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**Investigating Teachers' Attitudes towards Integrating Pupils with
Autism Spectrum Disorder (ASD) In mainstream Middle Schools**

The Case of First Year Pupils at Tebessa Three Middle Schools

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Dedication

In the name of Allah, the most gracious, the most merciful

**To my parents “Zine-edine “and “Soulef” for their great support, great help without
boredom, sacrifice, and prompting**

My husband “Hicham’ for his considerable efforts, patience and encouragement

To my brothers, and my sisters

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Abstract

This dissertation's aim is to investigate teachers' attitudes towards teaching autistic learners foreign languages and engaging them in mainstream schools. This research introduces Autism Spectrum Disorder (ASD) general background. Afterwards, it describes the importance and the benefits of including autistic pupils in general schools. Also, it explains the most beneficial strategies of supporting and motivating autistic students which may help them positively in improving themselves, ameliorating their behaviours, and facilitating their therapies. To realise this researches' aims and to test research hypothesis, a questionnaire was transmitted to three middle schools Mlayem Mouhamed , Bougaren Mouhamed ,and Souahi Madeni to ten teachers of English to know whether they do have positive or negative attitudes towards teaching autistic learners in EFL classrooms . Furthermore, an observation was conducted during teaching English language to ensure autistic students ability in acquiring languages as any normal students and behaving appropriately in classrooms. The research findings reveal that the majority of teachers who participated in this study show positive attitudes towards the importance of teaching autistic students foreign languages, but just half of the representative population accept and encourage engaging them in general schools ,and the other half percentage of teachers reject totally the idea .In addition to that ,it is observed that autistic learners react properly in English sessions ,but do face difficulties in interacting in general classrooms effectively .

Key words: Autism Spectrum Disorder (ASD), classroom integration, Foreign languages, teacher of English, middle school ,teaching strategies.

List of Abbreviations

APA: American Psychiatric Association

ASD: Autism Spectrum Disorder

EFL: English as a Foreign Language

ICT: Information and Communication Technology

PDD: Pervasive Developmental Disorder

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Resume

ملخص

1. Statement of the Problem

Willis (2006) confirms that teaching autistic student' foreign languages helps in developing their social and communicative skills; particularly, in mainstream schools, because they give autistic pupils more opportunities to use language and to communicate with different students effectively. As well as developing their capacities in understanding what others say or feel. Also, learning foreign languages means automatically learning new cultures, traditions, and civilizations which may motivate and engage better autistic students to be a part of society. Integrating ASD students and teaching foreign languages take specific and great care nowadays because the number of autistic students is rising every year .(Autism Facts and Figures). Thus, they need more attention and developed educational programs that enable them to be more successful, intellectual, and socialized. The problem of this research is to investigate exactly the importance of teaching ASD students foreign languages as well as the benefits of engaging them in mainstream schools.

2. Research Questions and Hypotheses

This study is conducted to answer the following questions:

- a.** Are autistic learners able to learn foreign languages more specifically English language?
- b.** Do teachers have positive attitudes towards engaging autistic students in mainstream schools?

In the light of the research questions, we assumed that teachers have positive attitudes towards autistic pupils' integration in mainstream schools.

3. Aim of the Study

This research is undertaken to determine teacher's attitudes towards teaching autistic students foreign languages in public schools rather than private schools and to boost teachers' awareness about the positive effect of integrating them in the EFL classrooms. A profound study was made to demonstrate autistics students' capacities in learning foreign languages and adapting to public schools.

4. Research Methodology

4.1. Population

The population of this study consists of teachers of English teach in three Middle schools such as Mlayem Mohamed Middle school, Souahi Madeni middle school ,and Bougaren Mouhamed middle school in Tebessa. Autistic pupils who are studying at these middle schools will be observed to know more about their characteristics, behaviors, and capacities.

4.2. Sample

The sample of this dissertation is composed of ten teachers of English in Middle schools. The choice of this population was based on the number of autistic pupils that do exist in the general middle. The number of integrated autistic pupils helps better teachers to answer the questionnaire depending on their experiences in teaching them.

5. Research Tools

This research adopts two main methodological instruments to achieve reliable and valid results such as questionnaire and classroom observation. The questionnaire is given to teacher of English in three middle schools at Tebessa to investigate their attitudes about autistic pupils' inclusion in general schools and EFL classroom particularly. The second research instrument is classroom observation which is conducted to ensure if autistic students are capable to study in general classrooms, adapt with normal students properly, and are they motivated and eligible to study foreign languages.

6. Structure of the Dissertation

This research is divided into two chapters. The first chapter represents the literatures review; it is divided into two sub sections. The first section describes the general contribution about autism; more precisely it provides a general overview to understand exactly characteristics and different types of these disordered learners. Thereafter, the second section tackles teaching autistic students foreign languages and including them in mainstream schools which is regarded as the main focus of this research This section concentrates mainly on both the benefits of the integration and teaching foreign languages with providing the most suitable strategies .The second chapter is the fieldwork ; it highlights the general description of both selected instruments such as questionnaire and classroom observation, including information about the sampling and data collection and analysis. It discusses also the findings that emerged and addresses the research questions. Additionally, it discusses the implications, recommendations, and areas for further research.

Chapter One: Literature Review

Introduction

This chapter is divided into two sections .the first section provides a general description of autism spectrum disorder ,and the second section deals with explaining the importance of integrating autistic pupils in mainstream schools with providing the most suitable techniques of teaching and supporting them

Section One: Autism Spectrum Disorder

Introduction

Autism is a very complex mental disorder. This section focuses on the definition, and general background of autism. Then, it presents types, causes, symptoms, and characteristics of autism. Afterwards it explains the most effective planning instructions depending on autism's characteristics. Finally, it ends with the prevalence of that disorder. Autism is a very sensitive disorder; they face many deficits in many aspects of life such as language and behavior.

1. Definition of Autism

The word 'Autism' is composed of two parts .It is derived from the Greek words 'auto' and 'ism' .The word 'auto' means 'self ',while 'ism' means 'people's state or condition' . It is used to describe how a person is moved from social interaction into isolated self ("Autism Epicentre" n,d). According to American Psychiatric Association(APA) ,Autism "is a complex neurobehavioral condition that is characterized by impairments in social and communication interaction, restricted, repetitive, and stereotypes patterns of behaviour, interests, and activities "(as cited in Teaching Students with Autism 2000,p.3). In other words, children with autism are totally different from other children; most of them do not like

social interactions and crowded spaces. As well as, they have difficult behaviours and attitudes towards various aspects of life such as learning and practicing different hobbies. This complex disorder is now known as autism spectrum disorder (ASD) because of the range of three main symptoms (language and communication, social relationships, and responses to sensory stimuli). (Willis, 2006, p.15). People with autism face many difficulties in expressing themselves, their feelings, and even their thoughts through the use of correct words and sentences, they may be sometimes incapable to understand what others say, or feel .In addition to that they may not communicate and interact appropriately with their surroundings, because they suffer from fear of contact with different individuals in society which enable them to be socially eligible. Some of autistic children have some levels of intelligence, while some others lack certain intellectual disabilities. Autistic's weaknesses in social interaction and behaviour may vary from one individual to another; some individuals prefer stay in isolation, while others may be active member in society and try to improve their communicative competences in exotic ways. Children with autism may share some common characteristics, but no autistic child resemble to another. (Teaching students with Autism, 2000, p.3).

2. Historical Background of Autism and Its Prevalence

The term 'autism' was firstly used by the Swiss psychiatrist Eugen Bleuler in around 1911.He started to use this term to refer to people who suffer from schizophrenia, which is defined as “serious mental disorder which may affect how a person thinks, feels, and behaves” National Institute of Mental Health (2017,p.2). (At that time, autism and schizophrenia were considered similar).

Ames (2018) reported that the first case of autism was accidentally discovered in 1747. At that time the court was investigating about a family who was struggling because of

marriage and inheritance. During the investigations, the court noticed an abnormal case in the family, who was a boy called Blair, and according to some diagnosis, specialists confirmed that this boy is showing strong symptoms of autism.

Then the French physician Jean –Marc Gaspard Itard described a young boy who returned back to society after 11 years in isolation exactly in 1798, and depending on some diagnosis, it is recognized that he had many lacks in using language effectively and behaving normally as any other child in his age. Cook and Willmerdinger (The History of Autism .2015, p.1). After years of researches, the Swiss psychiatrist Paul Eugen Bleuler coined the term ‘Autism’ for the first time in early 1900s. Ames (2018).

In 1938, autism was officially separated from schizophrenia .It was because of some researchers who prove that autism and schizophrenia’s symptoms are different. Kanner in 1940s described autism as “children’s inability to relate themselves in the ordinary way to people and situations from the beginning of life “. Specifically, children with autism are disabled to communicate properly with others from their born. Kanner separated in 1943s autism from subtype of schizophrenia into a category called ‘infantile autism. Cook and Willmerdinger (The History of Autism, 2015.p.2).

In 1943, the researcher Kanner was working on 11 different behaviours of children, in which he noticed that some of them had some shared abnormal behaviours such as loneliness and isolation .Autism then has been well defined through describing such unusual behaviours and attitudes. (Willis.2006, p.13).

Ames also reported that in the late 60s to mid 70s ,autism started to get more attention because the number of children affected by this disorder is increasing .In 1964 , the psychologist Bernard Rimland published his book “infantile autism: the syndrome and its

implication for neural theory of behaviour”. That book helped lot researchers to define, and to know more exact information about autism.

In the 1980s and 90s researches have been interested in modern therapies which were focusing on positive rewards and controlled learning environments .Unlike the 60s and 70s,in which the focus was on electric shock ,and negative behaviours such as punishments .In 1987,“infantile autism” was developed to “autism disorder” and it had a specific diagnosis criteria that help specialists in knowing exactly this disorder.

In 1991, the U.S government insisted on educating autistic children, and helped schools to offer the appropriate educational aids to autistics. In 1998, there was a strong debate about the causes of autism .Some studies were done and published to prove that vaccines may cause autism. Although, others proved that it is impossible and its causes are based on people’s genes and environmental factors depending on some experiments. Yet autism’s causes still unclear. Ames (2018).

In the present days situation of autism, it is very important to learn that autism is one of most rapid development disorders in mostly all the world .Particularly in US one children in 40 born with autism. Researches nowadays are more interested in autism and are trying to find solutions that diminish the risk of autism on children’s lives. Ames (2018).

Rutter and Treffert reported that the first studies of the prevalence of autism were mainly conducted in the 1960s and 1970s in Europe and the United States. Statistics has revealed that two to four cases per 10,000 children are influenced by autism. It was also noticed that autism was rare among children. Recently, many studies have proved that boys are more likely to have autism than girls, because of some gene’s factors. In the late 1980s and 1990s, autism prevalence studies showed incredible increasing in autism’s cases, according to Fombonne

and Rutter. As cited in (Mental Disorders and Disabilities Among Low –Income Children.2015).

