



**CATHOLIC UNIVERSITY  
OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES-ENGLISH**

**title of paper**

**Analyzing listening awareness development through strategies based on basic instructions in a child with autism level 3 at a private school in the north of Guayaquil.**

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**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR  
OBTAINING THE BACHELOR'S DEGREE IN EFL PEDAGOGY**

**PROJECT ADVISOR**

**Jarrín Hunter, Ximena Marita**

**Guayaquil, Ecuador**

**20<sup>th</sup> of February of 2025**



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We certify that this research project was presented by **Córdova Guagua, Geraldine Antonella** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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## **ACKNOWLEDGEMENTS**

I would like to express my deepest gratitude to my parents and siblings, whose love, support, and encouragement have been my constant source of strength throughout this journey, which has not been easy being far from them. Their belief in me has given me motivation to persevere through challenges, and their wise words have guided me in every step of my life.

I also extend my thanks to my friends and classmates for their support, love and understanding.

Additionally, I am profoundly grateful to all my teachers who have imparted their knowledge and nurtured my academic growth, especially my project advisor who helped me and guided me during the last step to this new academic achievement.

I am truly thankful.

## DEDICATION

To my beloved family.

This work is dedicated to you, your unconditional love, sacrifices and support have kept me going during this academic journey. Though distance has kept us apart, your encouragement has always been with me, guiding me, inspiring me, and giving me the courage to pursue my dreams when the path seemed difficult.

Mom and Dad, your endless sacrifices and hard work have shaped the person I am today. Your love and wisdom have helped me to keep pushing forward no matter the obstacles.

Brother and Sister, thank you for always believing in me and for being my source of joy, laughter, and love.

This achievement is as much yours as it is mine. I am forever grateful for your love, patience, and strength,





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## ABSTRACT

This study investigates the development of listening awareness through strategies based on instructions for an 11-year-old child diagnosed with Level 3 autism in a private school in northern Guayaquil. The present research employed a qualitative methodology and a descriptive approach, utilizing classroom observations and teacher interviews as data gathering tools. Findings indicate that multisensory approaches and individualized instruction play a crucial role in delivering a positive learning experience, as well as teacher training and adaptability. The use of strategies like Total Physical Response (TPR) and Picture Exchange Communication System are helpful tools to teach English to students on the autistic spectrum. By offering practical recommendations, this research contributes to the application of inclusive education practices that promote the integration of students with autism and their academic success. The results highlight the necessity of implementing strategies that align with the abilities of the learners fostering a more accessible and supportive educational environment.

**Keywords:** Autism Spectrum Disorder, Listening Awareness, Special Education, Total Physical Response, Picture Exchange Communication System, Strategies.

# 1. INTRODUCTION

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition that significantly impacts an individual's ability to communicate with others, engage in social interactions, and process sensory stimuli. There are three levels of severity in ASD. Individuals who are diagnosed with Level 3 autism require substantial support due to serious impairments in social communication and behavior regulation. Despite these challenges, people on the autistic spectrum must be included in all aspects of life. In education, students on the autistic spectrum should be supported through structured and adaptive teaching strategies that fulfill their unique learning needs.

This work focuses on developing listening awareness through strategies based on instructions in an 11-year-old child with Level 3 autism who attends a private school in the north of the city of Guayaquil.

This research aims to identify teaching strategies that can help this student enhance his listening skills in English, and improve his ability to comprehend and respond to verbal cues.

## 1.1 Problem Statement

Autism is a neurodevelopmental condition characterized by persistent challenges in social communication and interaction, as well as restricted, repetitive patterns of behavior, interests, or activities; despite these challenges autistic children can excel in various areas. They may have cognitive abilities similar to their neurotypical peers, but they will require extra support and guidance to help them succeed in the academic and social aspects of their life. (VamBergeijk, et al., 2008)

This research is based on an 11-year-old child with Level 3 autism, who is in fifth basic education level and attends a private bilingual school in the Northern of Guayaquil. The child exhibits difficulties in understanding and following verbal instructions in both Spanish and English, due to his condition he is almost a completely non-speaking child, he only speaks when he is

prompted to do it. Also, he displays repetitive behavior patterns like making sounds or playing with his fingers, as well as self-harming behaviors, like hitting or biting himself when he feels uncomfortable. These factors directly impact his engagement in the learning process.

There are teaching strategies that could help this student improve his skills in English, hence his condition is severe, the skill he could develop better is the listening, which is the focus of this work.

## **1.2 Justification**

Every student is different, some of them have unique learning needs and styles that make teachers change their traditional teaching strategies.

According to Jelínková (2021) the number of young students with different needs, including autistic spectrum disorders such as Asperger's syndrome or autism, educated in the form of inclusion under mainstream school systems continues rising.

