explanation, and with them they can communicate showing the tools, in the case where they have not acquire the speaking ability.

2.3.3.2. Peer and mediated interventions and collaborative learning

As people with autism do not usually connect with other people, it will help them to start a process of socialization. With the teacher it is tried that the children are integrated with the rest of the classroom, not feeling isolated, or discriminated.

Here a social communication takes part, due to the fact that the children have to speak to, get in contact with other students, and it will help him/her to be involved in a group. As being in a group, he/she will learn from other students’ attitudes towards things.

2.4. Children with autism in the classroom

A child with autism has some difficulties when being in the class due to the fact that they need some especial attention, and the educational law gives the teachers a pattern to follow during this process, and the teachers should do changes in the curriculum of their subject to arrange it to the necessities of this kind of student, or other types of diversities (Autismo Diario, 2015).

There is also a process of changing the school, friends, teachers, etc. that students with autism have to assimilate, and this process can be difficult for them as they follow routines, and have difficulties when dealing with new people. The implication of the teacher of the new school, and the school itself, well help them to make this process easily.

The difference with children that do not have autistic disorder is that they assimilate faster what they are taught and they have more facilities to applying learning in every-day situations. But students with an autistic disorder have more difficulties when learning something; they have a slow learning, and they need more time to apply what they have learnt to in every-day situation. The problem when teaching a child with autism is due to the fact that they only have interest in specific things, and they do not pay attention to the learning they are doing, the teacher or adult must find some way to make that learning interesting for them, and they will pay attention to that, and learn in a better and faster way (Harald Martinsen, 1997: 76).

2.4.1. Main difficulties at the classroom

As seen previously (section 2.1.2., 2.2.3.), the main problem with children that have autism during lessons are those of communication and language, as they are characteristics of people with autism. The problem with communication is that they do not have the ability of saying how they feel, what they want, how they feel about
something, etc. so this will create a difficulty during the process of a lesson as the teacher should be aware of the student’s feelings.

We have to take into account some aspects that are dealt in the development of a lesson that might create difficulties to a student with autism in the followings points.

2.4.1.1. Speaking difficulties

Not all the students with autism have the ability of speaking, and the ones that have acquired it, do not have a good one. These students, who are able to speak, normally do not create elaborated sentences, and they only use some single words.

It brings on problems when doing oral activities, because they are not able to participate in them.

2.4.1.2. Reading difficulties

As students’ with autism have problems with oral ability, they will have problems at the time to read something, as they have to focus on it, and that focus is very difficult for them, as they are only interested in particular things. Students with autism will be able to read, if they have been teach in their earlier years, but this is not something that attracts his/her attention, it will be difficult for teachers to make them read.

2.4.1.3. Writing difficulties

When writing, autistic students usually have the same problem as they have when reading, they are able to write single words or short sentences, as they have problems when they have to communicate or express what they think.

2.4.1.4. Listening difficulties

When a teacher wants a autistic student to listen to him/her, teachers have to say easy words and in a very clear way, due to the fact that autistic students are normally in their own world, and is difficult to get their attention, unless something really interest them.

2.4.2. Teachers’ role

The main object of the teachers when dealing with students with an autistic disorder is to catch their attention to what they are teaching. The teachers should have a more active way than the students, trying to make the students focus on what they are teaching. This can be done in different ways, depending on the students.

2.4.3. Some strategies during lessons

2.4.3.1. School environment and classroom organization
The environment of the school should be a regular one, but it has to have specialist in ASD to help the different teacher to deal with the students, and to help the students when a difficult situation is taking part. The students with autism have to be seen in the classroom as one more of the class, not be discriminated, and make him/her feel like part of the classroom. Apart from these, the teacher has to take into account the special necessities those kind of students need.

The organization of the classroom needs to be a special one when teacher are dealing with students with autism, due to the fact that they follow a routine, and it will be easy for them if everything they are using during the lesson has a fixed place.

This will not only help students with autism, but also the rest of the students, creating in them a concept of organization.

2.4.3.2. Classroom management

-Lessons organization

A good way of developing a lesson with students with autism is to create a routine. In this way student will know what to do, and will have independence. A kind of creation of a routine can be creating a diary for them, writing or putting pictures of what they are going to do. In this way, teacher proceeds with the students.

-Length of lessons

The length of lessons with students that have autistic disorder must vary, as the children with an autistic disorder do not always have the same characteristic, and it may change from day to day. If the teacher notices that what he/she is teaching at that moment does not create a interest in the student, he/she should take less time in this, or change the way in which it is being taught. But the length of lesson should not be long, as students with autism normally get bored very soon with things that do not have their attention.

2.4.3.3. Techniques to sustain the attention of students with autism

When we are teaching something to a child with autism, the person that is teaching comes in contact and is conscious about what autism is. In this way, we notice that we are talking or showing something to the child, but the child is not aware of that, he/she is looking another way, smiling, o babbling, but he/she is not dealing with us. The teacher should focus on that activity he/she is showing to the child, because the child may not pay all the attention to it, but at the end, he/she will react (Harald Martinsen, 1997).

It is difficult to get autistic children’s attention and this makes it very difficult to elaborate activities for the class that may contain something interesting. “They are
almost never interested in what other are doing, neither react normally to the persons that speak to them (Sarriá, Gómez y Tamari, 1996)”. As we have seen, one main characteristic of an autistic person is the lack of the communication act started by them, they do not normally initiate the conversation, and feel uncomfortable when someone makes them part of an activity. To catch the child’s attention to what the teacher wants he/she to learn is complicated in the fact that these children normally focus on details that are not related with the learning (Harald Martinsen, 1997).