Fombonne and Lotter (2002) statistics showed that in the US, a range of six to seven per 1,000 children are autism children. Hence, there is a real increase in comparison to the first studies .These researches emphasise on how much boys are affected by autism in an incredible manner .The number of autistic children increased highly in 2014 from 8.08 % in 2004 to 20.53%in 2014.There is no indication in all those researches to when exactly there will be a decrease to the growth of the children with autism. As cited in(Mental Disorders and Disabilities among Low –Income Children , 2015).

Recent researches has prove that in 2018, autism is considered to be very fast in growing and developing more than any mental disorder, from one child in 68 has autism, to one child in 59. It is confirmed that one in 37 boys and one in 151 girls have autism. Besides, it is claimed from experiments that autism can affect any member in society. Early diagnosis may help better in treating autism, and may bring better results and development .Previously, there is neither medical innovation nor invention that can eliminate or detect autism. (Autism Facts and Figures).

3. Types of Autism

Jo rudy (n,d) reported that in May 2013, there was the official diagnosis of autism spectrum disorder . Researchers confirmed that there are five main types of that disorder (severe autism, pervasive developmental disorder, aspenser syndrome, high functioning autism, and ret syndrome).

3.1. Severe Autism

Severe autism is considered as high level of spectrum disorder. People with this type of autism usually suffer from aggression and other difficult behaviours .In addition; they can never gain correct use of spoken language. They can learn and communicate through signs, pictures, or other means.

3.2. Pervasive Developmental Disorder (PDD)

This type of disorder meant the same as autism spectrum disorder between 1994 and 2013.”Students with PDD may have a wide range of developmental differences which can be either mild or severe” .They require mostly the same treatment and interventions.

3.3. Asperser Syndrome

This type is used to describe high functioning autism. People with this type are considered to be number one in autism; they are unskilled in social communication and interaction. Also, they have many sensory challenges.

3.4. High Functioning Disorder (HFD)

HFD was first used to distinguish between ‘autism ‘and ‘asperser syndrome’ by practitioners before 2013. People with this type develop language slowly unlike some other types. But from another hand, it a real disability which can lead to challenges in managing social interactions, schools demands, or recreational activities.

3.5. Rett Syndrome

From May 2013, this type in no longer regarded as spectrum disorder .It impacts only girls. It is characterised by the loss of appropriate use of hands, and include social communication challenges it starts at the age of one to four years.

4. Causes of Autism

Bhandari (2017) demonstrates that most of the researchers have proved that autism is mostly hereditary and genetic. On the one hand, Preiserowicz (2015. p, 2) has proved that some combinations of genes may predispose a child to autism. Also, Bhandari reported that some other researchers think that if a pregnant woman takes many medicines and chemicals, her child is more likely to be autistic. But on the other hand, there is no proof that vaccinations may cause autism. Thus, the exact causes of autism aren't yet known. In 1943 Kanner suggested a theory of Refrigerator Mothers in which he believed that lack of mothers 'warmth may be a major factor that could cause autism. Recently, Bhandari reported that many researchers supported Kanner' theory by giving parents some questionnaires and depending on their answers, they figure out that the environment plays a very important role in causing autism (environmental factors) which may include not giving much care to the child from his born, isolating him, and living him alone with different technological means like televisions and internet approximately the hole time (almost in case both parents are working).

5. Symptoms of Autism

Bhandari (2017) reported that parents start to notice some issues in children with ASD by the age of 12 months. Between 80% and 90 % notice problems by 2 years. These issues may be observable clearly, others might not .autism's symptoms appear in three levels. Social skills, communication, and behaviour

5.1. Social skills

Children with ASD have many problems in social interactions; they are not interested in friendships with children at the same ages, do not use and understand facial expressions, body

gestures, and eye contact, and do not show any social or emotional exchange with their parents. Zender (2005, P.1). Children may show some of these symptoms in the first 10 months:

- Do not respond to their names.
- Prefer to be always alone.
- Do not like share ideas or talk with others
- Face difficulties in understanding their emotions, and even others. Bhandari (2017).

5.2. Communication

Bhandari (2017) reported also that many studies confirm that about 40% of kids with autism spectrum disorder don't talk at all, and between 25% and 30% develop some languages skills. Some of them lose those skills later, but others do not. Also, it is confirmed that some autistic kids start talking later in life. Some problems in communication include:

- Difficulties with non-verbal communication:
- Abnormal use of the facial expression
- Unusual use of body movement and gestures
- Lack of eye contact
- Lack of pragmatic competence:
- Difficulties with the appropriate interpretations of unwritten and unsaid discourses
- Incorrect interpretations of speakers or writers intentions.
- Limited vocabulary
- Delayed speech and language skills
- Echolalia (repeating the same speech)
- Problems with pronouns (saying 'she' instead of 'I' for example)
- Rarely use of body gestures.
- Difficulties in understanding sarcasm or joking.

- Enable to stay talking on one unified topic. Bhandari (2017)

5.3. Behaviour

Children with ASD may show unusual behaviours, act in an inappropriate way or have different complex interests. Zander (2005, P.2) explains how autistic children's behaviours are very complicated and how much do they engage in a restricted range of behaviours in a repetitive manner. This can include:

- Repeating behaviours such as jumping and flapping hands.
- Very quick movement and hyper behaviour
- Fixe their attention on certain activities or objects for a long period of time.
- Same routine and getting upset when it is changed
- Highly sensitive to touch, light, and sounds.
- Do not imitate other's behaviours
- Some aggressive behaviour with themselves and others
- Unusual eating's habit.

6. Characteristics Associated with Autistic Students

Students with autism generally differentiate from each other. But they do share some common characteristics and behaviours .fundamentally, there are four characteristics associated with autism (learning, unusual patterns of attention, unusual responses to sensory stimuli, and anxiety. (Teaching students with autism.2000, pp.13, 18)

6.1. Learning

Students with ASD have different and special needs that differ from those of normal student's."There are many deficits in many cognitive functions". These cognitive functions are considered as "an intellectual process which is responsible for receiving, and comprehending ideas .it encompasses all aspects of perception, thinking, reasoning, and remembering ". (Medical Dictionary), yet not all are affected. There are many deficits at the level of some abilities, but some others are totally right. These are some of cognitive features linked with autism:

- Lack in paying attention to the information and in understanding different signs and signals.
- Difficulties in using language to express abstract concepts.
- Face problems in concept formation.
- Obstacles in social interaction, usually autistic students are not able to share ideas and feelings effectively with others.

According to Minshew (1998) "some students with autism have abilities in rote memory and visual special tasks, they may exceed easily to visual special tasks".(As cited in Teaching Students with Autism, 2000.P,14) .Some autistics may even be able to recall simple information. It is proved that students with autism like movements, pictures, and sounds, so they are supposed to learn better with the use of visual information rather than non visual information. Some students may show strength in certain aspects of speech and language "sound production, vocabulary, and simple grammatical structure". But still has some problems in communication and interactive goals. (Teaching Students with Autism, 2000).

6.2. Unusual Patterns of Attention

Students with autism often show weird patterns of attention, this entails they do not pay attention to all or most things that happen in their environment, but rather focus only on one part of that particular environment .furthermore, they may exclude important and relevant things from their observations. Another weakness related to autism children that he does not know how to share attention between two things or people. Besides, students with autism may fail in shifting their attention from one thing to the next one. (Teaching Students with Autism, 2000).

6.3. Unusual responses to sensory stimuli

Sensory experiences differ from autistic learner to another. In some cases,” one’s autistic senses are under-reactive (hyperactive) or over reactive (hyper-reactive)” which are defined by the medical dictionary as “showing fewer reactions to different stimuli than it normally requires”, and the second one is the opposite of the first “showing high responses to stimuli then it demands”. Depending on the national autistic society .As cited in(Teaching students with Autism, 2000, P.16), there are four main systems (tactile, auditory, visual and olfactory, and vestibular and proprioceptive systems). Each system is responsible for specific functions. Generally autistic learners suffer from some damages at the level of some systems, knowing the type of those damages and at which system help teachers to identify the appropriate methods of dealing with different problems that can occur in the presentation of different lessons. (Teaching Students with Autism, 2000).

6.3.1. Tactile System

The tactile system “involves both the skin (touches) and the brain”. When autistic learners are affected in the tactile system, their responses to different touches and their analysis of different objects is going to be ineffective. Teachers, in that case, must know how

to deal with such kind of misleading interpretations to avoid behavioural problems, which can cause obstacles in classrooms for both teachers and students.

6.3.2. Auditory System

Teachers reported that different sounds may cause extreme responses in some students with autism. This can cause serious problems in schools, which normally include many and several sounds. Some autistic learners reported that those sounds are completely unsupported.

6.3.3. Visual and Olfactory Systems

Learners with autism show different responses to sensory stimuli. Some of them, for instance, cover their eyes to avoid certain effects of lights, while others search for shiny things and look at them for a long period. Another example is about perfumes, some of them like their smells, react toward them, and even use those smells to find some information related to their surroundings, but others neither react nor like them.

6.3.4. Vestibular and Proprioceptive System

This system is” linked more with the inner the ear which help in figure out different movement especially in positions” .students with autism differ from each other in that orienting system .Teachers must pay attention to classrooms when moving and explaining using body gestures and facial expressions, because autistics who have problems with body movement and orientating themselves will appear clumsy and wooden.

6.4. Anxiety

Felman (2016) reported that the American Psychiatric Association defines anxiety as “an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure.” That is to say, anxiety is a feeling of worry and confusion which may affect negatively people’s way of thinking and deciding about different subject matters, and may also cause problems in concentration and interacting with others easily. Children

with autism have degrees of anxiety, most of them suffer from fear, worry, and stress .these feelings usually appear, when they are not comfortable with their surroundings, change their routines, or oblige them to stay in crowded settings. Anxiety related to autism may include the following:

- Disability in expressing themselves
- Like routine and have difficulties with change.
- Have difficulties in understanding themselves as well as others. (Teaching students with Autism, 2000, P.18, 19).

7. Most Common Treatments for Autistic Children

Some researchers claim that children with autism can receive some treatments that do help them in developing their communicative and cognitive abilities.(Willis.2006,P,22) .The table 01 (Services for Children with Autism) proposes some treatments and their definitions that help autistic pupils in progressing and improving their disorders .

Treatment	Definition
Structured Behaviour Intervention	A plan to help the child manage his behaviour designed by a specialist trained in applied behaviour analysis (ABA)
Early Intervention	Services, usually home-based, which are provided for the child through a special education teacher. This is usually used to describe services received before the child is three years old.
Sensory Integration Therapy	Usually implemented by an occupational therapist, designed to help the child handle all input received from his environment.
Speech/Language Therapy	A speech language pathologist works with the child to facilitate communication and language.
Special Education	The special education teacher is responsible for implementing the child's Individual Education Plan (IEP) and for working with the classroom teacher to help the child reach his full potential.

