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The Effects of Learning English as a Foreign Language on the Development of the Linguistic Abilities of Iraqi Autistic Children: A Psycholinguistic Study

A Thesis

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ
صدق الله العلي العظيم

سورة هود(ايه88)

In the name of Allah, the Gracious, the Merciful
My success lies only with Allah. In Him I trust, and to Him I turn.
Almighty Allah

Hud Sura (Ayah,88)

Translated to English by Talal Itani



Dedication

To whom I loved from the
bottom of my heart

To whom I hope to be in the best

Condition

To my wounded homeland

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List of Abbreviations

Abbreviations	Equivalent
ASD	Autism Spectrum Disorder
AS	Asperger Syndrome

List of Phonemic Symbols (Consonants)

Symbol	Example
/p/	/pute:ta/ (potatoes)
/b/	/ʔaHibbitʃ/ (I love you)
/m/	/timman/ (rice)
/f/	/fi:/ (in)
/v/	/vidʒo:/ (a video)
/ʃ/	/ʃo:fi:/ (a boy's name)
/t/	/ʔ:Hta:dʒah/ (need it)
/d/	/ʔari:dak/ (I want you)
/n/	/ʔinti:/ (you)
/s/	/sibaHit/ (took a shower)
/z/	/ze:n/ (fine)
/ʃ/	/ʔaʃtiri:/ (buy)
/tʃ/	/ʃlo:nitʃ/ (How are you)
/dʒ/	/didʒa:dʒ/ (chicken)
/r/	/ruqajja/ (a girl's name)
/l/	/sala:ma/ (safety)
/T/	/Tɔ:ba/ (a ball)
/ð./	/muwaððaf/ (an official)
/k/	/kalit/ (ate)
/g/	/alʔingli:zijja/ (English)
/q/	/qatta:ʕ/ (a place in Misan)
/ʔ/	/ʕumri:/ (my age)
/X/	/latXalli:/ (do not put)
/y/	/myarba/ (a place in Misan)
/ʕ/	/ʕira:q/ (Iraq)
/H/	/ʔaru:H/ (go)
/h/	/hija/ (she)
/j/	/fa:ʃu:lja/ (bean)
/y/	/sayya:ra/ (a car)
/w/	/huwa/ (he)

List of Phonemic Symbols (Vowels)

Symbol	Example
/i/	/ʔasa:sija:t/ (basics)
/i:/	/ʃi:/ (thing)
/e:/	/ʔiʃta:qe:tlak/ (I miss you)
/a/	/mala:bis/ (clothes)
/a:/	/kaba:b/ (a kind of food)
/ɔ:/	/bilkantɔ:r/ (in the wardrobe)
/u/	/humma/ (they)
/u:/	/maʃku:r/ (thank you)

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APSTRACT

Autism spectrum disorder (ASD) is a heterogeneous neurodevelopmental disorder, whose symptoms may involve deficits across three domains: communication, socialization, and typical behaviors or interests. The core problem is the difficulty facing autistic children in using their language when they try to speak with others, so they usually use some fixed several words, and limited ungrammatical phrases. Autistic children are sometimes unable to comprehend what others say to them, so that they repeat what they hear of sounds and words.

Over the last few decades, autism prevalence showed a dramatic rise; an observation that encouraged many researchers across the world to try to explore all its aspects and find the best ways for treating autistic people. The current study investigates the effects of learning a foreign language (English language in the present study) on the development of the linguistic abilities of Iraqi autistic children. This study tries to answer the questions that are related to whether learning a foreign language can effect positively some linguistic areas of autistic children's mother tongue. The sample members are four autistic children who have difficulties and deficits in using their first language. The present study focuses on teaching them English language (a simple course as a way of training and treating) by using the suitable programs and enjoyable activities which are chosen, depending on their needs and interests to achieve the limited goals of this study. The goals are related to autistic children's development in their linguistic abilities in using their native Arabic variety of language.

The study proves the importance of teaching a foreign language on the development of the autistic children's ability to use their mother tongue, especially

in social situations. All the linguistic areas that are limited in this study, such as phonology, vocabulary, and grammar are enhanced along with the development of using nonverbal means and there are also other personal characteristics that are affected positively. The linguistic abilities of all the autistic children have developed, but not in the same degree, as in their pronunciation, vocabulary, grammar, and their interaction with others.

However, the autistic children's development in such aspects (the linguistic abilities), which are considered the main problems, can help them to overcome some of the other difficulties and deficits that appear in their life.

CHAPTER ONE

THE PRELIMINARIES

1.1 Introduction

Language is a means of communication that is used by people to express ideas, information, knowledge, thoughts, and feelings, as well as understanding what is expressed by others (Richard & Schmidt, 2013:45). Being able to communicate effectively is the most important of all life skills, that is developing the communication skills can help all aspects of our life from the professional life to the social gatherings, and everything in between.

Children with natural abilities can develop their language as they grow day by day, and communicate with each other in their daily interaction. That leads to effective communication, which leaves all parties involved feel satisfied and feel accomplished. By delivering messages clearly, there is no room for misunderstanding, or alteration of messages, which decrease the potential for conflict. Unlike children with unnatural abilities that find some difficulties in communication and interaction with others due to some reasons. Among those children are autistic children, who face difficulties concerning language skills that children without a disorder do not have to encounter.

Children with autism spectrum disorder (ASD) can find it hard to relate to and communicate with other people. They may be slower to develop their language, have no language at all, or have significant problems with understanding or using spoken language. They may even not use gestures to make up for the problems they have with words. Children with ASD tend to communicate mostly to ask for something, and do not tend to communicate for social reasons like sharing

information. They also often have difficulty of knowing when and how to communicate with people in socially and appropriate ways. For example, they may not make eye contacts or let another person take a turn in conversation.

Such children need some special continuous caring from their families and from the early stages of their life. It is important to help them to be as natural children as possible in their verbal and non-verbal communication, and social behaving in the future. Ignoring such children will lead to enlarge their problems and sufferings which are in fact their families' suffering. Taking care of them in late time will not be useful and it likes to be as is said "blowing air in a net".

The many cognitive benefits of learning languages are undeniable. People who speak more than one language have improved memory, problem solving, and critical thinking skills, enhanced concentration, the ability to multitask, and better listening skills. Thus, learning another language could improve the linguistic and mental processes for human beings and among them autistic children, but with different degrees and manners. In this study, the researcher aims to examine whether taking care of such children through teaching them another language (in this study the English language will be used) will develop their linguistic abilities in their mother tongue, enable them to interact, reduce their shyness and fear, develop their confidence in themselves, and strengthen their tongues, in addition to some other benefits that time by time, enable (ASD) children to inter the social community, and express themselves along with their natural brothers; and friends and all people around them. They may be able to understand what people say and mean when encounter with them.

1.2 Statement of the Problem

Autism, which is characterized by deficits in social communication and language such as impaired conversational patterns, and abnormal, and limited spoken language, is becoming one of the most prevalent disorders in children today. ASD children are often self-absorbed and seem to exist in a private world in which they have a limited ability to successfully communicate and interact with others. They may also have a difficulty in developing language skills and understanding what others say to them. They often have a difficulty in communicating nonverbally, such as through hand gestures, eye contacts, and facial expressions. Such children need some specific care of their families and people around them to develop their language skills and enable them to pass such difficulties safely. This study seeks to determine the effectiveness of learning another language by improving language and social skills for children with autism.

1.3 The Objectives of the Study

This study has the following objectives:

- 1-Focusing on developing the spoken language of autistic children through learning a foreign language.
- 2-Proving that autistic children's vocabulary and grammar in their first language can be better if they learn English language.
- 3-Showing that learning English language helps children with autism to pass the impairments in social interaction and communicate with normal people.

4- Discovering whether the pronunciation of autistic children can be developed through learning the pronunciation of English language.

5- Proving that learning how to use English language enables autistic children to expressing themselves correctly in their first language.

6- Showing that minimizing the repetition of the heard words by autistic children during their speech can happen when they learn speaking in English language.

7- Indicating how children with autism can get rid of their shyness and hold back, while trying to communicate with others, when they learn to speak in English language.

8- Showing that autistic children's ability to focus on and use their non-verbal means in communication can be developed through learning to use them in English language.

1.4 The Questions of the Study

Some questions that are related to the subject of this study are asked and the answer for them is what the study aims to prove. The questions are:

1-Does learning English language by autistic children develop their linguistic skills in their first language?

2-Will autistic children's vocabulary and grammar in their first language become better, if they learn the vocabulary and grammar of English language?

3-Will autistic children learn how to speak and communicate with others when they learn speaking in English language?

4-Will autistic children pronounce the words in their native language better after learning the pronunciation of English language?

5-Will autistic children be able to express their ideas and feelings, if they learn to do that in a language other than their first one?

6-Can autistic children interact with natural ones without shyness and fear when they learn to interact in English language?

7- Will children with autism speak without echolalia in the first language, if they learn to speak in English language?

8- Does learning how to communicate using non-verbal means in English language facilitates using them in the first language by autistic children?

1.4 Hypotheses of the Study

The present study is based on the following hypotheses:

1-Learning English by autistic children develops their verbal linguistic skills in their first language.

2-Acquiring vocabulary and grammar of English language affects positively the vocabulary and grammar of the first language.

3-Learning speaking in English helps autistic children to communicate with others using their first language.

4-Learning to pronounce sounds in English language improves autistic children's pronunciation in their first language.

5-Learning English language helps to minimize the shyness, hold back and fear that autistic children suffer from when they deal with others in their first language.

6-Learning how to express their feelings and thoughts in English helps autistic children to express them in their first language.

7-Learning how to speak in English reduces the repetition of words (echolalia) that autistic children's speech is characterized with.

8-Learning English language improves autistic children's non-verbal means in their first language.

1.5 Limits of the Study

This study is limited to practicing the learning of English language as a foreign language to show its effects on autistic children's linguistic abilities. Teaching English in this study depends on some basic and simple aspects that are necessary to be known by such simple children. The time of the course is between three and half past four at the afternoon, and the settings are their homes, park, and Imam Ali center for autism in Misan city/Iraq. Autistic children are another limit for this study that seeks to indicate whether learning English language develops their first language skills, enables them to inter social interactions, understand the others and at the same time be understood. They are four boys whose ages between nine and twelve years, and they are selected depending on some linguistic problems in their Arabic language, and on the level of autism (all have spectrum disorders).

1.6 The Significance of the Study

Nowadays, such studies that are related to autism are so important and attract the attention of many people due to the rising rate of births for children with autism especially among boys than girls. The more one discovers about autism spectrum disorders, the more one realizes the idea that still much needs to be investigated. The study as many others is important for the people currently affected as well as for those who can deal with people who develop such syndrome in the future. Simply, it is important to learn more about ASD, and better treatments, and school programs in the future, it also may provide a good understanding of ASD.

So, such a study shows how to develop the autistic children's abilities to speak and communicate. Moreover, it can enhance their social behavior to be clear for their families and teachers to put some special programs that suit such cases and even for researchers, who work in this field to get some benefits and clear points that they need in their work.

1.7 The Procedure of the Study

Children, with ASD sometimes, notice new and different objects that attract their attention and at the same time they find it hard to relate and communicate with other people due to the impairments in their linguistic abilities. So, in this study, the researcher tries to develop their language skills through teaching them a foreign language. The study is a qualitative one because it depends on the observation and the description of the developments and changes that might happen in the linguistic abilities of the autistic children.

One –Group Pre and Post-test Design is the type of research design that is used in this study to measure the same dependent variable in one group of participants

before and after treatment. The study depends on selecting the members of the sample (four children with autism) whose ages are close, and linguistic problems are almost similar (problems in pronunciation, vocabulary, grammar, verbal and nonverbal interaction). There will be a pre-test to know the deficits of their linguistic abilities. After that the simple course of learning English, that composites of lessons and situations resemble those of ordinary life, begins with autistic children. These lessons and situations involve sounds, vocabulary, grammar, and ways of solving problems they may face in social interaction.

Some visual and audio aids, games, songs, as well as competition in the English language that accompany those lessons are good to minimize their boredom and maximize their motivation. Such a program is designed to be presented weekly for two months with some directions for (ASD) families to follow during these months. Then, there will be a post-test to list the changes that occur on autistic children's abilities to speak and communicate effectively. The differences of autistic children's linguistic behavior after learning the English language than before learning it will identify whether or not learning a foreign language makes some positive effects on the autistic children's abilities to use their first language in communication.

CHAPTER TWO

THE THEORETICAL BACKGROUND

2.1 Introduction

Since the time of Leo Kenner's unique depiction of autism in 1943 as Maston (2008:6) stated, weak communication was viewed as one of its main characteristics. Arciuli and Brock (2014:2) say that autism has been characterized and analyzed with respect to communication disability, co-occurring with subjective variations from the norm of social cooperation and limited and repetitive practices and interests. With an expected commonness of 1 out of 88, it is of the most normal disorders related with interaction impairment. The confirmation on various parts of interaction in autism has moved impressively throughout the long term. In the last part of the 1960s and mid1970s, extreme disorder of discourse and language was viewed as vital for an analysis of autism with certain analysts ensnaring language weakness as its essential cause (Arciuli&Brock,2014:6).

Autism for Kuperinen (2007:2) can be considered a multilateral phenomenon. Actually, many writers utilized ASD as an umbrella term to capture the broad scope of autism and its concerning conditions. The amount of riskiness of ASD and the special signs that each autistic person has may be complex (Kuperinen,2007:5). Some individuals, as mentioned by Leaf (2017:4), such as those with Asperger's syndrome (AS), were viewed as high-functioning autistic persons who could interact verbally and who, sometimes, may have strange capacities such as unusual memory, but whose behavior in social events can be a bit exotic or challenged. Furthermore, autists (autistic people) at the least functioning end of the spectrum may not be able to communicate using the verbal

means, have exclusive mental properties, and may suffer because of many other difficulties and impairments that are related to autism. Many autistic persons can be placed somewhere in the midst of the two extremes of the vast spectrum (Leaf,2017:5).

2.2 Definition of Autism Spectrum Disorder

ASDs are portrayed as "a gathering of formative inabilities described by impairments in social communication and by limited, dull, and generalized examples of conduct" (Ackert et al.,2012:1). ASD is a typically characterized neurodevelopmental disorder related with the presence of social-correspondence deficiencies and limited and tedious practices. Ousley and Cermak (2013:1) stated that in the most recent conceptualization of ASD, these two social measurements that characterize ASD, though related measurements, for example, scholarly and language capacity, give a way to portray the ASD heterogeneity. Furthermore, the portrayal of ASD subgroups, characterized by the presence of known clinical, hereditary, or other mental disorders, advances our comprehension of ASD heterogeneity (Ousley & Cermak,2013:2).

Arciuli and Brock (2014:6) indicated that kids with autism experience contrasts in their communicative advancement contrasted with their normally developing peers. Interaction impairments can be broad and may incorporate shifting degrees of language, signal, and pragmatics. Language results for kids with autism are incredibly fluctuated, with certain youngsters showing intelligent language aptitudes while others never secure the utilization of utilitarian discourse. Communicative impairments, in general, show up at an early age and are regularly the trigger for guardians to talk with pediatricians about their youngster's turn of

events. Frith (2008:1) indicated that, guardians may look for an appraisal of their youngster's hearing, suspecting that this may clarify the kid's absence of reaction to auditory stimuli, for example, not reacting to their names when called. These examinations may occur a long time before other formative challenges are recognized and a discovery of ASD received (Arciuli&Brock,2014:11).

For O'Reilly et al. (2017:36), ASD is a neurodevelopmental disorder, which portrays the circumstance where the mind is created and developed in a manner that essentially changes its response to the rest of the world and subsequently influences certain practices and passionate responses.

Reppond (2015:10) declared that ASDs are a gathering of formative incapacities that can cause critical social, communication, and conduct difficulties. Individuals with ASDs handle data in their mind uniquely in contrast to others without ASD. According to Yapko (2003:26) ASDs influence every individual in various manners and can go from extremely gentle to serious. Individuals with ASDs share some comparable indications, for example, issues with social interaction, in any case, there are contrasts in when the manifestations start, how extreme they are, and the specific idea of the symptoms (Yapko,2003:27).

Inflexible reasoning, as stated by Charman and Stone (2006:9-11) is common of youngsters with ASD – they do not promptly adjust their unique assessment or judgment in the light of additional data. This can make them unbendable in their way to deal with many learning circumstances. For instance, a kid may have incredible trouble dealing with the assortment of methods of doing deduction. This can likewise cause social association issues in light of the fact that a trait of ASD is the powerlessness to 'mind read', for example comprehend that others have various sentiments, inspirations and thoughts (Stuart et al.,2004:26). Since they do not see

things from the perspective of others, the main translation of a function is their own, and as a result, these kids do not have a comprehension of others' needs and ideas (Stuart et al.,2004:30).

2.3 The History of Autism

As O'Reilly et al. (2017:2) stated that the advancement of psychiatry and the manner by which it has formed how we consider 'ordinariness' and 'irregularity' is immense with a huge history, which somewhat has been critical and contentious. It is hard to conceptualize such a perplexing history in a short presentation; yet, it is in any case a valuable task to give some relevant foundation to those wanting to undertake study focused on autism. The very ideas of mental misery, emotional well-being, psychological instability and its connected ideas, have a rich and checkered history (O'Reilly et al.,2017:3). Undoubtedly, contentions have been introduced that 'insanity might be as old as humankind', for instance, in old Egypt, there were works of 'insane disorders' and this originates before 1900 BC. In old Greece, Hippocrates accepted that psychological illness could be treated through medications which remained rather than the overall perspective on demonic belonging common around then (O'Reilly et al.,2017:4).

In 1910, as stated by Gallo (2010:1), the Swiss psychiatrist Bleuler, while speaking on schizophrenia, an idiom that he made, utilized the Latin item autismus as a manner of depicting several symptoms of the disorder. The item autismus is taken from the Greek idiom autos, which signalizes "self"; and the translation of autismus to English language is "autism".

The term autism was coined by the Swiss psychiatrist Eugen Bleuler in 1911 who used the term to indicate withdrawal into fantasy and self-centered thinking observed in schizophrenia (Davis et al.,2014:3). Mesibove and Schopler (1985:4)

mentioned that historical accounts on autism in modern textbooks begin with Leo Kanner's 1943 report of 11 children with a set of symptoms that came to be called autism. The concept of autism in children was identified by Leo Kanner when he described a kind of conduct he named "early infantile autism", described by severe deficit of communication and social interaction and by intense resistance to change (Goldstein et al.,2009:19).

At the same period, Hans Asperger, a German scholar identified four children with difficulties in making friendships, limited empathy capacities, and weakness in interaction with others, but his work stayed in German and failed to reach the mainstream literature until its translation after his death (O'Reilly et al.,2017:41).

Despite the problems in social connections, tedious practices, imitation and scholarly abilities, Kanner saw autism as an issue of impairment in interaction and difficulties in using language (Arciuli&Brock,2014:1). Mesibove and Schopler (1985:4) stated that Kanner referred to autism as a matter of coldness, refusing the middle-class moms who could not interact with their kids and that causes optional retreating in their children's linguistic abilities. Nonetheless, the issues of communication and utilitarian language that Kanner watched have never been contested. Truth should be told by Mesibov and Schopler (1985:5) that, a portion of Kanner's initial depictions is still among the clearest for portraying the language challenges of these confused children.