According to the Ministry of Education (2014), since March 2014 and through two new Ministerial Agreements (Acuerdo Ministerial 0041-14 y 0052-14), English is a compulsory subject for primary schools. This means that students with autism also belong to the group of learners who take English as a foreign language classes.

With the research results, the school teachers and authorities will get useful information to help this student and future students with the same conditions. Besides, these results will allow the institution to compromise with the national law to promote access, permanence, and the culmination of scholar instruction for children who have special needs enrolled in their premises.

### **1.3 Research Question:**

What teaching strategies could be effective for the development of listening awareness in an autistic child with minimal listening ability?

### **1.4 General Objective:**

To identify instructions-based strategies that may be used for the development of listening awareness in a 5th grade EFL student with Autism level 3 at a school in Guayaquil.

#### **1.4.1 Specific objectives:**

- To describe the strategies used in an EFL class for an autistic learner.
- To observe the student's reaction to the instructions given by the EFL teacher.
- To propose a training plan for teachers who work with learners with specific needs.



## **2 LITERATURE REVIEW**

### **2.1 SPECIAL EDUCATIONAL NEEDS**

Based on the research of Lindsay, et al., (2020) the term "Special Educational Needs" (SEN) was originated as a response to the understanding of how education systems should accommodate diverse learner needs. The concept gained prominence in the United Kingdom after the release of the Warnock Report in 1978, which marked a significant shift in educational philosophy. This report emphasized that education for children with disabilities should not be seen as separate from mainstream education but as part of a continuum of provisions. It also introduced the idea that up to 20% of children might require some form of additional educational support during their schooling.

According to Delaney (2016), individuals with Special Educational Needs face considerably greater challenges during the learning process compared to most of their peers of the same age, needing special educational provision to meet their specific requirements.

The principal categories of Special Educational Needs include students with:

- Cognitive and learning needs.
- Difficulties in communication and interaction.
- Social, emotional, and behavioral difficulties.
- Sensory impairments.
- Medical conditions.

### **2.2 INCLUSION**

The word "inclusion" has been used much more in the last few years than in any other period of time. Inclusion is about people and the society being able to recognize and value diversity and helping each other to overcome barriers.

According to the United Nations (2006), in the article 24 of the Convention on the Rights of Persons with Disabilities, inclusion in the context of education is a process of systemic reform that incorporates changes and adjustments in content, pedagogical methods, approaches, structures and strategies in education to eliminate obstacles, aspiring to provide all students of the relevant age group an equitable and inclusive learning experience and an environment that best aligns to their individual preferences and requirements.

The Ministerio de Educación del Ecuador (2017) in the Organic Law of Intercultural Education (LOEI) emphasizes the inclusion of students with special educational needs (SEN) and the use of teaching methods that address their requirements.

**Article 47:** Ensures access to education for individuals with SEN by promoting inclusion and removing learning barriers in both formal and non-formal education.

Alongside, the Ministerio de Educación del Ecuador (2017), states in the General Regulations of the Organic Law of Intercultural Education

**Article 229:** Allows SEN students to be educated in either specialized institutions or regular schools, as per specific regulations.

### **2.3 AUTISM SPECTRUM DISORDER**

Autism Spectrum Disorder (ASD) is a challenging neurodevelopmental condition that substantially affects behavior, sensory processing, and social communication. According to Milton (2017) Autism was once considered to be an extremely uncommon 'disorder' that impacted a small segment of the population, nevertheless in recent years the numbers of patients diagnosed with any of the disorders on the wider 'autism spectrum' has drastically grown to an approximated ratio of 1 in 100.

Autism has been described in various ways, from a malevolent spirit that robs children from their parents, to a different style of thinking. Berney (2000)

points out that autism was identified in 1943 and it was differentiated from schizophrenia in 1971.

Evans (2013) expresses on her research that the psychiatrist Eugen Bleuler introduced the idea of autism in 1911, he used it to describe a symptom of the most severe cases of schizophrenia. According to Bleuler, autistic patients had infantile or immature thoughts to avoid unsatisfactory realities and recurred to fantasies and hallucinations to replace those ideas. The term "autism" was used with that meaning by psychologists, psychoanalysts and psychiatrists for a prolonged period of time, but it started to change from the mid-1960's and continuing. While the word "autism" was used to describe an excessive number of hallucinations and fantasies in children in the up to the 1960's; "autism" in the 1970's started to be used to refer to the exact opposite, which was a total absence of "unconscious symbolic life". As an example, Evans mentions the researcher of child-psychiatry Michael Rutter, who claimed in 1972 that 'the autistic child has a deficiency of fantasy rather than an excess'. Then, the word "autism" was completely transformed from one that described someone who fantasized excessively to one who did not fantasize at all.

