PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of Ain Temouchent - Belhadj Bouchaib

Faculty of Letters, Languages and Social Sciences
Department of Letters and English Language

Investigating the Situation of Teaching EFL to Autistic Pupils

The Case Study of Primary School EFL Teachers

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a

Master's Degree in Didactics and Applied Languages

Submitted by: **Supervised by:**

Ms. Marwa BELKHOUANE   **Dr. Rym ALLAL**

Board of Examiners

President: Dr. Amel MEBARKI

Supervisor: Dr. Rym ALLAL

Examiner: Dr. Amina BOUMEDIENE

Academic Year: 2023/2024

Acknowledgements

First and foremost, I begin by expressing my deepest gratitude by saying Alhamdulillah. The strength, perseverance, and determination I have received through these blessings have been crucial in overcoming the challenges and celebrating the triumphs of this academic journey.

I would like to extend my heartfelt appreciation to my supervisor, Dr. Rym ALLAL, for her exceptional guidance, unwavering support, and invaluable mentorship throughout the process of completing my research. Her expertise and encouragement have been pivotal in shaping this dissertation.

I am also deeply thankful to my jury members, Dr. Amel MEBARKI and Dr. Amina BOUMEDIENE, for their time and effort in examining my work and providing insightful feedback.

Lastly, I would like to express my sincere thanks to Ms. Hajar DAOUDI, Ms. Farah Mama DJELLOUL and Ms. Faiza YOUSFI for their assistance, support, and contributions to this dissertation. Your aid has been invaluable in shaping the outcome of this study.

Dedications

This research is dedicated to all the students with Autism Spectrum Disorder. My greatest hope is that the hard work invested in this dissertation will benefit both the students with special needs and their teachers. May this study contribute to creating a more supportive environment where every autistic child can excel both academically and socially.

In the pursuit of knowledge and the completion of this research, I am deeply grateful for the unwavering support and love of my family. Their trust, encouragement, and understanding have been the guiding lights that eased my academic struggles. To my twin sister, Safaa, who ensured I never felt anxious during the making of this project, I owe a debt of gratitude that words alone cannot express.

I also extend my heartfelt thanks to my two best friends, Aya and Saida. Your friendship, support, and honest encouragement have been the foundation upon which I built this study. Through the challenges and triumphs, your presence and belief in me never wavered, and for that, I am truly thankful.

Abstract

The investigation explores the obstacles encountered by English as Foreign Language (EFL) teachers when educating autistic pupils in primary schools in Algeria, aiming to examine the complexities of teaching English to individuals with autism. It explores the challenges faced by EFL teachers and the approaches used to facilitate learning, seeking to enhance understanding of the specific language requirements of autistic pupils and advocating for inclusivity in English language education. Employing a mixed-methods approach with questionnaire surveys, classroom observations and interviews the study highlights the need for enhanced resources, training, and policies to improve English language instruction for autistic pupils in Algeria. It addresses challenges such as adapting teaching methods, managing sensory issues, and fostering effective communication, while exploring strategies like visual aids, structured routines, and individualized learning plans to create inclusive learning environments. The research emphasizes the importance of providing targeted support and resources for EFL teachers working with autistic pupils, calling for specialized training programs and inclusive policies to ensure equal access to English language education for all autistic pupils, contributing to a more inclusive and accessible education system in Algeria.

Table of Contents

Chapter One: ELT and Autistic Children

Chapter Two: Research Methodology

Chapter Three: Data Collection & Analysis

List of Tables

List of Figures

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

SPED: Special Education

ASD: Autism Spectrum Disorder

ELT: English Language Teaching

VAK: Visual, Auditory, and Kinaesthetics

TIKA: Turkish Cooperation and Coordination Agency

DSM-5: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition

PDD: Pervasive Developmental Disorders

RRBs: Repetitive and Restricted Behaviors

ABA: Applied Behavior Analysis

General Introduction

General Introduction

In Algeria and many other third-world countries such as Morocco, Tunisia and Egypt, despite the recognition of education as a basic human right, the concept of Special Education (SPED) faces considerable challenges and neglect leading to the neglect of pupils with disabilities within the educational system, especially those with autism spectrum disorder (ASD). Autism is a developmental condition that affects physical, social, and language skills. It presents significant hurdles for individuals diagnosed with it, hindering their ability to communicate effectively.

This difficulty extends to English language education in Algerian primary schools, where teaching EFL to autistic pupils poses numerous challenges that demand specific skills and methods from teachers. Autistic pupils require individualized support from their teachers to access the curriculum and reach their full potential. They may face difficulties in understanding and producing language, following instructions, expressing emotions, adapting to changes and participating in group activities. However, not all EFL teachers receive adequate training to educate autistic pupils.

 In many contexts, EFL teachers are general education teachers who have to teach a mixed-ability class that may include autistic students. They often lack the necessary qualifications, resources, methods, and policies to meet the specific needs of autistic pupils. Additionally, they may face various challenges and barriers in their teaching environments, such as large class sizes, limited collaboration, insufficient guidance, and negative attitudes.

Indeed, this research is driven by a strong desire to explore this learning environment and to shed light on all the different aspects of English language teaching (ELT) to autistic pupils. In other words, this work could contribute in the process of providing knowledge

and instructions to meet the particular language needs for autistic pupils. The aim of this study is to raise awareness and understanding of autism among EFL teachers, pupils and families in Algeria, as well as to promote inclusivity and accessibility for autistic pupils in English language education.

Consequently, the researcher strives to answer the two following questions:

1. What are the main problems faced by EFL teachers when teaching English to autistic pupils?
2. What are the most effective teaching techniques and strategies that can be used to improve the acquisition of the English language by autistic pupils?

The aforementioned questions led to formulate the following hypotheses

1. The main challenges encountered by EFL teachers when teaching English to autistic pupils may include communication barriers, limited resources, and inadequate training.
2. Effective teaching techniques and strategies for English acquisition by autistic pupils may involve the use of visual aids, structured routines, and individualized learning plans tailored to their unique needs.

To evaluate the validity of the hypotheses mentioned above, the researcher designed an exploratory case study focusing on Primary School EFL Teachers. This case study will gather both qualitative and quantitative data using three research instruments: a questionnaire, a semi-structured classroom observations, and semi-structured interview.

This study is structured into three chapters; the first chapter focuses on the theoretical aspect of the study, including a review of related literature. Chapter one aims to provide insights into the challenges and needs of autistic pupils in English language education. The

second chapter details the methodology used in this research. A mixed-methods approach is employed, incorporating questionnaire surveys, classroom observations and interview to gather multiple data sources. This chapter aims to collect diverse data to inform the research findings effectively. The third chapter presents the research findings, offering an in-depth analysis and discussion of the results obtained, along with recommendations and limitations for further research.

Chapter One

ELT and Autistic Children

1.1 Introduction

Teaching autistic pupils is a challenging process that calls for a lot of patience and effort. Particularly when including a foreign language in their educational process. Additionally, to assist such pupils in advancing their language and comprehension, EFL teachers should possess comprehensive knowledge about the disorder and all available management strategies. This chapter, which is primarily introductory in form, aims to provide the reader with basic definitions of a variety of key concepts that are thought to be relevant to the research study.

1.2 ELT: Global Prevalence and Local Context in Algeria

ELT has become a global phenomenon due to the increasing importance of English as a global language. English is spoken by over 1.75 billion people worldwide, making it the most widely spoken language in the world (British Council, 2013).The English language is recognized as the most widely spoken global language, with a significant impact on various aspects of society, including business, education, and the internet. This has led to a growing demand for English language teachers, particularly in non-English speaking countries such as Algeria. According to Mami (2013), after the Arabisation policy implemented by the Algerian government in 1971 and the worldwide socioeconomic changes, the use of English as a communication tool started to gain more prominence within the globalized context of Algeria. Consequently, the disparities in the use of French began to fade at certain intersections, leaving more room for the teaching of English as a second foreign language.

English language has a considerable status in Algeria. It is considered as the second foreign language. Its daily use is rising in Algeria, especially among the younger generations due to the impact of social media and networking. The Algerian government has implemented various policies and initiatives to promote the teaching and learning of English in schools and universities. A study by Habib (2018) revealed that in the field of English Language Teaching in Algeria, educators have utilized different methodologies over the years, such as the Structuralism Approach, the Communicative Approach, and the Competency-based Approach.

Furthermore, to help pupils start learning English and improve their language skills, ELT was required in the primary schools for the third, fourth, and fifth grades in the 2022-2023 academic year. The National Office for Educational Publications announced the printing of one and a half million copies of the new English book to support this initiative (Saada, 2022). However, despite these efforts, the quality of English language teaching in Algeria has been criticized by scholars and educators.

According to a study by Saoudi (2022), English holds immense significance and global dominance, yet it is underestimated in Algeria. Teachers assert that the country has not prioritized this language as necessary, still favouring French as the primary foreign language. Another study by Kouicem (2019), also constitutes a barrier to the promotion of English language in Algeria. These include: the absence of English in the early stages of education, teachers of English not being fully qualified, learning outcomes not corresponding to the objectives set, and the lack of audiovisual materials, books, journals, and magazines.

While the Algerian government has made efforts to prioritize ELT, significant pedagogical and resource constraints remain, hindering the effectiveness of these

initiatives. Addressing teacher training, curriculum development, and resource allocation will be crucial to improving the quality of English language education in Algeria.

1.3 Special Needs Education

Special education is the practice of tailoring instruction to meet the unique needs of students with disabilities. According to UNESCO (2017) "Special education refers to Classes or instruction designed for students categorized as having special educational needs" (p.7). Students with special educational needs are individuals who face challenges due to physical or mental reasons, and they require additional or personalized attention to ensure their inclusion in the classroom learning environment and avoid exclusion (Thornbury, 2017). Mainstream schools are increasingly working to include students with special educational needs or disabilities in special classes.

> Many children who would previously have been automatically referred to special schools can be satisfactorily educated in mainstream schools, given support tailored to their individual needs, often through an individual educational programme. This includes children with intellectual disabilities such as Down's syndrome. (UNICEF , 2007, p. 16)

According to a Report by the Department of Education and Science (2006), since 1998, there has been a notable increase in educational options tailored specifically for individuals with autism. These options now include integrated placements in mainstream classrooms, specialized instruction in separate classrooms, and dedicated education centres. Teachers can support special needs education in schools by creating personalized and nurturing learning environments, tailoring the curriculum to individual needs, employing specialized professionals, and providing inclusive facilities. Additionally, they can implement specific teaching methods, customized equipment, and materials to meet the diverse needs of students with disabilities.

1.3.1   The Integration of Special Needs Education in Algeria

In Algeria, the integration of special needs education has been a subject of significant interest and concern. A research conducted by Rachid (2018) sheds light on the status of special needs education in the country. According to the figures released by the Algerian Ministry of National Solidarity in 2014, out of the total 630,000 children with disabilities, only 125,000 (20%) were receiving support from relevant organizations. This support was distributed as follows: 104,000 children were aided by the National Education system, 14532 were supported by specialized public centres, 5000 were assisted by the associative network, and 1452 children were enrolled in private integrated classes. This highlights the need for further efforts to expand support for children with disabilities in Algeria.

Algeria has adopted an approach that combines specialized institutions with regular schools for educating children with disabilities. The educational methods for these children vary based on the nature and severity of their disability. They may receive care in specialized institutions or be fully or partially integrated into regular schools. Executive Decree No. 12-05 of 4 January 2012 defines different types of specialized educational institutions for children with disabilities, including schools for children with hearing impairments, schools for visually impaired children, psychopedagogical centres for children with motor disabilities, and psychopedagogical centres for children with learning disabilities (UNESCO,2021).

This approach demonstrates Algeria's commitment to providing diverse educational opportunities for children with disabilities, aiming to ensure inclusivity and accessibility within the educational system. The efforts made by Algeria to integrate special needs education into the mainstream educational system are commendable. However, there is

still a significant gap in providing support to the majority of children with disabilities in the country.

1.3.2 Inclusive and Exclusive Approaches to Education

There are two distinct philosophies and practices in educating individuals with special needs: inclusive and exclusive education approaches. Educators typically adopt one of these approaches when teaching students with special needs based on the severity of the impairment, the school's resources, and its ability to provide necessary specialized instruction.