Feinstein (2010:24-47) stated that, Kanner considered language to be as a key to autism and likely the most intriguing of its symptoms. In depicting his first patients, the parts of language he alluded to most oftentimes were echolalia, replacements, exactitude, reiterations, and pronouns reversals. Kanner's language- and psychological situated clarification of the autism condition got further help

from studies that followed up on Kanner's unique example (Mesibov et al.,2002:6). Also Mesibov et al. (2002:8) showed that, of the 63 cases in the subsequent investigation, Eisenberg and Kanner (1956) portrayed those with great changes and those with helpless changes. One of the most significant distinctive qualities between the individuals who made helpless changes and the individuals who made great changes was the presence of valuable discourse by 5 years old (Bodiford et al.,2018:9-10). Consequently, there was at that point demonstrative proof for autism as a language and intellectual handicap in the last part of the 1950s (O'Reilly et al.,2017:7).

In 1964, Rimland's book on autism looked like a breath of refreshing air, Frith (2008:21) indicated that it defended an attitude that had already been followed by scholars at some of medical and psychic centers. Frith (2008:21) conducted that those scholars analyzed cognitive abilities of children with autism, such as speaking and language, understanding and remembrance, in much explanation. They discover strengths as well as weaknesses in autistic children, and this turned two ideas: the first idea was that children with autism were intellectually delayed overall; the second, that they were highly smart. Visibly, they were somewhat of both, and this antithetical type looks to be a prominent feature of autism. In 1971 the Journal for Autism and Childhood Schizophrenia was first released, nowadays familiar as the Journal for Autism and Developmental Disorders (Feinstein,2010:27). At that time, autism was believed to be very uncommon, nobody believed then that there would be a lot of interest and so many investigations in the future that related to autism and many other specialist magazines would be established (Feinstein,2010:29).

Wolff (2004:88) stated that the editors of Journal of Autism and Developmental Disorders in 1979, Eric Schopler, Michael Rutter and Stella Chess, focused on

Kanner's accentuation on formative mutilations in autism. Charman and Stone (2006:45-46) illustrated that the expanding proof of connections among autism and other formative disorders, just as the relationship of autism with explicit ailments. For Wolff (2004:100), while it was from the outset believed that autism may be an early type of youth schizophrenia, by 1979 this thought had been surrendered. The Journal consequently was to be worried about a more extensive scope of formative issues to explain the likenesses and contrasts between the different mutilations of the formative cycle. Wolff (2004:201) declared that the primary point of the editors of "Autism: The International Journal of Research and Practice" was to reinforce the interface among examination and practice, in the conviction that new medicines are frequently insufficiently assessed and that scientists need all the more consistently to explain the ramifications of their discoveries for training.

Silverman (2012:13) indicated that the date of the autism discovery is an inseparable section of a big story concerning biomedicine, autism may have started as a field in kid psychology, but it is a rising biomedical discovery. Biomedicine itself is more than a constant system of awareness, it is also a strong way of altering and perceiving the world.

2.4 Types of Autism Spectrum Disorder

ASD is a group of complex neurodevelopmental disabilities that differ greatly from person to person (Ingersoll&Drortcsak,2010:5). Depending on the vast amounts of symptoms, scientists divided autism into several types. The main types of ASD include:

1-Autistic disorder, also known as "classic autism" and sometimes called "Kanner's autism" (Sicile-Kira,2014:1). The symptoms of this type as stated by Baron-Cohen (2008:16) are significant difficulties in using language, social and communicative impairments, and some strange behaviors. individuals with autistic disorder usually have some difficulties in learning and lower level of intelligence as well. Those persons usually prefer to be alone (Baron-Cohen,2008:20). For Yapko (2003:24), autistic disorder refers to the traditional form that Kanner declared in 1943 and identified as "early infantile autism".

Frith (2008:27) stated that those children are apart, and when they talk at all, they repeat phrases and words that are used by others just as a parrot. Firth (2008:27) added that they not only imply mere repetitive behaviors, for instance fluttering hands and shaking, but they also show more detailed rituals, they improve complicated routines and iterate them exactly without any changing.

2-Asperger Syndrome (AS) –Yapka (2003:24-25) said that AS was initially identified by Australian physician Hans Asperger in Vienna in 1944, the symptoms of this type are related to the unsuitable usage of language and the strange use of nonverbal communication involving postures, body gestures, and eye contact.

Symptoms are less bad than those of classic autism, there are social difficulties and uncommon conducts, there may be usually no linguistic problems or intellectual deficiency (Turkington&Anan,2007:10). In contrast to children with classic autism, kids with AS desire in social communication with other children. Their social problems stem from their weak awareness of how to share others' interaction, however, some areas of language development may be affected (Barnhill,2001:46). Children with Asperger syndrome may typically have problems in understanding funny or figures of speech. Some of these children have

special skills in areas that need reasoning, memory and imagination, such as mathematics, computer science and arts. Mesibov et al. (2002:17) indicated that the difference between AS and Classic autism is a matter of degree and sometimes the same individual may be diagnosed with each one of these disorders at different stages of his life.

3-Pervasive developmental disorder (PDD) – can be described as "atypical autism" individuals with PDD have some criteria of autistic disorder or AS, but not all of them, symptoms sometimes be fewer and milder than autistic disorder and AS (Towbin,2005:165). When there is pervasive deficit in one or more aspects of communication, social interaction, repetitive patterns of conduct, then it is referred to as PDD (Cotugno,2009:25). Cotugno (2009:25) illustrated that children of this sort are usually suffer of significant problems in social interaction with some weak cognitive capacities. For Towbin (2005:200), the diagnosis of PDD was given when a developmental disorder did not quite meet the criteria for autistic disorder or AS. PDD is likely to span the whole spectrum, relying on the severity, number, and scope of impairments (Cotugno,2009:26).

2.5 The Diagnostic Criteria for ASD

Gaines et al. (2016:1) stated that each kid is unique and has his own different capacities and troubles; this is additionally the situation for youngsters who have a type of disorder, for example, autism. Kids with ASD cannot be summed up into one gathering since they all contrast from one another and there are additionally various sorts of autism that all show different symptoms. Rapin and Tuchman (2008:1129) gave a definition for autism:

Autism cannot be characterized as a sickness; rather it is a side effect of atypical development of the juvenile mind. Autism is a typically unmistakable condition with many known and obscure causes. It has a vast scope of riskiness and at the same time there are no reasonable limits, so that the disorder symptoms cannot be surrounded. Children with autism are not "ill" or "weak," nor are they "sincerely upset," in spite of the uncommon nature of some of their noticeable behaviors. The characterizing side effects of autism quite often become clear in babies and preschoolers.

The diagnostic criteria for ASDs are the following:

A. Constant shortfalls and impairments in social connection with others in different daily situations (Arciuli&Brock,2014:11), these deficits are:

1. Deficiencies in social-enthusiastic correspondence, going, for instance, from strange social way and disappointment of ordinary communication; to disability of sharing their interests, feelings, and needs; to inability to start or react effectively to social interactions (Mesibov&Schopler,1985:58-60).

2. Sicile-Kira (2014:23) indicated that among the symptoms of autistic individuals is the shortage in promoting and comprehension the relations between people going, for instance, from inability to change their conduct to suit different social situations; to troubles in sharing inventive play or in making friendships; to lack of concern in their friends.

B. According to Charman and Stone (2006:26), the lack of language and the significant problems in speaking may be among the first symptoms that autistic children suffer from. These problems are:

1. Goldstein et al. (2009:7) referred to the lack or delay of the development of verbal language, strange impairment in the capacity to start a talk or to sustain it, with idiosyncratic language or repetitive use of language (jargon)- those who use the same words many times or repeat some phrases from videos and make them their best language to interact with others. Also the repetition of what others say either immediately or after a short time (echolalia) (Yapko,2003:35).

2. Deficiencies in nonverbal communicative practices used for social association, running, for instance, from inadequately of using both verbal and nonverbal means correctly; to the difficulties in making eye to eye connection and using body language and facial expressions; to the problems in understanding other's verbal and nonverbal communication (O'Reilly et al.,2017:47-49).

c. Limited, repetitive examples of conducts, interests, or actions (Arciuli&Brock,2014:11), such as:

1. Generalized or redundant motor moves as Turkington and Anan (2007:1) believe, utilization of things (e.g., simple games, arranging things in a specific manner). Goldstain et al. (2009:8) declared that one of the autistic symptom is the inflexible adherence to ritual or routines and persistent preoccupation with parts of objects.

2. Emphasis on similarity and ritualized examples of verbal or nonverbal conduct, (e.g., extraordinary trouble at little changes, challenges with changings, inflexible reasoning patterns, focus on taking the same course or eating the same food every day) (Emmons&Anderson,2005:33-34).

3. Leaf (2017:14-17) believed that autistic children have exceptionally limited, focused interests that are irregular in concentration (e.g., strong connection to or distraction with uncommon items, unnecessarily restrictions and specific interests).

4. Matson (2008:4-6) stated that autistic children have extraordinary interests for sensual parts of the life (e.g., lack of concern to misery and bad happenings, antagonistic reaction to specific sounds, extreme smelling or contacting of items, visual interest with lights, colors and developments).

Autism is called (spectrum) because of the various symptoms that differ from child to child, however, all autistic children have some problems with communication and social interaction (Ingersoll&Drortcsak,2010:5). The autistic symptoms usually appear at the early stages of their life, but some other ones cannot be noticeable till the autistic children try to communicate with others (Ingersoll& Drortcsak.,2010:6).

2.6 Language in ASD

Weakness in using language for social objectives is a major characteristic of persons with ASD, and deficits in language meaning and structure, for instance, Phonology, vocabulary, and grammar, are considered more inconstant (Naigles,2016:16).

According to Turkington and Anan (2007:22), while persons with height-functioning ASD in general achieve fluent linguistic skills, some of autistic individuals stay functionally nonverbal through the lifetime. Those autistic persons who acquire functional talking, show prominent delays in acquiring and producing first words at age 24 months and first phrases at 48 months. On the same side, Eigsti and Schuh (2016:4) declared that autistic individuals produce more new vocabularies than children with other developmental delays, and offer differences in several aspects of learning the words such as the form alignment and the

meaning. However, for those persons, some aspects of the word learning and the semantic regulation may be not impaired (Eigsti & Schuh, 2016:6).

Acquiring language by autistic children and normal children, as Foundon et.al (2007:72) illustrated, differs since normal children acquire a language through inundation, while children with ASD in general need inclusive speech treatment in order to be capable of speaking. Autistic persons usually have a fixed ability to interact, especially in drawing reasoning, giving descriptions of things and discussing varied topics. Normal children's vocabulary is more than that of autistic children, whose linguistic repertoire is restricted, which appears in their linguistic utterances and their capability to communicate being limited (Foundon et al., 2007:74).

However, by increasing the autistic children's vocabulary, which denotes that the child learned what specific words refer to, for example, by helping the child to understand that the term car is that thing which has four wheels and the parents use it to get to their work every day; there is a prospect that syntactic improvement is activated, herewith the autistic individual may gradually be better in understanding the grammatical basics of the language (Foundon et al., 2007:76).

Gavarro and Durrleman (2018:5-8) said that many studies examine linguistic competence in children with ASD and state low grammatical abilities and problems in the structural constraints especially in using reflexive pronouns, prepositions, tense markers, singular and plural, and they usually produce incomplete phrases. Naigles (2016:3-4) illustrated that autistic children usually demonstrate prominent deficits in articulation and syntactic expression, frequently deleting sounds from consonant clusters, morphemes, for instance those for tense and aspect; and demanded parts such as direct objects, from sentences.

Many investigations have stated that neurological impairments oftentimes affect the phonological capacities of the ill persons. Low-functioning autistic people usually have a considerable problem in phonological ability, while in general the ASD people do not appear to have this impairment (Eigsti&Schuh., 2016:681). Vocal weaknesses may state problems in motor control and the symbolic ability of the speaking mechanism (Charman &Stone,2006:14).

Social interaction is one of the most active manners to learn language, since it facilitates the acquisition of the language (Wire,2005:5). The reason is that social interaction develops communication and enables the learner to observe present input gaps while receiving and producing them (Charman&Stone,2006:4). Also according to Sicili-Kira (2014:42) that the interaction states the mutual influence between two persons or more that occurs in various contexts, in general, social interaction is an ability that is considered as being negatively influenced in autistic children. Nevertheless, Wire (2005:5) indicated that even though persons with autism find it hard to communicate socially with other people, communication plays a vital role in acquiring any language and in their life generally. Wire (2005:6) adds that “Social interaction is a crucial part of foreign languages work and the pupil with ASD can potentially derive enormous benefits from interaction with others, which may enhance the quality of his whole future”.

2.7 Difficulties with Language and Communication in ASD

When children are diagnosed with ASD, survey has shown that their communicative and linguistic development look to be an element directly connected with mature outcomes. It has been familiar for numerous years that persons who are unable to improve and advance in their early nonverbal and verbal

language, are at considerable risk of increased intense failure during life (Koegel&Koegel,2019:68).

Patel and Greydanus (2012:20) showed that problems in communication is one of the center- shortfall areas used to decide a finding of ASD in the Diagnostic and Statistical Manual of Mental Disorders. Interactive disability is portrayed by an absence of open motion use, challenges in the capacity to start or end discussion, and uncommon language use, for example, echolalia or eccentric utilization of words (Patel&Greydanus,2012:23).

Unordinary, and as declared by Patel and Greydanus (2012:130) autistic child utilizes incorporate private illustrations (eg, kid says "frozen yogurt trees" to allude to snow-covered trees, or "fix the croc" to allude to fixing a tear on a book page that resembles a gator); unanalyzed expressions (eg, youngster rehashes "Don't touch the pizza" at whatever point they see something hot); and video contents (eg, utilizing definite exchange from the cars film when playing with a companion). Mesibov and Schopler (1985:91) stated that the social correspondence and social collaboration shortages of individuals with autism show difficulties in social-passionate correspondence, going from an absence of inception, to an unusual methodology in a social setting, to disappointment in to and fro conversational trades, and also restricted interest for sharing enthusiastic and full of feeling responses.

For O'Reilly et al. (2017:47), there are some noticeable problems for persons with ASD in both verbal and nonverbal communication, and in their ability to express and understand others' speeches. Some autistic individuals never develop much of their vocabulary, while others are extremely verbal, but use this in a socially unsuitable way. For example: an individual with ASD may speak a lot on

some topics of his choice, but does not carefully listen to the response of the recipient, so that the conversation is regarded as not active or only one-sided.

In typical face-to-face interaction, or the nonverbal communication, which is the means that is used with or sometimes without verbal communication to express something, O'Reilly et al. (2017:50) indicate that this means can also be the only way of communication in daily events. According to Mesibov et al. (2002:28) many persons with ASD face difficulties in understanding some of the nonverbal communication and also in practicing them, for example: autistic individuals when speaking to another, they do not use eye contact, facial expressions or body movements. This leads to many problems and mistakes in understanding the other persons and also the others do not exactly understand the autistic individuals (O'Reilly et al.,2017:50).

2.8 Communication in Autism

For persons with autism as Arciuli and Brock (2014:9) explained, the improvement of purposeful and symbolic correspondence can be a difficult cycle and a few kids stay at the prelinguistic phase of informative advancement for expanded periods. During this time, they depend on open practices that can be hard for others to comprehend and decode.

Communicative forms, as stated by Arciuli and Brock (2014:11), can be subtle and idiosyncratic and may represent more than one communicative function. This can lead to frustration for the child and the communicative partner who may struggle to understand the meaning of the child's behavior. Many communication breakdowns can result and with the child's limited skills to repair these breakdowns, behaviors can escalate to problematic forms.

In contrast to kids with language or hearing weaknesses, persons with ASD do not make up for their absence of discourse by utilizing different modalities, for example, signals (Charman&Stone,2016:12). Charman and Stone (2016:13) suggested that individuals with ASD transcendently utilize crude contact motions (i.e., driving, pulling, or controlling another's hand) to convey, and come up short on the utilization of numerous regular signals, for example, appearing, waving, and pointing. Kids with ASD may use eccentric or unseemly practices to impart, for example, self-damaging conduct, animosity, or tantrums.

Yapko (2003:44-46) mentioned that both the utilization of echolalia and the dependence on crude contact signals may mirror a reenactment methodology even with challenges learning representative correspondence. Reenactment includes changing a part of a circumstance to cause the circumstance to repeat, for example, putting a grown-up's hand on the entryway handle to demand to go out, getting the keys to state that he wants to go for a ride, making sounds or developments utilized during a stimulating game to demand to be tickled, or rehashing a retained bit of a melody as a solicitation to have somebody sing the tune (Charaman&Stone,2006:7).

2.9 The Causes of Autism

No single reason is known for autism, however variations from the norm in mind structure or capacity give off an impression of being commonly acknowledged as a reason (Teichroew,2016:100). Hereditary qualities and natural components are additionally to be commonly acknowledged; no solid proof based investigation has connected ASD and immunizations. The problems, as mentioned by Teichroew (2016:102), can influence any person, yet a few elements have been read for expanded danger: young men (around multiple times more than young

ladies), family ancestry, preterm infants, and kids destined to more established parents, just as those with delicate X condition, tuberous sclerosis, Tourette disorder, and Rett disorder.

Weiler (2016:7) indicated that ASD is related with numerous mental variations from the norm, some of which are not surely known. Numerous kids with ASD have issues with capacity of the force to be reckoned with of the cell known as the Mitochondria, yet the specific idea of this Mitochondrial dysfunction is not satisfactory (Weiler,2016:7). Albeit five percent of children with autism have a Mitochondrial sickness, 30% or more seem to have Mitochondrial dysfunction in which the Mitochondria does not create the required energy to help cell work (Weiler,2016:8).

It has long been presupposed by Beaudet (2007:13) that there are familiar reasons at the genetic, mental, and neuralgic levels for autism. However, there is increasing doubt that autism is instead a complex disturbance whose main aspects have special causes that usually occur together (Beaudet,2007:19). Deletion, duplication, and inversion are all chromosome abnormalities that have been implicated in autism. Sicile-Kira (2014:50-51) stated that autism has a strong genetic basis, although the genetics of ASD are complex but it is unclear whether ASD is explained more by rare mutations with major effects, or by rare interactions among multiple genes, the environment, and epigenetic factors which do not change DNA but are heritable and influence gene expression.

Environmental factors seem to play a role in autism- environmental not only in the sense of toxins in the air or drugs in the mother's bloodstream, but other factors, like the father's age at the child conception, which seems to affect the number of gene mutations in sperm, or the mother's weight during pregnancy

(Grandin&Panek,2013:18). For Zimmerman (2008:290), there are other environmental factors that can increase the incidence of autism such as maternal contagion with rubella virus and maternal exposure to thalidomide or valproic acid which strongly rises the danger of ASD in the offspring.

2.10 The Rising Rate of Autism

In recent years, there is a dramatic rising in the figure of the persons who have ASD (Cicile-Kira,2014:24). In the 1980s, ASD expansion was considered 1 in each 10,000 persons. In March of 2012, the Centers for Disease Control and Prevention (CDC) and Autism and Developmental Disabilities Monitoring (ADDM) Network released speculations that one child in every 88 children had been specified as having autism. Then, before one year in March of 2013, the CDC released new ratings that one child in every 50 American schoolchildren have ASD (Cicile-Kira,2014:26).