## **2.4 AUTISM SPECTRUM DISORDER TYPES**

According to Reppond (2015) Autistic Spectrum Disorders are, as its name implies spectrum disorders. Which means that ASDs affect every individual in different manners and their intensity can vary, ranging from mild to severe. People diagnosed with Autistic Spectrum Disorders present some symptoms in common, one of them is difficulty with social interactions.

There are three different types of ASDs:

- Autistic Disorder (classic autism): This is considered the most commonly recognized form of autism. Individuals with autistic disorder usually experience significant language delays, social interaction and communication difficulties, as well as behaviors and interests that can be described as unusual. Many people

diagnosed with autistic disorder also exhibit intellectual disability.

- Asperger Syndrome: people with this condition usually have some milder symptoms compared to autistic disorder. They might face social interaction difficulties and unique behaviors and interests, they generally do not have language impairments or intellectual disabilities.
- Pervasive Developmental Disorder (atypical autism): people who exhibit some, but not all the characteristics of autistic disorder or Asperger syndrome, may be diagnosed with Pervasive Developmental Disorder. Individuals with this condition present fewer and milder symptoms than individuals diagnosed with autistic disorder. This disorder primarily affects social skills and communication.

## **2.5 AUTISM LEVEL 3**

The American Psychiatric Association (2013), classified autism spectrum disorder (ASD) into three levels of severity depending on the degree of support the person needs, on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). The manual outlines the levels of severity and it has two main focus areas: repetitive or restricted behavior patterns and social communication.

Level 1 include individuals who require support, since it is challenging for them to engage in social interactions and flexibility but can perform well with some assistance.

Level 2 include individuals who require significant assistance because they exhibit more pronounced struggles in interpersonal abilities and behaviors that substantially disrupt their everyday activities.

Level 3 encompasses individuals who need very substantial assistance, due to severe difficulties in communication and have behaviors that limit their independence.

According to Waizbard-Bartov, et al., (2023) The Diagnostic and Statistical Manual of Mental Disorders in its Fifth Edition (DSM-5) describes, with precision the severity levels of social affect and repetitive. Level 3 social communication, for instance, entails very restricted initiation of interactions with people, and minimal responsiveness to social approaches from others.

The authors previously mentioned, also explain that these severity levels are directly presented to align to the different levels of functional limitations:

Level 1, “without supports in place, deficits in social communication cause noticeable impairments”; Level 2 “social impairments apparent even with supports in place”; and Level 3, “severe deficits in verbal and nonverbal social communication skills cause severe impairments in functioning.”

In this way, the DSM-5 associates required support, specific behaviors and levels of impairments to the severity levels that result from *autism*-related symptoms.

Davis, et al., (2019) state that ASD–3 is defined by the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM–5) as “requiring very substantial support” due to severe impairments in social communication and restrictive/repetitive behaviors.

## **2.6 TEACHING STUDENTS WITH AUTISM**

One of the most crucial aspects of an individual's life is education. For this reason, equity and equality in education needs should be strengthened and supported to satisfy the need of giving attention and care to students with special needs. The recognition of this type of learners has been increasing significantly worldwide and Ecuador is not the exception.

Teaching children on the autistic spectrum require a deep understanding of their needs, strengths, and challenges. As educators, it is crucial to recognize that children with autism may have diverse learning styles, communication

preferences, and social needs, which means that the same teaching strategies that are successful with a group of students, may not be effective for a student who presents this condition. If the teacher creates a structured, supportive, and individualized learning environment, these students can progress.

According to Van Der Steen, et al., (2020) students with autism spectrum disorders (ASD) usually need a specialized form of education, hence why, they are considered students with 'special educational needs' (SEN). Factors such as the country of residence and the intensity of the student's condition, are taken into consideration when deciding if students with ASD are enrolled in special schools or classrooms, or if they are provided with extra resources within regular educational facilities, such as visual aids or special instructions.

Difficulties in social interactions, verbal and non-verbal communication, and repetitive interactions, which characterized autism, are the factors that affect the most these students. Autism is, generally, a lifelong condition, and education, as it is widely known, helps all the individuals. People on the autistic spectrum, are not the exception, hence why teachers must be able to help their students who have this condition acquiring knowledge, using effective teaching strategies.

According to Lasintia, et al., (2021) teaching strategies are the techniques, processes, systems, procedures, and methods that a teacher uses during the class to help the student learn in a better way.

Good teaching strategies play an important role at the moment of instructing students, especially if they have special educational needs, such as Autism.

## **2.7 PICTURE EXCHANGE COMMUNICATION SYSTEM**

PECS strategy is helpful at the moment of teaching English to autistic students. The Picture Exchange Communication System is according to

Bondy & Frost (2001), a training system that was designed to teach children with autism spectrum disorder. PECS is considered a rapidly learned, self-initiated, and functional communication method.