“When teaching a language to students with autism, an activity to catch their attention can combine with another one in which the student can communicate with other person with sign or words” (Harald Martinsen, 1997). This can be developed in several way, one of them is to hide something that the child wants or needs to do the activity he/she is dealing with, and in this case, the student takes the adult attention to what he/she needs; at this reaction of the student, the adult gives him/her what he/she needs. This has to be repeated a few times to make the child aware that he/she has to create a communication way of asking for what he/she wants. This type of capturing children’s attention can be done also showing the desire object to the child, but not given the chance to achieve it by him/herself; in this case, the adult should ask the child ‘Do you want that (referring to the object)?’, and this must create a reaction on the child.

Chapter 3: Methodology for English lessons

“The method means the way to reach a result” (Martín Sanchez, 2009: 61). Depending on the method or methods the teacher base on, students will have more facilities or difficulties in the process of learning.

As Eva Mª and Myriam (n.d.) state there are some guides on the methodology processes of teaching children with autism, that will make the acquisition easy of the thing being taught to the students:

- It is easy for children with autism to learn in a natural context and with a functional learning because it makes easy and more comprehensible the assimilation of what they are learning due to that they are seeing in everyday things.

- If we take into account the interest of the child it will be easy for him/her to focus on the teaching process.

- As children with autism tend to do everything with a routine, teachers should take benefit of this.

- Try to make the children communicate through situations that teachers create and offer help to them.

- Give the child the opportunity to choose, in this way they have to make a decision.
- Not only use one single method of teaching.
- Use of simple language, helping with other support if it is necessary.
- Make emphasis in the word, teachers that teach in a real context with the picture or the object. In this way they will assimilate in a best way the word.
- Errorless learning.
- Avoid distraction elements.

In this chapter different methods of teaching are shown in a new language to children with autism, and the teacher should elaborate a combination of these methods, due to the fact that not all children with autism have the same peculiarities and problems when learning something, and they are also different every day.

The teacher should elaborate specific activities for children with autism taking into account the necessities of them, and the level they have, but he/she does not have to discriminate them from the rest of the classroom, so he/she has to try to integrate them within the rest of the students, but paying more attention to how this student integrate and develops the activity with their partners.

3.1. Total Physical Response

It was Dr. James J. Asher in the 1960`s who created the total physical response (TPR) method, that was based on an earlier technique by Harold and Dorothy Palmer (1925). This method consists on an answer given by the body at the same time the brain is working on it. It implies a movement of the body to do what the brain is thinking on. It is related also with the theory of memory in psychology, the state that the more frequent a connection in memory is marked, the stronger it will be and better to remember it (Kantona, 1940). That makes it easy and funny learning a new language to children, and also to adults.

This method is first use with the mother tongue of the children, and it is not used until they have the ability of listening comprehension, and furthermore the ability of speaking, although this not as important at first, due to the fact that children focus on “the doing”, and for this they have to understand the request, and they are less implicated to speak about it. Once they have learnt in their mother tongue commands such as “open the window, sit down, etc”, teachers of a foreign language can use this method in an easiest way.

The role of the teacher is essential, as he/she is the one that gives the commands to the students, given them opportunities to learn something new and not to teach them something (Richards & Rodgers, 2001). He/she is the one that has to take into account what to teach, and when, depending on the type of the students he/she has, and their
level (García, 1998). As Asher says “the instructor is the director of a stage play in which the students are the actors” (1977:43).

Students’ role in this method is to listen and do what they are required to by the teacher. When they have a good level of language, they should also create their own commands putting them in practice (García, 1998).

As Asher states this method is rarely based on grammar instruction but on meaning, especially beginning stages (Richard-Amato 188). The teacher should carry a good grammar production, but should not be the main tool to teach the student, this is the development of the thing they are asked to do. And as it is based on movement, it will reduce the stress and anxiety that normally produces the good development of a linguistic production, making the students have a positive attitude through the process of learning (Richards & Rodgers, 2001).

It is highly recommended to use other methods because it can be boring to some students that have a high level of the L2, due to the fact that it only gives commands to the students and use an imperative mode. This method is one of the most used to teach a new language, to children or adult, because it gives simple instructions, as Palmer & Palmer say “no method of teaching foreign speech is likely to be economical or successful which does not include in the first period a very considerable proportion of that type of classroom work which consists of the carrying out by the pupil of orders issued by the teacher” (1959: 39).

As Richard-Amato (1988: 76) states some activities can be done with this method are the following:

- The Pointing Game
- Identifying Emotions
- Dress the Paper Doll
- Manipulating Rods
- Bouncing the Ball
- Working with Shapes
- Following Recipes
- Information Gaps

But it has to be taken into account what they are teaching in that moment, focusing on a semantic field, to make the process of acquiring new vocabulary easier, in the way that the words are related. The type of activity will depends on the number of students
and their level. And when the teacher is explaining the activity, he/she should be the first who has to do it, showing students the way of doing this. For example, if the teacher says ‘I put my jacket when going out’, he/she has to do the action of putting his/her jacket.