Table 01: Services for Children with Autism. Willis (2006, p, 22).

8. Planning Instructions for Autistic Students Depending on their Characteristics

Teachers find many difficulties in teaching exceptional cases such as autistic students'. Therefore; they need to be careful in planning their instructions to fulfill the needs of such students, and to avoid falling in unwanted troubles.

Teachers must, first of all, take into consideration autistics' special needs in learning, they need to give more importance to the visual aids that help students with ASD to learn, understand, strengthen their academic performance, and memorize better. Teachers need to incorporate any visual material while presenting the course to facilitate both processes teaching as well as learning.

The second main point is related to the attention which is affected negatively by autism. Rosenblatt (1995), As cited in (teaching students with autism, 2000,p.16) claimed that students with autism may shift their attention to irrelevant things, which may influence negatively their social development or they cannot focus on the real and important intent meaning in different conversations, because their attentions are focusing on less important issues. Teachers need to know how to plan their lessons depending on the minimum things that can attract autistic learners' attention. The ideal instructional plan must include different strategies that help developing and managing autistics attention to the most important things in the society.

Then, autistics have several weird responses to stimuli. Consequently, teachers must be aware of different sensory stimulations because it is very important part of understanding students with autism behaviours. Planning effective programs for those students require high teaching knowledge and implement strategies to enhance the student when he is hyporesponsive, and to calm him when he is hyper-responsive. (teaching students with autism.2000)

Finally, teachers should plan programs which deal effectively with anxiety .because it is considered as a very serious and important factor that may influence highly the development of autism disorder .for instance changes and new adaptations can be done gradually not suddenly. Various strategies can be used to help autistic learners to manage and challenge their feelings of anxiety. Be knowledgeable about different autistic's preferences and weaknesses, support best and appropriate methods of dealing effectively with them. (Teaching Students with Autism, 2000, p.11, 19).

Conclusion

The main aim of this section is firstly to present the most useful information about autism. Lately, the focus on this disorder is highly augmented to try to know the best solutions of diminishing its unfavourable effects on children's with autism existence .knowing the sensitivity and the obstacles of autistic people, helps in achieving better results in their therapy. All autistic people need to be supported and surrounded by parents and educators. Parents and educators must be conscious of the negative outcomes of autism on every person's life .In order to diminish the danger of such outcomes; they must have sufficient information about autism such as characteristics, symptoms, and causes. Also, to overcome its bad effects on autistic's academic lives, because any individual with particular lacks has total rights in learning and be treated as any normal member in society.

Section Two: Strategies for Integrating ASD Learners in EFL Classrooms

Introduction

The second section focuses on the inclusion of students with ASD in mainstream schools and its benefits on developing each student's communicative, social, and academic abilities. Then, it discusses the necessity of teaching foreign languages to ASD students. Next, it provides suitable techniques for teaching autistic students. After that, it explains different ideas of supporting students with ASD. Then, finally, the section discusses classroom arrangement for autistic students and provides behavior strategies for students with autism.

1. Benefits of Including Students with Autism in Mainstream Schools

Inclusion is “the practice of including students with disabilities alongside other students in general education classrooms”. Gilhool(1989) cited in (educating students with learning disabilities in inclusive classrooms, 2013.P.3). Public schools are regarded as the most effective learning environment that does support equal education, protect students' with special needs rights, and establish communities without discriminations. Nowadays, the call for the necessity of including students with disabilities alongside with other students is increasing, and the benefits of the integration are proved, “those with special educational needs must have access to regular schools which should accommodate them within child-centered pedagogy capable of meeting these needs “(the Salamanca Statement and Framework for Action, para, 2). Besides, developing one's behaviour values such as empathy, tolerance, honesty, and helpfulness can be founded more in mainstream schools, unlike the private ones. (Mental Disorders and Disabilities among Low –Income Children.2015). Moreover, public schools help better students with disabilities in improving their capacities in understanding different contexts, hidden meanings, people's feelings and emotions, and develop their abilities in responding effectively. Inclusive education proved that “all students

are learners who benefit from a challenging, meaningful, appropriate curriculum”.Meynert, 2014(As cited in Teaching English to a student with an autism spectrum disorder in regular classrooms in Indonesia, P.160). ASD Students need to be in an inclusive environment to learn directly from what they see and hear. Exclude ASD students from general schools; decrease the chance of developing their social and communicative skills. (Jandhyala, 2017).

Burns, Leblanc, and Richardson (2009) recognize that one of the most influencing factor that does help in the success of including students with special needs are the need for trained teachers to know how teaching ASD students effectively, supporting them, and managing classrooms adequately, because effective inclusion requires teachers’ understanding of student’s disorders. As cited in (effective inclusion of students with Autism spectrum disorder ,2012 P.3) In the past, there was a strong belief that children with autism can never progress and show educational development, but thanks to the psychological and pedagogical improvements that highlight the importance of the inclusion and its benefits on each autistic learner life. Including students with autism in mainstream schools is regarded as a challenge for teachers because they need to think carefully about different choices given to students, materials used in presenting the lectures, comfortable and safe classrooms, and engagement of all students. Eldar 2008 .As cited in (effective inclusion of students with an autism spectrum disorder,p.11) confirms that many studies have shown that ASD students in inclusive settings have shown better results in measuring their social competences .for example, they have more positive outcomes on liking sharing ideas and thoughts with their classmates. As well, they feel differently and more confident in mainstream schools, because they overcome the feeling of loneliness, isolation, and exclusion. Furthermore, they will have better educational purposes, in comparison to private settings. Many educators do not believe in the principle of inclusive education, and think that ASD students need to be in private schools and cannot either be taught as normal students nor in inclusive settings (because of their social and

cognitive lacks), so this will result of negative social experiences because such inclusion needs firstly serious support (Campbell, 2016). In addition to that, Campbell proved that the inclusion of ASD learners is very beneficial for improving both social acceptance and interaction, he rather focuses on these two improvements because autistic's lacks appear mostly in appropriate social interaction, so due to effective inclusion, students with ASD can develop their abilities in creating large friendships with others, interact easily and effectively, accept different points of view, and convenient advice. Another major benefit is the academic achievements, ASD students can benefit academically from the inclusion through the use of different inclusion strategies that help students succeed better, they become more motivated and support by the educational surroundings, so these results better academic realisations .including, greater scores, frequency of attendance, and the greater probability of getting superior diplomas, in comparison to students studying in separate schools. Besides, researches proved that students in the inclusion settings access better to the general educational curriculum (Kruth and Mastergeorge,2010).Inclusion is regarded lately as the major factor that helps in the advancement and treatment of students with autism.

2. Importance of Teaching Autistic Learners Foreign Languages

Learning foreign languages is very important in each individual's life due to globalization, technological expansion, and many other influencing factors. Even individuals with disabilities mustn't be deprived form that right, since they are as any other human beings. Language is what differentiates humans from animals,'language is a human instinct".Pinker (1994). Students with special needs face always difficulties in learning new habits, programs, cultures, and in particular acquiring new languages since they naturally like only routines. From other another side, Kanner (1987) explains that "autistic children have enough intelligence to develop and achieve high performance at any subject matter". As cited in (Strategies to teach the English language as a foreign language to autistic children at a basic

level at saint marry). Teachers must know a very important factor linked with teaching children with autism (Willis.p, 23) stated that:

The most important thing teachers need to know is that the sooner a child with autism receives sound, consistent, and appropriate services, the better his chance for success. While there is still much to learn about how to reach children with autism and how to help them adapt to a world that is constantly changing, we know that working with parents and other professionals can lead to positive results.

In other words, exposing children with autism early to learning and acquiring, helping them better to progress as well cooperating work between teachers and parents may bring better developments.

Newly, learning foreign languages is very necessary, because different cultures, believes, traditions and values are transmitted from one generation to another through the use of different languages, so teaching autistic students foreign languages develop their abilities in understanding people, various aspects of life, as well as being clearly understood. Lafrance and Miguel (2014, pp.403, 405), when a child with autism is not able to develop an initial vocabulary of a specific acquired language, this will basically affect negatively his behaviour. Moreover, without learning languages, autistics will face problems of exclusion, since all members of society must share common languages. For example, in Algeria all students are supposed to study the French language from primary school, if an autistic student doesn't acquire this language as others at this stage, he will feel abnormality and lacks means of communication that enable him to feel as any member in society. Also, they will seem to be weird and not intellectual as any other student. Another important reason to learn foreign languages is developing children's cognitive abilities, flexibility, and intelligence, they become more curious and open-minded, they will develop their abilities in searching about every word, its pronunciation, and meaning. In other words, their brains are going to be high functioning, not only receive, but also understand, and produce but rather than search about

what do they receive (Moving from passive to active student). Also, it gives opportunities to autistic students to learn from words not only pictures, and enable them to create a different and infinite number of expressions and meanings not only drawing and painting. (Mathews, 2018).

It is widely known that children with autism are mostly ineligible in communicating effectively with others (Willis, p.14), so learning foreign languages, effective and regular exposure is one of the best solutions to improve autistic's communication capabilities appropriately. Some parents do not encourage teaching or speaking with their children in more than their native language since they have already language weaknesses in their mother tongue, but others support that idea and they want their children to learn as any intellectual member in society without any segregation, use different languages effectively, and express themselves with words better than crying, shouting, and aggression. It is difficult for the autistic learner to understand jocks, proverbs, and idioms. But they can easily memorize and acquire a large vocabulary. They like rules, structures, and may enjoy learning the grammar of a second language even better than their language learning peers. Benwell (n,d). Students may only face difficulties when there is a lack of interaction with parents or teachers. Also, they may struggle when teachers do not support them, use suitable tools, and lack adequate training.

3. Techniques of Teaching Autistic Learners

Autistic learners need specific strategies to learn any subject matter. Different methods and techniques have been suggested by *Jandhyala* (2017) in order to develop teacher's abilities in teaching autistic learners in general schools:

3.1. Create a Structured Environment

Students with autism usually like routine, Teachers need to move from one structure to another smoothly and clearly, and they must minimize different deviations from one lesson to another, or activity to another. Also, teachers must explain using simple and clear language about every detail concerned with the lesson .For example, what is the lesson is about, the number of activities, time, and what they are going to do in details.

3.2. Make Communication Easier

Teachers must use appropriate communication's techniques to facilitate it, like pictograms (check the following title).