Along the latest years, as stated by O'Reilly et al. (2017:30), there has been a rising interest in the case that is referred to as ASD. Before a few years, these cases were thought to be rare, that is, in the mid-twentieth century, indicating that it appeared in only one child in every 10,000 children. We nowadays notice that the condition becomes much more common, occurring in up to one child in every 100 children (O'Reilly et al.,2017:34).

According to Frith (2008:38) the full facts as they appeared on the website of the Autism Society of America indicate that since the 1990s there has been an increase of about 172 percent of persons diagnosed as autistic. Autism appeared only before seventy years ago and became the widely known only about twenty years ago,

nowadays, children and adults can be distinguished as having autism whereas before that they would not have been diagnosed early (Frith,2008:39). These days a bigger awareness of ASD goes along with the detection of more cases, while at early times some of these cases were classified as rationally retarded (Frith,2008:39).

Few individuals were conscious of ASD before fifty years ago, and only the extremely classic form of ASD was diagnosed, and most people believed that it was a very uncommon disorder. Nowadays, it turns out that there would be five times more than what is rated for the classic cases then (Sicili-Kira,2014:26). The first survey was conducted in the 1960s and produced a prevalence estimate of one individual with autism in every 2,500 people or 0.04% of the population. As Grandin and Panek (2013:19) indicated that in 2000, the Centers for Disease Control and Prevention declare the data which are collected to state estimates of autism in United States, in 2000 the data showed that 1 in every 150 children had an autism, in 2006 the number raised to be 1 in each 110 children. Also Grandin and Panek (2013:19) mentioned that in 2008 the data increased to become 1 in every 88 children, which show the fact that a 70 percent rise in each six- year period.

2.11 Autism and the Brain

Autism is generally associated with cerebrum activity, Volkmar (2013:87-89) enlightens that most of ASDs are shrouded incapacities which are caused by the manner in which the mind is shaped and how it responds to various stimuli. There is a constant exploration about the ASD with novel outcomes that being made regularly. Canavan (2016:6) called attention to that it has been discovered that individuals with ASD have bigger cerebrums contrasted with those of the normal,

and that their minds have higher amounts of dim and white issues. According to Canavan (2016:10), dim issue has to do with information preparing and extraction from tangible organs and hence is connected to muscle control, emotions, and memory. Of course, it is the white issue that moves information around the cerebrum by means of electric and complex action.

Frith (2008:52) described autism as a neurodevelopmental issue that impacts the cerebrum's data measures. Allegorically, it might take a few diversions, which without a doubt can delay the excursion, for the mind to show up at point B (arrangement) from point A (question or issue) in the pathway of data handling. As it is stated by Frith (2008:55), dim and white issues are inconsistent disseminated in the mind of an autistic individual, this can likewise prompt alternate ways from beginning stage A to end B, which can be shown, for instance, in uncommon aptitudes in language, photographic memory and arithmetic. Subsequently, the cerebrum's data preparing framework is influenced by autism with milder or more extreme indications in different aptitudes.

Mind irregularities can be distinguished in various behaviors, for instance, Bloom et al. (2006:26) explained that absence of restraint and drive control are signs to numerous individuals with autism and this is because of the under connectivity between the various pieces of the mind. Bloom et al. (2006:26) elucidated that this insufficiency may show in wrong conducts, limited circles of interests, encourage for a firm day by day schedule on language handling issues.

Furthermore, Canavan (2016:14) disclosed that because of these dysfunctions, an autistic individual's capacity to control himself and oversee troublesome intellectual functions gets limited. This dysfunction prompts issues, for example, helpless working memory, failure to remain mindful, and issues in beginning,

keeping up and ending activities. Besides, Canavan (2016: 15) specified that due to these inadequacies an individual with autism may see others as strange to himself or he may want to be in a steady peril and fear as he cannot make forecasts on the course of future occasions – especially those ones which some way or another go amiss from the day by day schedule (Canavan,2016:15).

2.12 The Effects of Autism on Brain Development and Learning

Postmortem and MRI “Magnetic Resonance Imaging” studies have shown that many major brain structures are implicated in autism, including the cerebellum, limbic system, corpus callosum, basal ganglia, and brain stem (Turkington&Anan,2007:47). The cerebral cortex is responsible for the higher mental functions, general perceptions, and behavioral reactions—all areas that may cause problems for people with autism, other researches focus on the role of neurotransmitters such as serotonin, dopamine, and epinephrine (Turkington&Anan,2007:48). Recent neuroimaging studies have shown that a contributing cause for autism may be abnormal brain development beginning in the infant’s first months. Turkington and Anan (2007:50) added that this “growth dysregulation hypothesis” holds that the anatomical abnormalities seen in autism are caused by genetic defects in brain growth factors. It is possible that sudden, rapid head growth in an infant may be an early warning signal that will lead to early diagnosis and effective biological intervention or possible prevention of autism (Turkington&Anan,2007:50).

Autism has various environmental and genetic factors that influence some parts of the brain which are the areas of communicative and social improvement (Dawson&Rogers ,2010:6). There is no difference between autistic people in

general, actually, there are some specific differences in the brain of autistic people (Dawson&Rogers,2010:8). The portions of the brain, according to Dawson and Rogers (2010:8), that have to be affected in autistic people involve the cerebellum (awareness and motor behavior), the amygdala (sensation), parts of the interim segment (social and talk perception), and the prefrontal situation (attention, planning, abstract ideas, and social communication). Grandin and Panek (2013:22) stated that brain's portions usually act together as a group that form networks which support the various behaviors, these parts of the mind should be connected together to complete those behaviors. These connections between those parts mostly long-range connections seem to be impaired in autistic people (Grandin&Panek,2013:23). The poor connectivity results in the difficulties for autistic children to learn how to behave in social situations as well as how to speak with others (Dawson&Rogers,2010:9).

2.13 Learning of Autistic Children

Hanbury (2005:73) illustrated that people with autism appear to process the information they receive from the world around them in a different way than the other people. It is not helpful to think of this difference quantitatively, that is in terms of thinking slower or faster than others, or having a greater or lesser capacity for learning, because the learning profiles of autistic people are unorthodox and uneven (Hanbury,2005:78). For Siegel and Morrison (1985:84), it is more important to think of this difference in qualitative terms; in terms of the way people with ASDs think and the nature of their ability to process information. In some respects, developing flexible thinking for an autistic child is the main challenging component of a practitioner's work. Difficulties in the ability to think

flexibly affects every aspect of the child's life. The development of communication and social skills in an autistic child is hampered with his inability to think flexibly, creating some obstacles to learn (Siegel&Morrison,1985:85). The autistic children may be skillful in their awareness of facts and may have extensive actual information about a matter that attracts them, but they may have problems in using the taught information at school because of their deficits in comprehension (Ribble,2011:23).

Mesibov et al. (2004:3) indicated that students with ASDs have psycho-educational figures that are recognized by irregular forms of development. There may be weakness in some cognitive functions, but not always all of them are affected. In addition, there may be impairments in complex capacities, as yet simpler capacities in the identical part may be undamaged. Some of the cognitive characteristics which are in common associated with ASDs, according to Morgan (2017:10-12) and also for Mesibov et al. (2004:4) included:

- 1• Impairments in giving attention to related suggestions and information, and attending to many hints,
- 2• Receptive and expressive language impairments, especially the inability to employ the language to refer to abstract objects,
- 3• Deficits in abstract logic and concept formulation,
- 4• In social perception there are many deficits including weakness in the ability to share emotion and attention with others, and grasp the feelings of other people,
- 5• Deficits in the ability to organize, plan, and find solutions for problems.

2.14 Weaknesses and Strengths of Students with ASD in Learning Languages

The findings of an investigation that was conducted by specialists in autism, stated that autistic children suffer from higher appearance of psych symptoms, such as depression and anxiety (Kuusikko et al.,2010:938). However, the largest symptom is attention shortfall disorder, this deficit causes some difficulties in learning semantics, syntax, metalinguistics, metacognition, and aural processing problems. These students also have problems with difficult situation solving, especially with audio input processing that is raised from the weakly short-term mind that impacts their ability to follow orders, especially in annoying environments of some schools (Berger,2002:27). They also described by bold conducts or unwillingness to comply with given directions, and their deep neurobiological impairment contributing to the altering of sensory information processing, coding and interpretation by the brain and this explains their weak ability to formulate suitable responses (Kuusikko et al.,2010:945).

Mottron (2011:27) declared that some other investigations studied images of autistic people and identified the fact that they had a vital part of brain which is associated with visual matching, in contrast that less activities were found in the parts of the brain that are the source for controlling and planning thoughts and actions, the outcomes stated that the main capacities of autistic people are in visible tasks. Berger (2002:28) said that individuals with ASD may have special skills, such as photographic memory and genius calculation capacity.

It is indicated that autistic children are visual learners, because they have good visual extended-term remembrance and this capacity is very important for learning foreign languages and make learning other languages easy and interesting (Mottron

et al.,2006:28). Moreover, and as stated by Turkington and Anan (2007:22), in contrast with normal people, some students with autism can have a lot of interests, and some persons can acquire language in early stages of their life and achieve a good level of learning by spending a lot of time, if they wish that. They usually focus on details and may even learn language early so that they acquire sum vocabulary as a linguistic repertoire.

Dilly and Hall (2019:13) indicated that while students with ASD are usually identified in the preschool period, but some of them may not be known till they enter school. Sicile-Kira (2004:2-4) explained that those students are described as isolated and show some enjoyment in studying letters, facts and numbers. Their difficulties in interactions, hardness and anxiety may appear at a later stage (Ribble,2011:16). Leaf (2007:18) indicated that children with autism often evince a scope of uncommon patterns of awareness that influence social development, communication, and learning. In a specific way, they may concentrate their attention on only one part of a circumstance and disregard the other aspects.

For instance, a learner may observe the ball but not the player to him the ball is thrown, or observe an unimportant detail such as a staple in the nook of a paper, without any observation to the information on the same paper, also they face difficulty in shifting attentiveness from one object to another and deficits to maintain attention to activities or people. Considerably, for Harms and Matczuck (2005:14), what motivates autistic learners differs from what stimulates their consorts, that is inner motivators, such as the requirement to suit with friend groups or to engage experiences, may not be purposeful. Students with autism are usually motivated by extremely personal interests and preferences and if these points are taken and integrated in an appropriate manner into the activities of learning, it may

be probable to maximize the motivation of autistic students and by doing so, we can improve their awareness and attention (Harms&Matczuck,2005:15).

2.15 Therapies for Autistic Children

Matson (2008:15-16) stated that outcomes of therapies for children with ASDs stated that there are many kinds of interventions that are considered as vital manners in the treatment and development of the linguistic and social skills of children with autism. The following subsections introduce such interventions:

1-Behavioral Interventions:

Early concentrative development of behavioral intervention as Warren et al. (2011:4) indicated may improve the main aspects of deficit for autistic individuals. Within this class, studies report maximal developments in cognitive achievement, adaptive behavior abilities and language skills than largely defined selected treatments provided in the society. Furthermore, not all autistic persons' intensive involvement shows prompt gains, and some children keep to demonstrate essential impairment (Warren et al.,2011:5). Although positive results are reported for the effects of intensive interventions that use a developmental framework, yet less intensive interventions focus on providing parents' training for supporting social communication skills and managing challenging behaviors (Dawson &Rogers,2010:17-23).

In most recent studies, selection of an intervention depends on the outcomes of functional evaluation and functional test, and when the function is identified, then the behavioral intervention is prepared and designed (Matson,2008:276). Despite the fact that all of the studies of social capacities interventions reported many

positive findings, most have not contained some observations of the range to which developments in social abilities are popularized and preserved within daily peer communications. Several investigations indicate that interventions focus on therapy of cognitive behavior are vital in minimizing symptoms of anxiety. Early concentrative interventions of behavior that based on helping children with their total improvement may develop children's communication and logic skills (Warren et al.,2011:7).

2-Educational Interventions

Strain and Hoyson (2000:116) affirmed that in an educational environment, most autistic children receive some treatment, starting with the preschool stage. For autistic children, pedagogic interventions usually aim at developing social responsibility and personal independence. Interventions of education have concentrated both on conventional aspects of academic achievement, and on addressing cognitive, social, and behavioral aspects in classes or throughout specialized education (Strain & Hoyson,2000:117). Those interventions include the treatment and education of autistic children, classroom-focused instruction, and computer-focused methods.

According to Warren et al. (2011:8), new studies show developments between children in eye-hand harmony, motor, and comprehension measures. These educational programs are presented in schools or other schooling centers, and the emphasis is on learning logic skills and “whole main aspects of life” approaches. Schools have various names for their educational programs, but some of those programs depend on the Treatment and Education of Autistic and Communication related disabled Children (TEACCH) approach. Warren et al. (2011:9) added that

programs such as TEACCH use visual aids and organize the class in ways that are suitable to deal with such special cases. Other programs are classroom- or center-based and use “applied behavior analysis” (ABA) strategies like positive reinforcement (Matson,2017:8). Some children in the TEACCH program showed improvement in motor skills (their ability to run, walk, sit up straight), eye-hand harmony, and reasoning and thinking (Warren et al.,2011:9).

For Cunningham et al. (2011:226), there is no determined cure for ASD and no sole treatment has been settled as the norm of connoting for all persons with ASD. Anyhow, tagging of children and their careers is nowadays the recommended format of treating autism. In 2001, the National Research Council of the National Academies, U.S.A. defined Education for autistic individuals as the speeding of acquiring the knowledge or skills. It includes adaptive skills, socialization, linguistic and interactive capacities, scholastic learning and minimizing of challenging conducts to increase functional freedom, develop quality of daily life and ease family pressure (Cunningham et al.,2011:229).

2.16 Theory of Mind and Autism

Theory of mind (ToM), as stated by Belmonte et al. (2004:630), is the cognitive technique that permits an individual to produce inferences concerning other individuals’ knowledge/beliefs. To date, a large part of the research in ToM skills has included valuation utilizing false-belief tasks (FBT). FBT tasks are prepared to test person’s actions so as to define whether his knowledge/beliefs take into consideration other individual’s knowledge/beliefs.

The Coactive Organism Experience Theory of Autism (COETA) indicates that ASD is happened by a neurodevelopmental disorder occurring from an organism-milieu interactivity (Gottlieb&Halpern,2002:421). Actually, and as it is stated by Gottlieb and Halpern (2002:436), it suggests that genetic structure leads to a shortage of an alignment for social participation in persons with ASD, that leads to low desire in replying to and low stimulus to start common awareness, and lessen chances for expertise which could lead to representative behavioral and neurological improvement. For Belmonte et al. (2004:646), it is supposed that the occurring atypically regular neural connections lead to an abnormal path of talk and perceptive development. Irregularity in early social expertise for children with autism may share to bad development of ToM, exactly by limiting those children's capacity and chance to stratify the setting of their own inner state to that of the other's (Belmonte et al., 2004:663).

Baron-Cohen (1988:376) also stated that ToM weaknesses associated with autism are related to a disability to observe and contact to the emotional and mental states of one's self as well as others. The terms of essential representations (i.e., notions or beliefs about the physical world), secondary representations (i.e., beliefs about others' believes), and meta representations (i.e., pacing far from the certainty of an event in order to consider an (another's) concept, which may not be harmonic with certainty) were utilized to characterize the person mental cases linked with experiencing the universe singly and whilst taking into consideration how other persons are also experiencing the universe (Baron-Cohen,1988: 379).

The improvement of essential representations lets children to direct themselves to the job and main social capacities like exchanging and correlation (Frith&Frith,2003:459). As children promote, their capacity to have minor representations takes to higher-standard interactive exchanges, as in Repacholi and

Gopnik's (1999) study, when the children deemed the wishes of the investigator in determining which sort of interaction bids to start at 1 1/2 years aged. After 4 years of age, kids start to succeed meta representations in an efficient way and are capable to show stronger ToM capacities as they pass the social universe contrasting and comparing their own beliefs to those ones of others (Frith&Frith,2003:460). Baron-Cohen (1988:405) indicated that the capacity to shape meta representations is weakened in ASD and ends in bad ToM and bad achievement on ToM missions. There is a proof that autistic children can comprehend the main desires of others, but have hardness with deeper, further inferential intellectual cases, like beliefs (Paul &Simons, 2014: 62).

2.17 Applied Behavior Analysis and Autism

Matson (2009:16) said that, as a science, ABA was found in the second half of the twentieth century as a way to the selection and evaluation of modification of human conduct depending on the effective conditioning rules, most famously advocated by B. F. Skinner. Effective conditioning can be described as the operation by which the circumstances and conduct interact to form the basic repertoire of conduct of an individual or organism (Matson,2009:16).

Simpson and Smith (2002:49) clarified that by its very nature, human conduct is complex, also is ASD, which impacts humans in great various ways. Analysis of behavior is a normal science whose topic is person conduct reacting with the physical and social environment dynamically. Study in fundamental and applied conduct test conducted through many decades has introduced a very big arrangement of procedures for developing important social behaviors by changing the events of environment. Simpson and Smith (2002:68) stated that planning and

implementing active ABA interjections for individuals with autism covers much variables. Many researchers indicate that all sides of ABA interjections should be designed according to the preferences, needs, strengths, and surrounding circumstances of everyone patient and their parents, and must be pliant in order to suit changes that can be occurred along the path of treatment.

Foxx (2008:826) described ABA as the implementation of behavioral rules to daily situations, purposed to rise skills or reduce specific behaviors. ABA has been employed to enhance areas such as verbal behavior, play skill, and self-help, as well as reduce conducts like aggressiveness, self-harm, and self-stimulatory behaviors (Foxx,2008:826). For these individuals with ASD, treatment may differ in relation to duration and intensity, complication and treating goals, and the scope of treatment supplied depicted as extensive or intensive. Intensive ABA as illustrated by Augustyn (2020:20), is immediate care supplied for a fixed number of behavioral objectives, it is suit for those who require treatment only for a delimited number of functional capacities or have such sharp problem conduct that its treating should be the primacy. Extensive ABA is for treating the multi affected developmental spheres, like emotional, perceptive, interactive, social, and adaptive functioning (Augustyn,2020:26). It spans from 25 - 40 hours of treating per a week (in addition to immediate and indirect direction and parents training) to rise the possibility for behavior refinement.

Clinical experiments utilizing these procedures became known as distinct trials, in which a clinician may give an order, or stimulus, such as “Touch your nose,” then wait for the kid’s response, and after that supply a score. For instance, if the kid touched his nose, the clinician may say “Very Good” and give the kid a small treat. If the child responded in a wrong way, the clinician may say to him “Oh,

no!” and allow for a new trying. This motif–response–result treating model became famous as discrete trial teaching, or DTT (Koegel&Koegel,2019:4).

Matson (2007:6) indicated that over the 1960s and 1970s, ABA therapy studies firstly concentrated on improving interventions—which were strongly depend on positive and negative outcomes—to make conduct changes. Some trusted in very prominent encouragement and punishment, as the kids did not mostly react well to social implications, such as electrical shock, screaming “No” and separation which were used to decrease risky behavior, self-injurious, and intense tantrums (Matson,2007:7).