I think it is a good approach of teaching English to students with autism as if they had acquire the speaking ability, this ability will not be that good as for making long sentences with coherence between them; and as they have to move, implicating different things in the action, they will focus on it better and will be more motivated about that activity. Also, as it can be use with a concrete object, or a picture of it, they will assimilate in a better way the new vocabulary; as children with autism learn better with the use of pictograms. The main disadvantage I appreciate is that it cannot be use in all the process of teaching as it is used an imperative mode.

3.2. Suggestopedia

This approach was developed by the Bulgarian psychiatric-educator Georgi Lozanov. This has to do with the nonrational or/and nonconscious influences during a teaching process, which are supposed to be derived from Suggestology (Richards, 2003). “Decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behaviour of the teacher” are the characteristic of this approach.

Its tradition is based on yoga and Soviet psychology, from whose has taken different characteristic.

As Lozanov says, this method does not focus on language elements and their organization. The stress of lexical translation, vocabulary pairs, suggests that the lexis is the central item of the language, stressing a lexical translation (Richards, 2003). Lozanov does not make too important experiencing language material in ‘whole meaningful texts’ (Lozavon, 1978:268), but on course directs ‘the student no to vocabulary memorization and acquiring habits of speech, but in acts of communication’ (1978:109).

Six principal components in which suggestopedia operate are the followings (Bancroft, 1972):

- **Authority**, the information is given by an authority source, normally a teacher.
- **Infantilization**, the role of the student.
- **Double-planedness**, the environment where the instructions are given has an effect on the process of learning.
- **Intonation, rhythm, and concert pseudo-passiveness**, makes the lessons more interesting.
In my opinion this is a good approach to teach student with autism due to the fact that the main factors of this method can help them to focus better on the process of learning, making them concentrate better in their development.

3.3. Lexical Approach

This method come to say that the learning of a new language is based on the lexis of it, rather than on grammar, functions, notions, and this lexis consists of words and word combinations (Richards, 2003). These combinations of words are called “chunks” and they are used as a single unit. Nattinger and DeCarrico state that a chunk is “the ideal unit which can be exploited for language learning” (1992:1).

Some examples of ‘chunks’ are (Richards, 2003):

- Collocations, binominals, trinomials, idioms, similes, connectives, conversational gambits.

As Krashen’s Natural Approach procedures, Lewis (2000) states the same roles for teachers and students. The teacher talks to give the students a source of learning input showing how these word combinations are used.

I believe this is a good method of teaching a second language to children with autism as the teacher has the main role in giving information to them, and the information he/she provides to the students are sets of words that have a single meaning.

3.4. Pictograms

As I work with some children that have autism, during the different processes of teaching them to develop a task, I have observed that doing it with pictograms, or the real object is a really good method for them to focus on and understand it.

The use of pictograms consists on showing the child a picture or a real object of what the teacher is saying. This can be a good approach to teach new vocabulary, because they will assimilate it easier as it is seen. With children with autism, as they do not have to develop long or complex sentences, just a one or two words, if they have acquired the ability of speaking, they can repeat what the teacher says, saying it out loud. Also by looking at the pictures, they know what to do, as they do not usually have the reading ability, and teacher can make then a diary with pictograms to give the student more independence.

It has several disadvantages due to the fact that it can only teach vocabulary, not grammar or commands, etc. So it will be useful to be used with other approaches, and not alone.

3.5. Direct Method
This method has been used for very long time. And this came to show ‘the learning of how to use a foreign language to communicate’ (Larsen-Freeman, 2000). The main characteristic of this teaching method for learning a new language is that the students must not translate anything into their mother tongue. All that they are taught is in the language they are learning.

This method helps the students to think directly in the target language they are teaching (Larsen-Freeman, 2000). Thus may be complicate for students with an autistic disorder, due to the fact that those students usually have problems to communicate properly in their mother tongue. But if the teachers carry on that technique with autistic students, they will be able to say words in that new language they have been taught, although they may not be able to create sentences; as the teacher is the one that has a more active role than the student, he/she is the one showing and teaching the new language. To make it easier for students, not only autistic’s students, to understand the meaning of what the teacher is saying, he/she can be helped his/herself with pictures, the use of realia or showing the action, but he/she should never translate it into the student’s language.

The focus of this method is vocabulary over grammar, and this is used more spoken than written. (Larsen-Freeman, 2000).
Chapter 4: LESSON PLANNING: Superheroes

4.1. Background information

The educational centre is located in Jaen, in the north zone. Here the economic and academic formation is middle classed families.

This centre is a state school with many resources such as computers, digital boards, blackboards, a small library. The level of the students is 1st Grade of Compulsory Secondary Education (CSE). Is a classroom with 22 two students, 10 boys and 12 girls, and among them a student with ASD, a girl who has speech, but she does not have a 100% of it; she does not understand some expressions, or very long sentences. She is able of read but she is a slow reader. She has problems when she has to write, as she only can write single words, but not coherent sentences. She feels scare when dealing with other students at the beginning of the interaction, so the rest of the students must make her feel comfortable when integrating a group, asking her simple questions, and given her the chance of speak.

The level of these students is A2 according to the Common European Framework of Reference for Languages (CEFR). To know the level of the students we have made them a test at the beginning of the course.

This unit will be set up in the first term, on October.

4.2. Topic and justification

I named my lesson plan of my final project of my Master “Superheroes”. I have chosen this lesson in order to try to engage ASD students and motivate them to learn the English language, but also because it is a topic that is the fashion nowadays and it liked very much by young adults. And also through this topic they can see that every person is different and have different qualities, but it does not make them less than others.

This lesson plan is complied with the contents and requirements of the English syllabus for the first course of CSE.