3.3. Use Visual Aids

Visuals are necessary tools in teaching. In reality, these visual aids are supported by almost all types of students because they simplify ideas, information, and they can't be forgotten easily. Teachers can use pictures, drawings, and stickers in every classroom activity. Students with ASD find these aids easier and motivated in learning different subjects especially new vocabularies .It is well proved that visual support offer to autistic students' opportunities to communicate effectively and without any complications. The national autistic society (as cited in visual supports, 2013, p.1)

3.4. Give Choices

Mostly, a large number of students hate to be restricted and more precisely autistic students, so giving choices is greatly helpful for students with autism when it is linked with learning environment, lesson materials, and communication. Students with the offer of choices feel free and not restricted. it is widely known that almost all students do like neither orders nor instructions. Classrooms choices may include:

- Choose to solve only three of the six assigned problems
- Work alone or with groups
- Write words or use drawings while taking note
- Providing seating options

3.5. Encourage Social Interactions

ASD students need huge support from their teachers to help them develop their social skills. Because it is the most affected factor by autism spectrum disorder, ASD students ordinarily aren't interested in social interaction, so teachers must keep encouraging them by practicing different communication skills. Such as, promote students to make dialogues or interviews together through the use of different languages and new vocabularies. General Classrooms are regarded as the best setting to do such activities. Social interaction helps also in interpreting different body gestures, facial expressions, and signs which are founded in every daily life conversation.

3.6. Make Activities Structured

Moving from one activity to another requires a structured technique. That is to say; teachers must give information about the activity that is going to be done, clear instructions, and how much time each activity will take. In addition to that, teachers can't move directly to another activity before introducing it. For instance, saying (now we finished from the first activity, and we are going to do the second activity, the second activity is about' ' the second activity needs about 15 minutes to be done. In this example repeating 'the second activity' and giving clear information about it is necessary to enhance autistic students' comprehension and focus.

3.7. Use Direct Language

Mostly, students with autism are not able to understand abstract concepts or hidden meanings. Teachers are obliged not to use facial expressions and body gestures because they

cannot make sense to them, unlike normal students who can understand nonverbal communication easily. ASD students understand only what is obviously and literally being said and explained.

3.8. Give Autistic students Extra Time

Students with autism do not respond instantly, they need some time to answer or to speak. Teachers should give them extra time in comparison to normal students to understand and react. Patience is a key element when teaching autistic learners. If teachers re-explain what it is unclear for them rapidly, or using other words, statements, and questions, ASD students will be slower in answering and think from the beginning; as if what they hear is totally new. Thus, in case autistic learners do not understand an explanation or a question, teachers must repeat it as he used for the first time without any change.

3.9. Support Transitions

Some students with autism do not like transitions or change from one environment to another .while others have difficulties of moving from one activity to another. Heick (2017) also proved that autistic students struggle with transitions ,this is why it is preferable to prepare them very well to the next step by using different preparatory commands .Teachers can minimize this feeling by:

- Remind the whole class before any transition.
- Provide a transition aids.
- Teachers may ask all students to move from one place to another choosing the partner they like.

3.10. Keep Instructions Simple

Difficult and unclear instructions are hard to be understood by approximately all learners, particularly autistic learners, they originally find some problems with oral language and take time to comprehend, so teachers must be cautious in giving their instructions, in which they must be very clear and no more than two at one time, to be fully understood. Instructions also must be short and simple.

Strategies for Social Skills Development
<ul style="list-style-type: none">• Use social stories• Teach components of key social skills• Provide planned practice and reinforcement for skills• Provide practice of skills using picture cue-cognitive picture rehearsal• Use peer support• Use social skills training groups• Support the development of friendships

Table 02 : strategies for social skills development (teaching students with autism :a resource guide for schools 2000 , p 56)

4. Supporting Students with Autism

Kluth (2010) proved that Supporting students is very difficult specifically if it is linked with students with disabilities, and there is no specific method which can help teachers to support different students with different and hard needs appropriately .Students with autism usually have psychological, behavioural, and educational unique needs there are basically some beneficial ideas that do help teachers to support and develop the inclusion of learners with ASD.

4.1. Learn About the Learner from the Learner

Teachers must ask the learner with autism himself about different information concerning his name, age, and family. Some of them will be happy and able to share information, but others need family help and support. Teachers may ask the student in many ways .Such as, they might ask the student in a form of an informal interview .If the student with autism cannot share information in classrooms, teachers can contact their families to provide them with the most useful tips of teaching do they practice at home, or providing even some videos of the learner involved in different social interactions or activities. These types of interventions may help teachers to achieve better results in teaching autistic students.

4.2. Teach To Fascinations

It is well known and proved that students with autism do really like routine ,so in order to make them feel at ease ,teachers must respect everything related to their daily seats ,preferences ,and materials .On the other hand ,teachers must be changeable from time to time to fulfill all student's needs ,and to help ASD students to change their attitudes gradually .they must use different entertainment strategies in classrooms .Such as , different funny photos which include different ideas ,names of objects , people ,and places in order to make students understand ,remember, use them easily ,and mostly important to know how letting autistic students get rid of routine without causing any potential stress .Also , teachers should use interests ,gifts ,surprises as tools of teaching support in order to change smoothly the atmosphere of serious environment of the class. Teachers should be variable to facilitate the understanding of the information by autistic students, as well as, integrating them readily.

4.3. Create Equal Opportunities for All Students

Controlling classes which contain normal students and ASD students is very hard for teachers because some students dominate others. For ASD students, it is hard to understand and answer immediately, they need to spend more time in analysing what teachers say and explain in comparison to normal students, so it is not easy for ASD students to take chances in participations and classroom discussions. It is very important for autistic learners to have equal opportunities in using foreign languages, sharing ideas, asking and answering questions, and interchanging thoughts and opinions. The responsibility of teachers is to put appropriate structures and activities in place that allow all types of students to interact .For example, when teacher asks a particular question, he might instead of saying “who knows the answer, rises his hand “, he says “who knows the answer, stands up” .such kind of movement is vey welcomed by autistic learners since they like moving frequently .so this kind of classroom management give equal chances for all categories of students to participate. Teachers need to treat autistic students as any other normal student in the classroom ,not as a student who suffer from disorder, they need to make sure that students with autism gets students’ experiences, rather than student with autism experience. Heick (2017).

4.4. Be Aware Of Sensory Issues

ASD students may be either oversensitive or under-sensitive .teachers have to pay attention to all details happen in classrooms including lights, perfumes, sounds, and smells. Some autistic learners are sensitive towards such things and maybe interrupted and enraged in classrooms which may cause extremely negative reactions to learning and engagement. Teachers have to avoid the maximum such obstructions to guaranty safety for them. For example reducing the light, explaining clearly and slowly, minimizing the noise. In addition to that, commonly students with autism do not like crowded places, and it is known that

general schools are full of students, so teachers must be conscious and observe their students well. For instance, the teacher notices that the student is stressed and seems over stimulated to from sensory input, he must try to bring that student to a quieter place to de-stress and to protect him from any frustration.

4.5. Consider Handwriting Alternatives

Writing can be considered as a source of struggling for some autistic learners. Some students cannot write at all and for those who can write, they may have difficulties in doing so. In order to support these kinds of students, a teacher may try to encourage them in many ways. Teachers might allow the student to use the computer, word processor, or typewriter for the lessons. Students who can use the word processor when writing focus better on content rather than the process.

4.6. Help with Organizing

Some autistic students are very organized, while others are not .they need always help in finding materials, keep their desks neat and forget their assignments. Teachers play an important role in helping such students to be the more organized .for instance, teachers make all students clean their desks together, and copy down assignments. Such structuring helps all students to be organized and thoughtful.

Strategies for communicative development	
Learning to listen	<ul style="list-style-type: none"> • provide structured lessons in listening • break down listening into behaviour components and reinforce each component
Developing oral comprehension	<ul style="list-style-type: none"> • use visual aids (photographs, pictures, objects, etc.) • use gestures with oral communication • pair written language with oral communication
Developing oral expression	<ul style="list-style-type: none"> • reinforce attempts to communicate • provide structured instruction of new vocabulary supported with visual aids • help student understand that everything in the environment has a name • use desired objects or activities to encourage expression • provide classroom situations in which comments are elicited
Developing conversation skills	<ul style="list-style-type: none"> • model appropriate skills, and have other students model desired skill • provide opportunities for structured play interactions • use discussions of routines to practise skills • teach students the correspondence between behaviours and thoughts • encourage and reinforce informal conversation • use prepared scripts to teach social conversations • teach rules for social discours

Table03:strategies for communication development (teaching students with autism

5. Classroom Arrangement for Autistic Students

Ernsperger (n,d) confirms that “the best way to make sure your students learn well is to ensure that the physical layout of your classroom is maximized and workstation are clearly delineated “.That is to say, the physical organization of the classroom plays a very important role in motivating and engaging students with autism. Teachers need to pay special attention to the physical organization of the classroom. Christ (2016). For example, teachers need to remove a piece of unuseful furniture, they need to keep classrooms always clean and organized, they must use different colorful sticker on walls and tables to increase motivation and acquisition, and use pictures and corresponding words for different objects. Also, Teachers need to do their best to create a calm environment which can help better students with ASD in learning, because noise is regarded as the major factor that influences negatively students with autism and makes them in hysterical case .In In addition to that, teachers must be careful about the lights of the classrooms, covers of copybooks, windows, chairs, and tables. Moreover, teachers need to get rid of clutter, they need to remove every posters or items that do not neither have the purpose nor serve the goal of the lesson because many students with autism pay attention to details. Thus, it is not preferable to pay attention to nonteaching objects and to achieve success in teaching autistics; it is advisable to use only important posters that do really fit the lessons and very useful material that support any educational purposes. Another helpful advice is that teachers must organize their desks, and keep only the objects that they are going to be used in the lesson, so as not to attract autistics’ attentiveness to each detail, and to help keep them on focus. Furthermore, students sometimes feel insecure or uncomfortable in classrooms because of inappropriate teacher’s or even classmates’ behaviour, so teachers need to be judicious to any behaviour. For instance, teachers are not allowed to shout, be aggressive, or use any threatening material. Students with autism can show better achievement and success when they feel relax and secure.

Finally, teachers must take into considerations that some autistic students like taking breaks between one lecture and the next. Stred (2018). Teachers need to realize the importance of pauses for ASD students because they like to walk, move, and go out classrooms for some seconds or minutes. If teachers do believe in such preferences of autistic learners, they will help autistic students to get more positive results, be more adaptive, and relaxed in the unfamiliar surroundings.

6. Behaviour Strategies for Children with Autism

The psychologist Wise (2016) and the head author in the known cite education and behaviour for educators, parents, and teachers were working for 20 years with individuals with disabilities especially autistic students suggested some basic behaviours strategies to support and develop teacher's competences in learning how to deal effectively with challenging behaviours .Children with autism are different, so teachers must try different strategies to figure out which one suits the best of each student.