For Matson (2009:17-19), good treats, delicious meals, and favorable feedback were employed to reinforce desired behaviors. Forming and binding steps were used to teach conducts as well as social interaction. Sarafino (2012:69) declared that designing or forming procedures are those in which a lot of right responses are strengthened successively; while binding procedures are those in which a complex skill or behavior is broken into separated steps. Those early steps resulted in reduces in echolalia and self-stimulation and developed interaction, social behaviors, and playing (Sarafino,2012:71).

CHAPTER TWO

LITERATURE REVIEW

2.2.1 Introduction

Many studies that are introduced in the field that is concerned with autism and the trials are to show the ways, projects, and instruments that help to assist such children in building up their linguistic capacities and social conducts. Each study presents some data about these exceptional cases to advance individuals' information to realize how to manage mentally unbalanced children. Those studies additionally improve a sort of preparing as a decent treatment to assist children with autism to dispose of their problems and impedances. The researcher selects some of these studies that have a relation to the current study and its concern.

1. "Individuals with Autism Spectrum Disorders"

The objectives of this thesis which was written by Linne (2001), on autism are several. This study was conducted in three studies, when two of them were related to the present study. The first study aimed to contrast the conducts and syndromes of about 155 dumber and 335 talking individuals on the autism behavior checklist (ABC). Also, questions about the construction of the test, especially, the expressive materials on the linguistic subscale, were investigated. Individuals who were unable to speak did not have any language to be categorized as impaired and therefore, they received the slightest scores on these items and the linguistic subscale, although they were more language impaired than speaking individuals. The results of this comparative investigation of ABC-rated conduct of mute and

speaking persons with ASDs stated that dumber individuals showed grander pathology in nearly all scopes.

Linne (2001:50) believed that there were, anyhow, a few exclusions, particularly materials that gauged expressive linguistic skills. Despite that the mute children had maximal scores on most of the subscale and items. Both mute and speaking persons got nearly analog ABC compiled scores, due to the inclusion of the densely weighted discourse items. If the expressionist items of language were ignored, mute persons might show noticeably huge symptoms and grades of ASD.

Although all of the studies began at nearly the same time, the second study was finished first. Therefore, the first goal was to make a contrast between two behavioral manners (discrete-trial and coincidental teaching) to linguistic instruction on two autistic boys. One of the boys was mute until the age of 11 years, when absorbent behavioral regulations were started. The survey began one year later, at that time, he had nearly a 100 item. The second autistic child had developed talk early, but was badly verbally impaired (e.g., repetitive talk, limitable receptive and expressive language capacities). The aim of the second study was to make a controlled, direct contrast between traditional discrete-trial teaching and incidental teaching approaches on the expressive utilization of color attributes, with some reference to acquiring, teaching aptitude, and popularizing in two autistic children (Linne,2001:60).

Both of the teaching methods were used to teach two autistic children the color names and were contrasted in terms of acquiring, teaching proficiency, and spontaneous use. The findings proved that despite the traditional discrete-trial teaching method resulted in a quicker acquisition of color names, there were no differences in retaining between the two teaching approaches. The traditional

discrete-trial teaching sittings were accomplished on the rate, twice as rapid as the accidental teaching sittings (3 minutes vs. 6 minutes). This difference was highly statistically significant and may be clinically significant as well (Linne, 2001:66-67).

2. “Autism and Inclusion: Teachers’ Perspective on the Mainstreaming of Autistic students”

An investigation that was written by Roberts and Anne (2007). It appeared as a subjective study of the view of both standard and particular educators regarding the mainstreaming of students with autism in South African schools.

The objective of this study was to investigate the viewpoints of both standard and particular instructors just as therapeutic educators, who have shown medically introverted students to build up those components that they see to advance or prevent the incorporation of autistic students in standard school settings. There were two essential inquiries that the investigation attempted to address. The first inquiry was: do the instructors who have been trained medically introverted understudies see that it is a doable objective that all understudies with autism be mainstreamed in South African schools or just somewhat medically introverted understudies or no medically introverted understudies at all? The second inquiry was: what components do those educators see to advance or upset consideration of medically introverted youngsters in those schools (Roberts&Anne,2007:24)?

In this investigation two gatherings of pre-essential and elementary teachers were chosen. The primary gathering was composited of six instructors all had at least one-year involvement with showing medically introverted youngsters in the homeroom direction. The second gathering comprised five instructors who worked in standard study halls and had restricted introduction to formal preparation on

unique requirements. The surveys and semi-organized meetings were two devices for gathering the information.

As indicated by the findings of the study, behavior is of essential concern while considering mainstreaming autistic students. Standard instructors found that the behavior of the autistic kid was the hardest factor to control. It is fundamental to have paraprofessionals for help when an autistic child is being mainstreamed (Roperts&Anne,2007:26). Paraprofessionals can assume a significant part in providing solace and alleviation for mentally unbalanced youngsters being mainstreamed. As far as social joining, standard instructors discovered that the most important factor is to encourage an autistic youngster to interact with others who are not autistic children.

This study also showed that a climate appropriate to include medically introverted understudies should have more modest classes. In the case of dealing with ASDs understudies, standards should be prepared in communication via gestures and instructors gestural correspondence. Standard instructors' style ought to be firm however adaptable to manage autistic kids (Roperts&Anne,2007:31).

3. "Perceptions of EFL Learning and Teaching by Autistic Students, their Teachers and their School Assistants"

A study which was written by Kuperinen (2007:4) looked at instructing and learning English (EFL) in schools for extraordinary cases including autistic kids to be more exact. The study's questions were: what observations do autistic learners have of the study and education of EFL, what encounters do EFL instructors and a school partner have of autistic kids, and in what capacity can EFL educating be improved for those students?

The information of the investigation was gathered by the methods for sound recorded meetings, in-class perceptions and composed notes. The members of the sample were selected dependent on previous information and experience picked up from working with autistic students. The central interviewees contained eight understudies, three instructors and one school assistant. The study was done in two unique schools in Southern Finland (Kuparinen,2007:42).

Notwithstanding have custom curriculum classes that intended for understudies with ASDs. In the grade schools of this study some medically introverted understudies are incorporated into specific exercises of general training dependent on their level of capacity of autism, aptitudes, scholarly or motor limits, and relying upon the understudy's own will. Truth should be told, a student participated in the exercises depending on the assistance of a discourse educator and a school assistant, who helped the autistic child in her correspondence. In the two schools, medically introverted understudies were coordinated into different exercises of various school subjects, for example, unknown dialects, history, actual instruction, crafted works, music, and visual expressions (Kuparinen,2007:45).

A large number of the understudies had favorable observations and encounters of exercises in the English language as a rule. The qualities of mentally unbalanced understudies appeared to lie in their oral aptitudes, elocution, solid things, activity action words and hole filling practices as indicated by the three instructor members. Most of the understudies favored a wide range of activities and programs, including perusing, music, tuning in, the course book alongside its sections' content substance, short composing tasks, talking and working with an accomplice, and the internet. Out of the apparent multitude of understudies' abhorrence, tests stood apart the most. The entirety of the instructors and the school collaborators had a successful part in showing medically introverted kids

decidedly or contrarily. Where there were acceptable educators, there should be a school aide staff due to their essential function in ASD training.

4.“ Effects of a Modified Milieu Therapy Intervention on the Social Communicative Behaviors of Young Children with Autism Spectrum Disorders “

According to Mancil’s study (2007:9), children with ASD typically experience issues of talking and communicating, with 40% of these people never made discourse. They likewise had social deficits, which were appeared in their communication.

To identify both the interaction and conduct needs of autistic children, Mancil (2007:10) investigated the utilization of applied conduct examination interventions, for example, functional communication training (FCT) and environmental treatment. The reason behind conducting this study was to inspect the impacts of an intervention that consolidated FCT and environmental treatment for intervening with children's interaction, speaking and visible practices in a normal sitting (the homes). The majority of FCT research focuses on supplanting apparent conduct with a solitary speaking reaction. In compare, milieu treatment study concentrated on expanding interaction and talking within the youngster's natural environment and did not focus on supplanting clear practices with functional communication abilities.

The questions of this study (Mancil,2007:18) were: does the implementation of an adjusted milieu therapy intervention increment communication abilities and decline reliance on prompts in children with autism in a natural sitting; do they sum up these new aptitudes to an untrained setting? The other questions were whether the obtained communication aptitudes in autistic children maintained over

the long haul, and whether the implementation of an altered milieu therapy intervention resulted in a reduction of aberrant practices in children with autism in a natural setting or not. The participants (Mancil,2007:68) in this study included three pre-school or elementary matured children with ASD who were between the ages of four and eight. The study consisted of four stages that were conducted in the natural environments of the participants (home and school).

These stages were; pre-intervention, the standard, intervention, and maintenance. For the first three stages (Mancil,2007:71), data were collected in the home of every participant. Generalization data were collected in the participants' study halls during the gauge, intervention, and maintenance stages in the home setting. The results suggested that the children expanded unprompted communication, while aberrant conduct diminished to zero. The scientists of such a field examine the importance of connecting communication reactions to conduct function. In addition, milieu therapy specialists noted the importance of utilizing more naturalistic techniques to improve generalization and maintenance of effects.

5. “Teaching of Speech, Language and Communication Skills for Young Children with Severe Autism Spectrum Disorders: What do Educators Need to Know”

Presenting a descriptive information to the educators and all the persons who are concerned with teaching linguistic skills for autistic people in pre and early years of elementary school was the main goal of this study which was conducted by Min and Lee (2011:18). For this purpose, a real case instance was used to show the way of education and assessment an autistic kid who is verbally impaired.

The girl, who was named as MG and was about four years with ASD, attended an early involvement center and a special talking treatment. The girl lived in

Penang (Malaysia), a new equatorial isle in South East Asia (Min&Lee,2011:20). There were about ten talking-language therapists who offered their help and treatments for the people on this isle, but nobody of them has a work in the pedagogical positions. The retroactive information was given by a language and talk therapist's clinical recordings. The agreement to detect the information was gained from her mother, while the child remains unknown.

MG came early to the intrusion center wherever the teachers talk to her using English language. She weekly attended a speech and language treatment in which the psychotherapist talks to her using Mandarin. For MG, the tests were very few in the multilingual and cultural community in which she lives. The assessment was done by the observation of interactive skills in playing freely.

MG's achievement over twenty weeks in direct instruction sessions presented by a speech-language specialist (Min&Lee,2011:23-24). MG's mother practiced the tasks with her daughter at home. She was engaged to practice most of the goals by the talk and language therapy. She was able to fulfill most of the talking activities till the end of the prepared sessions. Moreover, she was capable of matching objects to their pictures, requesting by using a picture, and following one-step instructions suitably most of the period towards the last session. The autistic girl's progress in this program gave the proof that this therapy is important and effective for the autistic girl and for each similar case.

6. "Monolingual and Bilingual Development and Autism Spectrum Disorder"

An investigation that was written by Finsel (2012) to study autism and bilingualism and to examine the views of caregivers to state the importance of bilingualism for their autistic child. The study was also intended to compare the level of functioning between bilingual participants in contrast to monolinguals.

The questions of this study were related to general demographics, family setting, talk background, information about the ASD child, the language of autistic child, and parent's experiences about exposing an autistic child to a bilingual language situation (Finsel,2012:23-25). The participants were thirty-two and aged 18 years, and were the parents of individuals with ASD. The findings of this study provided insight to educators, professionals and parents on the thoughts, feelings and experiences of bilingual people and some of the difficulties they face to decide what is the best for their children.

The four common themes found in the qualitative portion of the investigation were about the feelings and thoughts of distraction, conflict, and admission that cause some individuals to be simply unable to acquire two languages (Finsel,2012:35-37). This study was helpful for recognizing the feelings and experiences of caregivers to children being developed in a bilingual environment. Knowing the caregivers' opinions gives evidence to professionals to find better ways to help those people, and find out what the caregivers need in order to make the most benefit to their children. Past studies indicated that bilingualism may cause further language problems for children who have ASDs, unlike this research which indicates that people can encourage parents to expose their autistic child to a bilingual environment if it is available.

6.' Use of Developmental Speech and Language Training Through Music to Enhance Quick Incidental Learning in Children with Autism Spectrum Disorders''

Linguistic abilities of people with ASDs is a significant concern. It is important to search potential medicines that improve youngsters' capacity to learn novel words in the Quick Incidental Learning (QUIL) setting (Cooley,2012:2). This

investigation was conducted by Cooley (2012:7). The study inspected the impacts of developmental speech and language training through music (DSLTM) to encourage QUIL and consideration in 8 kids, ages 3-5, with a determination of ASD in Southeast Missouri zone. The exploration questions were: are youngsters with ASD ready to acquire lexical terms with restricted presentation to sung and spoken story messages? does their regard for video increases vary between the music versus discourse condition? what's more, does discourse production and comprehension vary between the music versus discourse condition?

Treatment members listened to and watched three repetitions of two distinctive story contents: three reiterations of the tune content and three repetitions of the verbally expressed content, dependent upon condition task. After finishing the test meeting, members were offered a short reprieve, and afterward lexical examining was regulated, in which Cooley (2012:40) estimated the member's comprehension, production, and speculation of every one of the target lexical points. The outcomes indicated that consideration, production, perception, and speculation improved because of both the discourse and music conditions. The outcomes additionally demonstrated that music and discourse might be considered as a fitting medium to use for vocabulary items in medically introverted kids. In any case, the distinction among music and discourse was not measurably huge. This study (Cooley,2012:59) indicated that both of discourse and sung texts ease QUIL in autistic children.

7. "Second Language Acquisition and Autism"

The Icelandic State's Diagnostic and Counseling Center (Prainsson,2012:7) had for a long time stated that autistic kids, who have reduced capability in Icelandic as their first language. But these children are fluent in English as a second language,

without any undeniable explanation. This intrigued the specialist as a previous bilingual schoolteacher as this revelation appears to oppose admitted perspectives in bilingual studies that capability in second language relies upon a significant level of capability in first language.

Prainsson conducted an investigation to reveal insight into the development of second language and attempt to limit its causes. The principle objective of this study (Prainsson,2012:18) was to indicate the degree of both Icelandic and English capability of some autistic children that fall into the gathering portrayed by the State's Diagnostic and Counseling Centre. The inquiry of this study was: can Icelandic autistic kids, with a previous period of postponement and weakened mother tongue acquisition, gain the second language (English) despite the problems of acquiring their first language and clearly not any more English introduction than typically developing kids?

The sample of the study comprised three male students whose ages between sixteen and eighteen. The standards for choosing the persons in the research were: the students have a formal autism, these persons have a history of postponed first language acquisition, the students have extraordinary English capability and they should not have long haul links to an English-speaking community. The study was acted in two stages. First, (Prainsson,2012:19) conducted a meeting with every one of the learners, and looks into tests of their scholastic texts in both dialects. The subsequent stage was a meeting with the manager about their social and mental experiences to draw a clear picture of the students' developmental foundation with accentuation on language acquisition.

Prainsson (2012:20) categorized information from all interviews with participants and the chief, from the written texts submitted, and the recount of their

mental and evaluation reports into three categories: (Personal information, Language acquisition history, and Icelandic and English language capability). The study results suggested a wonder; which theorists appear to be unconscious of. Three teenage students with ASD explicit impairment in L1 Icelandic acquisition, showed almost native control over English as L2. Extensive audit of current literature covering language acquisition, neglected to create any reference to this marvel.

To sum up, two of the informants demonstrated significantly more competence in English than Icelandic. The third one appeared to be rather a decent speaker. Their L1 is Icelandic, and they had a limited social introduction to English as L2; it was predominantly limited to non-interactive entertainment in youth and interactive entertainment in late adolescence. Contrary to accepted theories on language acquisition, these students showed a serious type of L2 acquisition despite extensive postponements in L1 acquisition, and in one case, a genuine continuing L1 insufficiency.

8. “Using Effective Strategies for the Elementary English Language Learner with Autism Spectrum Disorder: A Curriculum Project”

According to Szymkowiak (2013:1), there was a hole in literature between autistic students and learners of English language (ELLs). The main goal of this syllabus project was to gather and combine both of these two aspects to find the best strategies that are aligned between those two sides. From that, the project was limited to a leveled syllabus in order to be used with autistic learners of English language at any stage of the English language skillfulness, at the elementary school. The curriculum combined normal primary English as a second Language

(ESL) class content with the linguistic skills which are important for students to communicate and interact with the world which surrounds them.

The curriculum had been conceived separately, with all authentic activities, lesson plans, assessments, and worksheets (Szymkowiak,2013:32). The literature review showed what points are most important to ELLs who have ASD. The lessons contained strategies considered most effective in teaching those varied learners and addressing their specific needs. After the checking, a comprehensive valuation for special schooling services was desired and composed of an encounter, noticing, and testing. The team needs to be consisting of a bilingual person to measure the student's ability in his first language. The bilingual person met the family in the mother tongue in order to inform more about the learner's prior experiences. The team needed to monitor the student in an actual situation in order to collect the best results about the use of language and the related impairments.

The investigation, then, listed the similarities between the two listings of the best class practices; so as to create a gathering of the two. In addition, a list was made of some details about where autistic students and English language learners struggle and where their needs lie. With the best effective practices and students' needs combined, a curriculum was designed, ensuring that the intended students would be instructed using the most effective teaching strategies and lesson designs. All of the lessons were designed to adhere to the best strategies, bridging academic content to the linguistic features needed for ELLs with ASD to succeed in the classroom and in their futures.

The instructional methods and classroom management techniques were based upon the combined strategies (Szymkowiak,2013:45). The assignments were

created not to overwhelm the students with anxiety about the workload, but to ensure that the students received the necessary amount of practice to acquire the skills taught in the lessons. The sequence of the curriculum stretched from the student-self to the student branching out into the world. The lessons were literacy focused, with an emphasis on vocabulary development and communication skills.

This curriculum project can be used in a multitude of ways. General education classroom teachers may use these lessons to supplement their current curriculum while teaching ELLs or students with ASD, or the dually classified students, who are integrated into the general education classroom.

9. "Improving Language Acquisition of Autistic Children Through Implementing Non-Verbal Communication in Teaching Methods "

Children determined to have autism face troubles concerning correspondence that children without a disorder do not need to experience (Niederer,2013:5). Autism covers a wide scope of psychological impairments, including the advancement of the autistic persons' discourse improvement and the comprehension of language. Other than the moderate improvement of the discourse, medically introverted children likewise have issues with social connection, such as isolating themselves and not speaking with others in a manner that appears to be ordinary to others. These elements added to the way that it is more earnestly for children determined to have autism to obtain new dialect abilities than it is for standard children.

Niederer (2013:6) presented a thesis in 2013 in which she tried to determine whether incorporating non-verbal communication in teaching methods helps children who have autism perceive and recollect new words more accurately than when just verbal communication is utilized to teach them these new words. The expected finding was that non-verbal communication surely helps in this cycle and

therefore ought to be incorporated into teaching methods, in light of discoveries in past studies. By presenting autistic children with new words in either a verbal condition or non-verbal condition, it can be determined whether there is a significant distinction.

The hypotheses of such a study were: the children may recall and perceive the words all the more accurately if the teacher states the words resoundingly while utilizing non-verbal prompts, pointing to a picture that represents the word. Furthermore, children with autism will perceive new words all the more accurately when a picture of the word is simultaneously presented while uttering the new word by the teacher (Niederer,2013:16-17). Every one of the eight participants is like each other in intelligence level, attention range, social abilities and verbal aptitudes.