Preston & Carter (2009) mention that PECS is a promising strategy because it requires only one prerequisite, the individual only needs to be able to clearly indicate what he or she wants by looking at a physical symbol such as a picture. These authors also mention that this is a good strategy since individuals with autism are motivated by requesting and immediately receiving what they want, which is what PECS is about. The communication through PECS is a sort of exchange in which the child requests a desired item and when they received it, it is like a reward. (Zohoorian, et al., 2021)

### **2.7.1 PICTURE EXCHANGE COMMUNICATION SYSTEM PHASES**

Bondy & Frost (2001) state in their research that there are 6 phases to go through when implementing the Picture Exchange Communication System.

**Phase 1:** teach the student to communicate. The students will learn to pick up a picture and delivered it into the hand of a communicative partner. The student can learn this behaviour by watching two trainers acting it. The person who receives the picture, immediateley should give the child the item while naming it.

**Phase 2:** persistence if there is no reaction after an initial attempt. Here the child will learn to reach to the communicative partner if he or she is not in front of them or looking at them. In this phase, prompts for the child to start the communication, are eliminated, in order to enhance spontaneous interactions.

**Phase 3:** here the child is taught to discriminate between symbols, so that the messages become more specific. In this phase, the child chooses between two pictures, then the teacher demonstrates that each choice results in an specific consequence.

**Phase 4:** here the teacher helps the child to differentiate between commenting and requesting for something. For non-speaking autistic children it is difficult to do this, but they are taught to use various sentences starters depending on what they want. If they want to make a comment about something they would say “I see” or “I hear” or “It is”, on the other hand, to make a request they would use the phrase “I want”.

**Phase 5:** here children are prompted to comment on situations by asking them questions like “what do you see?” or to request by asking them “what do you want?”

**Phase 6:** a child who reaches this point is able to communicate and make spontaneous comments using starter phrases like “I want”, they also give answer to the question “what do you want?”. They use the picture cards as part of their vocabulary.

## **2.8 TOTAL PHYSICAL RESPONSE.**

A learning approach developed by Asher (1966), who states that is a method that facilitates the learning of listening skills for a second language by acting out the words to be taught. This author explains that the strategy of Total Physical Response is to have students listen to an instruction in the target foreign language and immediately obey by using movements. In most recent research, the authors Fauzia, et al., (2021) mention the TPR as a good strategy to teach listening in English to autistic students. Total Physical Response involves the coordination of speech and action. This strategy uses physical activities to help students memorize new words and understand instructions. This strategy is used to teach vocabulary to the students through the use of movement.

The authors mentioned before explain that this strategy help students feel more successful during classes when they act out right the commands given by the teacher, lowering anxiety levels since they are not requested to speak but only act out an order. TPR is advantageous because it creates an



enjoyable learning environment, which motivates the students and keep them engaged to the lessons.

Fauzia, et al., (2021) also mention that the use of orders or commands is the primary technique in the Total Physical Response method. First. The teacher has to say the word and model the action to clarify the meaning. Then, students will start carrying out the orders, following the teacher, individually or in groups.

According to Biasuz (2021) the physical demonstration of words is used to clarify its meaning, but objects can also be used to this purpose. Students understand the language items by listening, and understand the meaning by seeing and repeating the physical actions.

Campos (2020) mentions that another technique used in TPR is pointing, which is a sign that a person has certain social and communication skills developed. For this author, pointing is related to listening because normally students point at something during class to ask for clarifications or to show the results of something.

### **3 METHODOLOGY**

In order to analyze and gather information for the development of this work based on strategies to develop listening awareness in an autistic student, and given the characteristics of the present research, it was decided to employ a descriptive approach and qualitative method. The study provides more insight into this topic through interviews and observations aiming to understand and explain the experiences of the learner and the teachers.

#### **3.1 DESCRIPTIVE DESIGN**

A descriptive approach intends to gather information about the current status of a population, situation, or phenomenon. This approach also focuses on observations, descriptions, and the documentation of specific situations of study as they naturally occur. Thyer (2009) mentions that descriptive research aims to describe the characteristics of a sample and describe the connection between phenomena, situations, and other circumstances observed by the investigator. Adlin (2024) states that the descriptive approach aims to observe, describe, and document important aspects of a situation or phenomena as it occurs in a natural setting without any external intervention. The descriptive design helps researchers to obtain more information about the characteristics of a particular field or subject of study. The author also mentions that descriptive research is used to develop hypotheses, spot problems with specific practices, and solutions to those problems, and draw judgements or conclusions.

#### **3.2 QUALITATIVE METHOD**

The qualitative method is a research approach that focuses on the exploration and understanding of phenomena through detailed, and non-numerical information. According to Taylor, et al., (2015) the qualitative methodology refers to research that produces descriptive data, which is people's own words, written or spoken, and observable behaviors.

Pope & Mays (2006) point out that some of the qualitative methods are watching people in their own territory can thus entail observing, joining in, talking to people and reading what they have written.