- LOE 2/2006 of May 3rd, & Royal Decree 1631/06 of December 29th.
- Decree 231/07 of July 31st (Andalusia).

4.3. Key competences

* Social and civic competence. This takes place when the students have to do activities in which they have to interact with each others. It helps the students to learn how to
communicate, taking turns, listening to others, expressing their ideas, and working with other students.

* Linguistic communication. It is essential to acquire competence in listening, speaking, interaction and other communicative skills as they are the daily learnt.

* Digital competence. It is crucial at the present moment due to the fact that almost everything has something digital. They use this competence when using the computer for listening to a song, watching a video, and writing an e-mail.

* Sense of initiative. This competence is essential to develop their sense of imagination. It is achieved when they have to do the final task.

* Cultural and artistic competence. Students will be able to express opinions, likes and emotions. The artistic one will take place when creating a superhero.

### 4.4. Objectives

<table>
<thead>
<tr>
<th>DIDACTIC OBJECTIVES</th>
<th>STAGE OBJECTIVES</th>
<th>FOREIGN LANGUAGE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To read and understand the texts based on the topic “Superheroes” by skimming and scanning</td>
<td>i b</td>
<td>3, 6, 8</td>
</tr>
<tr>
<td>To write an e-mail and understand its structure</td>
<td>i b</td>
<td>2, 3, 6</td>
</tr>
<tr>
<td>To talk about present events</td>
<td>i b</td>
<td>2</td>
</tr>
<tr>
<td>To listen to a song and video with the support of reading materials</td>
<td>i b</td>
<td>1, 3, 5, 6, 9</td>
</tr>
<tr>
<td>To recognize and use vocabulary about physical description and daily routines</td>
<td>i b</td>
<td>3, 6, 9</td>
</tr>
<tr>
<td>To interact orally with the classmates sharing information about the topics</td>
<td>b, g c, a</td>
<td>1, 2, 9</td>
</tr>
<tr>
<td>To develop cooperative strategies to reach a common</td>
<td>b, g c, a</td>
<td>1, 2</td>
</tr>
</tbody>
</table>
4.5. Contents

<table>
<thead>
<tr>
<th>LISTENING, SPEAKING &amp; INTERACTION</th>
<th>READING &amp; WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>To exchange information about superheroes</td>
<td>To read and understand information about superheroes</td>
</tr>
<tr>
<td>To ask and answer questions about routines</td>
<td>To recognize and understand the e-mail structure</td>
</tr>
<tr>
<td>To exchange information about physical description</td>
<td>To write an e-mail to a superhero</td>
</tr>
<tr>
<td>Listening to a video about a “Superdog”</td>
<td>To write a final content creating a new superhero</td>
</tr>
<tr>
<td>Listening to a song about “Superheroes”</td>
<td></td>
</tr>
<tr>
<td>To present the final task in total</td>
<td></td>
</tr>
</tbody>
</table>

| LINGUISTIC AWARENESS AND REFLECTION UPON THE LANGUAGE |
|---------------------------------|-----------------|-----------------|-----------------|
| FUNTION | VOCABULARY | GRAMMAR | REFLECTION UPON ONE LEARNING |
| To speak and write about superheroes and daily routines | Frequency adverbs | The present simple | Participation in pair work, team work, the whole class or individual learning |
| | Physical description | | |

4.6. Methodology

During lessons the teacher will give the students a brief introduction to the topic, where both of them will discuss it (for the teacher to know the knowledge of the students in this topic). Then the learners will do some warm-up activities to have first contact with it. When starting with the lesson the teacher will explain the tasks and
he/she will solve doubts about it. Finally the students will carry out a number of activities dealing with different basic skills and competences, demonstrating if they have understood and internalized the content of the task. The basic skills, speaking, listening, reading, writing and interaction are implemented in the lesson plan through different activities.

Work in class will be organized in individual work (IW), pair work (PW), group work (GW) or the whole class (WC). The teacher and the students will interact at the same status, as students will feel more comfortable asking doubts to the teacher, but creating a separation to the teacher’s role and the students’ role. In this classroom we will focus more on pair work and group work in trying to integrate the ASD student in the classroom.

The educational approaches seen in the literature review will have an important impact during the development of the activities, not only for ASD students, but for the rest of the class. The teacher acts as a model, providing the students an example when doing the task and guiding them. We will also deal with Communicative Language Learning and Cooperative Learning during the lesson as students work in groups, exchanging other ideas.

4.7. Cross curricular issues

One of the main topics of this lesson is physical and personal description. Multicultural education is important on a fact that not all the students have the same qualities, and if there is one student with ASD, and students from different nationalities. In this way they will learn to respect each other, as they might be different physically or personally, but they have the same rights and duties.

4.8. Interdisciplinary aspects

Interdisciplinary aspects are those which are related with other areas of the curriculum. With this lesson plan students can also develop the subjects of Computer and Arts.

4.9. Resources and material

We are going to use our own material, trying to make the lessons more attractive for the students, and especially to the ones that we have with ASD. In this case we are not going to use the text book, and we are going to explain the grammar, vocabulary and theory through photocopies, blackboard, digital board, computers, and wiki.

4.10. Temporalization
In the timetable of this class is three hours per week for the English subject, and each session is about forty-five/fifty minutes long. According to this, this lesson plan will take place in two weeks, five lessons.