> The concept of "inclusive education" refers to an education system that takes into account the individual learning and teaching needs of all children in vulnerable situations; disabled children, street children, children belonging to ethnic minorities, children from nomadic / refugee families ... etc.(Rachid, 2018, p. 372)

Exclusive education, on the other hand, involves the creation of special classes and children with special needs are grouped and taught separately from other students. According to the National Council for Special Education (2016), Special classes are a way for students with more complex special educational needs to receive smaller group instruction within their local mainstream schools. Historically, people with special needs were frequently left out of regular education systems. However, this area has evolved and changed into inclusive education. This transformation is exemplified in the Salamanca Statement and Framework for Action (1994), which declares that "regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving an education for all" (UNESCO, 1994, p.ix).

Inclusive and exclusive education approaches have their roots in historical and cultural beliefs about disability and education. While inclusive education is gaining ground

as the preferred approach, exclusive education still exists in various forms around the world. The shift towards inclusive education is a transformational process that requires changes at all levels of society, from individual attitudes to national policies.

1.4. ELT to Autistic Children

According to some researchers, individuals with ASD may possess specific strengths that are beneficial for learning a foreign language. They are often described as visual learners with exceptional visual long-term memory (Tissot & Evans, 2003). This highlights the importance of understanding individual learning styles when teaching them a new language. Dunn and Dunn (1993) categorized students' learning styles based on their learning preferences, known as the VAK (Visual, Auditory, and Kinaesthetic) learning style. When considering the VAK learning styles, it's important to recognize that some autistic students may have heightened visual learning preferences, while others may excel in auditory or kinaesthetic learning.

Understanding the uniqueness of each autistic student's learning style is crucial for creating an inclusive and supportive educational environment. In countries where English is not the primary language, teaching EFL is crucial for academic and social development. Learning English at a young age is essential due to the growing professional and academic requirements in an interconnected world. Proficiency in this language opens up numerous opportunities for lucrative employment, staying informed, and conducting research, making it a valuable skill in today's globalized society (Nishanthi, 2018).

Autistic students may face challenges such as sensory sensitivities or difficulties with social interactions during language acquisition. However, their attention to detail and strong memory can be leveraged as strengths in vocabulary retention and comprehension

and by implementing these strategies and fostering a positive and accommodating learning environment.

1.5. Understanding Autism Terminology

Understanding and using appropriate terminology when discussing autism is essential for promoting respect, inclusivity, and accurate representation of people on the autism spectrum. Autism is often described as a neurodevelopmental difference rather than a deficit, emphasizing the unique neurological characteristics of individuals on the spectrum. The term "neurodiversity" acknowledges that autism is one of many variations in the human brain, celebrating diversity rather than framing it solely as a disorder.

> Any understanding of autism should not be approached from a position of 'deficit', but rather from a position of 'difference'. Autistic people are not neuro-typical people with something missing or something extra added on. They are different. If we are serious about equality and inclusion within any area, then we must first of all understand that difference. (Breakey, 2006, p.123)

Keating et al. (2023) found that many people consider their autism to be a manifestation of the natural variation in human neurodiversity, rather than perceiving it as a "disorder" or "deficit". Avoiding the term 'deficit' is significant, as it focuses on what individuals with autism may lack rather than recognizing their distinctive strengths and perspectives. Embracing positive and identity-affirming language is key. Rather than referring to individuals as "individuals with autism", many prefer "autistic individuals", to acknowledge and recognize the inherent value of their neurological diversity in society.

A study conducted by Kenny et al. (2016) in the United Kingdom found that a higher percentage of autistic adults preferred to use identity-first language such as "autistic" and "autistic person" as compared to person-first language such as "person with autism". This finding was also supported by a study conducted by Bury et al. (2020) with individuals

from Australia. However, it is important to note that while the use of these terms may be favoured by the autistic community, it is not a unanimous view. Not all individuals with autism endorse these terms. It is crucial to be aware that what is considered appropriate by one person may not be acceptable to another.

a) The History of Autism

Autism was not known as a neurodevelopment disorder with special needs as it is today. Liberalesso and Lacerda (2020) argue that the term "autism" was first introduced by the Swiss psychiatrist Paul Eugen Bleuler in 1908 to describe symptoms that he thought were similar to those observed in schizophrenic patients.

In 1943, psychiatrist Leo Kanner published a paper titled "Autistic Disturbances of Effective Contact", in which he described a group of 11 children with a unique deficit in social and communication abilities. This paper introduced the term "early infantile autism" and represented one of the earliest systematic attempts to define and delineate autism as a distinct developmental disorder. Around the same time, In October 1943, Hans Asperger, in Vienna, Austria, presented his thesis titled "Autistic psychopathy in childhood". This significant work was published in 1944 and detailed the experiences of four children diagnosed with "autistic psychopathy" (Lyons & Fitzgerald, 2007).

Schirmer (2002) observed that while both Kanner and Asperger utilized the term "autistic", which Bleuler had originally coined to describe schizophrenia, only Asperger acknowledged his use of Bleuler's terminology in his doctoral thesis. In contrast, Kanner's paper made no references to Bleuler's work.

During the 1960s, Bernard Rimland challenged prevailing psychological theories by advocating for a biological basis for autism. His 1964 book, "Infantile Autism: The Syndrome and Its Implications for a Neural Theory of Behavior", provided crucial evidence supporting a neurological foundation for autism. Rimland questioned the belief

that autism was primarily caused by poor parenting and instead advocated for a biological basis. Bleuler's (1911) and Rimland's (1964) research noted genetics and biological variances in brain development as root causes of autism. This shift in perspective during the 1960s marked a turning point in autism research and contributed to shifting the focus toward research on neurological factors of autism (Scott-Croff, 2017).

In the 21st century, understanding and awareness of autism have significantly evolved. Advances in research, diagnosis, and interventions have shaped the landscape of ASD. The early 2000s saw a rise in prevalence rates and a shift towards early detection and intervention strategies. The introduction of the diagnostic and statistical manual of mental disorders, 5th edition (DSM-5) in 2013 brought significant changes to the way autism is diagnosed.

The DSM-5 replaced the DSM-IV's Pervasive Developmental Disorder (PDD) categorical subgroups of "autistic disorder", "Asperger's disorder", "pervasive developmental disorder", and "childhood disintegrative disorder" with a single umbrella term "Autism Spectrum Disorder" (Scott-Croff, 2017). This change was made to reflect the current understanding that autism is a spectrum disorder that presents itself in a variety of ways rather than a collection of distinct disorders.

The DSM-5 criteria for ASD also incorporate a focus on social communication deficits, repetitive behaviours, and sensory issues, providing a more comprehensive and accurate diagnosis of the condition. Additionally, research on the genetic and environmental factors influencing ASD has expanded, shedding light on the complex nature of the condition. Technological advancements have played a crucial role in supporting individuals with autism ASD.

b) Characteristics of Autism

ASD is a condition with a wide range of variability, spanning from mild to severe. Due to the uniqueness of each individual's experience with ASD, it can be challenging to generalize the condition. The National Institute of Mental Health (2024) explains that autism is considered a "spectrum" disorder due to the significant variation in the type and severity of symptoms people experience. These differences can manifest in communication styles, sensory sensitivities, and cognitive strengths, highlighting the complexity of ASD.

Autism has positive aspects, including exceptional attention to detail, heightened focus on specific interests, and the ability to excel in specialized fields. Temple Grandin (2010) has highlighted these positive traits, emphasizing the need to develop all different kinds of minds to work together. However, challenges persist, and negative aspects may involve difficulties in social interactions, communication barriers, adherence to routines that may limit flexibility and repetitive restricted behaviours (RRBs).

In understanding the complexity of ASD, it's essential to recognize that individuals with autism possess a unique set of strengths and challenges. As expressed by Stephen Shore (2018), an individual on the autism spectrum, "If you've met one person with autism, you've met one person with autism." This means that people with ASD share some basic things in common but are also unique individuals. Therefore, it's important to think of the person as a unique individual, regardless of their diagnosis, and recognize the complexity of ASD.

c) Symptoms of Autism

Early signs and symptoms of autism spectrum disorder can be observed in infancy, and they can vary widely from person to person. According to the Autism Speaks Foundation (n.d.), certain "red flags" may suggest a potential risk of autism spectrum disorder:

date	Symptoms
6 months	• Few or no big smiles or other warm, joyful and engaging expressions • Limited or no eye contact
9 months	• Little or no back-and-forth sharing of sounds, smiles or other facial expressions
12 months	• Little or no babbling • Little or no back-and-forth gestures such as pointing, showing, reaching or waving • Little or no response to name
16 months	• Very few or no words
24 months	• Very few or no meaningful, two-word phrases (not including imitating or repeating)

At any age	- Loss of previously acquired speech, babbling or social skills - Avoidance of eye contact - Persistent preference for solitude - Difficulty understanding other people's feelings - Delayed language development - Persistent repetition of words or phrases (echolalia) - Resistance to minor changes in routine or surroundings - Restricted interests - Repetitive behaviours (flapping, rocking, spinning, etc.) - Unusual and intense reactions to sounds, smells, tastes, textures, lights and/or colours

Table 1.1: Symptoms of Autism

d) Levels of Autism

DSM-5outlines three levels that categorize ASD based on the severity of traits and the level of support needed. These levels range from Level 1, which requires support, to Level 3, which requires very substantial support. The severity of social communication impairments and restricted, repetitive behaviours are assessed using this 3-point scale, and the levels are visually represented in a diagram. This tool is crucial in evaluating the impact of ASD on individuals and determining the necessary level of support (Rudy, 2024).

1.6. Autism in Algeria

Autism is gaining more attention in Algeria due to its increasing prevalence and the challenges it presents in terms of diagnosis and care. According to the World Population Review (2024), 292.45 people out of 100,000 have been diagnosed with autism at any age. However, recent research suggests that the actual prevalence could be much higher.

Diagnosing and treating autism in Algeria is a major challenge due to the scarcity of specialized centres and trained professionals, particularly in rural areas. This, coupled with a severe lack of knowledge and awareness of autism, has led to misconceptions and negative attitudes towards individuals with autism.

To address these issues, several initiatives have been taken, including the formation of the National Intersectoral Committee on Autism in (2016). The committee comprises relevant ministries, health professionals, and associations of parents of children with autism and seeks to provide the required resources to achieve the objectives set out in the National Autism Plan. The plan is currently being implemented from 2024 to 2028, with a focus on care provision, professional training, communication, awareness, and research support. Additionally, a national website on autism was created in (2021), serving as a valuable resource for individuals with autism and their families. The website provides reliable information and guidance and includes a section dedicated to professionals, enabling them to deepen their knowledge and support people with autism (Expertise France, 2021).

1.6.1   Education of Autism in Algeria

Algeria has been working to promote inclusive education for children with disabilities, including autism. The country has taken a diversified approach to education, using both mainstream schools and specialized institutions to cater to the educational needs of children with special needs. According to a report by the Committee on the Rights of Persons with Disabilities (2018), over 37,000 disabled pupils attended into schools in Algeria, with 32,500 in mainstream schools. However, challenges remain, including the limited number of structures and trained teams in autism care, as well as the lack of awareness among parents about the disorder.

A study by Fadel et al. (2022) showed a strong correlation between the severity of autism and the health effects it has on parents. Despite the challenges, Algeria has been making significant efforts to address the needs of individuals with autism. The country has implemented the Autism PROFAS C+ project, which is an institutional cooperation project between Algeria and France. The project aims to provide a coordinated national medical-social system for screening, diagnosing, caring, and treating autism.

Additionally, a specialized education centre for children with autism has been built in Algeria by the Turkish Cooperation and Coordination Agency (TIKA) (2020), which it is planned to assist about fifty autistic children. However, the delay in implementing care for autistic children has been attributed to a historical lack of awareness about autism as a neurodevelopmental disorder with special needs.

To improve the care and education of individuals with autism, Algeria's priorities for action include early detection, diagnosis, and interventions, as well as the recognition and strengthening of the role of associations representing individuals and families affected by autism. The country needs to capitalize on existing expertise and learn from international experience, particularly from European countries such as France, to further enhance its efforts towards inclusive education for children with autism.