### **3.3 PARTICIPANTS**

An 11-year-old Spanish-speaking autistic student attending fifth grade of general basic education at a local private school, a Spanish teacher, and an English teacher.

### **3.4 DATA GATHERING INSTRUMENTS**

In order to collect information for the development of the present work, an interview with questions taken from the article “Listening to the Teachers Voice” by Burkhalter (2021) was used for the Spanish and English teacher. Classroom observations of the participants were applied to get a general view of the student’s performance. It was taken from the work of Belkouane (2023). Prior to carrying out the interviews and the classroom observations, a permission letter from the Career Director was presented to the school’s Principal to secure authorization to conduct both of these procedures.

## 4 DATA ANALYSIS

### 4.1 Classroom Observation

The classrooms observations were conducted over the course of five sessions of the Spanish teacher and the English teacher and the student. During the 50 minutes each lesson lasted, the student's performance and behavior and the teachers' work were examined based on the following items.

<b>SPANISH CLASS OBSERVATION</b>	
<b>Item</b>	<b>Observation</b>
<b>Teacher's role</b>	The teacher guided the student actively, giving him instructions and explaining how to do the activities. She would prompt the student to repeat the words or to complete them. She faced some challenges related to the behavior of the student, but she would constantly take correcting actions towards those inadequate behaviors like making sounds, moving the hands, biting the pencil, hitting himself or playing with the fingers.
<b>Student's Participation</b>	The student would listen and follow the instructions given by the teacher, nevertheless, he would also show behaviours that would interrupt the course of the class. He actively participated by repeating or completing words, and also completing the worksheets provided by the teacher. The student seemed unsettled by the researcher presence during the first class observations.
<b>Time Management</b>	The teacher effectively managed the time for the lessons, she would start them by greeting the student and explaining him what they were going to work on that day, also she would do a quick review of what they did in the previous class to help

	the student remember. Each lesson lasted 50 minutes, the student would complete about 5 worksheets per session.
<b>Types of Activities</b>	The activities were worksheets designed by the teacher, the activities are intended for first graders, the student works with these because due to his condition he required a curricular adaptation. Other activities were mostly focused on prompting the student to talk, by repeating and completing words.

Table 1. Classroom Observation

<b>ENGLISH CLASS OBSERVATION</b>	
<b>Item</b>	<b>Observation</b>
<b>Teacher's role</b>	The English teacher was a new teacher for the student, she would use different strategies and materials to teach him. She would guide the student during the lesson and give him clear instructions on what to do, she would also prompt the student to repeat words or complete phrases, to point to objects, or to look for things in his pencilcase, but whenever the student would start having disruptive behaviors like hitting himself or screaming she did not know how to handle the situation very well, she was assisted by the shadow teacher of the student.
<b>Student's Participation</b>	The student would participate by repeating words and completing the worksheets, but he would also constantly interrupt the lesson by making sounds or hitting himself. The teacher was relatively new for him, he was still going through a process of adaptation to this new person.
<b>Time Management</b>	The teacher would start the lessons by greeting the student, trying to interact with him in a friendly way to catch his attention and keep earning his trust. Then she would start the class by remembering the worksheets they worked on the

	previous day, then she started explaining the work they were going to be doing that day. At the end of the session the teacher would do a quick review of what was done which consisted on pointing and repeating the name of objects or colors.
<b>Types of Activities</b>	The English teacher used worksheets designed by her, just like the Spanish teacher. She also used flashcards, videos and images. The activities were mostly focused on having the student repeating words, pointing to objects or pictures, using colors, tracing lines, and tearing and pasting glossy paper. Each lesson lasted 50 minutes, the student would complete at least 5 worksheets per session. The activities were mostly designed to teach basic vocabulary in English to the student.

**Table 2. Classroom Observation**

## **4.2 Interviews**

To complement the observations, two interview sessions were conducted, one with the Spanish teacher and other with the English teacher to gain deeper understanding of their teaching approaches and perceptions regarding the student's learning process. The interviews were composed by the following questions:

1. What strategies have you found to be best practice in teaching your student/s with autism?
2. Why do you think these methods are effective?
3. How did you first come to learn about effective strategies to use with students with autism?
4. How do you decide whether to use particular strategies with students?
5. How could effective practices working with students on the spectrum best be developed with all teachers and caregivers who seek to improve for their students?

This part seeks to analyze the data collected from the teachers who work with the student who is the focus of this work.

#### **4.2.1 Spanish Teacher Answers Analysis**

##### **Best Practices in Teaching Autistic Students**

The interviewee expressed that the most important strategy to teach to autistic students is individualized instruction.

She stated that autism is a condition that is different in each individual, which is why teachers should first observe and analyze the students, get to know them and their needs and adapt the content based on the individual needs. The teacher also mentioned the use of multisensory teaching methods such as videos, songs, flashcards, pictures, gestures, and scaffolding the content because these are strategies that support engagement, comprehension, and gradual learning.