4.11. Evaluation

We will not only take into account the final test, as the student with autism will need another type of evaluation, taking more into account the participation, the integration in class, if he develops the activities. Moreover, a guide for evaluating will be:

<table>
<thead>
<tr>
<th>EVALUATION TOOLS</th>
<th>MARKING</th>
<th>EVALUATION CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class work, task</td>
<td>20%</td>
<td>Individual and team work.</td>
</tr>
<tr>
<td>Attention, participation,</td>
<td>10%</td>
<td>The present simple and its main uses.</td>
</tr>
<tr>
<td>motivation and interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final task</td>
<td>40%</td>
<td>Vocabulary related to descriptions.</td>
</tr>
<tr>
<td>Content test</td>
<td>30%</td>
<td>Understanding simple written tests and be able to speak a little about them.</td>
</tr>
<tr>
<td>Homework</td>
<td>Extra punctuation</td>
<td>Understanding simple listening about physical description and the present simple.</td>
</tr>
</tbody>
</table>

The evaluations of the final test of an ASD student only indicate more importance to the whole work develop during the lesson.

4.12. Step by step planning

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>SESSION 2</th>
<th>SESSION 3</th>
<th>SESSION 4</th>
<th>SESSION 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm:</td>
<td>Warm-up:</td>
<td>Warm-up:</td>
<td>See the final</td>
<td>Final task</td>
</tr>
</tbody>
</table>
### 4.12.1. Session 1

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>TIME</th>
<th>GROUPING</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the topic with questions about themselves</td>
<td>Review of the previous sessions by asking out loud to the whole class guided by the teacher</td>
<td>Review of the content by a quiz for the whole class guided by the teacher</td>
<td>projects. Presentation of the superhero of each group</td>
<td>(filling the gaps, multiple choice, matching, short questions)-</td>
</tr>
<tr>
<td>Reading: comprehension about superheroes</td>
<td>Vocabulary: present new vocabulary to the students about physical descriptions</td>
<td>Listening: watch a video and do activities</td>
<td>Feedback and self-assessment</td>
<td></td>
</tr>
<tr>
<td>Grammar: the present simple</td>
<td>Activities with the new vocabulary</td>
<td>Writing: write an e-mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercises about the present simple and new vocabulary</td>
<td>TPR descriptions</td>
<td>Continue doing the final content in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPR game</td>
<td>Final content: show the student a superhero created by the teacher. Explain to them and solve doubts. Start doing the final task in class</td>
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<td></td>
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</tbody>
</table>

The teacher will introduce the topic with the help of some pictures to the students. The teacher and students will interact through questions like:

- Do you know what a superhero is?
- Do you know any of these superheroes?
- Do you like superheroes?

2. Reading
a) Pre-reading activity. Orally

Do you know these superheroes? Can you say any abilities of them? Which is your favourite one?

b) Reading activity. Read the following test and match each one with the corresponding picture.

This is a fictional superhero appearing in American comic books published by Marvel Comics. The character was created by writer-editor Stan Lee and writer-artist Steve Ditko, and it first appeared in Amazing Fantasy #15 (Aug. 1962). Lee and Ditko conceived the character as an orphan being raised by his Aunt May and Uncle Ben, and as a teenager, having to deal with the normal struggles of adolescence in addition to those of a costumed crime-fighter. He’s creators gave him super strength and agility, the ability to cling to most surfaces, shoot spider-webs using wrist-mounted devices of his own

The character is a warrior princess of the Amazons (based on the Amazons of Greek mythology) and is known in her homeland as Princess Diana of Themyscira. When outside her homeland, she is sometimes known by the secret identity Diana Prince. She is gifted with a wide range of superhuman powers and superior combat and battle skills. She possesses an arsenal of weapons, including the Lasso of Truth, a pair of indestructible bracelets, a tiara which serves as a projectile, and, in some stories, an invisible airplane, Mental Radio, and Purple Ray that could heal otherwise lethal injuries.

Throughout his comic book appearances, this superhero is portrayed as a large green humanoid that possesses immense superhuman strength and great invulnerability, attributes that he grows more potent the angrier he becomes. This superhero is the alter ego of Bruce Banner, a socially withdrawn and emotionally reserved physicist who physically transforms into it under emotional stress and other specific circumstances at will or against it; these involuntary transformations lead to many complications in Banner’s life.
3. Present Simple. The teacher will explain the present simple tense to the students with the help of the blackboard and photocopies. He/she will explain the form and uses. He/she will also show the most common frequency adverbs used with the present simple. He/she will use images to explain it in order to catch student’s attention, and to make it easiest for the one with ASD. At the end of the explanation he/she will solve any doubts.
4. Present Simple Activities, let’s do them. Do the exercise on your computer choosing the right answer, and then check your answers.


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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We _______ to Spain every summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. ? fly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. ? flys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. ? flies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) Now in pairs take your note book and write down the answers of your partner’s free time to the following questions in the present simple tense.

- / / read a book?
- / / watch TV?
- / / go to the park?
- / / meet your friends?
- / / go to the cinema?
- / / do sport?
- / / play video games?

5. Exercise (TPR game): The teacher will put on the black board adverbs of frequency, and expressions with the present simple. The students in groups have to make sentences with both of them, at the same time they will represent it to the rest of the class, and the class have to guess what they are doing.