1.6.2   Autism in the Classroom

ASD can have a significant impact on the learning experiences of autistic students, including social communication difficulties mean that Students with autism often face challenges in social communication, leading to difficulties in social interactions and an increased risk of bullying and social exclusion (Able et al., 2014). Additionally to sensory processing difficulties, Students with autism often express discomfort with loud classrooms and feel stressed by disruptive behaviours exhibited by other children (Warren et al., 2020). School-age children diagnosed with ASD often experience challenges in their

social interactions with peers, such as feeling dissatisfied with friendships and experiencing loneliness (Zeedyk et al., 2016).

Students with autism may find the school environment particularly challenging due to sensory sensitivities and the social expectations placed upon them. Classrooms are often filled with stimuli like bright lights, loud noises, and strong smells, which can be overwhelming and lead to anxiety or stimulatory behaviors. Additionally, the emphasis on social interaction and communication in schools can further intensify stress, anxiety, and depression for students on the autism spectrum.

This can also pose challenges for teachers in inclusive classrooms. The first thing is that in mainstream classroom the teacher can expect to have one or more students with autism in the classroom with the idea that individual abilities and needs of students with ASD tend to vary, depending on the severity level of their disability. It means that there is no 'one size fits all' approach to ensuring inclusion in regular classroom. Teachers often find it challenging and stressful to address individual student needs due to limited knowledge in this area (Soto-Chodimanet al., 2012). Teachers often experience stress and anxiety when working with students with ASD, primarily due to a lack of training and experience about the disorder. This lack of preparation can leave teachers feeling ill-equipped to meet the needs of their students, impacting the success of students with ASD.

To create an inclusive and supportive learning environment for autistic students, it is important to provide a structured and predictable environment, individualized instruction and support, and promote acceptance and understanding among peers and the broader school community.

1.7. Psychological Theories and Autism

ASD has been the subject of extensive research, leading to the development of various psychological theories aimed at understanding its cognitive and social complexities. The three specific theories outlined below are commonly used to support our Understanding of the needs of individuals with autism.

a) Theory of Mind

Theory of mind pertains to the capacity to assign mental states, like beliefs and intentions, to individuals other than oneself (Perner& Lang, 1999). According to this theory, an individual with a theory of mind should be able to recognize mental states in both oneself and other people and use this knowledge to predict how other people will behave. The ability to ascribe mental states to oneself and others is believed to develop during early childhood, between the ages of 3 and 5, when children start comprehending that other individuals have thoughts, knowledge, beliefs, and desires that impact their behaviour (Cherry, 2023). However, individuals with ASD may have difficulty in predicting the behaviours or emotional state of others.

This hypothesis suggests that a reduced ability to comprehend the thoughts and emotions of others may be a key factor in the social communication difficulties faced by individuals with ASD. Difficulty in understanding others' perspectives can lead to challenges in interpreting social cues and situations, ultimately impacting a student's ability to effectively engage and communicate with others (Department of Education, 2022).

b) Weak Central Coherence

According to this theory individuals on the autism spectrum face difficulties in assimilating information across various levels. Consequently, they encounter challenges in integrating specific details into broader concept (Frith, 1989). Individuals with Autism may exhibit a cognitive style that prioritizes attention to details over the integration of broader

contextual information. Difficulties with Central Coherence can lead to an intense concentration on specific details, causing individuals to pay attention to less relevant parts of the exercise or environment and have difficulty grasping the implicit or unspoken meaning in a situation. This can impact a student's ability to understand social situations and interact effectively with peers (Department of Education, 2022).

c) Executive Functioning

Executive function is a set of cognitive processes that are essential for goal-directed behaviour. These processes include working memory, flexible thinking, and self-control (Belsky, 2019). However, individuals with autism often face challenges in managing these mental skills, which can lead to difficulties in planning, organizing, and initiating tasks. Research suggests that individuals with ASD struggle more than their peers when their brain needs to process more information at once. This means that a difficulty with executive functioning may manifest in school settings for students with autism as reduced initiation and organizational skills, poor time management, and resistance to change (Department of Education, 2022).

1.8. Conclusion

The theoretical framework presented in this chapter provided a comprehensive overview for understanding the complexities of autism spectrum disorder in the context of teaching EFL in particular and sets the stage for the practical applications that will be addressed in the following chapters of this study.

Chapter Two

Research Methodology

2.1. Introduction

This chapter outlines the research methodology employed in the study, which followed a mixed-methods approach. By combining qualitative and quantitative research methods, the research study sought to gain a multifaceted understanding of the experiences, perceptions, and practices of EFL teachers working with autistic pupils. The data collection instruments included a questionnaire administered to EFL teachers, classroom observations conducted in special classrooms and interviews with EFL teachers. This chapter aims to facilitate understanding of the research process and build a bridge between the theoretical and practical parts.

2.2. Research Methodology

Methodology is the science of studying how research is done scientifically, a means to systematically answer a research problem by logically adopting several steps. Methodology aids in comprehending not only the outcomes of scientific research, but also the process itself. It aims to define and analyze methods, shed light on their limitations and resources, and clarify their assumptions and effects (Sridhar, 2008). Careful consideration of the research methodology is essential to ensuring the credibility of the research process and its outcomes.

2.3. Research Approaches

In the study of teaching EFL to autistic pupils, the research approach involves the utilization of both quantitative and qualitative data analysis methods. This approach aims to provide a comprehensive understanding of the complex topic by integrating numerical data analysis with narrative and visual data interpretation. The study employs a mixed-methods technique, combining quantitative and qualitative approaches, to enhance the depth and breadth of the research findings. Kemper et al. (2003) define mixed methods design as a technique that combines qualitative and quantitative data collection and analysis. This methodology allows for the integration of numerical data obtained through questionnaire with narrative data gathered from classroom observations and interview providing a holistic view of the phenomenon under study.

a) Qualitative Research

Qualitative research follows a naturalistic approach that aims to deeply explore and understand social or human issues.

> Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. (Creswell, 1998, p.15)

By conducting qualitative research in natural settings and focusing on participant narratives, researchers can develop new concepts and theories based on the exploration of participant experiences and perspectives.

b) Quantitative Research

According to Burns and Grove (2005), the formal, objective, and systematic process of quantitative research involves using numerical data to gather knowledge about the outside world. The objectives of quantitative research are to establish facts, prove correlations between variables, and test theories.

2.4. Methods

The research study employed a mixed-methods approach to investigate the current state of teaching English to autistic pupils in Algerian primary schools. This design was chosen to provide a multifaceted understanding of the topic by combining both quantitative and qualitative data collection. The study utilized a questionnaire to gather quantitative data on teacher experiences, perceptions, and practices, while classroom observations and interviews provided qualitative insights into the teaching and learning processes. This comprehensive approach allowed for a detailed examination of the challenges and dynamics involved in teaching English to autistic pupils in this educational context.

2.5. Population and Sampling

In the research, a group of 19 EFL teachers was chosen from different schools in Algeria, including 2 teachers from Ain Temouchent and 17 from various regions in the eastern part of the country. An inspector aided in the selection process due to the unique characteristics of the participants. The participation of an inspector in the selection process was a result of the unique characteristics exhibited by the study subjects. The small sample size of teachers included in the investigation can be explained by the fact that they exclusively instruct students with disabilities, who are not commonly encountered within

regular primary school settings but are largely concentrated in specialized educational centers across the country.

There are a total of 630 special classrooms in Algerian primary schools, with 8 of these classrooms situated in Ain Temouchent. This data was originally done by the Department of Statistical Studies, Evaluation and Forecasting between the years of 2022-2023 (see appendix 3). Among the 4 primary schools in Ain Temouchent, all are equipped with classrooms designed specifically for students with special needs; however, only two of these schools have EFL teachers: Bouchikhi Kouider and Belhadj Mohammed. These teachers have a minimum of 4 months of experience working with autistic students and were requested to complete a questionnaire.

The study also involved the observation of classes with autistic students from two primary schools in Ain Temouchent: Belhadj Mohamed and Bouchikhi Kouider. Belhadj Mohamed had 8 autistic pupils in the 4th grade, and Bouchikhi Kouider had 4 autistic pupils in the 3rd grade. Furthermore, EFL teachers from these schools were interviewed using a semi-structured format after the observations were concluded.

2.6. Research Tools

The study used a mixed-methods approach, combining both quantitative and qualitative research methods. It employed a triangulation method, which involved using multiple data collection tools to gather information. These tools included a questionnaire, classroom observations, and interview as the primary instruments for data collection.

2.6.1   Teacher's Questionnaire

a) Administration of the Questionnaire

In this study, a questionnaire was designed to understand the thoughts and explanations of EFL teachers in primary schools in Algeria. This choice was made due to the belief that their perspectives would offer precise and substantial contributions to this research study. The focus was on 19 teachers who teach English to pupils with special needs. The limited number of teachers is because they work specifically with these pupils. To gather information, the questionnaire was shared online via email, which was the most accessible platform for the participants to respond and collect their valuable insights. This method was selected to make it easy for the teachers to participate and share their perspectives.

b) Description of Questionnaire

The questionnaire consisted of 11 quantitative and qualitative questions in diverse formats (yes-no, multi-choice, and open-ended), which addressed the research aims and research questions stated earlier. The questionnaire was shared via email.

The questionnaire consists of four sections; the first section includes questions related to experience and training. In this section, the focus is on the teacher's background in teaching English and working with autistic pupils. It includes information on the duration of teaching experience in English, the specific experience with autistic pupils, and any specialized training received to support disabled pupils, particularly those with autism.

Section 2: Obstacles and Strategies

Here, the discussion centers on the challenges commonly faced when teaching English to autistic pupils. It explores into specific obstacles such as communication difficulties, sensory sensitivities, and social interaction challenges. Additionally, strategies and techniques used to address these obstacles effectively are highlighted, including the use of visual aids, structured routines, individualized learning approaches, and positive reinforcement.

Section 3: Challenges and Approaches

This section expands on the broader challenges encountered when working with autistic pupils beyond language instruction. It covers issues related to individual learning styles, behaviour management, and communication skills development. The approaches and methods employed to support ELT for autistic pupils are detailed, emphasizing the use of visual supports and personalized learning plans.

Section 4: Inclusive Education and Training

The final section explores the concept of inclusive education for autistic students. It discusses the feasibility of teaching autistic pupils in inclusive classrooms and highlights the importance of pre-service training for EFL teachers before they start working with autistic pupils. Suggestions for improving the teaching process for pupils with autism are provided, focusing on ongoing professional development, collaboration with specialists, and creating a supportive school environment that values diversity and inclusion.

The questions are designed to gather quantitative data, specifically through descriptive statistics, to determine the frequency and distribution of responses. About the teacher's experience, challenges, and strategies when teaching English to autistic pupils.

c) The Aim of the Questionnaire

The primary aim of this questionnaire is to explore the experiences, challenges, and teaching strategies of EFL teachers who work with autistic pupils in mainstream school settings. By collecting data directly from EFL teachers, the questionnaire aims to shed light on the realities, obstacles, and effective approaches encountered when teaching English to this specific population. This research aims to provide valuable information that can inform future studies and enhance teaching practices. The questionnaire is designed to capture the nuanced perspectives of EFL teachers, offering a deeper understanding of the complexities involved in teaching English to autistic pupils in exclusive classrooms.

2.6.2 Classroom Observation

Classroom observation is a valuable qualitative research method that involves directly observing participants in action. In this study, classroom observation was used to gather data on the teaching strategies employed during English language sessions and the learning styles of each autistic pupil. The method involved observing the classroom environment and the interactions between the teacher and the pupils to understand the unique learning needs of autistic pupils. The observations took place in two primary schools, Belhadj Mohamed and Bouchikhi Kouider, in two specialized classrooms.

a) Setting

Classroom observations were conducted at two primary schools to gather data on the teaching strategies and learning styles of autistic pupils. The first observation took place on February 14th with a fourth-year class at Belhadj Mohamed Primary School in Ain Temouchent. The second observation was conducted on April 16th with a third-year class at Bouchikhi Kouider Primary School. The observations followed a semi-structured format utilizing an observation checklist. During the sessions, I took place at the back of the classroom to observe without disrupting the pupils, who were seated in their fixed places.

b) Structure

During this observation, a checklist was used during the classroom observations to guide the process. It was divided into three main sections. The first section focused on the physical environment and classroom design to understand how autism was presented in the classroom. The second section looked at the EFL teacher's role and how they interacted with autistic pupils, as well as how the pupils engaged and participated in the English language activities. The third section examined the teacher's time management and the types of activities used in the classroom.

c) The Aim of the Classroom Observation

The aim of the classroom observation in this research is to gain a direct understanding of the reactions and language processing of autistic pupils in an exclusive classroom setting. The observation aims to capture the pupils' positive or negative responses to language acquisition as well as their ability to learn the English language. Additionally, the observation seeks to examine the attitude and reactions of the EFL teachers towards these pupils, as well as the teacher-student relationship. By observing

classroom dynamics, this study aims to provide valuable insights into the effectiveness of teaching methods and the learning environment for autistic pupils, ultimately informing strategies to enhance their language acquisition and educational outcomes.