##### **Effectiveness of these Methods**

The teacher mentions that these methods can be effective because they are adapted to the individual needs of the students, in that way they can develop a connection and a better relationship that improves the learning experience.

##### **Learning about effective strategies**

The response of the teacher highlights a combination of formal education and hands-on experience to learn about effective strategies to teach to autistic students. The interviewee expresses that she first learned about this during her university studies, which provided theoretical knowledge, but her first real-world teaching experiences played a crucial role in learning to apply and refine these strategies.

### **Decision-Making in using strategies**

Here the interviewee reiterated the importance of getting to know the student, this is an important step to decide what strategies to use. If the teacher understands the student, then he or she will be able to choose what is best for them, instead of following a set framework that could not be beneficial.

### **Developing Effective Practices among Teachers and Caregivers**

The response to this question strongly suggested the need for proper training and education, for the teacher, these elements are the foundation for effective teaching practices. She also mentions inclusive attitudes and breaking stereotypes to foster a supportive learning environment. Finally, the teacher mentioned the need of being open-minded and adaptable to be able to work with students on the autistic spectrum.

## **4.2.2 English Teacher Answers Analysis**

### **Best Practices in Teaching Autistic Students**

For the teacher the best practices are based on a structured, multisensory, and adaptable approach. The interviewee mentioned five key strategies, to use clear and short instructions, to take into consideration the different types of intelligences, the constant student monitoring, promote learning through all the five senses, and being resourceful with materials.

### **Effectiveness of these Methods**

The teacher mentions that these methods can be effective because they are adapted to the individual needs of the students, in that way they can develop a connection and a better relationship that improves the learning experience.

### **Learning about effective strategies**

The teacher mentions that she would look for the most effective strategies on books or verified web pages whose authors were professionals with wide experience on this field. She recommended always applying verified information, taken from reliable sources.



### **Decision-Making in using strategies**

For the teacher it is important to take into consideration the personality and the learning style preferred by the student. Also, she says she analyzes the strengths and weaknesses of the students to make decision about what strategies to use.

### **Developing Effective Practices among Teachers and Caregivers**

For this teacher it is also important the adequate training. But she also mentioned that the mindset of the teacher matters, teachers should be inclusive and adaptable to be able to develop good practices for students with autism.

## CONCLUSIONS

1. The implementation of teaching strategies based on instructions adjusted to the specific needs of the students, whatever their condition is, is essential to improve the learning experience.
2. The interviews, observations, and research revealed that the sessions must follow an organized and predictable framework to help autistic students engage in learning because it is important for them to maintain consistent routines. Using clear instructions, incorporating visuals and movement-based learning significantly impact on the learning process too.
3. The institution needs to provide adequate professional training to its staff because it is crucial for successful teaching experiences and for the implementation of strategies to support the learning of the students to foster inclusive and supportive environments for the students.
4. Interviews and observations highlighted the importance of individualized instruction. Educators must analyze and take into consideration each student's strengths and weaknesses to adapt the content and the strategies accordingly.
5. The literature indicates that integrating strategies like Total Physical Response or the Picture Exchange Communication System into the lessons is helpful to develop listening awareness but also to improve social interaction and more independence in students on the autistic spectrum.
6. The student had different English teachers during the school year. The school should avoid this problem because it directly affects the student since it is hard for him to adapt to new people and also makes it hard to have an accurate track of his progress.
7. After putting these strategies into practice, it can be concluded that the PECS strategy is more suitable for this student. He showed himself more interested to it and he seemed to understand better by watching the pictures and exchanging them.

## RECOMMENDATIONS

The teachers of the 11-year-old student on the autistic spectrum who was the subject of this research must implement different teaching strategies for him. These strategies must be adapted to his needs and abilities.

Strategies like Total Physical Response and the Picture Exchange Communication must be taken into consideration at the moment of teaching students on the autistic spectrum.

TPR should be implemented through activities like Simon Says or Follow the Leader in which the teacher gives commands and the student must act them out. Teachers should apply TPR through pointing too, this approach would be effective for students who do not feel comfortable with excessive movement, and it would still allow them to engage by responding nonverbally to commands.

PECS should be implemented to teach students on the autistic spectrum to improve skills like listening, teachers should adapt the phases mentioned in this research to the needs of the student to do it effectively. Teachers should implement this system through games like exchanging a picture for an item or prompting them to initiate social interactions exchanging pictures with phrases like “hello” or “goodbye”

The school should provide adequate training programs for their staff to ensure they are able to work with autistic students and that they are properly trained to put into practice different teaching strategies. The school could do this through talks with professionals and specialists, or through the creation of guidelines for teachers to approach their students on the autistic spectrum.