**4.12.2. Session 2**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>TIME</th>
<th>GROUP</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Warm-up</td>
<td>Speaking</td>
<td>5’</td>
<td>WC</td>
<td>Board</td>
</tr>
<tr>
<td>2.Vocabulary</td>
<td>Listening</td>
<td>10’</td>
<td>WC</td>
<td>Photocopies</td>
</tr>
</tbody>
</table>
1. Warm-up: The teacher will write on the black board some vocabulary and grammar of the previous class, and he/she will ask the whole class if they know what is, and he will choose one student to give an explanation of one item to refresh it.

2. Vocabulary explanation: Describing people’s appearance. First the teacher will ask the students if they know characteristics using when describing people. He/she will take note on the black board of the one the students say to show them how many they know. Then he/she will provide each student a photocopy with new vocabulary to describe the physical appearance of people. The teacher will solve any doubt about the

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Exercise vocabulary</td>
<td>Reading Writing Speaking Listening</td>
<td>10’</td>
<td>IW GW</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Photocopies/Computer</td>
</tr>
<tr>
<td>4. TPR Description</td>
<td>Listening Speaking</td>
<td>10’</td>
<td>WC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Photocopies</td>
</tr>
<tr>
<td>5. Final content</td>
<td>Reading Writing Listening Speaking Interaction</td>
<td>15’</td>
<td>WC GW</td>
</tr>
</tbody>
</table>
new vocabulary given.

3. Exercises: Now is time for the students to put in practice the new vocabulary they have seen with some activities.

a) Individually, they have to give the description of the picture the teacher will show on the digital board in their notebook.

<http://3.bp.blogspot.com/-OsOPZVtqbqg/VQMbiSVqTUI/AAAAAAAACgc/pXuwrde-jk8/s1600/describing_people's_physical_appearances.png>
<http://www.batanga.com/series/9370/9-errores-de-los-simpson-que-nunca-habias-notado>

b) In groups, the students have to describe a classmate chosen by the teacher. They have to write in their note book the description. When they have finished they have to read out loud to the whole class the description given by them, and the rest have to guess whose partner they are describing.

4. Exercise (TPR description): The teacher will gives the student pairs of cards one with pictures, previously separated, and the students have to move around the class asking their class mates if they have the pair by given the physical description.

5. Final content explanation for lesson 4: For the final content the students in group have to create a superhero. They are suggested to make a poster, and after the task is done we can decorate the class with them, but they can also do a power point presentation. They have to write on a word document the superhero’s routines, if he/she changes when being normal and when being a superhero. They can add more information if they want. They have to start making a group and deciding the superhero they want to create at the classroom, with the help of a computer.

Once the students have to finish their tasks, they have to upload them to a wiki, and the teacher will have access to all of them and can correct them before the presentation.

If it is necessary the teacher will provide the following example:
He is Pieman! A superhero that battle against the evils with pie! During the day he’s a father of 3 children, who works at a nuclear plant, goes to the bar with his friends, buys at the Badulaque, and loves his wife Marge. But when he sees an injustice, he turns into Pieman. So then, he takes a pie, and throws it at the evil person.

He’s not tall, almost bald and fat. His eyes are round and black. He has a beard.


4.12.3. Session 3

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>TIME</th>
<th>GROUP</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Warm-up</td>
<td>Speaking</td>
<td>5’</td>
<td>WC</td>
<td>Digital board/computer</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.Video</td>
<td>Listening</td>
<td>15’</td>
<td>PW</td>
<td>Computer/Photocopies</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.Write an e-mail</td>
<td>Writing</td>
<td>15’</td>
<td>IW</td>
<td>Computer</td>
</tr>
<tr>
<td></td>
<td>Interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.Final content</td>
<td>Writing</td>
<td>10’</td>
<td>GW</td>
<td>Computer</td>
</tr>
<tr>
<td></td>
<td>Interaction</td>
<td></td>
<td></td>
<td>Wiki</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Internet</td>
</tr>
</tbody>
</table>
1. Warm-up: Review of the previous lesson with a game for the whole class in the digital board guided by the teacher.  

2. Listening: The students are going to watch a trailer about a “Super dog” first without subtitles, and after with Spanish subtitles.

Then the students have to do the following activities about the video.

1st video: https://www.youtube.com/watch?v=zm51H0dIzYQ
2nd video: https://www.youtube.com/watch?v=qXCEw6JD_Xk

a) Answer the following questions:
- Does bolt know he is an actor?
- Why does he think he has super powers?
- Who is Bolt’s enemy?

b) Are these statements true or false?
- Bolt ran away because he did not want to act more. ____
- Bolt goes to find Penny with a cat and a hamster. _____
- Penny does not care about Bolt. _____
- The pigeons Bolt met know him. _____

3. Writing: Write an e-mail to your favourite superhero. Explain him/her where you live, why are you writing to him/her, and ask him/her for help with something you think he/she can help with in your town.
The teacher will explain the e-mail structure, and then the students can write the e-mail properly. They will do it on their computer, and once they have finished they will put on a wiki.

4. Students must continue doing the final content with the help of the teacher if necessary by solving doubts or problems. Interaction is an important point at this time.