The expected outcome suggested that when participants were presented with new words in the non-verbal condition, they would perceive and recall all the newer words afterwards than words that have a place with only the verbal condition. Niederer (2013:27) indicated in her study that it is acceptable to accept that non-verbal communication is a factor that helps children with autism to learn new words accurately and can therefore be embedded by teachers in their teaching methods.

10. “Improving Language and Social Skills in Autism Spectrum Disorder Using Computer Based Training: A Case Study”

Beecroft (2013:4) intended in her study to investigate whether the new projects can deliver improvements in language and social aptitudes for a bilingual with autism and conceivably other people with comparative conditions. This type of computer-based training was recent, and there was by all accounts scant examination

utilizing it with autistic people. This study's principle objective was to investigate whether online computer training can improve language and social abilities in a bilingual participant who has autism. Another goal was to bring issues to light in parents, educators, and guardians of this method of training for people with autism.

The subject of this study was a 30-year-old bilingual male with advanced autism. This study utilized seven-web based training programs from Posit Science. There were three projects taught language aptitudes: Memory Grid, To-Do List Training, and Syllable Stacks, the leftover four projects tended to social aptitudes: 'Face to Face', 'In the Know', 'Recognition', and 'Face Facts'. Beecroft (2013:28-29) planed two measurement activities to reflect the Posit Science training programs in language and social abilities to collect data and take into account triangulation.

Results from the pre and post multiple measures were contrasted and investigated to identify any progressions that resulted from the training. In light of progress in the Posit Science activities, the scientist's testing, and anecdotal data from the participant, his parents, and the specialist, one could presume that training software deliver improvements in both language and social abilities in a bilingual participant with autism. The extent of the improvement was difficult to calculate dependent on the limitations of this study. The data looked encouraging, but actual improvement should be estimated by the participant's expanding ability to perceive faces, interact appropriately in social situations, and adhere to verbal instructions in his everyday life.

11. "Teaching English as a Foreign Language to Students with Autism"

In common, individuals disregarded that kids have extremely special and different personalities and scholarly levels. These individuals usually expected that these

youngsters have an average capacity. Incidentally, instructive organizations also think similarly. Reacting to the public network's requirements and to give appropriate yet qualified instruction to all regularly and for youngsters with extraordinary necessities especially, SMA Lazuardi Global Islamic School Depok (Hilyati,2013:6) addressed the issues of those kids. Various endeavors were made and consistently improved.

The author Hilyati (2013:7) expected this exploration would be advantageous to herself as well as to all skate holders of schooling who were worried with training of these students particularly in gaining English as an unknown dialect.

The problem of the investigation was to find subsequent to notice the social conduct and characteristics of the students with autism, especially concerning English learning action. The investigation did not just center around how these children learn English but it also perceived their disability in public activity because of the neurological disorder. It was restricted in instructing English to understudies with extraordinary requirements particularly those with autism.

The study (Hilyati,2013:11) addressed some questions which are: how is the educational program of English language subject planned and executed for students with special needs. Another inquiry was about the means by which the English educators build up the syllabus of English for such kids. Furthermore, how do the autistic kids adapt to English learning movement and how they are evaluated. The members who were engaged in this study incorporate four understudies with ASD, the head of SMA Lazuardi Globa Islamic School, the VP of educational program undertaking, the understudies' guardians, English educators and orthopedagogs (Hilyati,2013:44). The instruments which were utilized in this

investigation included meeting sheets, writing survey, chronicles, recordings, pictures, online media and pages.

The investigation was directed by noticing the characteristics of the four understudies with autism, how they carried on with their public activity and how they cooperated with the English learning climate. This study utilized a subjective engaging technique. In talking about showing English as an unknown dialect to autistic understudies, Hilyati (2013,89-90) saw that these understudies should be given equivalent chance and treatment from educators, friends, family, and society where they live particularly in terms of them getting schooling. As far as gaining schooling, especially in gaining English language as an unknown dialect, educational involvement could be active to different degrees in most youngsters. Concentrated Applied Behavioral Analysis (ABA) treatment has shown adequacy in upgrading universal functioning in preschool and for improving scholarly execution of small kids.

In terms of the execution of the educational program in SMA Lazuardi GIS (Hilyati,2013:94-96), educational program improvement centered around figuring out what information, abilities esteems understudies in schools, what experience ought to be given to achieve expected learning results, and how instructing and learning at schools' framework can be arranged, estimated, and assessed. As an end, the educational plan of the English subject ought to be planned by instructors creating an educational program group. The group incorporated the dean, watchman educators, exceptional instructors, subject instructors, analysts and concerned people. Additionally, the schedule and exercise plans were made by thinking about the necessities of those understudies. Learning English language by those understudies requires practicing discussions, sentence structure, jargon, accepting input that was one stage beyond their present semantic skill. Every one

of those techniques should be drilled by instructors in showing English language for understudies with exceptional requirements especially autistic children.

12. “Effective Treatment Strategies for Children with Autism in Grades K-6”

The challenge that confronted teachers was the way to effectively incorporate youngsters with ASD inside our K-6 study halls. A qualitative study conducted by Blakley (2014) showed its principle reason to assess which treatment procedures, or mixes of, have been discovered to be effective with giving remediation and treatment to children with ASD, essentially decreasing unwanted practices in K-6 study hall settings. Besides, the focal point of this proposition was on the investigation of well-known strategies that address the informative, social, conduct and scholastic requirements of autistic children (Blakley,2014:8).

The question of this study was: which treatment systems are compelling and effective for tending to the particular social, informative conduct, and scholastic necessities of kids with ASD in grades K-6 (Blakley,2014:9-11)? Numerous presumptions were put by the researcher, for example, that particular methodologies are not reasonable for all people, what methodology may work for one youngster may not work for another, it is more viable to coordinate a few procedures than utilizing only one and the last supposition is that, not all educational institutions have access to identical resources. There might be restricted resources and educator trainings accessible, or diverse school societies, which may restrict or impact instructor's capacity to pick and attempt various methodologies while teaching youngsters with ASD.

The sample was composed of two experts. The first one was a clinician with more than thirty years of involvement with this field and had a foundation with setting up programs inside the County. The second member was a discourse and

language pathologist who had more than fifteen years of involvement working inside open and nonpublic schools. The location of meetings was at a nearby grade school in a country setting inside the more prominent San Francisco Bay Area (Blakley,2014:26).

The information assortment (Blakley,2014:30) depended on interviews led with experts. Data were accumulated utilizing ten inquiries, intended to evoke open finished reactions. Questions focused on viable instructional, social, and open systems. Whenever data were assembled, the researcher analyzed the content of the meetings and perceptions. Topics were distinguished and depicted in story structure. From interviews led as a component of this task's study techniques, there was a proof to demonstrate that video displaying, social stories, preparing minimal social situations are methodologies profoundly considered, and critical when working with youngsters with autism. All together for these treatment procedures to be best, in any case, there were two models, coordinated effort and intervention from early stages of the ASDs life, that are strongly suggested.

13. "Effects of Early Intervention on Pragmatic Language in Children with Autism"

Tomevi (2015:5) believed that children with ASDs who had some social disabilities, could not connect with others successfully to accomplish a few objectives by using the language. Early intervention projects might support expressive correspondence and increase utilitarian correspondence by certain youngsters with ASD. This study, which was written by Tomevi (2015:5), focused on early learning programs which might develop the expressive ability for autistic children in their daily interaction. This study analyzed pre and post involvement in

an early learning program and evaluated if support in an early learning program develops practical correspondence in social situations for kids with autism.

Three male youngsters with ASDs were chosen as a sample. The members were in age from 5 years to 5 and half years old. They engaged in a comprehensive, intensive, and individualized early learning program for kids with ASD to develop their linguistic and social abilities. The period of the program ranges from 10 months to 2 and a half years (Tomevi,2015:7).

The ADOS-2 (a revision of the Autism Diagnostic Observation Schedule) was utilized to survey people from age one through adulthood. The ADOS-2 comprised of four modules that fit for youngsters and grown-ups going from verbal to nonverbal expression. Module one was expected for people with expression discourse (i.e., non-repeated, three-word expressions, and important word blends) (Tomevi,2015:8). Module two was also meant for people with some expression discourse, but those who were not verbally familiar. Module three was proposed for verbally familiar kids who had expressive language familiarity while delivering a scope of sentence types, linguistic structures, and intelligent associations inside sentences. Module four was made for people who were verbally-familiar teenagers and grown-ups who could show suitable social correspondence acquired during play or conversational meetings.

Introductory and post recorded perception information of every kid was seen and recorded by a prepared onlooker in a protected lab setting. The researcher inspected seven features of useful correspondence which included demand help, request attention, demand favored food and articles, demand favored movement, showing something or somewhere, demand break, and dissent or reject a circumstance or action.

Each of the three kids expanded in their sorts of practical correspondence utilized from pre-perception to post-perception. Tomevi (2015:10-12) showed that DTT (Discrete Trail Training) programs incorporated in the Domino Project, helped each of the three youngsters to increase in kinds of useful correspondence and distinguish in social circumstances. The focal point of the early learning program was to give encounters to the youngsters to draw in with peers without ASD to sum up their social and relational abilities learned through incorporated DTT programs. Cooperation in early concentrated mediation projects could assist a few youngsters with ASD gaining relational abilities and new practices important to reinforce kinds of useful correspondence utilized and improve social collaboration.

14. “A Randomized Clinical Trial Comparison Between Pivotal Response Treatment (PRT) and Adult-Driven Applied Behavior Analysis (ABA) Intervention on Disruptive Behaviors in Public School Children with Autism”

In this study which was written by some writers (Mohammadi et al.,2015), the researchers indicated that children with autism often demonstrated disruptive practices during requesting teaching tasks. Language intervention can be particularly difficult as it includes social and communicative zones, which are tiring for this population. The motivation behind this study was to look at two intervention conditions, a naturalistic methodology, Pivotal Response Treatment (PRT) with a structured ABA approach on disruptive conduct during language intervention in the state funded schools. A Randomized Clinical Trial (RCT) plan was utilized with two gatherings of children, matched by age, sex and mean length of utterance (Mohammadi et al.,2015:2).

The particular question asked in this study was: would PRT or the adult-directed ABA result in lower levels of disruptive conduct during language intervention? Thirty elementary younger students, 18 young boys and 12 young girls, going in age from 6 to 11 years, participated in this study (Mohammadi et al.,2015:4). The study was implemented during the summer school that the children attended for two hours a day. Treatment meetings were conducted twice a week for an hour for every meeting over a three-month time span for a total of 24 hours of intervention. Data were collected on disruptive conduct to obtain a representative example of every kid's disruptive conduct, the first and last intervention meetings are videotaped.

Children with autism usually endure disturb behaviors, impairments in communicative abilities and cognitive skills. Many teaching programs took the causes of these difficulties into consideration when developing curriculum. Creating social situations inside teaching programs would develop targeted interactive skills of autistic children and prompt the child to practice the mother tongue within natural communications. This strategy (Mohammadi et al.,2015:9) was called Pivotal Response Treatment (PRT). ABA technique presented the instructions many times during the communication activities until the autistic children acquire and use the correct structures.

The results of this investigation (Mohammadi et al.,2015:12) showed that the autistic children who are involved in the PRT condition demonstrate positive outcomes in verbal and non-verbal areas. Those children also showed a great decreasing in their distributive behaviors in contrast with the adult – directed ABA condition. These results were consistent with past single case experimental plan studies demonstrating that when motivational components were incorporated into the intervention disruptive practices they became lower, and the targeted gains

were greater. In light of the study and the past findings, they hypothesized that, while the PRT bunch indicated greater improvements during intervention; they would take part in less disruptive practices than the adult-directed ABA gathering.

15."Second Language Learning in Autistic Children Compared with Typically Developing Children: Procedures and Difficulties"

This study is an Iranian one which contrasted the ability of people with autism and typically creative people in learning various English vocabularies. Two gatherings were picked; the first containing four young boys and four young girls with ASDs, and the second with four typically developing young boys and four young girls. All children were eight to twelve years of age. This study which was conducted by Karamy et al. (2015:1) used seven cards including the pictures of some realized creatures that were shown to the children.

Because of the importance of language learning to children with ASDs, this investigation studied the ability of autistic children to acquire vocabularies in second language (English language), and contrasted it with typically developing children (TD). So as to discover the extent of contrast, Karamy et al. (2015:7) tried to find the answers of their two questions which were: are children with ASDs ready to learn and acquire English words as a subsequent language, and compared with TD children, which type of difficulties a teacher may have in the strategy of teaching English vocabularies to children with ASD?

Since children with ASD were typically reluctant to communicate with other individuals, their language teacher was told to teach them and the analyst just watched. Picture demonstration was a valuable method in teaching the mother tongue and any other language vocabularies to children. The teacher utilized the names of some animals, since they were recognizable to children and consist of

simple sounds (Karamy et al.,2015:10). The results indicated that there was not a significant distinction between children with ASD and TD children in learning "cat, canine, fish, hen, pony and mouse", while there was a significant contrast in learning "sheep". It uncovered that children with ASD who were taught English as an unknown dialect could gain proficiency with its vocabularies. It should be mentioned that people with ASD had some troubles in learning and utilizing the subsequent language just as the first language.

All TD children realized that English is a language verbally expressed in certain countries, while children with ASD were curious about English. Likewise, it took more opportunity for people with ASD to get familiar with the words by repeating them seven times and three times for TD children. While teaching TD kids, they all sat and listened cautiously to the teacher, but most of the autistic kids did not tend to sit for quite a while and listen to the language instructor. The results of this study (Karamy et al.,2015:11) demonstrated that, although they and their teachers had a few problems, children with ASD could learn English vocabularies. Teachers and language instructors who worked with autistic children should know that they need additional time and effort to gain proficiency in teaching an unknown dialect. These findings could be helpful for the teachers, language instructors, psychiatrists and all those who worked with autistic children, just as their parents. Educational plan engineers could likewise benefit from the results of this study.

16. "English Language Learners on the Autism Spectrum: Identifying Gaps in Learning"

This investigation was conducted by Reppond in (2015). Reppond (2015:1) is an English as a second language teacher and is a father of an autistic child. During the period of his schooling and involvement with both autism and English as a

subsequent language, the researcher indicated that individuals who had a social realistic disorder combined with a language obstruction had a lot more troubles to survive. The question of the study was: in what manner can educators of English, as a subsequent language (ESL) and special education (SPED), adequately work with one another and along with the parents to create a balanced learning climate that is suitable to teach English language for students with autism?

A subjective methodology permitted the specialist (Reppond,2015:34) to pose inquiries and discover answers from the instructors, advisors, and overseers at the core of each school (Reppond,2015:34). Utilizing an open-ended organization questionnaire was the most ideal approach to get the most characteristic, genuine data. The members of the study consisted of eight confirmed instructors: five special education (SPED) teachers, two English as second language (ESL) teachers, and one speech language pathologist (SLP) (Reppond,2015:38). Every member was asked to finish a bunch of inquiries which gave data regarding their experience as instructors in their particular field, their expertise in bilingual children, and their expertise in youngsters with autism from bilingual foundations.

The review gave some information about what things were working out in a good way inside the cross-instruction of this uncommon populace (i.e.: exercises, methods, best practices). The information that Reppond (2015:66) obtained from this questionnaire study was introduced in separated questionnaire areas. These areas were: personal experience, student oriented questions, student assessment, district questions, professional opinion, and language questions. The principle objective of this study was to locate holes in the current learning environment. The focus of the study was whether or not English language learners with ASDs were getting the best cross-educational experience to be effective scholastically, and, might prompt achievement throughout everyday life.

From this exploration, six fundamental zones were of worry to the participants and were frustrating the cross-educational learning of an English language learner (ELL) on the autism spectrum: 1. Lack of interaction, 2. Lack of practicing, teaching, materials, and open-minded teachers, 3. Deficiency of competent personnel, 4. Shortage of time, 5. Mainstreaming learners, 6. Parental involvement. Reppond (2015:92) in his study, identified holes and attitudes that may be preventing ELL autistic learners from receiving good education to be successful. All these holes ought to be perceived by all educators and particularly those who settle on the choices in the education system.

17. "Strategies to Encourage English as a Foreign Language to Autistic Children at a Basic Level at Saint Mary School"

This study, which was made by Sterling and Mendioroz in (2016), centered around researching the techniques that were appropriate in showing English as an unknown dialect to autistic children. The objective of this study was to help the teachers to discover new procedures in teaching the students with autism. It also developed some flexible ways of educating and dealing with such special cases. This investigation was a beginning stage which challenges the comprehensive training in Nicaragua.

There were some questions of this study that are posed. ‘What are the procedures to instruct English to autistic kids’ was its overall inquiry. The particular inquiries were (Sterling& Mendioroz ,2016:4): what are the methods they apply to teach those children, do the teachers follow any plan to deal with autistic children’s emotions and their needs, and what specific abilities do they create with those students?

The sample involved children with autism, the instructor of the objective gathering, the facilitator, the head and the psychologists as two observers. The instruments were observation formats, questionnaires and a meeting to the organizer, the psychologist and the educators. By investigating the gathered information, the introduced discoveries in the outcomes uncovered that in Saint Mary School the executive individuals had various methodologies actualized with children so as to teach them English as a foreign language. These strategies had helped and worked positively toward the learning of the autistic children.

Sterling and Mendioroz (2016:23-36) asked the instructors and the directors and the other people, who taught and dealt with those autistic children, about the successful techniques to show them English language. The appropriate responses were that the good method of teaching English for those special cases should include some strategies such as role play or teaching through movements and mimics. Applied behavior analysis, keeping instructions clear and simple, supporting their feeling and being aware of their needs, preparing social situations to improve their interaction, and avoiding the instructions that cause their anxiety and nervousness, were important manners in dealing with autistic students.

18. (Technology as a Tool in Autism Spectrum Disorder (ASD): An Overview)

A literature review was performed in early 2016, by Rasmussen (2016:5); it was based on the outcomes of some searches about “Autism” or “Autism Spectrum Disorder” and one of the following: “Technology”, “Robotics”, “Video Games”, “Video”, “Video Modeling”, “Diagnostics”, “Radiology” and “Virtual Reality”. The point of this postulation (Rasmussen,2016:8) was to give an overview of present day technology as an instrument in diagnosing the symptoms and treatment of youngsters and youths with ASD. Studies

demonstrated that researchers had the option to separate kids with ASD from commonly creative kids utilizing various sorts of innovation such as video tapes, eye following, development examples. Studies uncovered that numerous sorts of innovation could be helpful in showing youngsters with ASD new abilities or empower social action. Computer games, augmented reality, portable applications, social robots, mechanical technology classes, enlivened arrangement and video demonstrating were a portion of these advancement.

The first weeks were spent in reading the related literature and the outcomes were put in a digital library of references. Any article has a relation to this subject was used in the overview. In google also there were some studies for theses that deal with autistic children and use technological games. Then, the thesis writing took the last ten weeks, after a content of digital library was completed.

Some studies (Rasmussen,2016:10) showed that certain uses of technology gave good results when used correctly in treatment or diagnostics. Most of the studies about technological intervention available today were based on relatively small samples, which compromises the generalizability of the results. Nevertheless, with the vast diversity of new technologies and research, there is a reason to believe that the use of technological intervention with autistic children or adolescents will be increasing. From the findings of the studies which were used in this overview, technological tools are regarded so important in dealing with autistic children as well as in teaching and training them for daily life. The use of these tools should be equated with other activities without such aids as playing football, interaction with friends and families, and drawing pictures.