2.6.3   Teacher's Interview

In addition to the teacher questionnaire and classroom observations, another instrument was used for collecting the data. An interview was designed for the EFL teachers. This interview was conducted with teachers from two primary schools in Ain Temouchent, the same schools that were observed earlier. The decision to include interview was important because of the limited number of EFL teachers in Algeria, especially those assigned to teach English to pupils with disabilities. In the entire region of Ain Temouchent, there are only two EFL teachers.

The interview took place after the classroom observation sessions, with each interview lasting 30 minutes. During these face-to-face conversations, the teachers were asked five open-ended questions. These questions were designed to collect detailed information about the difficulties that EFL teachers encounter in their teaching process with autistic pupils. The interview allowed the teachers to share their perspectives and discuss the specific aspects of their teaching practices that are impacted when working with autistic pupils.

The interview questions were designed to elicit detailed insights from two EFL teachers, each with varying levels of experience, about the difficulties they encountered in various aspects of the teaching and learning process. By amplifying the voices of EFL teachers and going into the realities they face, the research sought to identify areas for

improvement and inform the development of more effective, supportive, and inclusive educational environments for autistic pupils in the EFL context.

1.7. Conclusion

The research study employed a mixed-methods approach to investigate the current state of ELT to autistic pupils in Algerian primary schools. This design was chosen to provide a multifaceted understanding of the topic by combining both quantitative and qualitative data collection and analysis techniques. The study utilized a questionnaire to gather quantitative data on teacher experiences, perceptions, and practices, while classroom observations and interviews provided qualitative insights into the teaching and learning processes. This comprehensive approach allowed for a detailed examination of the challenges and dynamics involved in teaching English to autistic pupils in this educational context**.**

Chapter Three

Data Collection and

Analysis

3.1. Introduction

This chapter presents the practical research conducted as part of a study investigating the teaching of English to autistic pupils in mainstream schools. The study employed a mixed-methods approach, incorporating a questionnaire for EFL teachers, classroom observations of autistic pupils during EFL lessons, and interview with EFL teachers regarding the challenges they face. The findings from this research are expected to contribute to a better understanding of the current practices and difficulties involved in teaching EFL to autistic pupils, ultimately informing the development of more effective support and strategies within mainstream educational settings.

3.2. Data Analysis and Discussion of the Teacher's Questionnaire

This part aims to analyze and discuss the data collected through the questionnaire administered to EFL teachers working with autistic pupils.

Section One: Teaching Experience

Question N°01: How long have you been teaching English?
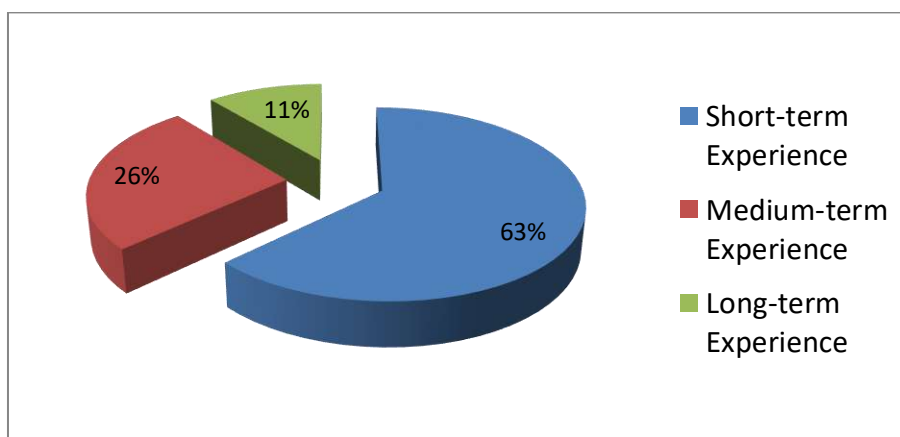
Figure 3.1: The Duration of Teaching Experience in English

This question is related to the duration of teaching experience in English. The teaching experience is divided into three categories: short-term, medium-term, and long-term.

1. Short-term Experience: This category includes teachers with teaching experience ranging from a few months to around 1-2 years.

2. Medium-term Experience: Teachers in this category have experience ranging from 2 to 5 years.

3. Long-term Experience: This category includes teachers with over 5 years of teaching experience.

As shown in Figure 1, sixty three percent (63%) of the participants have teaching experience ranging from a few months to around 1-2 years, twenty six percent (26%) have work experience ranging from 2 to 5 years, and eleven percent (11%) have very long teaching experience with more than 5 years. Overall, while there is a range of experience levels, the data highlights a prevalent trend towards shorter-term engagements among English teachers in the sample.

Question N° 02: How long have you been teaching pupils with autism?
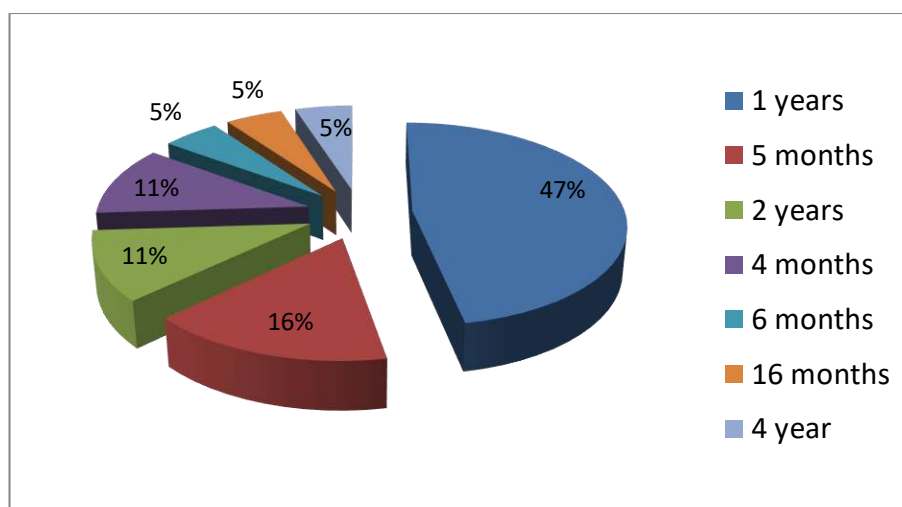
Figure 3.2: The Duration of Teaching Experience with Autistic Pupils

This question is related to the duration of teaching experience with pupils who have autism. As shown in Figure 2, the statistics reveal a diverse range of engagements. Initially, the majority of the teachers forty seven percent (47%) reported teaching English to autistic pupils for one year, signifying a significant portion with this level of experience. Following this, a smaller but notable proportion sixteen percent (16%) reported teaching autistic pupils for five months. Subsequently, eleven percent (11%) of the teachers reported a teaching period of four months and a similar percentage had a two-year teaching experience. Finally, only a few participants reported teaching engagements of six months, 16 months, and four years five percent (5% each).

Overall, these results highlight a predominant duration of one year among teachers working with autistic pupils, alongside a range of other durations. This diversity underscores the varied experiences within the teaching population.

Question N°03: Have you received any training to work with disabled pupils?

Answers	Number	Percentage
Yes	0	0%
No	19	100%
Total	19	100%

Table 3.1: EFL Teacher's Training Status for Working with Disabled Pupils

This question addresses whether the surveyed teachers received any training to work with disabled pupils. It seeks to understand whether the teachers have undergone formal training or education to support pupils with special needs in their learning and development. As shown in Table 1, all the participants one hundred percent (n=19 / 100%) did not receive any training to work with disabled pupils. No one zero percent (0%) of the surveyed EFL teachers did receive any training. Table 1 shows effectively the similarity of responses among the 19 EFL teachers regarding their lack of training for working with disabled pupils.

Question N° 04: Do you teach only autistic pupils?

Answers	Number	Percentage
Yes	11	58%
No	8	42%
Total	19	100%

Table 3.2: The Teacher's Limitations and Familiarity with Other Categories of

Pupils

The question asks about whether the participants teach only autistic pupils or not. It specifically addresses whether the teachers exclusively teach autistic pupils as opposed to teaching EFL to a broader range of pupils. As shown in Table 2, fifty eight percent (58%) of the participants (n=11) responded affirmatively, indicating that they teach only autistic pupils. Conversely, forty two percent (42%) of the teachers (n=8) responded negatively, stating that they do not exclusively teach autistic pupils. This data provides insight into the proportion of teachers within the sample who have a specific focus on teaching autistic pupils and those who have a broader teaching scope beyond this population.

Section Two: Obstacles and Strategies

Question N°01: What are the common obstacles you face when teaching the English to autistic pupils?
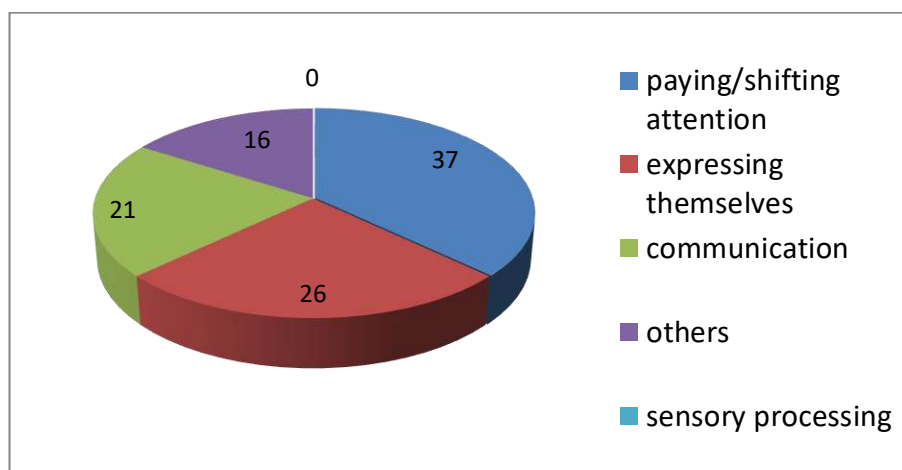
Figure 3.3: Common Challenges Faced by Teachers When Teaching English to Autistic Pupils

This question aims to identify common obstacles faced by teachers when teaching English to autistic pupils. The question is structured to elicit responses that provide insights into the challenges teachers may encounter while working with autistic pupils in an English language teaching context. As shown in Figure 3, thirty seven percent (37%) of the participants mentioned issues with paying/shifting attention and twenty six percent (26%) reported difficulties with pupils expressing themselves. Interestingly, zero percent (0%) of the participants did not mention sensory processing challenges, suggesting they may not be as prevalent in the experiences of the teachers or may not have been identified as major obstacles. Moreover, twenty one percent (21%) of participants highlighted communication difficulties.

The category of "Others", where sixteen percent (16%) of teachers shared additional challenges like noise, movement, screaming, and disruptive behaviours, showcases the diverse range of obstacles faced by teachers when dealing with autistic pupils. The category of "Others" allowed teachers to express unique challenges not covered in the predefined options. This flexibility enabled teachers to highlight specific disruptive behaviours like noises, movement, screaming, and stealing that can significantly impact the teaching and learning experience for both teachers and pupils.