6. 1. Let the students know what will happen next

Teachers need to let their students know what they are going to do next. Such as telling them “you need to do the activity after five minutes “, and it is preferable to remind them how much time is left .for instance saying that “you still have 3 minutes, 2 minutesetc”. Some autistic students may have some problems in understanding time and numbers, so teachers must use visual aids such as pictures, also they simply can draw on the board a sand timer and identify how much time is left to facilitate autistic student's understanding, or teachers can even use an application of free visual timer in their phones which is regarded as a very attractive method. Some other autistic students respond better to a visual chart of the countdown, in the example of five minutes, teachers can draw a chart from five to one and each minute is passing, they pull off the number till arriving at the one which is the last and when pulling it off, autistics will understand automatically that this is the right time to start

doing the activity. Another type of students with autism can't understand from verbal directions; teachers, in that case, need to use pictures, instead to say "I will present the lesson, and then you are going to do some activities". Teachers use pictures which contain two columns that indicate in each "now, and next", and the two columns must contain pictures to identify what the teacher wants to say verbally.

6.2. Set expectations, be consistent, and follow through

Teachers must do what they say, for instance if the teacher tells his students that they are going to play, do an activity, or interact together, they must do it to make his students believe and rely on him in everything, because generally teaching is based on confidence and truthfulness between the teacher and his students, and more precisely with students with autism , they need to feel secure and not cheated and it is very hard for teachers to gain autistic's confidence .if teachers do not through on their words, this can lead to challenging behaviours such as anxiety and stress.

6.3.Acknowledge your Students for Complying to your Requests

If autistic students do what the teacher says, then the teacher must admit what the student does .for example if the teacher asks the student to raise his voice, then the student really raises his voice. The teacher is obliged not only to say "thank you" but rather "thank you for raising your voice, and letting me and your classmates hear what you are saying very well ".The the student will feel as if he does a very important job and he will progress better.

6.4. Tell the child specifically what you expect and allow him to earn privilege for complying with your expectations

Teachers must let their students feel that they can earn the privilege of following the rules, this encourages them. For instance, teachers ask their students to stay calm, follow the lesson, and do their activities. If the students respond appropriately to what the teacher is saying, then teachers must reward them by doing or giving them things they like to do.

Teachers must each time remind their students about what they need to do. In case students do not understand, teachers can demonstrate or show them by body gestures.

6. 5. Let the ASD student feel more controllers

Approximately all students including autistics, like to feel controllers .Many students benefit from having choices limited to some options. For example, teachers may ask their students “do you like to do the activities just after the lesson, or want you to take a small break “.Students in such cases feel a real part of the classroom and not marginalized. Teachers may move from being the primary controller to the facilitator, Ford 2013(as cited in teaching English to the student with an autism spectrum disorder in a regular classroom in Indonesia, P.162). If students with autism are incapable to understand easily, teachers may use pictures of options.

6.6. For some children with language difficulties, showing clearly what students are going to do next

Teachers face some times obstacles with ASD students who are less talkative or understand verbally with difficulties .for example, if the child is reading a particular piece of lecture and the teacher wants him to do an activity, he must show it to him clearly, so that the student understands that the teacher wants him to do it.

6.7. Use a schedule to let the student knows what he is going to do in the school

Teachers can help students with autism by precise schedule describing how their days are going to be inside the school .because they are unlike normal students who know hours of the day, courses that they are going to study, teachers, and break time. The schedule will help and facilitate autistic student’s comprehension of what is happening. Children who suffer from a lack of understanding or reading, a visual schedule would be the best.

6.8. Distract and redirect problematic behaviour instead of giving instructions

If the student cannot stay in the classroom appropriately as normal students, teachers may show them how to sit down and stay in focus, or even they can attract their attention by interesting objects, better than focus on the wrong behaviour. Like, if the student is running in the school, the teacher must show him how to stand effectively like his classmates .instead of saying “no” or ”stop” .because usually autistic students do not like orders or instructions, they like to feel free.

6.9. Make directions short, clear, and concrete

if the child is shouting, teachers do not have to say “stop doing that “ or “behave well” , but rather say “would you please stop shouting “. Students with difficulties in understanding showing them pictures that contain the good behaviour that the teacher wants from them. This is going to be more helpful.

6.10. Take advantage of a teachable moment

Teachers need to know how to deal with wrong behaviours effectively and as a teacher and educator rather than controller .for example, if the student snatches informally a pen or any other object from his classmate, the teacher must teach him how to ask for that object formally with avoiding blaming or reprovig.

6.11. Students succeed with the use of structured hands-on or visual activities

Some autistic students may understand and perform better with the use of hands-on or visuals aids. for example, working on computers or completing puzzles. Another example is linked with teaching new vocabulary, for instance, a course about colors, teachers may ask the student to put all green objects in a cup alone, and all red objects in another cup .etc.....If the student starts to feel stressed or frustrated, teachers must change the activity immediately.

6.12. Stay calm when interacting with the student

Teachers must avoid threatening and punishing because they never make the behaviour better .They need to talk with students as family member or therapist better than teacher. Threatening may stop wrong behaviours for short term but it will appear again .Teachers may even make wrong behaviours worse if the student feel fear ,stress and anxious .Students with autism do not behave in a wrong way intentionally or purposed ,this is why they need positive support to help them meeting their behavioural and emotional needs .

Teachers need to know that these strategies require patience .Addabbou(2004,p.3) because they generally do not give a result from the first time .In addition to that, teacher may move from one strategy to another in the same situation. These strategies must be repeated and used uniformly.

Strategies for Managing and Changing Challenging Behaviours	
Environmental adaptations	<ul style="list-style-type: none"> • Remove distracting or anxiety-producing stimuli • Alter features of the environment that cause sensory overload for the student • Arrange classroom to maximize structure and minimize opportunities for undesirable behaviours • Provide a place for the student to retreat to for relaxation and calming down
Positive programming interventions	<ul style="list-style-type: none"> • Use proactive, instructional approaches whenever feasible • directly teach behaviours needed to meet expectations • Use reinforcers to increase appropriate behaviours • Provide opportunities for retreat and relaxation throughout the day
Reactive or consequence-based interventions	<ul style="list-style-type: none"> • Ignore behaviours that do not harm the classroom atmosphere • Redirect the student by communicating the desired behaviour • Remove whatever is reinforcing the behaviour • Remove the student from a reinforcing situation • Provide reinforcement through token economy • Shape behaviour by reinforcing succeeding approximations • Plan for crisis management, if appropriate

Table 04: summary of suggestions for managing and changing challenging behaviours

(Teaching Students with Autism: a resource guide for schools, 2000.P.7)

Conclusion

In summary, learning languages in natural educational settings is fundamentally the foremost ones right, even individuals with disabilities including autistic students. Foreign languages help each individual in improving both communicative and linguistic competences. Learners with autism need a very careful and special care in order to develop such abilities. Teachers play a very important role in improving and ameliorating autistic student's levels, with the help of effective strategies and methods. The key for successful teaching autistic students is patience and tolerance.

Conclusion

The first chapter deals with providing the necessary information about autism spectrum disorder because knowing its exact definition, symptoms, and causes help better parents, psychologists, and teachers to deal with autistic pupils effectively .In addition to that every educator in society need to believe in the importance of integrating autistic pupils in general schools and the benefits of teaching them foreign languages to enhance their social and linguistics 'competences.

Chapter Two

The field Work

Introduction

This chapter is divided into two sections, the first section deals with teacher's questionnaire and presents a detailed description of the obtained results .While the second section deals with classroom observation which focuses on two phases ,teachers and autistic pupils .

Section One: Data Analysis of Teacher's Questionnaire

Introduction

This research study is conducted in order to determine middle school teachers of English attitudes toward integrating students with Autism Spectrum Disorder (ASD). This qualitative research has been conducted by collecting and reviewing the literature in the field and by carrying out questionnaire. The data have been transcribed and coded according to themes that emerged in the data. Throughout this chapter, we will discuss instruments of data collection, participants, sampling criteria, data analysis, ethical review procedures, and the limitations /recommendations of the study.

1.1. Population and Sampling

The population of this questionnaire represents ten teachers English from three middle schools in Tebessa such as, and all questionnaires have been answered. The choice of that particular population depended on the existed number of autistic pupils in the three middle schools.

1.2. Description of the Questionnaire

Teacher's questionnaire is composed of 32 questions .It is divided into two sections .The first section's title is general information, it is more about teacher's background information and the number of autistic pupils in each chosen middle school .In this section teachers were supposed to answer two types of questions ,the first type of questions is concerned with answering open questions ,while the second type is related to answering closed questions by picking the appropriate answers .The second section 's title is teacher's attitudes towards autistic pupils in EFL classrooms , in this section ,teachers were supposed to choose the right scale for each statement in order to express their perceptions about teaching autistic pupils foreign languages ,and integrate them in mainstream schools.

1.3. Teacher's Questionnaire Analysis

1.3.1. Analysis of 01, 02, 03, and 04 questions of section one

Question 01: Name of the middle school

Question 02: Age

Question 03: Gender

Question 04: How long have you been teaching English language in the middle school?

Name of the schools	Number of teachers	Age			Gender		Years of experience		
		[27-33]	[42-45]	[51-54]	Male	Female	[3-5]]5-10]	>10
Mlayeme Mohamed	4	1	1	2	0	4	0	0	4
Bougaren Mohamed	3	1	1	1	2	1	0	1	2
Souahi Madani	3	0	1	2	0	3	0	0	3
TOTAL	10	2	3	5	2	8	0	1	9
%		20,00%	30,00%	50,00%	20,00%	80,00%	0,00%	10,00%	90,00%

Table 05: Teacher's General Information

The fifth table (05) above represents the name of three middle schools that have been selected for this study and teacher's general information. The questionnaire was submitted to ten teachers divided between four teachers from Mlayem Mouhamed School, three teachers from Bougaren Mouhamed, and the three teachers from Souahi Madeni. The second question deals with teachers' age. Answers show that 20% of teachers have from 27 to 33 years .30% have from 42 to 45 years old, and the last results show 50% have from 51 to 54 years old.

The third question is concerned with teacher's gender. Teacher's answers revealed that 80% of the representative population are females, and only 20% are males. Hence, teachers confirm that the female is more attracted and motivated to teach foreign languages more than male.

The fourth question deals with teaching experience. Table (05) demonstrates that none of teacher has an experience between three to five years. 10% of teachers have an experience in

teaching English language from five to ten years, while 90% have more than ten years experience. The results obtained from the table shows that the majority of teachers have been teaching in the middle schools for more than ten years.

1.3.2. Analysis of questions 5 and 6 of section one

Question 5: how many autistic students are they in this school?

Question 6: how long have you been teaching autistic students?