4.12.4. Session 4

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>TIME</th>
<th>GROUP</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final project</td>
<td>Reading, Listening, Speaking, Interaction, Writing</td>
<td>30’</td>
<td>IW, GW, WC</td>
<td>Photocopies, Poster, Computers</td>
</tr>
<tr>
<td>2. Feedback and self assessment</td>
<td>Reading, Writing</td>
<td>10’</td>
<td>IW</td>
<td>Photocopies</td>
</tr>
<tr>
<td>3. Listening</td>
<td>Listening, Writing</td>
<td>10’</td>
<td>WC, IW</td>
<td>Computers, Photocopies</td>
</tr>
</tbody>
</table>

1. The students will present to the whole class the final project giving a briefly explanation about it. They also have to evaluate their partner’s projects with the following chart:

<table>
<thead>
<tr>
<th>Name of the superhero</th>
<th>Abilities</th>
<th>His/her normal life</th>
<th>Physical appearance</th>
<th>Your evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP 2</td>
<td></td>
<td></td>
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<tr>
<td>GROUP 3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>GROUP 4</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Feedback and self-assessment

As the teacher is summarizing the unit, the students will take notes in their notebook about the following questions, making them aware of what they have learnt.

- Am I able to describe physically people?
- Can I communicate something to my partner?
- Can I interact well with my classmates?
- Can I write an e-mail?
- Can I use TICs properly?
- Am I able to talk about every day routines with the use of the present simple?

3. Listening: At the end of the unit the students will listen to a song, where they have to fill in the gaps.

The will listen to the song three times. The first time they listen without completing any gaps. The second time they will try to fill in the gaps. And the third time is to complete any missing gaps they have left.

When they have finished the correction, the teacher will gave then a photocopy with the lyrics in English and also the translation in Spanish, for them to sing the song and know all the meaning.

The script – Superheroes https://www.youtube.com/watch?v=WIm1GgfRz6M
All the ____ she has seen
All the meaner side of me
They took away the prophet's _____
For a profit on the street

Now she's ______ than you know
A heart of steel starts to grow

All his life he's been told
He'll be _______ when he's old
All the kicks and all the blows
He won't ever let it show

'Cause he's stronger than you know
A _____ of steel starts to grow

When you've been fighting for it all your ________
You've been struggling to make ____ right
That's how a _______ learns to fly
Every day, every hour, turn the pain into power

When you've fighting for it all your life
You've been working every day and _____
That's how a superhero learns to fly
Every day, every hour, turn the pain into ______

Oh-oh, oh, oh (bis)

All the hurt, all the ___
All the tears that they cry
_____ the moment is just right
You see fire in their eyes

'Cause he's stronger than you know
A heart of steel starts to grow

When you've been fighting for it all your life
You've been struggling to make things right
That's how a superhero learns to fly
Every day, every hour, turn the pain into power

When you've fighting for it all your life
You've been working every day and night
That's how a superhero learns to fly
Every day, every hour, turn the pain into power (power, power, power, power, power)

Oh, yes (power, power, power, power)
Every day, every hour, turn the pain into power
(Power, power, power, power, power) Ooh, yeah
Whoa (power, power, power, power)
Every day, every hour, turn the pain into power
When you’ve been fighting for it all your life
You’ve been struggling to make things right
That’s how a superhero learns to fly
**Superhéroes**

Todas las vida que ella ha visto  
Todo el lado más malo de mí  
Ellos le quitaron los sueños beneficiosos para un beneficio en la calle

Ahora ella es más fuerte de lo que crees  
Un corazón de acero comienza a crecer

Todas su vida le dijieron que  
No será nada cuando sea viejo  
Todas las patadas y todos los golpes  
Él nunca los mostrará

Porque él es más fuerte de lo que crees  
Un corazón de acero comienza a crecer

Cuando has estado luchando por eso durante toda tu vida  
Has estado esforzándote por hacer las cosas bien  
Así es como un superhéroe aprende a volar  
Todos los días, a toda hora  
Convierte el dolor en poder

Cuando has estado luchando por eso durante toda tu vida  
Has estado trabajando día y noche  
Así es como un superhéroe aprende a volar  
Todos los días, a toda hora  
Convierte el dolor en poder

Todo el dolor, todas las mentiras  
Todas las lágrimas que ellos lloran  
Cuando llegue el momento adecuado  
Verás fuego en sus ojos

Porque él es más fuerte de lo que crees  
Un corazón de acero comienza a crecer

Cuando has estado luchando por eso durante toda tu vida  
Has estado esforzándote por hacer las cosas bien  
Así es como un superhéroe aprende a volar  
Todos los días, a toda hora  
Convierte el dolor en poder

Cuando has estado luchando por eso durante toda tu vida  
Has estado trabajando día y noche  
Así es como un superhéroe aprende a volar  
Todos los días, a toda hora  
Convierte el dolor en poder

Todos los días, a toda hora  
Convierte el dolor en poder
Todos los días, a toda hora
Convierte el dolor en poder

Ella tiene un león en su corazón
Un fuego en su alma
Tiende una bestia en su vientre
Que es muy difícil de controlar
Porque ellos han estado tomando demasiados éxitos
Tomados golpe por golpe
Ahora enciéndelos, da un paso atrás, míralos explotar

Ella tiene un león en su corazón
Un fuego en su alma
Tiende una bestia en su vientre
Que es muy difícil de controlar
Porque ellos han estado tomando demasiados éxitos
Tomados golpe por golpe
Ahora enciéndelos, da un paso atrás, míralos explotar

Cuando has estado luchando por eso durante toda tu vida
Has estado esforzándote por hacer las cosas bien
Así es como un superhéroe aprende a volar
Todos los días, a toda hora
Convierte el dolor en poder

Cuando has estado luchando por eso durante toda tu vida
Has estado trabajando día y noche
Así es como un superhéroe aprende a volar
Todos los días, a toda hora
Convierte el dolor en poder

Oh, sí...