Question N° 02: What do you do to overcome these obstacles?
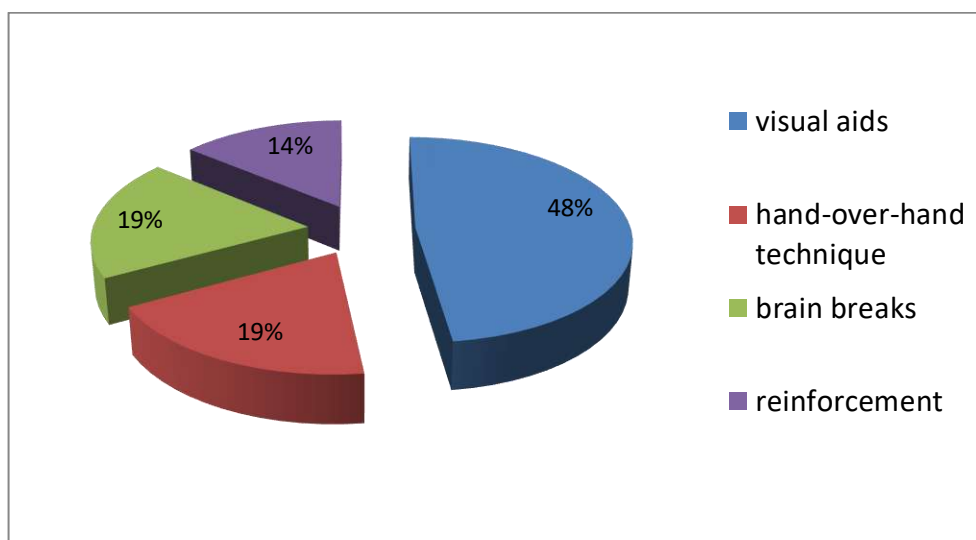
Figure 3.4: Teacher Preference Distribution for Teaching Techniques

This question addresses methods for overcoming challenges encountered in teaching. Understanding how teachers face challenges, aims to shed light on effective techniques or tools that can be employed in educational settings to enhance teaching effectiveness and pupils' learning outcomes. As shown in Figure 4, the majority of the participants forty eight percent (48%) opted for visual aids, followed by brain breaks and hand-over-hand

technique, each chosen by nineteen percent (19%) of the teachers, while reinforcement was the least preferred at fourteen percent (14%.).

Generally, the results show that visual aids were the most popular choice among teachers, followed by brain breaks and hand-over-hand technique, with reinforcement being the least selected option. This visual representation provides a clear overview of the distribution of preferences among EFL teachers, highlighting the importance of incorporating visual aids effectively in teaching practices while considering the varying needs and preferences of teachers when implementing different techniques to enhance learning experiences.

Section Three: Challenges and Approaches

Question N° 01: What are the challenges you face when working with autistic pupils?

Most of the EFL teachers shared similar challenges when working with autistic pupils, highlighting issues such as "communication barriers", "adapting to diverse learning styles", "managing attention shifts", "coping with insufficient teaching hours", and "dealing with behavioural disruptions like hyperactivity and lack of focus". One prevalent concern expressed by teachers is the struggle faced by some autistic pupils in communicating their needs effectively, leading to behaviours like screaming, crying, and searching for items they require. As a sample answer along this vein, one of the participants stated:

"Some of them are unable to communicate or ask for their needs, so they start screaming, crying, and moving from their places to search for things they want or need".

Another significant difficulty mentioned is the challenge of creating a comfortable learning environment for pupils with sensory sensitivities, indicating the necessity for tailored support to accommodate their unique sensory needs. For instance, one of the participants said that:

"It is hard for me as a teacher to create a comfortable learning environment, especially for those who have sensory sensitivities".

Additionally, teachers pointed out the inadequacy of teaching hours allocated for autistic pupils, with some expressing the need for more frequent or extended sessions to adequately address their educational requirements. Another answer was:

"The number of teaching hours is insufficient as I teach for 45 minutes twice a week".

Question N°02: What approaches and methods do you use to support your teaching of the English language to autistic pupils?

Regarding the approaches and methods used for teaching English to autistic pupils, a diverse range of strategies emerged. The responses varied from utilizing visual aids and clear instructions to incorporating rewards, games, applied behavior analysis (ABA), individualized learning, questioning techniques, play-based learning, positive teacher attitude, and drilling. Notably, the positive attitude of teachers towards autistic pupils emerged as a crucial element in fostering a supportive learning environment.

One teacher expressed that "maintaining a positive attitude is the key to building trust with autistic children". This point of view underscores the significance of empathy and encouragement in facilitating effective communication and learning experiences for

autistic pupils. Moreover, the incorporation of rewards was highlighted as a motivational tool, with a teacher noting, "Using rewards not only motivates the pupils but also encourages the repetition of behaviours or actions perceived to elicit positive reinforcement".

Additionally, the utilization of ABA techniques and individualized learning approaches was emphasized to cater to the unique learning styles and needs of autistic pupils. These varied strategies collectively reflect a holistic and inclusive approach that prioritizes understanding, support, and positive interactions to enhance the educational journey of autistic pupils in the English language classroom.

Section Four: Inclusive Education and Training

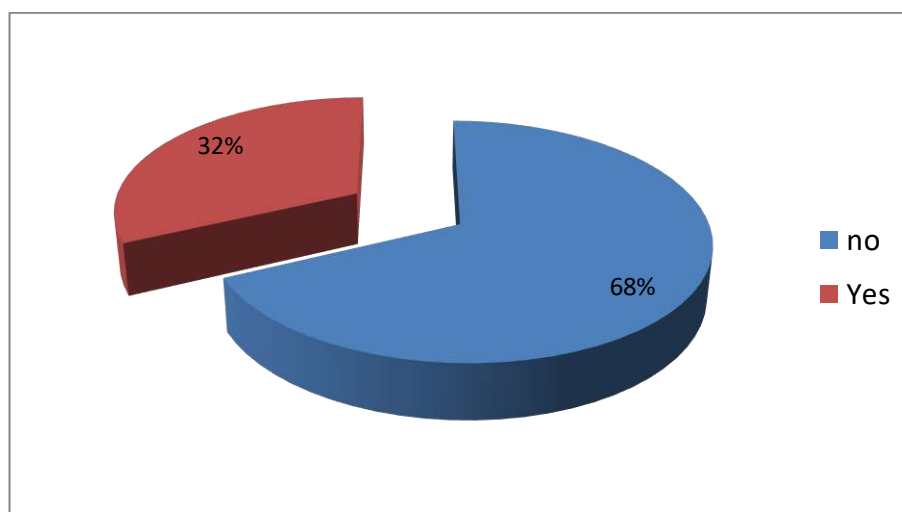QuestionN°01: In your opinion, is it possible to teach autistic pupils in an inclusive classroom?

Figure3.5: Perspectives on Teaching Autistic Pupils in Inclusive Classrooms

As shown in Figure 5, the results show that sixty eight percent (68%) of the participants refused the idea of teaching autistic pupils in inclusive settings, while thirty

two thirty two percent (32%) supported the concept. Notably, teachers were encouraged to provide additional comments on inclusivity and exclusivity. Those against inclusive settings highlighted the need for specialized classrooms with specific tools, concerns about social dynamics, and the impact of autistic behaviours on their peers. Some teachers highlighted the potential challenges arising from differences between autistic pupils and their regular peers, such as feeling isolated among classmates who may not understand their experiences.

Conversely, proponents of inclusivity emphasized its benefits for all pupils and the potential of autistic children with appropriate support. This diverse range of opinions underscores the complexities surrounding inclusive education for autistic pupils and the varying perspectives within the teaching community. Additionally, concerns were raised about the potential impact of autistic pupils' movements and reactions on their regular peers within the classroom. Conversely, proponents of inclusive education emphasized the benefits of inclusivity for all pupils, arguing that it fosters an environment conducive to learning and growth.

Question N°02: Why do you think that it is important that EFL teachers should receive a training period before they start teaching autistic pupils?

The responses highlighted various key points regarding the importance of training for English language teachers before they start teaching autistic pupils. One common perspective among the responses was the need for teachers to familiarize themselves with this specific group of pupils and understand how to effectively communicate with them. This point of view was repeated in responses emphasizing the importance of understanding and catering to the unique needs of autistic pupils. Moreover, the responses emphasized the

necessity of training to equip teachers with the skills to address any challenges that may arise when teaching autistic pupils.

Understanding the behaviour of autistic pupils, learning appropriate teaching methods, and recognizing the distinct learning needs of these pupils were also highlighted as crucial aspects that training can provide. Furthermore, the responses underscored the significance of training in enabling teachers to differentiate between teaching approaches for autistic pupils compared to regular pupils. By providing insights into the differences in learning styles and needs, training can empower teachers to create inclusive and effective learning environments for autistic pupils.

Question N°03: According to you, how can you improve the process of teaching English to autistic pupils?

The suggestions encompass various strategies aimed at enhancing the learning experience for these pupils. One approach highlighted is the design of a specialized syllabus tailored to the unique abilities of autistic pupils, focusing on their specific ways of assimilating information. Additionally, recommendations include the incorporation of psychological consultation to better understand and address the individual needs of autistic Pupils. Utilizing songs and games is proposed as a method to engage and motivate pupils while employing clear and simple language aids for comprehension.

Visual aids such as flashcards and images are emphasized for their effectiveness in facilitating learning, with a preference for modern teaching tools over traditional methods. Integration of autistic pupils into school activities like painting and drawing is suggested to promote inclusivity and participation. Creating a comfortable physical environment and developing specialized programmes that align with the pupils' needs, interests, and abilities

are also highlighted as crucial aspects of improving English teaching for autistic pupils. Overall, the responses underscore the importance of personalized, engaging, and supportive approaches in enhancing the educational experience for these pupils.

3.3. Data Analysis and Discussion of the Classroom Observation

This part aims to analyze and discuss the data collected through the Classroom Observations

Section One: Special Classroom N°01

Item One: Classroom Atmosphere

The classroom looked like a regular classroom at first. However, the windows are placed higher on the walls, allowing natural light while minimizing distractions. There were two cabinets with toys in them at the back of the room. At the front, there was a whiteboard. The walls on the sides had colourful paintings of different sizes to help pupils learn English basics like (letters, numbers, days of the week, and so on).

The room was big, and there was lots of space between the rows. This made it easy for the teacher to move around and help each pupil individually. All the pupils had the same textbook as in a regular classroom including the curriculum and syllabuses. The classroom lacks technological tools like computers and projectors, emphasizing a more traditional approach to teaching. Additionally, visual aids such as flashcards, images, or diagrams are absent, relying instead on personalized instruction from the teacher.

Item Two: Teacher's Role

During the observation, it was noticed that the teacher was actively trying to maintain control and structure in the classroom. However, the majority of the pupils did not consistently follow her orders. For instance, some pupils would go to the bathroom without waiting for the teacher's response, while others would suddenly start speaking in Arabic during the session. Additionally, the teacher faced challenges in maintaining silence among some of the pupils, who would often talk over her or engage in side conversations. The teacher employed a teacher-centered approach to manage the classroom and engage the pupils in learning English using oral activities. She would often make statements and give instructions, expecting the pupils to respond accordingly. However, it was noticed that the pupils' reactions to the teacher's statements were often minimal or inconsistent.

Despite the teacher's repeated attempts to elicit responses from the pupils, they would either give incorrect answers or appear disinterested. Despite these challenges, the teacher remained patient and persistent in her efforts to facilitate learning for her pupils. She made conscious efforts to create a positive and friendly atmosphere in the classroom, frequently asking the pupils questions to check their understanding and encourage their participation. She repeated important information multiple times to help the pupils memorize and imitate her actions. Furthermore, she encouraged the pupils to speak and express their needs.

Item Three: Pupil's Engagement/ Participation

In this particular class, the majority of the pupils were passive and unresponsive during the session, despite the teacher's best efforts to encourage their verbal participation during the course. She had to ask each pupil individually to get an answer, and only a few were able to provide correct answers but the responses were minimal. (Only three pupils responded to the teacher's questions with the correct answer). These pupils tended to avoid eye contact with the teacher and gave minimal responses, which made it challenging for the teacher to assess their comprehension of the topic. Some pupils showed a reaction when the teacher spoke loudly, indicating sensitivity to auditory stimuli.

One pupil, in particular, was speechless, unable to communicate or respond to questions, even when prompted to write down his answers. The teacher tried to include him in the discussion, but his limited communication skills made it difficult to engage him. Despite the teacher's efforts to encourage participation, the pupils did not actively contribute to the class discussion, even those who knew the correct answers. However, when given an activity to complete, the pupils followed the instructions and engaged in the task. However, once the activity was finished, they quickly lost interest and began to talk loudly and move around the classroom. Two pupils even started drawing, indicating a lack of focus and engagement.