19. “High- Functioning Autism Spectrum Disorder in the English Classroom”

Every student acquires information and learns in a different manner, especially in learning complex subjects, such as a second language. The purpose of the study, which was conducted by Afrasiabi (2017:1-2), was to evaluate the possibilities of creating an educational system that is good, successful and feasible for autistic students and their needs. This was important for students with autism to develop their social skills especially when learning a second language. The main question of such a study was that: since social communication is considered as the vital activity for teaching autistic students any language, so, how do teachers of autistic students teach those students and confront the challenges that appear in the education of special cases?

Afrasiabi (2017:8) chose semi-structured interviews with a predetermined set of questions for data collection. In comparison to a quantitative research method, this qualitative approach allowed the participants to express themselves freely, but also more in depth, which in turn helped the researcher to gain a full understanding of this subject and experienced teachers' perspectives. The sample consisted of four male respondents who were English teachers in a Swedish secondary school with some experience in teaching second language for autistic students.

Afrasiabi (2017:11-12) began by executing and transcribing the interviews. Thereafter, he used a process called open coding, where the data were studied, broken down, conceptualized, contrasted and eventually integrated into five motifs. The analysis of the interviews resulted in six main categories, that were related to the research question. These six main categories were: the significance of building good relations, autistic students' communicative capacity, experiences of English teachers in preparing social situations to help students to improve their linguistic skills, teachers' attempt to create right assessment methods and a fair education,

and the need to show extra consideration when educating students with ASD. The additional category was: ASD students perform better in English than in Swedish.

20. “Teaching English to a Student with Autism Spectrum Disorder in Regular Classroom in Indonesia”

It is important to state that teaching plays a vital role in every person’s life, therefore equity and equality in teaching need to be supported and strengthened to assert the necessity of giving attention and care to all students including those with special needs. This study, which was written by Padmadewi and Putu (2017:162), aimed to portray how the English teachers teach autistic learners included in the schoolrooms and what strategies were adopted in overall schoolrooms to teach English as a foreign language.

The participant of the study was aged about ten years and the selection was based on the truth that the inclusion schoolroom for autistic learner was not simply found, and North Bali Bilingual School was one of the restricted numbers of schools that offered general programs for students with autism. The instruments for gathering data were based on the observations through meetings and study of school records. Collecting data was accomplished for ten hours per a week in one entire semester. In addition to that, data origins included meetings with the teacher and the school principal and the outcomes of language receptive skillfulness appreciations. The collected information was descriptively presented and before that it was analyzed qualitatively.

The autistic student was included in the class and sat at one of the classroom’s chairs supplied by the instructor. The student with ASD paid attention to the English teacher’s explanation and if he seemed discomposed, the teacher thereafter used visual means (Padmadewi&Putu,2017:163-170). It could be inferred that the

tendency of student with autism to become a visual individual was taken into consideration by the ruling of employing visual means as the essential media for teaching. As a consequence, the learner seemed to comprehend better if he saw the picture of something than if he heard something about it and his auditory performance was not better than his visual skill. For autistic learner, socialization and reading comprehension were still low functioning despite the truth that he was good at word comprehension and phonics.

21. " Effects of Language for Learning on Young Children with Autism Spectrum Disorder"

Language for Learning (LL) is an oral language educational program that utilizes Direct Instruction (DI) procedure. This study that was conducted by Smith (2017:5), showed that DI can be considered as an effective method in developing language for kids from different foundations and capacity levels. Smith (2017:22) contended that the fundamental reason for making this study was to show the impacts of the LL educational program on the language advancement of youngsters with autism. The study was meant to respond to three questions. These inquiries were: do small autistic kids acquire linguistic skills and change their structures to be better and sum up these structures to be utilized in their everyday situations when they are instructed through LL?

The investigation was led in an enormous rural government funded school area in the territory of South Carolina. All understudies were taken on a comprehensive specialized curriculum preschool program. The comprehensive preschool special teaching classes met for two hours and forty minutes out of every day, 5 days per a week. The sample included four male understudies who aged four years, with one educator and two instructional colleagues. The students in these projects received

guidance in psychological, correspondence, social, self-improvement, and motor aptitudes through an assortment of educational programs and instructional methods.

According to Smith (2017:106), the study demonstrated two proportions of general language capability, means of length of expression in morphemes and number of various words depending on story retell. Information were gathered to indicate the impacts of LL guidance on the members' overall language aptitudes. The findings showed that LL educational plan or DI is a vital manner to improve small kids with autism and it could build up their language abilities.

22. "Supporting English Language Teachers in Teaching Autistic Primary School Learners"

This study was written by Galazka and Dick (2019), and aimed at the presentation of the complex problem of students with autism, in the context of inclusive education offered to these students in general, and in the teaching of English as a foreign Language in particular (Galazka&Dick,2019:196). The questions of this investigation were: what are the effects of specific teaching methods, strategies and the forms of classes on the teaching of children with autism, which are the successful ones from the perspective of an English language teacher, and what limitations if any do they have?

The data were collected out of the interviews that were conducted among ten English teachers of five primary, inclusive, and general schools in and near Rzeszów in Finland. During the interactions, the teachers were requested firstly to express their views about specific methods and, in addition, quantify the scope of their efficiency and successfulness. All the sample's members were females with different years of expertise in education that span between fifteen and seventeen.

As stated by the teachers, the students were autistic and at the second stage of education.

English language teaching to autistic children may seem to many to be an argumentative idea, even for people who work every day with such children, because of their problems in language functions (Galazka&Dick,2019:205). Learning a foreign language can be useful to the learners with autism. The language instruction, however, must be suitable to their needs, which are in most situations very individualized, and although there is a certain group of expected anticipations and particular needs, which those learners prove, teachers are unable to extrapolate popularizations to a considerable number of those students. Every English language teaching context prepared to learners with ASD should be carefully planned after an overall investigation of the students' interests.

At last, everyone should keep in her/his mind that, most autistic people show thankfulness to their families and teachers who do not eliminate them from society due to their autism, by introducing corrections and compensatory strategies to help them cope with difficulties. The development of autistic children also depends on English language teachers, and although they are aware of all the difficulties and non-standard procedures, they need to successfully include them in the group of students they teach (Galazka&Dick,2019:206).

23. "Case Study: Second Language Acquisition with Asperger Syndrome in a University Setting"

Second language acquisition by autistic children is a topic that has received a kind of attention by many scholars and researchers. Among these studies is the study that was conducted by Bradley (2019). The sample of the investigation was an understudy at the Cost Rica college, who was called Pablo, in the third stage. The

program of training a subsequent language was a grant program at state funded colleges in Costa Rica that intended to make more bilingual experts.

Pablo (Bradley,2019:171) started the project from the first course as a genuine beginner, but the study began when the understudy started Intermediate 1, four levels after the principal course. The student was seen in three courses: transitional 1, Academic Writing course (an optional one), and Upper-Intermediate 2, along these lines, two complete years with one semester rest between. The learner had finished the program.

The task incorporated the use of an oral proficiency exam, a study after the understudy finished the program, and class perceptions and cooperation while Bradley was the understudy's teacher. Moreover, the researcher depended on some different types of conversation, for example, online discussions and different types of episodic proof of other English understudies with Asperger to affirm if Pablo's encounters and observations appeared to be average of English language students with the Asperger disorder (Bradley,2019:172).

Accordingly, Bradley (2019:175) stated that, learning correspondence techniques in the second language improved Pablo's capacity to collaborate with his friends and his general feeling of belonging and helped him to get a great degree in English. Pablo's case outlined that when people increased their mindfulness and comprehension, instructed themselves on uncommon necessities, made some training to develop themselves and basically addressed their understudies while being responsive to their own view of their requirements, people can change the understudies' lives to be better. Thus, people have the ability to build up the autistic understudies' observation and help them to make accomplishment in different aspects of their lives.

24. " The Efficacy of Teaching English as a Foreign Language to Iranian Students with Autism Spectrum Disorder on their Social Skills and Willingness to Communicate "

The main applicative investigation of encouraging the use of English as a foreign language to the students with autism in Iran was this study. Golshan et al. (2019:61-63) improved the impact of learning English on enhancing autistic children's social interaction and developing their language. The members of the sample were selected from Imam Ali Autism School in Kerman Province, southeastern Iran. The eighteen members are divided into two groups (the experimental and the control groups).

Golshan et al. (2019:64-68) used the direct observation and the questionnaire as instruments in their investigation. The questionnaire contained pre and post linguistic tests. The English lessons focused on vocabulary and items used in daily interactions. The experimental group was taught in English language, while the control group was taught in Farsi. The results of this study showed the importance and the vital role of teaching English as a foreign language for autistic children. There was appreciable advancement in the social abilities and the willing to interact with others for students who were taught in EFL, unlike the other group who are taught in their first language.

25. " Academic Skills in Children with Autism Spectrum Disorder Monolingual or Bilingual Experience"

The scholarly advancement of children with ASDs is essential to explore as it can give chances for advanced education, free living, and effective work in adulthood. Exploration on neurotypical found that, albeit many bilingual children may linger behind their monolingual companions on proportions of scholastic

accomplishment, these holes can be limited with bilingual instruction programs. Inside clinical practice (Vanegas,2019:1), concerns were as yet brought about bilingual exposure in children with ASDs, with suppositions and proposals made to restrict the language of exposure to limit dangers to development.

The study which was written by Vanegas (2019:2), explored fundamental scholastic aptitudes (perusing, math, spelling) among children with ASDs with different language encounters (monolingual/bilingual). The data of this study were based on medical records of children with ASDs who were visited in a large urban city in the United States of America. Those records indicated whether the students have some information about language status, nonverbal cognition, and also their scores for reading, math, and spelling on an academic test.

The sample included children with ASDs (eighteen with monolingual language experience and thirteen with bilingual language experience). Those children were in the range of 3 and 12 years old at the time of assessment (Vanegas,2019:4). The results of the different examinations found that children with ASDs with monolingual experience had higher scores on word perusing abilities when contrasted with children with ASDs with bilingual experience. An alternative example was found for mathematical tasks, shows that autistic children with bilingual experience beat autistic children with monolingual experience. There were no distinctions between the groups on spelling aptitudes. The fundamental discoveries proposed that bilingual language experience might be identified with early proficiency and math abilities in children with ASDs. So, this investigation proved that the experience of bilinguals could affect positively the development of the scholastic abilities of autistic children.

26. ‘Training and Teaching the Interaction of Meaning in English Classes as a Foreign Language to Students with Special Needs: A Review Study’

All learners have some strengths and weaknesses and their separation into particular and ordinary groups is not without troubles. Moreover, most teachers change their teaching strategies to some extent to suit the needs of all learners. A study that was written by Abbaspour and Sabokrouh (2020-1) aimed at studying the process of teaching English as a foreign language to students with special needs. Autistic students were among those who are addressed by such an investigation. This descriptive-analytical survey retrieved related studies that dating from 1964 to 2017 and were obtainable on scientific database, google scholar, and the comprehensive gate of humanities utilizing the secondary research procedure. Afterwards, the chosen surveys were reviewed, investigated, and classified.

The results of this study (Abbaspour & Sabokrouh ,2020:14) revealed that, there were specific methods and strategies of teaching English as a foreign language to every group of learners with specific needs and interests. For many years, researchers have declared that learning foreign languages is difficult for students with particular needs. However, the investigation of various studies in this field stated that there are specific methods and strategies for teaching each group of students (with specific impairment). The suitable strategies for students with autism (which are of our concern) include peer to peer interaction, giving instruction, and feedback to create interests. Another strategy is the structured exercise and affirmation on transparency and request guidelines containing direct educator intervention, repetition of activities, temporary support, and presentation of input in small groups.

According to these studies, autistic children need special education, and teaching them should depend on their special needs and interests in order to help them passing some of their problems. Their weak linguistic abilities and social behaviors are the main problem and the core concern of these studies. So, the current study sheds light on these previous studies to show that there is an agreement on the development of autistic children's linguistic abilities and social behaviors by teaching them another language (English language). Some other studies focused on treating those children to pass some of their linguistic problems by using various kinds of devices and special techniques. Most of these studies indicated that autistic children are able to learn something about their language and their life if they receive some special training and teaching.

The current study agrees with most of these studies about the importance of teaching autistic children a foreign language to develop their linguistic abilities. This means that autistic children with some linguistic, cognitive, and social problems can be developed if they receive some special education and training, and it is not an impossible matter or a medical one.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

There are specific characteristics all students with ASD share, these include impaired social interaction, impaired communication, and restricted patterns of behavior, interests, and activities (Harms&Matczuk,2005:7). However according to Harms and Matczuk (2005:8), there are no two students with ASD displaying these characteristics in the same way. In the current study, attention is placed on the children's speech, language and communication skills which are the primary deficits associated with this category of disorders.

In learning another language and acquiring it, as it is stated by Willison (2012:11), the part of the brain, called the Executive Center, which is used for staying focused has proven to be stronger in bilinguals. According to Ellen (2011:28) learning another language stretches the mind intellectually because the person has to focus on the structure of the sentence and to recognize sound patterns and make inferences. Howlin et al. (2004:561-578) said that while there is a general consensus that executive function problems are unlikely to play a primary casual role in autism, it remains possible that the degree of difficulties in executive function could play a substantial role in autistic children's developmental outcomes including their social competence, their adaptive behavior, and their success in school.

From these facts it can be concluded that learning another language can enhance the mental processes such as focusing, understanding, recognizing, remembering, differentiating, and even may have effects on the linguistic and social behavior.

For autistic persons who usually have deficits in such mental processes and linguistic capacities, learning another language can help them to decrease those problems and develop their linguistic abilities and social behavior.

This chapter aims to present the research methodology which views the procedures that were followed to conduct the present study. Kothari (2004:8) points out that research methodology " is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically". For this aim, the present chapter describes the basic procedures that are followed in this study including the research design, the sample, the course of teaching, the role of the teacher, in addition to describing how the data was collected by using the questionnaire, pre and post-test, and direct observation.

3.2 Research Design

The current study is quantitative and qualitative, this means it depends on the kinds of the outcomes and their numbers. Quantitative research is the process of collecting and analyzing numerical data, while qualitative research involves collecting and analyzing non-numerical data (Polgar & Thomas, 2000:65). It is relating to measure the quality of the results and their quantity. It is an experimental research in which the methodology of the study relies on teaching the English language (simple course) to a group of four Iraqi children who have autism spectrum and training them how to use English in some simple tasks. In this study, the autistic children are observed and examined twice at the beginning and the end of the experiment in the Arabic language to show the results and the impact of learning a foreign language (English) on their linguistic abilities in their first

language (Iraqi Arabic). The researcher used eclectic approach in teaching the autistic children the English course.

A simple course of study is prepared depending on the linguistic deficits of the autistic children, the present researcher is a teacher who has an experience in teaching English for about fifteen years and also has some knowledge about autism and the people who suffer from it because her own child is an autistic boy. So that, the researcher usually contacts with the centers of autism in Karbala and Misan and their managers. The course lasted two months from 2020/11/15 up to 2021/1/15, five lessons each week in Sunday, Monday, Tuesday, Wednesday, and Thursday, and each lesson took about one and half hour from three o'clock to four thirty at the afternoon. The teaching and training processes took place at different environments, in the house, in the stadium, and in the park to keep on the participants' interests in the lessons and help them not to be bored.

The design of the course, its plan, its programs, and activities are prepared depending on the basis of previous studies which deal with teaching autistic children English; beside the books that focus on training those people with disabilities. Some of the activities are selected from those used in centers of autism. From several doctors (Dr. Zahra in Imam AL Hussein center for autism in Karbala) and teachers (Miss Firdoos, and Miss Hawra in Misan) who are specialists in autism, the researcher received some information about how to design the course and how to deal with such cases.

3.3 Participants

The sample of the present study is composed of four autistic children whose ages are between 9 and 12 years. The researcher asked the autistic children families whether they accept or refuse mentioning the names of their children and they

expressed their acceptance. The children are: Moussa Hasan (9 years), Mustafa Firas (11 years), Mohammad Murtada (12 years), and Hussein Ali (12 years). The children are chosen depending on their symptoms and the required age. As it is mentioned in the previous chapter that autistic children differ from each other in their symptoms and the degree of intensity, each one of the participants in this study has some symptoms which are not exactly similar to the symptoms of the others. The main point is that, all of them has problems in their linguistic abilities when they speak. Throughout some meetings, the researcher observed and dealt with each of those children (Mohammad, Mustafa, and Moussa) and with their families for about one hour a day along twenty days before the starting of the English course. So, she could get a deeper understanding about the nature of these children, their linguistic problems, and the level of autism. The following subsections mention some of the prominent features of these autistic children.

3.3.1 Hussein

Hussein is an autistic child; therefore, he has several linguistic problems and he can be considered a modal for the other members of the sample. He faces difficulty in pronouncing two Arabic letters. He has problems in using some of the suitable vocabulary items to refer to the daily objects and in using two of the grammatical words correctly in his speech and writing. Echolalia or the repetition of words is one of his linguistic features though at rare times. He likes playing with others, but his social behavior indicates that he is younger than his actual age. He has some difficulties in understanding academic scientific subjects such as science and mathematics. Other symptoms of this child are the hyperactivity and sensitivity. He usually eats specific kinds of food and insists on putting things in a special order.

3.3.2 Mohammad

Mohammad has ASD also, but his symptoms are more acute than Hussein. His language has more phonetic, semantic and structural problems. He has problems in pronouncing most of the Iraqi Arabic words and even his name; he faces difficulties in naming objects of his daily life, and cannot construct correct grammatical structures in most situations. Repeating what others say is the main characteristic of his linguistic problems and he always likes to be alone. He does not have any friend and he refuses to play with others. In fact; he does not know how to play any game that children in his age usually do. Mohammad is in school but he faces some problems in comprehending most of the scholastic subjects especially scientific materials. Therefore, he cannot explain what he understands, share his opinion with others, and express his needs and feelings. Mohammed always has some specific food and drink. He does not speak with any human except his family using some specific limited words and behaves exactly as living alone inside a blocked world.

3.3.3 Mustafa

This child has autism but with a different degree and symptoms from the other children. He faces many difficulties in pronunciation, vocabulary, and grammar. He does not know even his age and the relationships between the members of his family. Echolalia appears in his speech when someone talks to him but not always. Mustafa could not pursue his study in school and that was due to his problems in communication, playing, having friends, comprehending school subjects, behaving socially and coexisting in the social community of the school; instead he prefers to be alone at home. His comprehension of all scholastic subjects is not good because he has weak memory, so that he could not read or write; he also does not like

studying Arabic or English languages. He depends on his family in fulfilling all his daily needs. Mustafa becomes angry when someone takes his things and does not like to go out of the house and play with others, so he has not friends.