Finally, teachers must be willing to learn and apply the training they receive from the school, always keeping in mind the importance of inclusive classrooms and positive learning experiences. Teachers must also take the time to get to know their students to be able to adapt content and strategies to their needs.

It is recommended that the school uses the proposal, execution matrix, budget, and Gantt diagram presented in the appendices section as essential tools in the case of implementing this project.

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## APPENDICES

**Date:** January 28th, 2025.

### TEACHERS INTERVIEW

1. What strategies have you found to be best practice in teaching your student/s with autism?
2. Why do you think
3. these methods are effective?
4. How did you first come to learn about effective strategies to use with students with autism?
5. How do you decide whether to use particular strategies with students?
6. How could effective practices working with students on the spectrum best be developed with all teachers and caregivers who seek to improve for their students?

**Adapted from the work of Jenna Burkhalter. University of Portland. (2021)**



## CLASSROOM OBSERVATION FORM

Date:

Item	Observation
Teacher's role	
Student's Participation	
Time Management	
Types of Activities	

Adapted from the work of Marwa Belkhouane. University of Ain  
Temouchent – Belhadj Bouchaib (2023-2024)

# PERMISSION LETTER



Facultad de  
Artes y Humanidades

FAH-PINE-001-2025  
Guayaquil, 11 de febrero del 2025

Magister  
Vanessa Llerena.  
Directora  
Unidad Educativa San José de Calasanz En su despacho.

Reciba un cordial saludo. Por el presente solicito a usted muy comedidamente, salvo su mejor criterio, se permita a la señorita Geraldine Antonella Córdova Guagua con CI# 0802896167, estudiante del 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, realizar encuestas que le permita recolectar información para elaborar su Trabajo de Integración Curricular (Proyecto de titulación) denominado **Analyzing Listening Awareness Development through Strategies based on Basic Instructions in a Child with Autism Level 3at a Private School in the North of Guayaquil**. La señorita Córdova estará realizando dicha actividad, durante el mes de febrero 2025.

De antemano agradezco la atención brindada.

Atentamente,

  
Lcdo. Stanley González Ubilla, M.Ed.  
Director  
Carrera de Pedagogía de los Idiomas  
Nacionales y Extranjeros – inglés  
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# EVIDENCE



# PROPOSAL

General Data				
<b>Project Title:</b>	Strategies to teach students on the Autistic Spectrum (Booklet and workshop)			
<b>Project Team:</b>	Specialists on ASD and SEN, School Psychologist.			
<b>Main Objective:</b>	To enhance the skills in English of student on the autistic spectrum and their classroom engagement through the implementation of evidence-based strategies.			
<b>Specific Objectives:</b>	Develop a guidelines booklet that contains best practices and evidence-based strategies for teaching students with autism.			
	Implement teacher training sessions for school staff.			
	Monitor and assess the effectiveness of the new strategies on the student's and teacher's performance.			
<b>Execution time:</b>	<b>Starting</b>	June 7th, 2025	<b>Ending</b>	August 2nd, 2025
<b>Evaluation time:</b>	<b>Starting</b>	August 3rd, 2025	<b>Ending</b>	August 9th, 2025
Project Description				
<p>This project aims to enhance the English skills of autistic students and their engagement by implementing evidence-based strategies. It will develop a guidelines booklet that outlines best practices, conduct teacher training sessions and monitor and assess the impact of these new strategies on both students and teachers.</p>				

## EXECUTION MATRIX

<b>Activity</b>	<b>What will be done</b>	<b>What change is expected</b>	<b>Outcomes</b>	<b>Resources</b>	<b>Time</b>	<b>Responsibility</b>
<b>Project planning</b>	Define objectives, set the timeline, assign responsibilities, buy equipment.	To get a clear project framework with roles and resources defined.	Detailed project plan and resources allocated.	Personnel, computers, meeting space, funds	2 weeks	Project Coordinator
<b>Data Collection</b>	Interviews and classroom observations using forms and a structured interview.	Collect data to assess the current practices.	Interview recordings, observation notes.	Personnel, research team, audio recorder, interview questions, observation forms.	2 weeks	Research Team: Psychiatrist, Psychologist, Teacher specialized in SEN.
<b>Data Analysis</b>	Analysis of the interview recordings and the classroom observation to identify key aspects.	Understand the teachers' perspectives and their dynamics and challenges in the classroom.	Analysis report.	Research Team, computer	1 week	Research Team: Psychiatrist, Psychologist, Teacher specialized in SEN.
<b>Guideline Booklet Creation</b>	Develop, design and produce a guideline booklet based on practices and strategies to teach ASD students.	Teachers will receive a tool with classroom strategies.	Guideline booklet.	Research Team, graphic designer, printing services.	2 weeks	Research Team: Psychiatrist, Psychologist, Teacher specialized in SEN, graphic designer.