Item Four: Time Management

During the observational sessions, it was noted that the teacher employed effective time management strategies in a special classroom for autistic pupils. The lesson typically started with a warming-up, which involved reviewing the previous lecture's content. The teacher would ask questions related to the previous lecture and assess the pupils' understanding through various activities. Then, the teacher implemented a short pause, known as the brain breaks technique, to prevent any potential crises or overreactions. To consolidate their learning, the teacher assigned homework related to the lesson, which the pupils completed within the remaining time. The lesson's structure can be summarized in the following table:

Steps	Duration
Warming-up	10 minutes
Short pause	10 minutes
Presentation of the lecture	20 minutes
Homework	5 minutes

Table 3.3: Classroom Time Management of Classroom N°1

Item Five: Types of Activities

The teacher employed a variety of activities in the classroom, combining textbook exercises with interactive questioning techniques. The activities were primarily focused on enhancing the pupils' understanding of the course material, with a particular emphasis on developing their verbal communication skills. Yes/no and Wh questions were used to engage the pupils, with individual responses encouraged to measure each pupil's understanding. The teacher also varied the types of activities between oral and written exercises, catering to different learning styles and promoting active participation.

Section Two: Classroom N°02

Item One: Classroom Atmosphere

The classroom itself was spacious, allowing for easy movement and interaction between the pupils and the teacher. At the front, there was a whiteboard. There were only four chairs in the classroom, which made it easy for the teacher to move around and interact with each pupil. A cabinet filled with toys was also present in the classroom. This cabinet provided sensory stimulation and recreational activities for the pupils. The classroom decor predominantly featured images and stickers in Arabic.

However, the notable absence of English language decorations or stickers raises concerns regarding the pupils' exposure to and retention of fundamental English language concepts. All the pupils in the classroom were using the same textbook as it is mentioned in the first classroom. The observation also revealed that there were no technological tools present in the classroom, such as computers or data shows. This was not due to a lack of

resources but rather a deliberate choice by the teacher. The teacher believed that at this stage, the pupils did not require technological support for their learning.

Item Two: Teacher's Role

In the observed classroom, the teacher assumes the role of a guide rather than a controller. It was evident that when some pupils exhibited behaviours like moving around or screaming, the teacher chose not to interfere directly but instead allowed her assistant to address these situations. This approach indicates a collaborative effort within the classroom, where the teacher focuses on guiding the pupils' learning while the assistant manages disruptive behaviours.

It was observed that the teacher employs a tactic of sitting beside each pupil individually and using the textbook instead of the board for instruction. This approach is taken because pupils with autism often avoid eye contact with the board, and it was noticed that when the teacher pointed to something on the board, some pupils looked at the textbook instead. The teacher also uses verbal and nonverbal praise to reinforce positive behaviour. For example, she uses phrases like "good job" and "you are doing great" when a pupil answers a question correctly or writes something accurately.

Additionally, she uses nonverbal cues such as smiling, thumbs up, and clapping to show her approval. To further encourage participation, the teacher employs a motivational approach by hyping up the pupils and using repetition to help them memorize information. She uses phrases like "you can do it" and "it is easy" to build their confidence and encourages them to imitate her actions. Furthermore, it was observed that the pupils enjoy interacting with the teacher, as she consistently motivates and encourages them. She also

mentioned that she uses a reinforcement method at the end of each semester for pupils who achieve higher marks.

Item Three: Pupil's Engagement/ Participation

During observational sessions, it was noticed that three out of four pupils were actively participating in the lesson, while one pupil displayed repetitive behaviour and struggled to focus, often not following instructions from the teacher or assistant. The teacher employed a repetitive approach to teaching, showing information to the pupils multiple times and encouraging them to repeat the information aloud.

This method proved effective, as all pupils, including the one with repetitive behaviour, were able to correctly recall the information when tested. The teacher noted that these pupils respond better to visual stimuli and prefer to see objects rather than just listen to verbal instructions. Interestingly, despite the teacher's use of visual aids in the textbook, she did not utilize any additional visual aids during the session. She explained that the pupils do not like looking at the board or pictures she brings with her, and they do not respond well to being shown multiple images of the same object.

Item Four: Time Management

The teacher begins the session with the lecture directly without going through the warming-up process. The teacher mentioned that there is no need for a separate warming-up step because each lesson is linked to the next one. The teacher also includes practical activities in the lesson. These activities help pupils practice what they have learned. Writing exercises are used to help pupils who are shy or not confident in speaking. After the writing exercises, the teacher asks pupils to repeat words. This helps pupils become

more confident in speaking. At the end of the lesson, the teacher gives homework. It helps pupils remember what they have learned in class. It also helps them practice more.

Steps	Duration
Presentation of Lecture	10 minutes
practical activities (writing)	10 minutes
Speaking activities	20 minutes
Homework	5 minutes

Table 3.4: Classroom time Management of Classroom N°2

Item Five: Types of Activities

The teacher decided to only use the activities provided in the textbook. She explained that she does not like to combine different types of activities during the lesson. The teacher said that her pupils prefer to stick to a routine and do not enjoy it when new tasks are added to the schedule. The teacher felt that it was important to keep the lesson structure consistent and predictable for the pupils. She believed that her pupils felt more comfortable and engaged when they knew exactly what to expect during the class. By sticking to the textbook activities, the teacher could ensure that the pupils were familiar with the format and could focus on learning the content rather than having to adapt to new activity types.

3.4. Data Analysis and Discussion of the Teacher's Interview

The detailed qualitative analysis of the data collected from the interview with teachers regarding the challenges faced while teaching ASD pupils reveals insightful information.

Question 1: What difficulties did you face when teaching pupils with ASD?

The first teacher expressed concerns about the inadequacy of the allocated lesson time, stating that the 45-minute sessions twice a week were insufficient. She explained that she needed to spend the initial 5 minutes, or sometimes more, simply establishing a calm and quiet classroom environment before she could even begin the actual teaching process. This limited timeframe hindered the teacher's ability to effectively implement the individualized learning methods she utilized to address the diverse needs and severity levels of the 8 autistic pupils in her class.

In contrast, the second teacher felt that the lesson frequency was adequate for her teaching requirements. She even mentioned that she was sometimes able to complete the lecture before the 45-minute were up. With only 4 pupils in her class and an assistant to help, This difference in experiences can be attributed to the teachers' varying backgrounds, with the first teacher having 2 years of experience in a public primary school setting, while the second teacher was just starting in the middle of the 2023/2024.

The disparity in perspectives highlights the significant impact that lesson duration can have on a teacher's capacity to cater to the unique needs of autistic pupils. Adequate time is crucial for implementing individualized instructional strategies and providing the

necessary support for pupils with diverse learning profiles and severity levels within the ASD.

Question 2: How did you respond when pupils displayed aggressive behaviour or had strong emotional reactions that you couldn't control?

The first teacher emphasized the critical importance of closely observing all of the pupils during the lessons in order to quickly identify and address any signs of overreaction or aggressive behaviour. She recounted several severe incidents that occurred at the beginning of the academic year, such as pupils escaping the classroom, breaking windows, or even damaging textbooks. Whenever the pupils exhibited these types of crisis-level behaviour, the teacher would immediately contact the parents to help manage the situation. Over time, the teacher noticed an improvement in the pupils' conduct, which she attributed to their dislike of a new Arabic teacher and their preference for a more familiar routine.

The second teacher described a different approach. Whenever the pupils started acting aggressively or having strong emotional reactions, the school administration would be called, and they would then contact the centre that the pupils attended. The centre would then come and immediately retrieve the pupils. The second teacher also mentioned that if she noticed any new or concerning behaviour from the pupils, she would reach out to the parents and request that they take the pupils home until they had calmed down and regained their composure.

These contrasting approaches highlight the importance of having a well-defined protocol for managing challenging behaviours in autistic pupils. Prompt intervention, collaboration with support systems, and parental involvement are crucial elements in creating a safe and conducive learning environment for these pupils.

Question 3: Did the age range of the pupils pose any challenges in your teaching?

Concerning pupil age, the first teacher noted challenges due to a wide age range from 12 to 19 years old, which did not match well with the primary school-level curriculum. She felt that the pupils' emotional maturity and attitudes did not fit with the content and learning goals at that grade level. In contrast, the second teacher, whose pupils were between 12 and 16 years old, reported no age-related issues.

This disparity suggests that the appropriateness of the curriculum and instructional approaches in relation to the pupils' developmental stage can significantly influence the teaching experience. Autistic pupils may have unique cognitive, social, and emotional profiles that do not necessarily correspond with their age. Addressing this mismatch through differentiated instruction, age-appropriate content, and targeted behavioural support strategies is crucial for creating a positive and effective learning environment for pupils with ASD.

Question 4: How does the absence of teaching materials impact your teaching process?

Regarding teaching materials, the first teacher highlighted the absence of visual and auditory aids as a barrier to engaging pupils, emphasizing the importance of colourful, interactive materials for effective teaching. In contrast, the second teacher noted that her pupils preferred to maintain a routine and avoid new stimuli, indicating that they were satisfied with using only the textbook without additional teaching resources. This suggests that the preferences and learning styles of autistic pupils can vary, and a one-size-fits-all approach to teaching materials may not be effective.

The disparity in perspectives underscores the need for a diverse range of teaching materials and resources to cater to the diverse learning needs of pupils with ASD. Accessible visual aids, auditory tools, and interactive educational resources can significantly enhance engagement, understanding, and academic performance for this population of pupils. The absence of such materials can hinder the teacher's ability to create a stimulating learning environment, ultimately impacting the educational outcomes for autistic pupils.

Question 5: Do you believe that the lack of parental involvement in the education of autistic pupils can affect your teaching approach?

The lack of parental involvement in the education of autistic pupils can significantly impact the teaching approach and overall learning experience for both teachers and pupils. The first teacher highlighted a concerning issue, where she noted that the majority of parents of her autistic pupils displayed a lack of concern for their children's educational progress and mental well-being. She recounted a specific incident where one of her pupils engaged in stealing behaviour, taking items such as copybooks and the teacher's uniform, without any parental intervention or response to address the situation. This absence of parental support and accountability can create substantial challenges for the teacher, as they are left to manage disruptive behaviours and emotional needs without collaboration and reinforcement from the home environment.

The first teacher emphasized that the lack of parental help and engagement can negatively affect both the teacher's ability to provide effective instruction and the pupil's overall learning and development. In contrast, the second teacher described a different scenario, where parents and family members were actively involved in monitoring the

child's health, academic progress, and overall well-being. The teacher observed that the pupils, who were generally well-behaved and attentive in the classroom, benefited greatly from the strong parental guidance and support they received at home. This active parental involvement enabled the pupils to better follow instructions and engage constructively in learning activities, positively influencing their behaviour and academic performance.

The stark difference in parental engagement between the two teachers highlights the crucial role that families play in supporting the educational development of autistic pupils. When parents are actively involved and collaborate with teachers, it can create a more cohesive and supportive learning environment, enabling autistic pupils to thrive academically and socially. Conversely, the lack of parental involvement can pose significant challenges for teachers, hindering their ability to effectively address the unique needs and behaviours of pupils with ASD.

3.5. Recommendations and Suggestions

Following an in-depth study on the learning journey of EFL teachers and autistic pupils, this section aims to share general suggestions and recommendations to improve the teaching and learning experience for all involved parties.

- Consider the option of having a medical assistant available during sessions to support teachers in managing extreme reactions, ensuring a smoother learning environment for both teachers and pupils.

- Collaborate with speech pathologists and psychologists to be present in schools, offering guidance, encouragement, and regular assessments for autistic pupils, promoting holistic development, and addressing individual needs.

- Schedule regular psychological consultations for autistic pupils at the beginning of each semester to provide ongoing support, monitor progress, and address any emotional or behavioural challenges that may arise.

- Advocate for the establishment of a governmental special healthcare programme dedicated to meeting the specific needs of autistic pupils, ensuring access to necessary support services and resources within educational settings.

- Implement a comprehensive training programme for EFL teachers focusing on ASD and personalized teaching approaches, equipping teachers with the knowledge and skills to effectively support autistic pupils in their learning journey.

- Address the issue of insufficient teaching tools and materials by developing specialized textbooks with tailored educational programmes designed specifically for autistic pupils, enhancing the quality of instruction and engagement in the classroom.