Name of the School	Number of autistic pupils	Number of teachers	Experience of teaching autistic pupils		
			[1-3]]3-6]	No experience
Mlayeme Mohamed	2	4	2	0	2
Bougaren Mohamed	3	3	2	0	1
Souahi Madani	1	3	1	0	2
TOTAL	6	10	5	0	5
	%		50,00%	0,00%	50,00%

Table 06: autistic's general information and teaching experience

Table six (06) is related to the statistical analysis of the fifth and sixth questions in the first section of the questionnaire .The fifth question deals with the number of autistic pupils in each school .The responses claimed that in Mlayem Mouhamed there are two pupils, in Bougaren Mouhamed there are three pupils, and in Souahi Madeni there is only one pupil. According to statistics, the total number of autistic pupils is six, and the great number of autistic pupils exist in Bougaren Mouhamed .

The sixth and final question in the first section is about how many years of experience do teachers have in teaching autistic pupils .Percentages demonstrate that a half of teacher (50%) of teachers have been experiencing autistic student from one to three years experience, the same percentage 50% have no experience. Results show that half of the representative teachers have a minimum experience in teaching autistic pupils in general classrooms.

1.3.3. Statistical analysis of section two of the questionnaire: Teacher's attitudes towards autistic learners in general EFL classrooms

Statements	SA	A	D	SD	NI	TOTAL of teachers	%				
							SA	A	D	SD	NI
S1	1	4	2	3	0	10	10%	40%	20%	30%	0%
S2	2	5	0	2	1	10	20%	50%	0%	20%	10%
S3	0	1	5	4	0	10	0%	10%	50%	40%	0%
S4	0	1	5	4	0	10	0%	10%	50%	40%	0%
S5	4	3	2	0	1	10	40%	30%	20%	0%	10%
S6	0	2	4	4	0	10	0%	20%	40%	40%	0%
S7	0	1	5	3	1	10	0%	10%	50%	30%	10%
S8	3	2	1	1	3	10	30%	20%	10%	10%	30%
S9	3	2	0	3	2	10	30%	20%	0%	30%	20%
S10	4	1	2	0	3	10	40%	10%	20%	0%	30%
S11	5	3	1	0	1	10	50%	30%	10%	0%	10%
S12	0	2	3	4	1	10	0%	20%	30%	40%	10%
S13	3	2	2	0	3	10	30%	20%	20%	0%	30%
S14	5	4	0	0	1	10	50%	40%	0%	0%	10%
S15	3	2	1	1	3	10	30%	20%	10%	10%	30%
S16	1	2	1	1	5	10	10%	20%	10%	10%	50%
S17	4	1	0	0	5	10	40%	10%	0%	0%	50%
S18	4	1	1	0	4	10	40%	10%	10%	0%	40%
S19	3	2	1	1	3	10	30%	20%	10%	10%	30%
S20	2	3	0	0	5	10	20%	30%	0%	0%	50%
S21	4	2	1	0	3	10	40%	20%	10%	0%	30%
S22	3	4	1	0	2	10	30%	40%	10%	0%	20%
S23	2	3	1	0	4	10	20%	30%	10%	0%	40%
S24	3	1	1	0	5	10	30%	10%	10%	0%	50%
S25	2	3	1	0	4	10	20%	30%	10%	0%	40%
S26	3	4	1	0	2	10	30%	40%	10%	0%	20%

Table 07: teacher's attitudes towards autistic learners in EFL classrooms

Table seven (07) above gathers the analysis of 26 questions that do represent different answers which serve to either prove the research hypotheses or reject them .Teachers may be strongly agree ,agree ,disagree, strongly disagree, or have no idea.

Question 01: Teacher’s attitude towards the ministry of education’s decision about the necessity of including pupils with autism in general schools

Statistics show that 10% of teachers strongly agree, 40% do agree, 20% disagree, and 30% strongly disagree .These answers show that the number of teachers who have positive attitudes and who have negative attitudes towards the ministry of education’s decision about the integration of autistic pupils in general schools is relatively equal.

Question 02: The integration of autistic pupils may bring better results in developing their social and communicative abilities

The answers show that 20% of teachers strongly agree and 50% do really agree ,so they think that teaching autistic pupils in private schools may not bring positive results in developing their social abilities , 20% strongly disagree ,and 10% have no idea because they have no experience in teaching autistic pupils .The maximum number of teachers represents positive perceptions about developing autistic’s social and communicative abilities can be due to the integration with all types of pupils .

Questions 03 and 04:

3. Teachers have received enough educational training about autistic pupil’s effectively in general schools.

4. Teachers are able to integrate autistic pupils appropriately.

The table above (07) shows the same teacher's answers because the fourth statement is the result of the third statement. In both statements results show that only 10% agree, 50% disagree, and 40% strongly disagree because they have received no educational trainings that enable them to integrate autistic pupils effectively in general classrooms .

Question 05: Teachers need specific strategies in teaching autistic pupils to fulfill their needs, and sometimes they do need to use more than one strategy at one time.

Statistics show that 40% strongly agree and 30% agree because according to teacher's experience, all pupils need specific strategies to be taught because sometimes it is founded that one pupil is completely different from others. Thus ,autistic pupils need automatically specific strategies to fulfill not only their educational needs but rather psychological ones ,and if one chosen strategy doesn't succeed ,teachers are required to use others .20% disagree ,because they haven't received any trainings that help them know more about autistics ,and 10% have no idea because they haven't experienced teaching autistic pupils

Question 06:Teachers are able to identify and to understand autistic pupils' characteristics and educational needs

Respondents show that 20% agree because they taught autistic pupils and they confirm that at the beginning it is nearly impossible to deal with them ,but through experience teachers develop their knowledge and become more comprehensible to their needs . 40% disagree, and 40% strongly disagree because they affirm that pupils with autism need special teachers.

Question 07: Teachers are able to manage autistic pupils' challenging behaviors' adequately.

As it is shown in the table 10% agree, 50% disagree, 30 % strongly disagree because teachers recognize that autistic pupils have very difficult and weird behaviours that can't be understood from not specialized teachers, and only 10 % have no idea.

Question 08: Teachers deal with autistic pupils as special cases in general classrooms.

Results demonstrate that teachers regard autistic pupils as very special and delicate cases because of their social and cognitive lacks so they need to be treated exceptionally ,but not at the expense of other pupils ,consequently 30 % do strongly agree and 20% agree , 10% disagree ,10% strongly disagree since teachers teach in general schools ,so it is hard to be interested only in particular cases ,and 10% have no idea

Question 09: Teachers are interested in the suitable arrangement of the classroom which fits autistic pupils' needs.

As it is shown in the table above (07), 30% of teachers strongly agree, 20% agree because they notice that autistic pupils are very organized and they can be attracted by even smallest disorder objects, so teachers do their bests to provide a well arranged classroom that do fit all pupils needs .However, 30% strongly disagree because they think that their job is teaching not set up effectively the classroom, and 10% have no idea.

Question10: Teachers need to give importance to the use of visual aids in teaching autistic pupils foreign languages.

From teachers responses , 40% of them strongly agree , 10% agree because it is experienced that whenever the teacher uses pictures or any other visual aids ,autistics

attention will be more attracted ,and they even react towards what they see ,but when the teacher stops the use of such aids ,autistics do not show much interest ,20% disagree because of the unavailability of technological materials in some schools, and 30% have no idea .

Question 11: Autism is a strong disorder that can be improved by education

As it can be seen in table (07), 50% of teachers strongly agree and 30% of them agree which means that the majority of the representative population do support educating autistic pupils because though their disorders, they can acquire and develop themselves, 10% strongly disagree, and only 10 % have no idea.

Question 12: Autistic pupils can adapt readily in general classrooms

Results indicate that 20% agree, 30% disagree, 40% strongly disagree because teachers observe that autistic pupils chose always to do individual works, do not interact with their classmates, and stay most of the time alone, and only 10% have no idea.

Question 13: Autistic pupils are not able to interact with their classmates effectively because they do face difficulties in monitoring their voices levels, knowing when to start or to stop talk, knowing how to discuss one unified topic, and making eye contact while talking with others.

It is shown in the table (07) that 30% of teachers strongly agree, 20% agree, 20% disagree and they confirm that autistic pupils can interact with their classmates normally, they only need social support, and 30% have no idea.

Question 14: Autistic pupils need to study foreign languages in order to improve their communicative abilities, develop their linguistic skills, and enhance their cognitive capacities.

Results represented in table (07) demonstrate that some teachers emphasize on the need of teaching autistic pupils foreign languages because in the present time languages are used in all aspects of life, so 30% of them strongly agree, 10% agree, 10% disagree, 10% strongly disagree, and 20% have no idea.

Question 15: Autistic pupils are able to acquire and understand foreign languages

The outcomes in table (07) show that 30% of teachers strongly agree, 20% agree because they noticed that autistic pupils can understand foreign languages but depending on teachers' strategies, 10% disagree, and 10% strongly disagree, and 30% have no idea because they have never taught autistic pupils.

Question 16: Autistic pupils are able to produce, and use foreign languages as other pupils in their ages.

Teacher's answers indicate that only 10% of them strongly agree and 20% agree because they prove that even though autistic pupils can understand foreign languages, they face difficulties in producing correct words, complete statements, and meaningful contexts in comparison to the other pupils, 10% disagree, 10% strongly disagree and they prove that autistics may produce the language memorize what they learn, and use it most appropriately, and the half number of teachers (50%) has no idea.

Question 17: Autistic pupils enjoy studying foreign languages.

Results show that 40% of the participants strongly agree with emphasizing on the use of visual aids which play a very important role in making foreign language sessions more entertainment, 10% of them agree, and the left half percentage (50%) represents teachers who have no idea.

Question 18: Autistic pupils can't understand jokes and sarcasm

40% of teachers strongly agree and confirm that autistic pupils hate jokes, even when the teacher tells a joke, they can't understand and they start wondering about why everyone is laughing in the classroom, 10% agree, 10% disagree and prove that when they tell them jokes, they take some time to understand them but they can comprehend and laugh, and 40% have no idea.

Question 19: Autistic pupils face difficulties in interpreting properly facial expressions and body gestures.

As it is noticeable in the table above (07), teachers who have experiences in teaching autistic pupils assert that they can't neither understand nor respond to unsaid or unwritten speeches, so 30% of them strongly agree and 20% agree, other teachers affirm that not all autistic pupils can't understand facial and body gestures, in depends on their degree of disorder, and 30% have no idea.

Question 20: Autistic pupils interact well in foreign language sessions due to the use of visual aids and different motivational instructions.

Statistics show that 20% of teachers strongly agree and 30% of them do agree because they prove that foreign language sessions are enjoyable and not exhausting for autistic pupils due to the use of different visual materials, some educational songs, and interesting games and 50 % have no idea

Question 21: Pupils with autism have complicated behaviors which are hard to be fully understood (they are usually stressed, anxious, and less motivated).