<b>Training and Monitoring</b>	Training sessions for school staff using the guideline booklet, provide support and assessment from the research team members.	Use of new teaching practices and strategies.	Trained staff and observable improvement in the teachers' performance.	Research Team, staff, guideline booklet	2 weeks	Research Team: Psychiatrist, Psychologist, Teacher specialized in SEN.
<b>Evaluation and Report</b>	Evaluate students' progress and teachers' performance, gather feedback from the research team and the project coordinator, and make a report with recommendations.	Improvement in students' engagement and teachers' performance.	Evaluation and report with recommendations	Research Team, staff,	1 week	Project Coordinator and Research Team: Psychiatrist, Psychologist, Teacher specialized in SEN.

## GANTT DIAGRAM

Activity	Week 1 (Jun 1-7)	Week 2 (Jun 8-14)	Week 3 (Jun 15-21)	Week 4 (Jun 22-28)	Week 5 (Jun 29-Jul 5)	Week 6 (Jul 6-12)	Week 7 (Jul 13-19)	Week 8 (Jul 20-26)	Week 9 (Jul 27-Aug 2)	Week 10 (Aug 3-9)
Project Planning	■	■								
Data Collection			■	■						
Data Analysis					■					
Guideline Booklet Creation						■	■			
Training & Monitoring								■	■	
Evaluation & Report										■

## BUDGET

Category	Description	Estimated Cost	Notes
<b>Personnel</b>	Specialists on ASD (Psychiatrist, Psychologist)	\$400	To train staff and advise during the implementation of strategies.
	Professional in Special Education (Teacher specialized in SEN students)	\$400	To train staff and advise during the implementation of strategies.
<b>Materials and Supplies</b>	Printing (flyers, questionnaires, informational)	\$20	
	Photocopying (observation forms, consent forms, additional handouts)	\$20	
	Office Supplies (pens, paper, folders, clipboards for surveys and observations)	\$20	
	Creation and Design of the guidelines booklet	\$60	It would include graphic design and production of the printed guide.
<b>Equipment</b>	Audio Recorder	\$40	
<b>Miscellaneous</b>	Refreshments for the hired staff and contingency fund	\$80	
<b>TOTAL</b>		\$1.040	





## **DECLARACIÓN Y AUTORIZACIÓN**

Yo, **Córdova Guagua, Geraldine Antonella**, con C.C: # **0802896167** autor/a del trabajo de titulación: **Analyzing listening awareness development through strategies based on basic instructions in a child with autism level 3 at a private school in the north of Guayaquil** previo a la obtención del título de **Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, **20 de Febrero de 2025.**

f. \_\_\_\_\_

Nombre: **Córdova Guagua, Geraldine Antonella**

C.C: **0802896167**



## REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

<b>TÍTULO Y SUBTÍTULO:</b>	Analyzing listening awareness development through strategies based on basic instructions in a child with autism level 3 at a private school in the north of Guayaquil		
<b>AUTOR(ES)</b>	Córdova Guagua, Geraldine Antonella		
<b>REVISOR(ES)/TUTOR(ES)</b>	Jarrín Hunter, Ximena Marita		
<b>INSTITUCIÓN:</b>	Universidad Católica de Santiago de Guayaquil		
<b>FACULTAD:</b>	Facultad de Artes y Humanidades		
<b>CARRERA:</b>	Pedagogía de los Idiomas Nacionales y Extranjeros		
<b>TÍTULO OBTENIDO:</b>	<b>(nombre del título que aspira)</b>		
<b>FECHA DE PUBLICACIÓN:</b>	<b>20 de febrero de 2025</b>	<b>No. PÁGINAS:</b>	<b>35 p.</b>
<b>ÁREAS TEMÁTICAS:</b>	Special education, Special education, Integrated curriculum, Computer assisted instruction.		
<b>PALABRAS CLAVES/KEYWORDS:</b>	Autism Spectrum Disorder, Listening Awareness, Special Education, Total Physical Response, Picture Exchange Communication System, Strategies.		
<b>RESUMEN/ABSTRACT:</b>	<p>This study investigates the development of listening awareness through strategies based on instructions for an 11-year-old child diagnosed with Level 3 autism in a private school in northern Guayaquil. The present research employed a qualitative methodology and a descriptive approach, utilizing classroom observations and teacher interviews as data gathering tools. Findings indicate that multisensory approaches and individualized instruction play a crucial role in delivering a positive learning experience, as well as teacher training and adaptability. The use of strategies like Total Physical Response (TPR) and Picture Exchange Communication System are helpful tools to teach English to students on the autistic spectrum. By offering practical recommendations, this research contributes to the application of inclusive education practices that promote the integration of students with autism and their academic success. The results highlight the necessity of implementing strategies that align with the abilities of the learners fostering a more accessible and supportive educational environment.</p>		
<b>ADJUNTO PDF:</b>	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
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