- Extend the duration of teaching sessions to allow for a more relaxed and effective learning experience, accommodating the unique needs of autistic pupils who may require additional time to process information and engage in activities.

- Create more enjoyable and comfortable classroom environments tailored to the sensory needs of autistic pupils, promoting suitable setting for learning and reducing potential triggers for anxiety or discomfort.

- Integrate autistic pupils into various school activities such as painting, cooking, drawing, and other creative endeavours, fostering social interaction, skill development, and a sense of inclusion within the school community.

3.6. Limitations of the Study

During my study on teaching EFL to autistic pupils, I faced several limitations. Initially, I encountered difficulties in identifying EFL teachers who were specifically instructed to work with autistic pupils. Additionally, many EFL teachers were unsure to provide feedback on teaching autistic pupils. Some mentioned not knowing how to use Google Forms for the questionnaire, while others cited their busy schedules due to their commitments with these pupils as a reason for not being able to participate in the study. The process of collecting data was also complicated by the fact that not all teachers had email addresses, leading to responses being shared through social media platforms like Facebook and WhatsApp.

The limited 45-minute teaching sessions for autistic pupils posed a problem with my ability to observe and analyze their behaviour effectively. Teachers needed time to establish a quiet environment for the lesson to begin, which further reduced the time available for observation. Moreover, the absence of adequate teaching tools and materials hindered the ability to assess the pupils' reactions and interactions during the English sessions. I believe that introducing a variety of tools and materials could potentially enhance the engagement of autistic pupils in the English learning process.

3.7. Conclusion

The present chapter tackles the practical side of the research study. It dealt with the primary outcomes of the research on teaching EFL to autistic pupils. This chapter has inspected and examined the analysis and discussion of the findings obtained through the research tools which were a questionnaire, classroom observation, and interviews with the EFL teachers. Additionally, it provided recommendations for future research in this area, to improve the teaching and learning experience for autistic pupils. To conclude, it addressed the challenges and limitations encountered during the research process.

General Conclusion

This dissertation has explored the challenges encountered by EFL teachers working with autistic pupils in Algerian primary schools. The theoretical foundation of autism as a neurodevelopmental condition with social communication, sensory, and behavioral differences has provided a framework for understanding the unique needs of autistic pupils. The practical insights gathered through questionnaire, interviews, and classroom observations have offered valuable perspectives from teachers directly involved in teaching English to autistic pupils. The study began with a theoretical exploration of autism as a spectrum disorder, highlighting the social communication difficulties, sensory sensitivities, and repetitive behaviors often associated with the condition. This theoretical knowledge served as a backdrop for understanding the specific challenges faced by autistic pupils in learning English.

The research instruments used in this study included questionnaire, classroom observations, and interviews. The questionnaire provided quantitative data on the experiences and perceptions of EFL teachers, while the interviews offered qualitative insights into the specific challenges and strategies employed in teaching autistic pupils. Classroom observations allowed for a firsthand look at the teaching and learning dynamics in exclusive classrooms for autistic pupils.

The goal of this dissertation was to shed light on the experiences of EFL teachers working with autistic pupils and to identify effective strategies for supporting their education. By combining theoretical knowledge with practical insights, the study aimed to contribute to the improvement of English language education for autistic pupils in Algerian primary schools.

General Conclusion

The choice of this topic was driven by a desire to advocate for inclusive education and support the diverse learning needs of autistic pupils. The researcher recognized the importance of addressing the challenges faced by EFL teachers in teaching English to autistic pupils and sought to contribute to the enhancement of educational practices in this context. While the study provided valuable insights, it is important to acknowledge its limitations. The sample size of EFL teachers involved in the study was limited, which may impact the generalizability of the findings. Additionally, the study focused on specific geographic regions and may not capture the full range of experiences across different contexts. These limitations should be considered when interpreting the results and implications of the research.

In conclusion, this dissertation has highlighted the challenges faced by EFL teachers working with autistic pupils in Algerian primary schools. By bridging theoretical knowledge with practical insights, the study has provided a deeper understanding of the complexities involved in ELT to autistic pupils. Moving forward, addressing the identified challenges and limitations can lead to more effective and inclusive educational practices for autistic pupils in the EFL context.

References

References

Able, H., Sreckovic, M. A., Schultz, T. R., Garwood, J. D., & Sherman, J. (2014). Views from the trenches: Teacher and student supports needed for full inclusion of students with ASD. *Teacher Education and Special Education*, *38*(1), 44-57. Doi: 10.1177/0888406414558096

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC.

Araújo, F. a. F. (2023). *Autism spectrum disorder (ASD): A brief report on its main characteristics*. Retrieved from: https://sevenpublicacoes.com.br/index.php/editora/article/view/2834

Autism Speaks. (n.d). *What are the symptoms of autism?* Retrieved from: https://www.autismspeaks.org/what-are-symptoms-autism

Belsky, G. (2019). *What is executive function?* Retrieved from: https://www.understood.org/en/articles/what-is-executive-function

Breakey, C. (2006). *The autism spectrum and further education: A guide to good practice*. Philadelphia: Jessica Kingsley Publishers

British Council. (2013). *The ENGLISH effect* (No. D096). Retrieved from: https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf

Burns, N., & Grove, S. K. (2005). *The practice of nursing research: Conduct, critique, and utilization* (5th ed.). St. Louis, MO: Elsevier

Bury, S. M., Jellett, R., Spoor, J. R., & Hedley, D. (2020). "It defines who i am" or "it's something i have": What language do [autistic] Australian adults [on the autism Spectrum] prefer? *Journal of Autism and Developmental Disorders, 53*(2), 677–687. Doi: 10.1007/s10803-020-04425-3

Cherry, K. (2023). *How the theory of mind helps us understand others*. Retrieved from: https://www.verywellmind.com/theory-of-mind-4176826

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. London: Sage Publications.

References

Department of Education and Science. (2006). *An evaluation of educational provision for children with autistic spectrum disorders.* Retrieved from: https://assets.gov.ie/25374/da538d6155204bbea9edfea17d9125e3.pdf

Department of Education. (2022). *Autism good practice guidance for schools – supporting children and young people.* Retrieved from: https://www.gov.ie/en/publication/8d539-autism-good-practice-guidance-for-schools-supporting-children-and-young-people/

Dunn, R., & Dunn, K. J. (1993). *Teaching secondary students through their individual learning styles :Practical approaches for grades 7-12*. Allyn and Bacon.

Expertise France. (2021). *Project to support the screening, diagnosis and treatment of autism in Algeria (Autism PROFAS C+).*Retrieved from: https://www.expertisefrance.fr/en/fiche-projet?id=729157

Fadel, S., Necib, H., Rouaski, K., Bekkis, I. (2022). Ethical and pragmatic issues of quality of life: Experience of autistic children's parents in Algiers. *Business Ethics and Leadership*, *6*(2), 86-93. Doi: 10.21272/bel.6(2).86-93.2022

Frith, U. (1989). *Autism: Explaining the enigma*. Oxford: Blackwell Publishing.

Grandin, T. (2010). *The world needs all kinds of minds [Video]*. Retrieved from: https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds

Habib, M. (2018). The English language teaching in Algeria. فصل الخطاب, *7*(1), 13–18. Retrieved from: https://www.asjp.cerist.dz/en/article/119796

Interview with Dr. Stephen Shore: Autism Advocate & on the Spectrum. (2018). IBCCES. Retrieved from: https://ibcces.org/blog/2018/03/23/12748/

Keating, C. T., Hickman, L., Leung, J., Monk, R., Montgomery, A., Heath, H., & Sowden, S. (2023). Autism-related language preferences of English-speaking individuals across the globe: A mixed methods investigation. *Autism Research*, *16*(2), 406–428. Doi: 10.1002/aur.2864

References

Kemper, E.A., Stringfield, S., &Teddlie C. (2003). *Mixed methods sampling strategies in social science research*. In A. Tashakkori& C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 273-296). Thousand Oaks, CA: Sage

Kenny, L., Hattersley, C., Molins, B., Buckley, C., Povey, C., &Pellicano, E. (2016). Which terms should be used to describe autism? Perspectives from the UK autism community. *Autism*, *20*(4), 442–462. Doi: 10.1177/1362361315588200

Kouicem, K. (2019). Exploring English in education policy in Algeria: Obstacles to its promotion. *Ichkalat Journal*, *8*(4), 573–592.

Liberalesso, P., &Lacerda, L. (2020). AUTISMO: COMPREENSÃO E PRÁTICAS BASEADAS EM EVIDÊNCIAS. (1st ed.).Retrieved from: https://mid.curitiba.pr.gov.br/2021/00312283.pdf

Lyons, V., & Fitzgerald, M. (2007). Asperger (1906–1980) and Kanner (1894–1981), the two pioneers of autism. *Journal of Autism and Developmental Disorders*, *37*(10), 2022–2023. Doi: 10.1007/s10803-007-0383-3

Mami, A. (2013). Teaching English under the LMD reform: The Algerian experience. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, *7*(4), 910–913.

National Council for Special Education. (2016). *Guidelines for setting up and organising special classes for boards of management and principals of primary and post-primary schools.* Retrieved from: http://ncse.ie/wp-content/uploads/2016/10/Guidelines-SettingUp-Special-Classes-PostPrimary.pdf

National Institute of Mental Health. (2024). *Autism spectrum disorder.* Retrieved from: https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd

Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and Development*, *3*(1), 871–874.Doi: 10.31142/ijtsrd19061

Office of the High Commissioner for Human Rights. (2018). *Committee on the rights of persons with disabilities reviews the report of Algeria*. United Nations. Retrieved

References

from: https://www.ohchr.org/en/press-releases/2018/08/committee-rights-persons-disabilities-reviews-report-algeria

Perner, J., & Lang, B. (1999). Development of theory of mind and executive control. *Trends in Cognitive Sciences*, *3*(9), 337–344. Doi: 10.1016/s1364-6613(99)01362-5

Rachid, B. (2018). Access to schooling for people with special needs in Algeria. *Sociol Int J*,*2*(5), 371–375. Doi : 10.15406/sij.2018.02.00071

Rudy, L. J. (2024). *Understanding the three levels of autism*. Retrieved from: https://www.verywellhealth.com/what-are-the-three-levels-of-autism-260233

Saada, H. (2022). *Algeria: Here is 3rd year primary English book (Photos), price*. Retrieved from: https://www.dzbreaking.com/2022/09/08/algeria-here-is-3rd-year-primary-english-book-photos-price/

Saoudi, F. (2022). ادراج اللغة الإنجليزية كلغة اجنبية أولى في الطور الابتدائي في الجزائر: توجهات، إجراءات وتحديات Implementing English as the First Foreign Language in the Primary Cycle in Algeria: Attitudes, Procedures and Challenges. رفوف, *10*(2), 999–1025. Retrieved from: https://www.asjp.cerist.dz/en/article/197660

Schirmer, B. (2002). Autismus und NS-Rassengesetze in Österreich 1938: Hans AspergersVerteidigung der» autistischenPsychopathen «gegen die NS-Eugenik. *Die neueSonderschule*, *47*(6), 460-464.

Scott-Croff, C. (2017). *The Impact of a diagnosis of autism spectrum disorder on nonmedical treatment options in the learning environment from the Perspectives of parents and Pediatricians* [EdDDissertation]. Retrieved from : https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1344&context=education_etd

Soto-Chodiman, R., Pooley, J. A., Cohen, L. & Taylor, M. F. (2012) 'Students with ASD in mainstream primary education settings: teachers' experiences in Western Australian classrooms.' *Australasian Journal of Special Education*, *36* (02), 97–111. Doi: 10.1017/jse.2012.10

Sridhar, M. S. (2008). *RESMETHODOLOGY: Part 1 - Introduction*. Retrieved from: https://www.academia.edu/83598560/RESMETHODOLOGY_Part_1_Introduction

References

Thornbury, S. (2017). *The new A-Z of ELT: A dictionary of terms and* concepts ([New edition]). Macmillan Education Limited.

Tissot, C., & Evans, R. (2003). Visual teaching strategies for children with autism. *Early Child Development and Care*, *173*(4), 425–433.Doi: 10.1080/0300443032000079104

TİKA. (2020). *TİKA Supports children with autism in Algeria*. Retrieved from: https://www.expertisefrance.fr/en/fiche-projet?id=729157

UNESCO. (1994). *The salamanca statement and framework for action on special needs education.* Paris: UNESCO.