3.3.4 Moussa

This autistic child suffers from so many sharp symptoms among them is his inability to speak except for several specific words which represent his basic daily needs such as food, water, sleep, dad, mum, his name, and age. He uses these words only with his parents, but with others he seems unable to say any word except to those who establish a kind relation with him and there are not any. His vocabulary items are so limited and echolalia is the prominent feature when someone talks to him. There is no grammatical usage in his speech. Uncommon behaviors are one of his prominent characteristics such as breaking plates, spilling oil on the ground, and getting his disabled brother out of the house which denotes his aggressive behavior. He cannot focus on or notice what is around him or what is happening; in most of the times he does not understand what others say when they speak to him. He cannot recognize the paralinguistic means; he even does not know how to play with others or what is the meaning of playing. Moussa relies on his mother in everything at and out of their home. He could not attend school because of these reasons and because of his weak memory and his poor eyesight. His strange behavior makes other children ridicule him and stay away of him.

3.4 The Course of Teaching

The course is prepared depending on the fact that it is designed for those simple people who need to learn and develop some basic linguistic abilities which are important for them to speak and interact with other people around them. Because autistic children are special cases, the lessons are prepared in a special manner

focusing on their needs and abilities. Each lesson begins at three o'clock in the afternoon and continues for about one hour and thirty minutes. These lessons are organized in an order that should suit their special cases to stay motivated and avoid they get boring. The steps of most lessons are:

1. Starting the lesson with some greetings and questions about their personal information.
2. Playing simple short games.
3. Presenting a specific linguistic point (letters and their sounds, grammatical points, vocabulary items, or nonverbal expressions) by writing it on the board or showing some colorful cards or pictures with some simple explanations.
4. Performing some short orders, tasks, and exercises.
5. Showing a video or listening to a song, playing a suitable game, or listening to a short story (all are related to the same linguistic area which is presented in the same lesson).
6. Ending the lesson with a short conversation and greetings.

Each activity is presented in about ten to twenty minutes with some minutes that are devoted to let them have a rest. Some lessons are different in their plan, or they focus on exposing autistic children to different social situations and various settings like park and stadium with normal people. This simple course composites of the following:

3.4.1. Approaches

In teaching English to students with ASD, a number of different programs and strategies can be used. In the current study, a number of programs are used depending on the deficits of those autistic children as well as their interests and

needs. Children with autism have deficits in their linguistic abilities as the core symptom, the programs of this study are designed depending on those problems which are in their pronunciation, vocabulary, grammar, verbal and non-verbal communication.

3.4.1.1 Learning Sounds

Wolk and Geisen (2000:371) illustrated that autistic children usually face difficulties in pronouncing some sounds and in articulating some of the letters of their languages. These difficulties can be considered as a communication and a social barrier and should be treated as early as possible for such children. In the present study, there are five programs and among them is the sounds program, in which there are some steps that need to be followed so as to enhance the pronunciation of these special cases.

Autistic children, as Minow et al. (2002:219) stated, suffer of difficulties in pronouncing some letters due to the lethargy of the muscles of their tongue and lips; it is the underlying neuromotor difficulty. Less reciprocal interaction may play some part of the speech difficulties. Children with ASD may pass such phonetic difficulties when being trained to pronounce the sounds through listening to a model many times and repeat those sounds many times too. Before that, the children have to make some training exercises to improve their organs of speech (tongue and lips). By trial and error and giving a gift for each true attempt, autistic children may improve their phonetic abilities.

The teacher has to write the letters on the board clearly and say them loudly many times for each letter; then, the autistic children try to repeat the sounds of these letters as a group, then as individuals. The children, then, listen to the model as she

says the letters, while they watch their forms on the screen or in the cards, until nearly three letters are covered a day.

To overcome their difficulties in pronouncing the sounds of some letters, the teacher helps the children in making some exercises using many helpful tools such as blowing a balloon, chewing a gum, getting their tongues out of their mouths to taste the sugar above their lips, and making a massage around their mouths to empower the muscles around their lips. Another way for the training of their tongues is by playing a game which focuses on taking the tongue out of the mouth and moving it up, down, left, and right while producing some sounds for enjoyment. All these attempts are intended to develop their articulation when the problem is in their organs of speech.

3.4.1.2 Learning Vocabulary

Vocabulary knowledge is important for effective communication and social development. Autistic persons usually have a limited number of vocabulary items because of their restricted ability in interaction as well as their insufficient knowledge about every object around them especially, those abstract ones.

Learning vocabulary items by using different kinds of activities can help children with ASD to increase their semantic repertoire and then to use them in their daily talk. Acquiring some vocabulary items may encourage children with autism to communicate with others and rise their desire in interaction. Autistic children may actually excel at visual spatial tasks, such as putting puzzles together, and perform well at spatial, perceptual, and matching tasks. So, in the present study the method of teaching vocabulary items depends on physical learning or using the

picture or the actual object of something at the same time of saying its name in order to facilitate the learning process for these autistic children.

Learning vocabulary items and trying to use what they learn in games, social situations, and tasks can help them to practice the new words in their contexts. The establishment of various situations and providing different games is a vital part in learning and practicing new vocabulary items. So, the current study follows this way to activate using new words in everyday situations. Such a manner can help autistic children to use these items and increase the opportunities of interactions.

For example, in learning the names of clothes, autistic children need to learn the names separately through saying the name of a piece of clothes and accompanied with its picture or the real piece. When they can say those names after many attempts, they are motivated to use those in a simple game or an illustrated story. If one of them forgets some names, the others should help him to remember in order to complete the game or story.

3.4.1.3 Learning Structures

Children with autism experience selective impairments in domains such as vocabulary, phonology, semantics and pragmatics. Structural impairments are related to a weakness in using grammatical links between words in the sentences. Using wrong reflexive pronouns, incorrect tenses, and errors of morphology are the main syntactic problems in autistic children's speaking. Developing the ability of building a sentence grammatically depending on the context and the references with trial and error may help autistic children to improve their constructions day by day.

This program is designed to help autistic children understand the basics of English grammar and to make them able to build correct sentences while talking

with others. Using pictures for each part of the sentence and for each grammatical idea is a good point to show autistic children the significance of grammatical bases. Another way to teach them the grammar is by drawing a picture instead of writing the words and hanging them in the correct order on the board in order to teach them the functional use of language and the main parts of the sentence. Explaining using visual examples can help such children to learn the correct structures with the suitable grammatical means.

The main simple structures that are used in every day communication are chosen to be taught in this course, such as the preposition (to). In the presenting of this grammatical item, the teacher has to present it on a colorful card and put it between the first part (Ali goes) and the location (house). The teacher explains that, this preposition is so important and without it the boy could not get his house. With many other examples, the children can notice the importance of such simple word in their interaction, and so on with other limited grammatical points.

3.4.1.4 Learning Nonverbal Means

Autistic children are unable to make eye contact with those who talk to them, or unable to lengthen their eye contact. They cannot use their facial expressions and body gestures to suit what they want to express. Using pictures and cards to represent different feelings and actions, and at the same time making specific facial expressions for each feeling and specific body gestures for each particular action is the best way for them to learn how to use those means. To express the rejection, as an example, the teacher shows the children a video about a boy who refuses something to eat by saying (No) and moves his hands or face. With some

illustrations by the teacher and by practicing that in simple prepared situations, the children can learn how to express their rejection for something.

Asking the children to follow the movement of the light on a wall and moving it up, down, left, and right is a good exercise to strengthen their control of their eyes movements. Afterwards, the teacher uses colorful cards to show them pictures of some main objects, hanging them on the wall, and asking them to look at the picture whose name is mentioned. All these are good exercises for developing their paralinguistic and nonverbal language along with their verbal one.

3.4.1.5 Learning Social Communication

Social interaction is regarded as a corner stone in language development and one of the most important approaches to learn a new language. It poses obstacles for those with autism that both the teacher and the student need to overcome. Social communication deficits are characterized by difficulties in social interaction, social cognition, and pragmatics. Having some amounts of vocabulary and grammar is not the only need for social communication, but there are some other problems that stand in the face of those persons with ASD.

The problems in communicative skills that autistic children have are reception, production, weak cognitive ability, inability to understand and use paralinguistic means. Their inability to know when and how to use the linguistic repertoire, and how to begin and end a conversation, are also problems that autistic children suffer from and minimize their opportunity of having a successful communication. The children with autism should be given an opportunity to develop their ability to understand and use their linguistic repertoire both verbally and nonverbally. Also, they need to be able to interact with other people in various contexts and situations.

Constructing minimal social situations and encouraging those children to use their words and interact with other autistic and normal persons can help them to overcome some of those problems. Such situations may provide them with some practices and experiences about social communication. The present study offers some social and enjoyable situations in order to help the autistic children to practice what they learn in English and at the same time examine their linguistic ability in such prepared situations.

3.4.2. Activities

Teaching children with autism usually needs special kinds of activities that are suitable to their needs and interests. In the current study, the activities are prepared according to the points of weakness that children with ASD suffer from in order to minimize their problems and improve their verbal and non-verbal language. These activities are:

3.4.2.1 Explanation

Some simple indications for autistic children about some subjects that they need to understand and comprehend is necessary. Children who have ASD sometimes do not know anything about daily concepts such as days of the week, daily meals, suitable greetings for each time and situation, and so on. Presenting an explanation by using the simple and easy words can provide those children with some information about such basic daily topics and can help them to comprehend those objects and concepts. Some autistic children can comprehend such explanations, but for others, who have problems in comprehending what others say, these explanations should be provided with some gestures, changing voice tone, facial expressions, and body movements.

Pictures are used in explanation to ease the process of understanding; that is to say the teacher shows the autistic students the picture of the object while she is illustrating the main aspects of that object using simple short words and phrases. During the process of explanation, the teacher has to repeat the name of the object many times while holding its picture to be sure that autistic children can notice to which object these indications are related. The explanations are given in the English language mixed with some Arabic words to minimize the difficulties in their comprehension.

3.4.2.2 Games

Games help children to develop gross and fine motor skills, language and communication skills, thinking and problem-solving skills, and social skills. Loving enjoyment is one of the factors that encourages the researchers and teachers who work with autistic children to use this strategy in training them and developing their linguistic, mental, social, and behavioral capacities. Games and playing are vital factors that are used in special education for those with special cases to enhance their verbal and nonverbal abilities. Games can be challenging for autistic children, and like many teaching materials, the best games for children with autism are those that favor inherent strengths. Games that are visual, multisensory, manipulative, and challenging special reasoning are good bets.

Games can be considered as powerful tools in teaching matching to memory and social skills for children with autism. The games situation is comfortable for autistic children as it encourages them to focus, differentiate, and share others in the same game. Playing football is one of the interesting games which helps the autistic boys to get some friends and strengthen their social communication. At the

same time, it can minimize their psychological stress and provide them with some new knowledge about such a game.

Playing football in a football yard is one of the games that are practiced in the current study along with some other games such as throwing the ball in the basket to score a goal and run around the game region to reach the finish line. Playing games of another kind which can develop their recognition and perception also can be useful in this direction. Those games are presented in the form of giving orders to be accomplished by autistic children such as doing some games and puzzles (stand and sit down, touch your eye, guess the hidden color, and choose the same thing). These games are controlled and practiced by the researcher and after doing them many times, the games may become familiar to the students and they can play them without any directions. This provides an opportunity for them to practice the language in a suitable situation, and strength trust in themselves.

3.4.2.3 Tasks

Doing tasks is a vital manner for those who suffer from weakness and deficits in their ability to depend on themselves and accomplish all or some of their daily doings. Children with autism usually depend on their families in personal- care activities which are necessary for daily living such as eating, drinking, dressing, bathing, toileting, and grooming. Some families think that their children who have autism are unable to do such tasks, but in fact they are able to serve themselves and do daily tasks, but only by training them to do so.

In the current study, there are many tasks that are prepared to be done by the autistic children in order to develop their linguistic, mental, and behavioral abilities. These tasks involve completing the matching exercise between the parts

of the body and the suitable piece of clothes for each part using the pencil and paper. Other tasks include mentioning the days of the week and their numbers, asking each other about their personal information such as the name, age, country, the preferences and so on, and coloring plain pictures according to the model colored picture to make it as required as possible. Receiving visitors with suitable greetings and presenting them some water and sweets is another task that every autistic child has to practice in some diminutive situations. Such tasks can help those special cases to speak, think, move, and do their daily tasks at home.

3.4.2.4 Watching Videos

Learning through audio-visual aids is so important especially for children with autism in helping them to get rid of some of their deficits if these aids are used in a correct manner. Autistic children usually like to watch screens whether it is an iPad, a mobile, or a TV. The teachers and specialists who are responsible for training and educating of those children have to take advantage of this point to improve those children lives. Watching educational videos about daily objects, some concepts, doing tasks, and social situations, which can be presented through screens, is therapeutic for children with autism. Listening to songs on screens or in MB3 about basic concepts is also necessary in the training process and at the same time, it is enjoyable to minimize their sense of boredom and tiredness. The present researcher uses this technique in teaching English for the autistic children to develop their linguistic abilities.

3.4.2.5 Diminutive Representative Situations

Creating social situations that resemble those in the real world around them may provide children who have autism with some experiences about how to speak and

behave. When an autistic child acts in a small social situation he may not be able to speak or behave correctly, but by trying many times and making errors he may learn to comprehend how he should act in such a situation and then practice his experience in the outside world (real world). In such social minimal situations, there should be some normal people to deal with those children to help them in understanding the situation and its dimensions.

Buying from the shops sometimes help these children to practice the language and learn how to deal with others in this social situation, so it is one of the diminutive situations that are constructed in the current study. Constructing situations depending on what autistic children fail to act in the basic daily situations may help them to depend on themselves and develop their linguistic ability and social behavior. Guest reception, wearing clothes, buying what their mothers need, dealing with their friends, and others are constructed in this study to maximize their recognition of their daily life and to use their words.

3.4.3 Instruments

The means that are used in experiments may have effects on the results of these experiments. Using the effective instruments, that fit the cases, can help in achieving some progress and improvement in what is expected. In this study, there are some instruments which are used in the teaching and training processes; those means are a TV set, MB3, a white board, colorful pens, colorful cards, real objects, authentic material, enjoyable games, and textbooks of the English curriculum in the primary school. For instance, in the buying situation there are: the small shop, the seller, the real vegetables and fruit, the sweets, the home needs, and the money,

while the autistic children act the role of the buyers. Moreover, in the playing situation there are: the football yard, the chairs, the net, and the ball.

3.4.4 Subjects

The subjects that are used in the present study are in direct contact with the problems that autistic children suffer from. The course involves teaching sounds, grammar, vocabulary, verbal and nonverbal interactions. Most of the English sounds (vowels and consonants) were presented in the simple English course. The researcher presents some basic grammatical words (prepositions, conjunctions, personal pronouns, singular and plural, masculine and feminine, present and past tenses, phrase of subject and predicate).

As it has been indicated earlier, children with autism have a weakness in the functional use of language and the associated social behavior; they have little or no knowledge about their daily concepts. Seasons of the year, days of the week, colors, names of countries and their flags, names of drinks and foods, names of some daily actions, names of the animals, names of the means of transportation, the parts of the body, the five senses, the pieces of clothes, furniture of the house, are all problematic for autistic children to deal with. Focusing on such subjects may enhance and increase the vocabulary items and by time and continuous training those children may be developed in different areas.

3.4.5 The Role of the Researcher

The important role in the present experiment is played by the teacher (i.e. the researcher), who controls the teaching and treatment processes of the autistic

children who need special training, cautious manipulation, and double efforts. Children with ASD usually are unable to sit down and listen to teachers, also they could not pay attention, recognize, and comprehend as normal children do. So that, working with this kind of population needs some patience on the part of the teacher.

Those children need a person who understands their cases, knows their needs and interests, and follows the manner that suits them. In the present study, the role of the researcher was of two parts, the first part of her work was concerned with the children, and the second part focused on their families and the people around them. To work with the autistic children, the researcher had to go with their needs to the safe side, she used their preferences and interests to build the lessons and the games. She first established a friendly relationship with those children to decrease their psychological problems such as fear, anxiety, and shyness. After that, the researcher tried to help those autistic children to learn how to learn by attempting to decrease their hyperactivity and attention deficit, and to increase their focus, as well as to attract their gaze by using some enjoyable tools, and encouraging phrases in English.

Presenting an idea to the autistic children in the Arabic language on some basic subjects is one of the teacher's jobs before teaching it to them in English. The researcher, then, gives some explanations about the limited subjects in the current study by using simple, short English words and phrases according to the plan that is prepared previously. Asking the children to pay her their attention repeatedly in a kind way and with a smile and touching their heads affectionately or knocking on the table can affect them positively.

The teacher asks the autistic students to say or behave according to what is taught or depending on what is demanded in the situation, the lesson, or the game

several times. When they make some mistakes the teacher says ‘no’ and moves her index right and left with some facial expressions. In contrast, if they answer or behave correctly, then, the teacher says ‘yes good’ or ‘very good’ with a clapp and using some facial expressions that denote encouragement, happiness and pleasure. In playing games, the teacher has to play with them to motivate those children to know the rules of the game. In the diminutive social situations such as buying and selling, the teacher acts as a buyer to make sure that they comprehend the way they should talk and behave in such a situation.

Fetching some normal children in some social situations is good to activate the communication and friendship for those autistic children. The teacher helps the autistic children to have a picnic in a big garden in a sunny day to play, deal with each other, experience going out without their families, serve themselves by themselves, eat a different food than what they are used to eat. In each situation, she asks them to practice the English language on some objects in a lovely manner.

Along with her role in teaching these children, the teacher has another part in the teaching process; her role concerning the autistic children’s homes and their families is so important and can positively affect the development of those autistic children. Putting simple rules to be followed by autistic children’s parents is the main point of the second part of the teacher’s role. The teacher informs the families to hide the mobiles and iPads away from their children with autism. She asks the families to let their children do their things by themselves, speak and communicate with them along the day, practice the English lessons with them, involve children in life situations. The families should let their children depend on themselves in most of the time, and present pieces of advice to those children and tell them that they are growing up quickly and they have to speak and behave well. By doing these tasks, the second part of the teacher’s role may be completed, so the teacher

has to be on contact with these families every day to be sure whether they follow this plan or not.

3.5. Data Collection

In the present study, the collection of the data depends on several tools in order to get information with some validity to verify the hypotheses and to find answers to the questions of the present study. The tools comprise the questionnaire, the direct observation, and the pre and post-tests. Below is a description for each tool and its usage:

3.5.1 Questionnaire

In order to investigate the development in autistic children's linguistic abilities in their first language (Arabic), a questionnaire of ten items is designed to extract what the researcher wants to examine. The items are prepared according to what the current study intends to prove. The researcher put ten items that are in direct contact with the autistic children's special linguistic problems and deficits which they suffer from. The families got this questionnaire in their homes and asked to fill it in a freely away from any depression. The researcher met the families and explained the questionnaire's items and how to be filled in order to be clear for them and easy. Each family agreed to fill the questionnaire according to what development they notice on their children in natural settings as accurate as possible.

3.5.1.1 Validity

Validity is a key property of effective research. Cohen (2018:245) defined validity as " a demonstration that a particular instrument in fact measures what it intends, purports or claims to measure, that an account accurately represents 'those features that it is intended to describe, explain or theorise' ".

As there are many types of validity, face validity and content validity have been checked among other types as they are considered the most important ones in any educational research. Neuman (2014:216) defines face validity as " a type of measurement validity in which an indicator 'makes sense' as a measure of a construct in the judgment of others, especially in the scientific community", while he defines content validity as "a type of measurement validity that requires that a measure represent all aspects of the conceptual definition of a construct".