Todos los días, a toda hora
Convierte el dolor en poder

Ooh, sí
Woah

Todos los días, a toda hora
Convierte el dolor en poder

Cuando has estado luchando por eso durante toda tu vida
Has estado esforzándote por hacer las cosas bien
Así es como un superhéroe aprende a volar
14.2.5. Session 5

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SKILLS</th>
<th>TIME</th>
<th>GROUP</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final test</td>
<td>Reading Writing</td>
<td>45’</td>
<td>IW</td>
<td>Photocopies</td>
</tr>
</tbody>
</table>

- Content test. ASD student will do the test as the rest of the class, but he will have the chance to continue the test the following day if he has not finished.

SUPERHEROES

Name:                                                                                Class:            Date:

1. True or false?
   a) There are a lot of woman superheroes.
   b) Superheroes always hide their identity.
   c) Superheroes help other people.
   d) All the superheroes can fly.
   e) Superheroes do not normally have an enemy.
   f) Superheroes can work with other ones.

2. Complete with the correct form of Present Simple.
   a) Spiderman ________ (wear) a mask as not to be discovered.
   b) I ______ (met) my friends on the weekend.
   c) She ________ (like) to study mathematics. (negative form)
   d) ____ the fantastic four ______ (live) together?
   e) We ______ (go) to the cinema once a month.
   f) ____ you ____ (watch) the TV every day?

3. Make a sentence with an adverb of frequency and the verb s in the table. You have to create one.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>shower</td>
<td>shower</td>
<td>shower</td>
<td>shower</td>
<td>shower</td>
<td>shower</td>
<td>shower</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>go (to the cinema)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>study</td>
<td>study</td>
<td>study</td>
<td>study</td>
<td>study</td>
<td></td>
<td>eat(</td>
</tr>
</tbody>
</table>
4. Choose the correct answer.
   a) She never watch/watches TV.
   b) I doesn’t/don’t like chocolate.
   c) Mark and Tony play/plays football on the weekends.
   d) Do/Does Noa tidy her room?
   e) We goes/go to school by bus every day.
   f) They doesn’t/don’t listen to rap music.

5. Match the character described with the picture.

   a) She has dark long hair, small eyes and a big mouth. She has dark skin. She is thin and tall.
   b) He has ginger hair, big eyes and ears. He has light skin. He looks like a young.
   c) She has blonde straight hair. She has big eyes and a small mouth. She is short.
6. Describe your best friend.

4.13. Attention to diversity
In the group there are fast-finishers learners and slow-ones. For those who finished early, the teacher will provide them extra material. But, for those who are slow-learners, the teacher will give them extra time to do the tasks.

In the first session, the teacher will give the fast-learners computer activities in which they have to complete the gaps, and they can check the answers by themselves. [https://www.myenglishpages.com/site_php_files/grammar-exercise-simple-present.php](https://www.myenglishpages.com/site_php_files/grammar-exercise-simple-present.php)

In the second session the teacher will ask students to make a physical description of teachers of other subjects. During the third session the fast-learners have to ask the superhero, in the e-mails, questions “Why there aren’t so many female heroes as male heroes?” given arguments of what they think.

To help the students with ASD the teacher has to prepare some activities suitable for her. The teacher has to speak first with her tutor to have an idea of her strength and weakness, and pay more attention to her weaknesses. Some examples materials and activities are the followings:

Materials that can be used in English class, but also in the rest of the classes.
As we can see, it is in Spanish, but the same procedure can be used to teach the student a second language, in this case English. It is made with written names and pictures, so students can make a relation between them. This type of materials, and everyday activities, can be developed in the class with the names of the different sections in the classroom, and the time when doing the activities, as it can be a schedule.
In this schedule the teacher should put a picture of the student, and in this way, as they refer to them with their proper names, it will be easier for them to develop the activities doing in the class.

With this the teacher can teach the student the names of the different parts of the body. As it is movable the student can interact with it.

With it, the teacher can give the student paper with the names on the part of the body written down, first showing her the name and the relation with the part. And she has to joint both parts.

Another activity the teacher can do orally is say the name of the part and the student has to show in it the part said.
CONCEPTOS BÁSICOS

grande - pequeño
GRANDE - PEQUEÑO

BASIC CONCEPTS

big - small
BIG - SMALL
With this activity the teacher makes the students know the difference in relating things. This is only an example, but a lot of different cards can be use, depending on the theme. The cards can be handmade if the teacher does not find the topic he/she wants to teach.
After teaching the student, we can make example of it with real objects. Saying to the students to choose between them, to say the name of them, or arrange the objects in different size.
With this activity the student has to match the picture with its name. At the same time she has to try to say the name out loud.

Chapter 7: Final conclusion

The principal idea of my final master project is to show the reality of teaching a FL to students with specials needs, focusing on students with ASD.

At the beginning of it I introduced the topic, because people think they know what autism is, but they only know a few things about it. When explaining it, I give a theoretical basis, defining the students, and the difficulties they find during the lessons, and given some tips to teach them. The final part is a lesson plan that benefits not only students with autism but the rest of the class.

To teach an ASD student is not easy, because each ASD student is different, and the teacher should give them an especial plan, due to the fact that there are students that do not talk but they can communicate, or students that have acquired the ability of speach, but they normally do not create long sentences. When teaching, the teacher is the person that has to help the student through the difficulties he/she can have, paying special attention to them. He is a model to follow for the students, not only the ASD ones, also the help of the parents.
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