Teachers' responses show that 40% of them strongly agree and they confirm that autistic pupils are very difficult to be understood because of their unpredictable behaviours, 20% agree, 10% disagree, and 30% have no idea.

Question 22: autistic pupils like only routine.

Statistics show that 30% of teachers strongly agree and 40% of them agree because teachers confirm that whenever they try to change autistic pupils' sitting places, or some of their unusual and inappropriate behaviours, they become more stressed and exhausted, in addition to that, they refuse to study unless teachers turn back to their routines, 10% disagree, and 20% have no idea.

Question 23: Pupils with autism are sensitive to certain sensory stimuli, especially noise, lights, visual disturbance, and touches

20% of teachers strongly agree, 30% agree because they confirmed that if there is noise, an unorganized sitting, autistics will be stressed and less focused. Also, teachers prove affirmatively that autistic pupils hate to be touched, 10% disagree, and 40% have no idea.

Question 24: Pupils with autism enjoy spending time alone better than with their classmates especially at breaks time

Teachers' responses display that 30% strongly agree, 10% agree because teachers noticed that most of autistic pupils prefer to spend time alone whenever there is a chance to do, only 10% of teachers disagree and noticed that autistic pupils try to do their efforts to prove to their educational surroundings that they are as any other normal pupil because they

hate to be treated as a pupil with special needs, last percentage represents (50%) the half number of the sample have no idea.

Question 25: Pupils with autism show social, communicative, and behavioral better development in general classrooms.

It is demonstrated in the table (07) that 20% of teachers strongly agree, 30% agree and assert that autistic pupils in general schools feel a part of the educational society not excluded unlike how they feel in private schools. Furthermore, in general school artists are supposed to interact with all kinds of pupils not only their cases. However, 10% disagree and confirm that the best educational settings for autistics are private schools, and 40% have no idea.

Question 26: Pupils with autism need a very careful school briefing, teacher's, and parents support to improve their hard disorders.

Last teacher's answers demonstrate that 30% of them strongly agree and 40% agree and prove that without parental and pedagogical support and assistance, autistic pupils will never improve their disorders, 10% disagree because they think that autism is a disorder that can't ever be improved, and 20% of the teachers have no idea.

2. Discussion of the Findings

The findings of this questionnaire, confirm that the number of teachers who accept and encourage the integration of autistic pupils in mainstream schools is equal to the number of teachers who refuse this inclusion. The reason behind accepting the integration of autistic pupils is because teachers confirm that general schools provide equal chances for all pupils, and autistic pupils can develop their social and communicative skills better. While, teacher's rejection of the integration's decision is because of the lack of educational training, they prove

that teachers need to be trained adequately to teach autistic pupils in general classrooms before integrating them , so it is necessary to think of educational training of special needs students before thinking of the integration. In addition to that, the majority of teachers emphasize on the importance of teaching strategies that do accomplish autistic pupil's pedagogical and psychological needs. Also teachers insist on the use of technological means in teaching all pupils and particularly autistic pupils because technology attracts better their attention, motivate them, and constitutes a large part of people's daily life, so teachers confirm that autistics react better with the use of technology in the classroom, and they need to learn the effective use of technological means to apply it in their social lives.

Concerning the importance of teaching autistic pupils foreign languages ,it is accepted by the majority number of teachers because they think that autistic pupils need foreign languages to improve their disorders .Moreover , teachers emphasize on the obligation of teaching autistic pupils foreign languages because they think that autistic pupils do not suffer from madness but only from psychological disorders ,so they need linguistic support since teachers who have experienced teaching autistic pupils confirm that languages is among the most affected factors by autism. Consequently, they can learn as any normal pupil but using appropriate educational instructions and strategies.

Finally, the majority of teachers agree about behavioural difficulties of autistic pupils which prevent non trained teachers from teaching autistic pupils effectively .In addition to that, most teachers think that autistic pupils need behavioural, linguistic, and psychological support to get rid of autism spectrum disorder.

Conclusion

Depending on the analysis of the questionnaire, the majority of participants stated that they haven't been trained that specifically pertained to Autism. The results confirm that teaching autistic pupils foreign languages is very important educational step in their academic lives and their integration in mainstream schools is possible, but with providing trained teachers which is regarded as the major condition for successful integration. Moreover, Teachers need to fully understand how to educate students with ASD and apply different strategies to support them.

Section Two: Classroom Observation

Introduction

Observation is defined as the systematic description of events, behaviors and artifacts in the social setting chosen for study (Johnson, 2014). Observation is the selection and recording of behaviors of people in their environment. For this reason, Classroom observation was done in order to check whether teachers do accept integrating students with autism in mainstream schools, as well as are they capable to teach them foreign languages. The observation was done in Mlayem Mouhamed middle school. At the beginning the researcher was supposed to do her observation in three classes of first year, in which each class contains one autistic pupil, but unfortunately one of them expelled from the school during the research because he was extremely disabled to study in general classrooms.

The observation is actually divided into two parts. The first part focuses only on autistic pupils who are regarded as the major focus of this research, while the second part focuses on teacher's methods of presenting the lectures and strategies of managing classrooms and autistic's challenging behaviours .The researcher started the first session of the observation on Wednesday 10th April 2019, and finished on 6th of May 2019. She attended in each classroom four sessions. (See classroom observation checklist in the appendices

1. The analysis of the Classroom Observation

1.1. Focus on Autistic Pupils

When the teacher enters into the classroom, all students greet her. The researcher noticed that the two autistic pupils be more happy when English sessions start in comparison to other sessions and this is due to the use of different visual aids like pictures, maps, and sometimes data show used by the teacher whether in introducing the lesson or during the presentation, so

autistic pupils generally like such kind of warming up. The two observed autistic pupils were mostly interacting normally in the classroom unlike the boy who was expelled in which he didn't even accept the existence of the observer in the classroom and he asked the teacher to kick her out. It is also observed that when the teacher asks the two autistic pupils to do any activity, to stay calm, or to respect the teacher when she speaks, their behaviours change completely .they start crying, shouting, or refuse to study and say no word. So when the teacher noticed such behaviours ,she started to talk to them alone ,she goes to their places and ask them to behave as she wants kindly and in privacy , and even when she gives instructions ,she gives them to all the classroom together and she repeats to the two boys alone using kind facial expressions and low voice .This is also applied to correcting autistic's mistakes ,if she correct their mistakes in front of all their classmates ,they seem to be exhausted ,but when she corrects in privacy ,they accept and be more happy .They do not accept the correction of their classmates .

Autistic pupils need very carefully chosen strategies to be integrated effectively. Among those strategies is letting feel that they are very important members in the classroom, listen to their answers carefully, and give importance to their participation, because they like to feel sometimes superior to their friends.

It is also observed that Autistic pupils do like teacher's interference when there is a problem between them and their classmates, but they do not accept to tell them 'you are wrong '.Usually there was no problem except when changing their places.

In addition, it is noticed that one of the autistic pupils is very self centered, while the other is not. The first case likes to speak the most in the classroom, and always prefers to speak the first, but the second case is so calm and speaks when he wants to, using just corresponding words (not much talkative).

Another major observed point is that when the autistic pupil saw the researcher, he was asking who is she, using very curious manner by using only gestures and he insisted to know her unlike other students. He refuses to study before knowing her. His curiosity may be because of happiness, fear, or curiosity habit.

Concerning autistic ways' of answers, they usually answer using drawings more than words, even in tests they answer using the arrows, or drawing different shadows on the right answer. When an autistic pupil can't understand any point, the teacher repeats, but using different words and expressions, and they better understand, though she sometimes doesn't give much importance to their behaviours, comprehension, or needs because she noticed that she neglected the other pupils.

1.2. Focus on Teachers

The teacher enters to the classroom by greeting all pupils, but she sometimes greets the autistic pupils alone when she feels that they aren't good or angry, and she used to do such acts because of her experience in teaching them, so she becomes not completely comprehensible to autistic's feature, but at least she can interact with them. The teacher starts each time the lesson using different kinds of warming up ,either by asking all pupils about the previous lessons to refresh their memories ,or by giving some key terms and let them guess what the lesson is about ,but it is observed that autistic pupils can't interact in such strategies because they lack communicative abilities like their classmates and even when they answer they use maximum one word to express a lot of ideas .generally autistic pupils do not participate unless they want to ,sometimes when the teacher asks them to answer they say "I haven't raised my hand so I won't answer why have you chosen me ". Teachers most of the time are not interested to set up a specific classroom environment for only autistic pupils because they are in general classrooms and the main aim to change their behaviour is to make

them adapt the educational conditions, but still observed that autistic pupils can't completely adapt, and each time they ask for changes that do fit their choices. it is very known that autistic pupils have challenging and unexpected behaviours but the researcher didn't notice a lot about that point except one time ,when the teacher changes the place of one of the autistic pupil ,when he enters to the classroom he started crying and shouting without explaining why ,so the teacher at that moment didn't understand and she called his mother to solve the problem when the mother comes he told her that he wants to reorganize the classroom as it was before without any changes ,and after doing so ,he becomes very normal as if nothing happened . The teacher usually gives opportunity for all pupils to answer, but sometimes because of lack of trainings and time teacher can't give a chance to autistic pupils because they take much time to understand and answer. Sometimes the autistic pupils do not understand or need repetition more than one time of very trivial points, the teacher becomes impatient because she has more than 40 pupils and she can't be interested only to autistics.

Conclusion

Concerning the observation's outcomes, the researcher observed that even though autistic pupils show some degrees of interest to study foreign languages, it is very hard to teach and understand their characteristics. In addition, the researcher confirms that it is approximately impossible to integrate them in public schools, unless the ministry of education provides suitable educational settings for pupils with special needs, as well as trained teachers.

2. Limitation of the Study

There are some limitations in regard to this research process that need to be addressed. This study was only limited two data collection methods because of the researcher's healthy situation (A surgery was done during the research) hindered my study by preventing me to utilize other methods of collecting data such as interview with the school psychologist. The interview would have enriched my research by developing a holistic understanding of the phenomena under study and increasing the validity of seeing if the participant responses correlated to their practice. Additionally, new information could have been discovered, as observations allow for richly detailed descriptions of students and teachers in their natural environment.

3. Further Recommendations

It is highly recommended to teach autistic pupils foreign languages to develop their linguistic and social competences .Also, it is really needed to provide general schools with trained teachers so as to be capable to integrate autistic pupils effectively ,teacher's training must focus on developing teachers abilities to deal with autistic pupils in correct manners using different and appropriate strategies and methods because autistic pupils need to move from isolation to socialization .The results of this research may direct to future researches for developing strategies of teaching autistic pupils foreign languages properly ,and integrating them in general schools

Conclusion

The second chapter deals with the methodological part of the current research .It is divided into two sections .The first section presents a careful analysis of teacher's questionnaire ,and the second section is devoted for analysing the classroom observation .