UNESCO. (2017). *A guide for ensuring inclusion and equity in education* .Paris: UNESCO. Retrieved from: https://doi.org/10.54675/MHHZ2237

UNESCO. (2021). *Algeria | INCLUSION*. PEER. Retrieved from: https://education-profiles.org/northern-africa-and-western-asia/algeria/~inclusion

UNICEF . (2007). *Promoting the rights of children with disabilities*. (2007). Italie: UNICEF, Innocenti Research Centre.

Warren, A., Buckingham, K., & Parsons, S. (2020). Everyday experiences of inclusion in primary resources provision: The voices of autistic pupils and their teachers. *European Journal of Special Needs Education*, *36*(5), 803–818. Doi: 10.1080/08856257.2020.1823166

World Population Review. (2024). *Autism rates by country 2024.* Retrieved from: https://worldpopulationreview.com/country-rankings/autism-rates-by-country

Zeedyk, S., Cohen, S., Eisenhower, A., &Blacher, J. (2016). Perceived social competence and loneliness among young children with ASD: Child, parent and teacher reports. *Journal of Autism and Developmental Disorders, 46*(2), 436–449. Doi: 10.1007/s10803-015-2575-6

Appendices

Appendices

Appendix 1

Ministère de l'enseignement Supérieur et de la Recherche Scientifique
Université Belhadj Bouchaib d'Aïn-Témouchent
Faculté des Lettres, des Langues et des Sciences Sociales

Département des Lettres et Langue Anglaise   Ain Temouchent le 04/12/2023
N° Réf /FLLSS/UBBAT/2023

A Monsieur : Le Directeur de wilaya de l'éducation

Objet : Demande d'autorisation de stage pratique

Monsieur/Madame

J'ai l'honneur de vous demander de bien vouloir permettre, à notre étudiante : **BELKHOUANE MARWA** , de passer son stage pratique au sein de **l'école BELHADJ Mohammed** à **HAMMAM BOUHDJAR** , et ce pour pouvoir réaliser son projet de fin d'études par la préparation d'un mémoire en vue de l'obtention du Diplôme de Master en Didactique et Langues Appliquées.

Le Chef de Département

Appendices

Appendix 2

Ministère de l'enseignement Supérieur et de la Recherche Scientifique
Université Belhadj Bouchaib d'Aïn-Témouchent
Faculté des Lettres, des Langues et des Sciences Sociales
Département des Lettres et Langue Anglaise

N° Réf : 15 / FLLSS/UBBAT/2024

Ain Temouchent le 15/04/2024

A Monsieur/Madame : Le Directeur/ trice de l'école BOUCHIKHI Kouider
Ain Témouchent

Objet : Demande d'autorisation

Monsieur/Madame

J'ai l'honneur de vous demander de bien vouloir permettre, à notre étudiante : BELKHOUANE, Marwa, de passer son étude pratique au sein de votre établissement, et ce pour pouvoir réaliser son projet de fin d'études par la préparation d'un mémoire en vue de l'obtention du Diplôme de Master en Didactique et Langues Appliquées.

Le Chef de Département

رئيس قسم الآداب
و اللغة الانجليزية

قسم
الآداب واللغة
الإنجليزية

د. بوريش محمد

1 - إستغلال الحجرات والمرافق :

رقم	الولايـات	مجموع التلاميذ الابتدائي	القاعات الموجودة	القاعات مستعملة :		نسبة إستغلال الحجرات			
				التعليم الابتدائي	منها التعليم المكيف	التربية التحضيرية	التعليم المتوسط	التعليم الثانوي	أغ إدا
	المجموع الوطني	5125576	176483	148353	630	17888	643	23	367
1	أدرار	40685	1707	1461	3	173	6		28
2	الشلف	168736	5634	4638	16	676	26		37
3	الأغواط	69307	2542	2156	3	248	9		35
4	ام البواقي	98255	3283	2727		378	4		74
5	باتنة	173531	5515	4569	4	695	34		40
6	بجاية	105189	4542	3510		644	10		95
7	بسكرة	95447	2781	2575		104			28
8	بشار	39276	1439	1264	10	120			8
9	البليدة	171410	4736	4116	15	417	19		33
10	البويرة	98432	3984	3359	3	443			57
11	تمنغست	28961	863	757	1	54	21		12
12	تبسة	87805	3403	2723	6	444			83
13	تلمسان	131305	5024	4055	21	576	25		114
14	تيارت	141485	4640	4093	8	296	37		102
15	تيزي وزو	107608	5757	4240	69	817	7	7	117
16	الجزائر	363171	12848	11032	144	1043	51		213
	الجزائر شرق	157194	4672	4038	34	390	11		84
	الجزائر وسط	52726	3138	2484	72	276	22		86
	الجزائر غرب	153251	5038	4510	38	377	18		43
17	الجلفة	159026	4870	4323	21	398	14	6	20
18	جيجل	87053	3177	2612	4	361	8		45
19	سطيف	238643	6938	6029	2	589	32	2	79
20	سعيدة	54446	2125	1742	6	255			35
21	سكيكدة	123013	3805	3276	14	308	11		46
22	سيدي بلعباس	84473	3176	2622	23	398	10		64
23	عنابة	76030	2834	2221	11	283	1		86
24	قالمة	65768	2444	2025	5	299	16		28
25	قسنطينة	124643	4567	3972	4	242	5		24
26	المدية	125585	4898	4089	4	563	13		38
27	مستغانم	124182	3941	3406	10	332	21		28
28	المسيلة	167945	5157	4502	2	395	15		44
29	معسكر	129617	4191	3541	8	384	16		53
30	ورقلة	57768	1822	1629	10	138			14
31	وهران	198557	6365	5384	19	508	29		146
32	البيض	46001	1703	1439	9	192			16
33	اليزي	8871	461	367	14	51	10		1
34	برج بوعريريج	106116	3584	3095	19	317	3		58
35	بومرداس	142247	3969	3374	4	431	27		39
36	الطارف	57272	2079	1604	24	313			42
37	تندوف	10287	448	372	4	56			10
38	تيسمسيلت	45703	1820	1464	4	267			28
39	الوادي	105704	3368	2654	1	480	59	8	49
40	خنشلة	54129	2044	1650	1	278			30
41	سوق أهراس	55485	2151	1885	3	148	8		24
42	تيبازة	95863	3254	2813	19	274	20		28
43	ميلة	110150	3576	2949	14	392			41
44	عين الدفلة	127600	3827	3159	15	508	35		21
45	النعامة	35149	1455	1265	3	136			24
46	عين تيموشنت	52696	2061	1674	8	266			26
47	غرداية	42620	1761	1487	17	175			19
48	غليزان	116713	3828	3308		370	17		18
49	تيميمون	24120	1091	936	1	112	3		15
50	برج باجي مختار	10796	172	165		7			
51	أولاد جلال	29663	805	726	2	55	5		3

Appendix 4

Teacher's Questionnaire

The purpose of this research study is to explore the current learning environment for pupils with autism. Therefore, you are kindly invited to fill this questionnaire; it is a pleasure to be part of this research. Thank you.

1. How long have you been teaching English?

2. How long have you been teaching pupils with autism?

3. Have you received any training to work with disabled pupils?

   ❖ Please, put a tick in the suitable answer:

   ✓ Yes
   ✓ No

4. Do you teach only autistic pupils?

   ❖ Please, put a tick in the suitable answer:

   ✓ Yes
   ✓ No

5. What are some of the common obstacles you face when teaching English to autistic pupils?

   ❖ Please, put a tick in the suitable answer:

   ✓ Paying/Shifting attention
   ✓ Communication
   ✓ Sensory processing
   ✓ Expressing themselves
   ✓ Others

6. What do you do to overcome these obstacles?

   ❖ Please, put a tick in the suitable answer:

   ✓ Visual aids
   ✓ Hand-over-hand technique
   ✓ Brain breaks

✓ Reinforcement assessment

7. What are the challenges you face when working with autistic pupils?

8. What approaches and methods do you use to support your teaching of English to autistic pupils?

9. In your opinion, is it possible to teach autistic pupils in inclusive classroom?

10. Why do you think it is important that EFL teachers should receive a training period before they start teaching autistic pupils?

11. According to you, how can we improve the process of teaching English to autistic pupils?

Appendices

Appendix 5

Classroom Check-List

Date	Objectives
February 14th (classroom n°01)	- Assessing the physical environment - Collecting pupils information (name, age, educational background) - Gathering parental background - Teacher's experience insights - Gathering information about teaching materials
February 25th (classroom n°01)	- Autism characteristics - Learning preference - Verbal and non-verbal interaction
March 10th (classroom n°01)	- Teacher feedback and questions - Teacher's attitude
March 13th (classroom n°01)	- Deductive or inductive teaching - Student-centered or teacher-centered approach
April 16th (classroom n°02)	- Assessing the physical environment - Collecting pupils information (name, age, educational background) - Gathering parental background - Teacher's experience insights - Gathering information about teaching materials - Autism characteristics - Learning preference - Verbal and non-verbal interaction
April 19th (classroom n°02)	- Teacher feedback and questions - Teacher's attitude - Deductive or inductive teaching - Student-centered or teacher-centered approach

Appendices

Appendix 6

Teacher's Interview

My research concern is with the teaching challenges faced by EFL teacher while teaching pupils with ASD. The purpose is to gather information depends on your experience,thank you very much for your participation.

Date/time: 08:45-9:45 H.
Location: bouchikhi kouider.
Level: 3rd grade.

Date/time: 10:45-11:15 H.
Location: belhadj mohammed.
Level: 4th grade.

Questions

Question 1: What difficulties did you face when teaching pupils with ASD?

Question 2: How did you respond when pupils displayed aggressive behaviour or had strong emotional reactions that you couldn't control?

Question 3: Did the age range of the pupils pose any challenges in your teaching?

Question 4: how does the absence of teaching materials impact your teaching process?

Question 5: Do you believe that the lack of parental involvement in the education of autistic pupils can affect your teaching approach?

Résumé

Ce mémoire d'études vise à explorer les difficultés rencontrées par les enseignants d'anglais comme langue étrangère dans l'enseignement de l'anglais aux élèves autistes dans les écoles primaires algériennes. L'étude se concentre sur les expériences et les attitudes de 19 enseignants de l'anglais qui ont au moins 4 mois d'expérience dans le travail avec des élèves autistes. La méthodologie de recherche comprend un questionnaire, des observations de classe et des entretiens semi-structurés. Les résultats mettent en évidence les difficultés que les enseignants rencontrent pour intégrer les élèves autistes dans les classes d'anglais, notamment la nécessité d'une formation spécialisée et d'un soutien. L'étude conclut en mettant en avant l'importance de créer des environnements d'apprentissage inclusifs qui répondent aux besoins uniques des élèves autistes.

Mots-clés : Enseignants d'anglais, Élèves autistes, Écoles primaires algériennes, Environnements d'apprentissage inclusifs, Formation spécialisée, Soutien pour les enseignants.

الملخص

يهدف هذا البحث إلى دراسة الحالات التي يواجهها أساتذة اللغة الإنجليزية كلغة أجنبية في تدريس التلاميذ المصابين بالتوحد في المدارس الابتدائية الجزائرية. تركز الدراسة على19 أستاذ متخصص في اللغة الإنجليزية مع خبرات لا تقل عن 4 أشهر من العمل مع التلاميذ المصابين بالتوحد. تتضمن منهجية البحث استبيانًا وملاحظات ومقابلات مع الأساتذة. تسلط النتائج الضوء على الصعوبات التي يواجهها الأساتذة في دمج تلاميذ التوحد في فصول اللغة الإنجليزية، بما في ذلك الحاجة إلى تدريب متخصص ودعم. خلاصة هذه الدراسة تتمثل في أهمية إنشاء بيئات تعليمية شاملة تسعى إلى دمج وإرضاء الاحتياجات الفريدة لتلاميذ التوحد.

كلمات مفتاحية : أساتذة اللغة الإنجليزية، ألتلاميذ المصابين بالتوحد، المدارس الابتدائية الجزائرية، بيئات التعلم الشاملة، التدريب المتخصص، دعم الأساتذة.