General Conclusion

The current research explores teacher's attitudes towards teaching autistic pupils in general EFL classrooms. The main focus of this study is to know whether teachers have positive or negative attitudes towards teaching autistic pupils foreign languages, as well, to integrate them in Algerian general schools.

This dissertation is divided into two chapters.The first chapter is in turn divided into sections, the first section deals with a general overview about autism, and the second section deals with the benefits of integrating autistic pupils in general schools, the importance of teaching them foreign languages, and the most useful strategies to support and teach them, and managing their challenging behaviors. The second chapter is the fieldwork which is divided also into two main sections. The first section represents the questionnaire submitted to English teachers ,and the second section is related with the observation phase .the analysis of the questionnaire demonstrate that most of English teachers agree about the importance of teaching autistic pupils foreign languages ,unlike the results obtained from asking them about autistics integration in general schools ,in which only the half number of teachers accept the integration of autistic pupils ,while the other half reject autistic children inclusion in Algerian public middle schools completely .The observation's results confirm that autistic pupils are able to study and to understand foreign languages .Although, their performance is highly liked to type of autism, it also is demonstrated that not all autistics are able to study ,while it

confirms also that it is very hard for autistic pupils to integrate effectively in general schools and mostly impossible for an untrained teachers to interact with them appropriately .

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Appendix 1

Teacher's Questionnaire

Dear teachers,

This questionnaire attempts to investigate your attitudes towards teaching autistic pupils foreign languages in mainstream schools. Your contribution helps to achieve reliability of this research.

Section One: General Information

Please answer the following questions about yourself by putting a tick (✓) mark or by writing in the given blank spaces.

Q1. Name of the middle school

Q2. Age:

Q3. Gender:

a. Male

b. Female

Q4. How long have you been teaching English language in the middle school?

A. 3-5 years

b. 5-10 years

c. More than 10 years

Q5. How many autistic students are they in this school?

a. 1-3 pupils

b. 3-5 years

c. More than 5 pupils

Q6. How long have you been teaching autistic students?

- a. 1-3 years
- b. 3.5 years
- c. More than 5 years

Section Two: Teachers Attitudes Towards Autistic Learners in General EFL

Classrooms.

For each given statement, please put a tick mark under the appropriate column in order to indicate whether or not you strongly agree, agree, disagree, strongly disagree, or have no idea.

The statements	Rating Scale				
	Sa	A	D	Sd	Ni
1. The ministry of education’s decision about the necessity of including pupils with autism in general schools is right					
2. The integration of autistic pupils may bring better results in developing their social and communicative abilities					
3. teachers have received enough educational trainings about teaching autistic pupils in general schools effectively					
4. Teachers are able to integrate autistic pupils appropriately					
5. Teachers need specific strategies in teaching autistic pupils to fulfill their needs, and sometimes they do need to use more than one strategy at one time.					
6. Teachers are able to identify and to understand autistic pupils’ characteristics and educational needs.					
7. Teachers are able to manage autistic pupils’ challenging					

behaviors' adequately.

8. Teachers deal with autistic pupils as special cases in general classrooms.

9. Teachers are interested in the suitable arrangement of the classroom which fits autistic pupils' needs.

10. Teachers need to give importance to the use of visual aids in teaching autistic pupils foreign languages.

11. Autism is a strong disorder that can be improved by education

12. Autistic pupils can adapt readily in general classrooms

13. Autistic pupils are not able to interact with their classmates effectively because they do face difficulties in monitoring their voices levels, knowing when to start or to stop talk, knowing how to discuss one unified topic, and making eye contact while talking with others.

14. Autistic pupils need to study foreign languages in order to improve their communicative abilities, develop their linguistic skills, and enhance their cognitive capacities.

15. Autistic pupils are able to acquire and understand foreign languages

16. Autistic pupils are able to produce, and use foreign languages as other pupils at their ages.

17. Autistic pupils enjoy studying foreign languages.

18. Autistic pupils can't understand jokes and sarcasm.

19. Autistic pupils face difficulties in interpreting properly facial expressions and body gestures.

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<p>20. Autistic pupils interact well in foreign languages sessions due to the use of visual aids and different motivational instructions.</p> <p>21. Pupils with autism have complicated behaviors which are hard to be fully understood (they are usually stressed, anxious, and less motivated).</p> <p>22. Pupils with autism like only routine.</p> <p>23. Pupils with autism are sensitive to certain sensory stimuli, especially noise, lights, visual disturbance, and touches.</p> <p>24. Pupils with autism enjoy spending time alone better than with their classmates especially in breaks time</p> <p>25. Pupils with autism show social, communicative, and behavioral better development in general classrooms.</p> <p>26. Pupils with autism need a very careful school briefing, teacher's, and parents support to improve their hard disorders.</p>					
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Q7. If you have any further comments or suggestions, please write them in the blank space provided

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Thank You for your cooperation

Rayane SOUABI

Department of ENGLISH

Appendix 2

Classroom Checklist Observation

Date:

Time:

Number of session:

Main points to b observed	Comments
Focus On Autistic Pupils	
1. What kind of warming up do autistic pupils prefer? a. using visual aids :pictures and data shows b. concrete objects : c. real life situations	
2. are autistic pupils interested in learning foreign languages ? a. do they show any understanding of different vocabulary b. are they capable to acquire foreign languages though their special needs and disorder c. are they able to memorize ,and produce the language effectively d. are they able to express themselves using correct acquired vocabulary	
3. What kind of classroom instructions do they prefer? a. precise /general b. direct/indirect c. do they show any reactions towards instructions?	
4. Do autistic pupils accept correcting their mistakes by their teachers or their friends?	
5. Do autistic pupils need specific strategies to encourage them participating and improve their capacities?	
6. Do they feel equality with their teammates?	

7. Do they need encouragements and special interest from the teacher?	
8. Do autistic pupils accept teachers 'interference when there are problems between them and their classmates?	
9. Are ASD pupils self centered? <ul style="list-style-type: none"> a. the first to speak b. the first to give answers c. do not give opportunities to their classmates 	
10. How Do They React When They Are Punished?	
Focus On Teachers	
1.teacher's ways of introducing and presenting the lesson: <ul style="list-style-type: none"> a. directly b. refresh pupil's memories by asking some questions of previous lessons c. let the pupils guess what the lesson is about by giving some suggestions to enhance autistic's chances in participation. 	
2. How teachers set up the classroom for pupils with autism? <ul style="list-style-type: none"> a. are they interested in the physical organization of the classroom b. are they interested in using different pictures and stickers that do attract autistic pupils 'attention c. do they pay attention to inappropriate sensory input : lights noise smells 	
3. Teacher's ways of managing challenging behaviours : <ul style="list-style-type: none"> a. do they advise them b. do they use threatening materials c. do not give any importance to ineligible behaviours. d. what can teachers do, if the autistic pupil is not interested in the lesson. e. what can teachers do in case an autistic pupil is stressed or anxious 	
4. Do teachers give equal opportunities to autistic pupils to improve themselves as much as other pupils?	

ملخص

تهدف هذه المذكرة إلى الاطلاع على وجهات نظر بعض أساتذة اللغة الانكليزية حول إمكانية إدماج أطفال التوحد في المدارس العمومية وإمكانية تدريسهم اللغات الأجنبية, لتحقيق أهداف هذا البحث تمّ الاعتماد على أداتين منهجيتين وهما الاستبيان والملاحظة, فالأول تمّ تقديمه إلى بعض أساتذة اللغة الانكليزية في ثلاثة متوسطات بمدينة تبسه وأمّا الملاحظة الملاحظة الصفية فنمّ إجراؤها من اجل رصد حركات الأساتذة وأطفال التوحد و التحقق إمكانية تعليم هؤلاء الأطفال اللغات الأجنبية في المدارس العمومية وأكدت لنا النتائج أنّ أكبر نسبة من الأساتذة المشاركين أكدوا على ضرورة تعليم الفئة من الأطفال اللغات الأجنبية كما أكدوا لنا التفاعل الايجابي لأطفال التوحد مع اللغات الأجنبية أثناء تدريسهم لها. أمّا فيما يخص إمكانية إدماجهم في المدارس العمومية فقوبلت النظرية من طرف نصف العدد الإجمالي من الأساتذة المشاركين في الدراسة بالموافقة والترحيب وأضافوا أنّ التوحد اضطراب من مميزاته العزلة فإدماجهم قد يكون علاجاً فعالاً للتخلص ولو جزئياً من بعض أعراض التوحد وأمّا النصف الباقي من الأساتذة فلم يتقبلوا فكرة إدماجهم لعدم توفر أساتذة أكفاء و مختصين في هذا المجال. إذن يمكن الوصول إلى خلاصة أنّ أطفال التوحد يمكنهم تعلم اللغات الأجنبية دون عناء كبير ولكن لا يمكن إدماجهم في المدارس العمومية على نحو فعال لعدم توفر الظروف البيداغوجية الملائمة لخصائص أطفال التوحد.

الكلمات المفتاحية اضطراب طيف التوحد, دمج أطفال التوحد, اللغات الأجنبية, أساتذة اللغة الانكليزية, المدارس المتوسطة .

Résumé

Le but de ce mémoire c'est de connaître les points de vue de certains enseignants de la langue anglaise sur la possibilité d'intégrer les enfants autistes dans les écoles publiques et la possibilité de les faire étudier les langues étrangères, pour ce faire, on s'est basé sur deux outils pédagogiques, il s'agit du questionnaire et de l'observation : les questionnaires ont été adressés à certains enseignants d'anglais au niveau de trois établissements de l'enseignement moyen de la commune de Tébéssa ; quant à l'observation on l'avait faite en prenant des notes après une remarque approfondie et détaillée sur le comportement des enseignants et des élèves autistes pour vérifier la possibilité d'apprendre ces enfants les langues étrangères dans les écoles publiques. Les résultats obtenus nous informent qu'un pourcentage très élevé des enseignants confirme sur l'obligation d'apprendre cette catégorie d'enfants les langues étrangères, de même, ils confirment la réaction positive des autistes au cours de leurs enseignements. En ce qui concerne la possibilité d'intégration des enfants autistes dans les écoles publiques, Cette théorie a été bien tolérée par la moitié des enseignants en ajoutant que ce trouble se caractérise par l'isolement et leur intégration pourra les aider à se débarrasser de quelques troubles même partiellement .Alors que , l'autre moitié des enseignants refuse catégoriquement cette théorie sous prétexte par manque d'enseignants qualifié .On peut conclure que les enfants autistes peuvent apprendre les langues étrangères sans fournir un grand effort mais ne peuvent pas être intégrés d'une façon adéquate par manque d'un système didactique et des conditions pédagogiques appropriées pour les enfants autistes.

Les mots clés : autisme, intégration en classe, langues étrangères, établissements de l'enseignement moyen.