To ensure the face and content validity of the questionnaire, it has been exposed to a jury of three expert university educationalists. The experts are asked to mention their suggestions and viewpoints on the suitability and applicability of the questionnaire items. Based on the experts' important remarks, certain modifications have been made to the questionnaire, so that a final version was produced. Hereunder is a list of the jury members:

1. Asst. Prof. Najem Abdullah in the College of Education/ University of Misan/ Department of English.
2. Prof. Dr. Fatimah Raheem in the College of Education/ University of Misan/ Department of English.
3. Asst. Prof. Estabraq Rasheed in the College of Basic Education/ University of AlMustansiriah.

3.5.2 Observation

Working with children who have autism can enable us to get some information about their deficits in. In the current study, before and along the period of teaching the participants, the researcher observed the autistic children in a direct and an indirect manner to get more information that can help her in collecting data about what she wants to examine and prove. The researcher wrote down his notes and observations about what he wants to examine (the linguistic abilities) of the autistic children before teaching them English language. During the teaching activities, whether they are lessons or games, the teacher observed the children's changes in their linguistic and social behavior. The teacher also visited those children at different times at their homes during and after the period of the English course and listed some developments in the autistic children's linguistic abilities and behaviors.

At home, the researcher asked the autistic children's families especially their parents to observe their children along the day and list their notes in special sheets as a way for collecting data that can help the researcher in her study. Each mother stayed awake to notice each talk and behavior of their children and wrote it down along the training period, except Moussa whose mother is illiterate; therefore, Moussa's father listened to what the mother said and recorded it. The parents did not observe their children only at home, but outside, as in streets, shops, in school, and in their acquaintances' houses. The teacher collected the sheets from the families after the end of the simple course and listed their notes together with her notes collected from her own observations of the autistic children's linguistic abilities in different situations.

3.5.3 The Pre and Post-test

Two tests were made for the autistic children which took place before and after the simple English course of study. Both of them took the same form which is the oral practice and they included some questions that focused on the daily simple words and basic structures, and along these aspects their pronunciation and non-verbal communication were also tested; in addition to the autistic children's ability to use their linguistic repertoire in interaction. Each child was tested separately in natural circumstances and a normal environment, where the teacher and the children sat in a room of the autistic children's homes. Before that, the teacher established a good friendly relationship with them in order to make them feel free in their replies to the questions (in the pre-test) and be at their normal ability without any stress or tension to get as natural responses as possible. The tests provided some information about the autistic children's linguistic abilities before and after the English course.

CHAPTER FOUR

THE RESULTS AND THE ANALYSIS

4.1 Introduction

In this chapter, there are the outcomes of the experiment, which are the changes and developments in the autistic children's linguistic abilities in their mother tongue (the Arabic language), their desire to use it and how to use it in the daily social situations. As a result of teaching English, there are other effects on the autistic children abilities in many aspects other than their linguistic ones and how to use the language in the daily sittings. These other effects also are mentioned to show people the importance of teaching another language to people with autism. The present chapter also contains the analysis of these results to provide people especially those who have autistic children and who work with autistic persons with some insights about such a work.

4.2 The Results of the Observation and their Analysis

The direct observation is one of the current study tools to know what developments and changes appear in the linguistic abilities of the autistic children. Both of the researcher and autistic children families followed this tool to list what they notice in this side.

1. The first objective of the current study is to develop the linguistic ability of autistic children in their Arabic language. The researcher wants to prove the significance of teaching English for those children to achieve this goal. The results of the study and the data collected from several tools especially the direct

observation, declare the positive effect of teaching English on the linguistic abilities of autistic children.

2. During the teaching period and through the observation that is adapted in collecting the data by both the teacher and the autistic children's parents, the outcomes were collected and listed. For each aspect and according to what is mentioned in the hypotheses and the objectives of the current study, there were developments in different degrees for each one of the sample's members. In the activities that were practiced in order to enhance the articulation of the English sounds by the autistic children, there were some notable developments in their pronunciation of Arabic as well. The repetition of pronouncing the sounds several times correctly along with the listening to the model with some exercises to move their lips and tongues helped in the development of their phonological ability.

The autistic children of the present study faced problems in articulating the sounds of some letters in their Arabic language. After teaching them the English sounds their articulation and pronunciation in Arabic have developed and they began to articulate those letters better than before learning English. Their articulation began to be clear, which results in making their talk understandable more than before the beginning of the course of study. Hussein has only two phonological problems in pronouncing the letters (ر /r/, ط /T/) as in the words (قطاع /qaTTa:ʕ/ (a place in Misan city), عمري /ʕumri:/ (my age)) which he pronounces them as (ققاع*/qaqqa:ʕ /, عموي*/ʕumwi: /), but after the teaching of English sounds and the training activities, he managed to pronounce these letters in a better form and they appeared clearly in pronouncing these words correctly (قطاع /qaTTa:ʕ /, عمري / ʕumri: /) and that is one of the present study's objectives.

Mohammed has many difficulties in articulating some letters which are (چ/ tʃ/, غ/ ɣ /) which appeared in his speech as in the words (شلونچ /ʃlɔ:nitʃ/ (how are you),

مغربه/myarba/ (a place in Misan)) which he articulated as (* /ʃlɔ:nɪʃ/, شلونش) مغربه * /mXarba/). At the end of the course of study, the researcher and Mohammad's parents noticed the development of his phonological ability when he speaks and says these words correctly (شلونچ /ʃlɔ:nɪʃ/, مغربه /myarba/). He sometimes forgets to pronounce them correctly, but then he re-pronounces the words that contain such letters correctly. Before the English course, when someone asks him about his name, he replies saying (حمد * /Hammad/), but after attending some of the English lessons, he began to pronounce his name correctly and could say (محمد /Mohammad /).

Mustafa also has some problems in his pronunciation and particularly with the letters (ر /r/, د /d/, ط /T/, ظ / ð /) and the letter (ل /l/) in certain sequences. This was clear in speaking to the teacher when he says the words (ظهر /ðuhir/ (afternoon), طوبه /Tɔ:ba/ (ball), دجاج /didʒa:dʒ/ (chicken), and رقيه /ruqajja/ (Ruqayya)) in the following way (كهر * /kuhir/, قويه * /qɔ:ba /, ججاج * /dʒidʒa:dʒ/, and اقيه * /ʔiqajja/) and the phrases (السلام عليكم /ʔalsalam ʔaleikum/ (peace be upon you), شلونچ /ʃlɔ:nɪʃ/ (how are you)), which he pronounced (ساعليكم * / saʔaleikum/, شلونچ * /ʃlɔ:nɪʃ/). After receiving some English lessons, his speech revealed some development in his pronunciation when he says some words and phrases correctly as in (دجاج /didʒa:dʒ/, رقيه /ruqajja/, شلونچ /ʃlɔ:nɪʃ/, السلام عليكم /ʔalsalam ʔaleikum/), which also appeared in his daily interaction with the others. He used to say his name as (صوفي * / sɔ:fi: /) instead of (صوفي / Şɔ:fi:/) afterwards, we noticed a development in saying his name and at the end of the course he became able to pronounce his name correctly as (صوفي /Şɔ:fi:/) or (مصطفى /muŞTafa/)

Moussa also has problems in pronouncing many letters in his first language such as the letters (ق /q/, ر /r/, س /s/, ظ / ð /, ط / T/) in the words (عراق /ʕira:q/ (Iraq), موظف /muwaððaf/ (an official), موسى /mu:sa:/ (Moussa), سياره /sayya:ra/ (a car), and

طوبه /Tɔ:ba/ (a ball)), which he articulated them in this way (علاك * / ʕilak/, مودف*/muwadḍaf/, موشى * / mu:ʃa:/, شياله*/ ʃayya:la/, گوبه */gɔ:ba/). After the simple course for teaching English, his problems in pronouncing these letters started to decrease and his articulation seems to become clearer. The researcher and Moussa's mother notice that his pronunciation has become better as in the case of the words (موسى /mu:sa:/, سياله*/sayya:la/, موظف/muawa:ḏḏaf/, طوبه /Tɔ:ba/, and علاق*/ʕilaq/). The letter /r/ in the words (سياله*/sayya:la/ and علاق*/ʕilaq/), was and is still problematic for Moussa since he could not pronounce it as it should be which means that his pronunciation has not developed completely. Nevertheless, the positive changes in his pronunciation of the other letters are considered significant changes in his phonological development which are resulted due to the training English course. All these results prove the hypothesis and achieve the objective that refers to the development of the autistic children's pronunciation after receiving some English lessons.

3. In the simple course of teaching English, the activities selected present simple, short, and easy words that are related to daily objects. Children with autism are usually considered poor in vocabulary and if they have some of them, they may not be able to use them as normal people do. Teaching these children some of the English vocabulary items by using different tools especially pictures and cards, could enhance their semantic repertoire and increase their knowledge about the objects around them. This is considered one of the present study objectives that the researcher wants to achieve.

The course of the present study has affected positively the members of the sample, in that they learned the names of many objects and concepts in their environment. When they have learned the names of some things around them, they started to refer to these things by using their names and use them in their

conversations. As a result, these autistic children's vocabulary has developed and they started to ask about the names of many things when they notice these things or when they want to use them and this refers to the objective about learning English could help in increasing the vocabulary items in Arabic for autistic children.

For instance, in teaching the names of the four seasons, they got some ideas about the weather, the special nature of each season, the names of each piece of clothes which are dressed in each season, what we have to do in each season and what we have not to do. All other subjects that are listed in the plan of the course were taught to them using their English names with some presentation and explanation using both Arabic and English languages and as a result the autistic children have understood each vocabulary item, when and where to use it, and to which thing it refers to. All children after the teaching of English in its simple forms got some new vocabulary items. Mohammed, Mustafa, and Moussa had not known previously what is the meaning of the seasons and their names, but after teaching them using the suitable aids for their needs and abilities, their memories were refreshed with such a subject and that enabled them to talk about the seasons in Arabic, especially Moussa who enjoys getting out and saying (الدنيا تمطل)
*/?ildinja tumTil/(It is raining), he also looks at his clothes and says (بلوز /blu:z/
(sweater)).

Moussa mentions the names of what he wears and says (بلوز /blu:z/ (sweeter), بنطلون */banTalu:n/ (trousers) , جوايب */dzuwali:b/ (socks), /Hiðaa?/(shoes)) , also he mentions the kind of food which he has if someone asks him about what he is eating or what he ate for lunch or dinner. When he answers, he says (تمن)
*/timman ?aŞfal/ (yellow rice), ملكة فاصوليا */malgat fa:Şu:lja/ (bean broth),
بتيته/pute:ta/ (potatoes), تمن لوبه */timman lo:ba/ (rice and yoghurt), سمج /simatʃ /
(fish)) besides other kinds of food, and if someone asks him about who cooked the

food, he replies with (ماما/mama/ (mom)). When his parents ask him about the days of the week or the colors that he prefers, he answers with more than one day or color. He comprehends many of the objects around him, so that he became able to reply with the suitable answer and this also indicates his comprehension of what is said to him.

Mustafa was not knowing most of the names of the things in his environment, but after receiving some English lessons he started to use some new words in speaking. For instance, the colors were not known to him, but after the English course, he understood what is meant by colors and nowadays he is happy to use the names of colors when he talks about what he buys from the shop. He has realized the days of the week, their number and learned their names, so he enjoys mentioning their names while he is dancing. He names the clothes that he wears, the stuff his family need to buy when he goes to buy them, calls the animals with their names if he sees them and some new phrases like اشتاقينلج /ʔiʃta:qe:tlitʃ/(I miss you), انت حبي /ʔinti: Hubbi:/ (you are my love), احبج /ʔaHibbitʃ/ (I love you), صديقتي /ʃadi:qti:/ (my friend)) which he uses when he sees his teacher or calls her. All of these words and more as stated by their parents and the researcher, indicate the improvement of his linguistic ability in the vocabulary field.

Mohammed also began to use the names of things around him instead of saying this and that, such as the countries of the world, the games of the boys, the animals, the time, the house furniture, objects at school, and so on. His linguistic repertoire started to be different and better than what it was before learning the English language. His words became numerous and varied than they previously were. His sentences involved new words that his family did not hear him say such words before such as (الحمد لله على السلامه /ʔalHamdulil la:h ʔalal sala:ma/ (thanks to Allah

for your safety), لا تسويها /la: tsawwi:ha/ (do not do it), ما احتاجه /ma:ʔ:Hta:dʒah/ (I do not need it).

Hussein has a better vocabulary except for several concepts such as ‘today’ and ‘tomorrow’, ‘T-shirt’ and ‘short’, ‘lunch’ and ‘dinner’, ‘months’ and the ‘year’. He could not distinguish between them and he uses them to refer to other things. After teaching the children English and presenting some explanations, and by the time, he started differentiating between each of these doubled concepts and use the right name to refer to the right object or concept. His repertoire developed to include more new vocabulary items which are related to various aspects of the world. Each one of these autistic children got some vocabularies in English language which, in return, affected the development of their Arabic language especially the semantic level and their comprehension of those words.

All these changes, listed from the observation, are good indications that refer to the positive effect of teaching English vocabulary on enhancing and increasing the Arabic vocabulary and providing the linguistic ability for the autistic children to use these words in their daily life. This is another objective that achieved throughout teaching English for autistic children.

4. According to the observation before and during the time of the experiment, the deficits in the grammatical aspects of the autistic children are related to their mistakes in using the personal pronouns, singular and plural forms, feminine and masculine forms, in using a sentence which is composed of a subject and a suitable predicate, in using the correct prepositions, in using the correct tense to refer to the actions, and in using the correct question words. When the simple course of study started focusing on these areas using the desired tools and enjoyable activities, the four autistic children began to overcome some of these problems in their language.

Hence, the objective of developing the autistic children's grammar through teaching them English grammar has been achieved.

Hussein was not able to recognize the correct use of the prepositions and connections, he used to say for instance (*?aru:H bil madrasa/(I go with school)) or (*xallil mala:bis ʕalkantɔ:r/(put the clothes on the wardrobe)), but after teaching the English grammar and explaining why we should use such specific forms in specific contexts by using the most enjoyable ways , his sentences became better and contained the right components. He started to say (?aru:H lil madrasa/(I go to school)) and (خلي الملابس بالكنطور/xallil mala:bis bilkantɔ:r/ (put the clothes in the wardrobe)) which means that there is a benefit in teaching English grammar to them which impacts their Arabic grammar.

Mohammed had a lot of grammatical mistakes in all the previously mentioned aspects, he used to face difficulties in using the correct forms such as the using of the pronoun (هو/huwa/ (he)) for each person whether it is a boy or a girl, singular or plural, and for human and nonhuman objects. But after attending the English lessons, he became better in using the correct forms in their correct contexts as in saying ((هو/huwa/ (he) for boys, (هي/hija/ (she) for girls, and (انا /?anaa/ (I) instead of (انت /?anta/ (you)), and using the pronoun(هم /humma/, هن/hunna/ (they)) for plural only. He is now capable of constructing a sentence of three or more words such as (انطيني كتابي /?inTi:ni: kita:bi:/ (give me my book) and (بيتنا بمغربه) be:tna bimyarba /(our home is in Emgarbah). He was not able to use even the prepositions and feminine and masculine forms, he used the masculine forms to refer to both of them as in his words (زين/ze:n/ (he is fine)) , now he says (زين /ze:n/ (he is fine)) to refer to a boy and (زينه/ze:na/(she is fine)) to refer to a girl.

The other autistic child who is called Mustafa, has only two syntactic problems, he used to say (*?alu:Hil madlasa/ (I go school)) and (*?aftili: bilmahaHal / (I buy with the shop)). After learning some English, he started using the suitable grammatical forms in his speech which are clear in his phrases (*?aru:H lilmadrassa/ (I go to school)) and (*?aftiri: mnilmahaHal/ (I buy from the shop)), and this indicates his development in this linguistic area.

Moussa suffers from his inability to use any full grammatical structures because his speech is composed only of several individual words which represent the names of the basic things he needs. His case demanded big efforts to teach him first the vocabulary items in order to enlarge his repertoire of words and then the teaching of syntactic constructions took place. As he attended the first lessons in his entire life to learn the rules of building a well-formed sentence, it was difficult to teach him such abstract concepts and enable him to recognize that communication needs more than just individual words so as to be understood by others.

Depending on the pictures which accompanied the explanation to present each word of a sentence, Moussa started to say (*?a?lab ku:b maj/ (I drink a cup of water)) instead of only (*?may/water/ (مي)), (*?liHit lilmaddasa/ (I went to school)) instead of only (*?madrasa/ (مدرسه) school), (*?kalit malga/ (I ate broth)) instead of only (*?malga/ (ملغه) (broth)) which also indicates his development in using prepositions as shown in the previous sentences. This means that his speech has developed from a one-word phrase to a sentence of three words. Using the correct forms for feminine and masculine also started to appear in his speech with his family and the teacher, such as when he says (/ze:n/ (زين) (he is

fine)) and (زينه/ze:na/(she is fine)) when others ask him how is his mother or how is his father.

5. From the observation, there were positive results of the activities (games, diminutive social situations) that are adopted for developing communicative abilities through exposing the autistic children to small natural sittings to encourage them to interact and talk with each other, that is to say, to examine their ability to use their words in different social situations using the English language. In these activities the autistic children were motivated to speak by using what they have learned of the English words with the possibility of using their Arabic words.

Those activities have strengthened the relationship among them and resulted in establishing good friendships between those who have not experienced such a relation before (except for Hussein who already has some friends). After learning something about the foreign language, which is the English language in the present study, building social situations can benefit in raising the degree of the children with ASD's desire to speak to others and practice the English language. Sometimes, they ask their mothers to call the teacher and ask her about their friends in the sample's group. Acquiring some English words and practicing them in semi-natural situations by using enjoyable materials stimulated them to interact in daily contexts with a recognizable way.

Due to the fact that those children found some enjoyment and stimulation in learning the new language with encouragement, their desire to participate in social communication started to be stimulated and spread to be generalized to situations in various locations, at home, at schools, in shops and everywhere they visited. Learning how to use what they have learned of new words and sentences in social situations, it just likes applying the theoretical knowledge in the practical situation, which is a significant factor in training those children with autism and is

considered a turning point in their education. They also tried to talk to each other on the mobile, when there are no lessons and meetings.

The sample members began to talk to other normal people, answer their questions, ask them many simple questions, instead of keeping silent most of their time. They wish to participate in conversations with people other than their family and sit with them, especially Mohammed. Hussein, who is originally able to communicate with others, practiced starting and ending conversations with more suitable phrases just as the older normal persons do such as saying (من رخصتك /min riXiṣtak/ (excuse me), مشكور على كل شي / maʃku:r ʔala: kulfi:/(thanks for everything)). He also started to participate in normal people's conversations about more complex subjects like the car companies, global sports teams, and the events that happen in the world around us.

Mohammed used to sit alone when a number of people visited his family, he could not speak or even smile to any of them, but after the period of learning the English language and sharing in diminutive social situations, he started to greet his acquaintances when they visit them or when he visits them, speak to them, and also sit between them instead of sitting alone. Now, when someone talks to Mohammad even if he is an unfamiliar one, Mohammad can talk back to that person. He also began to move in and out of the places he is in instead of sitting in the same place most of the time.

Mustafa has loved speaking to others and being with a group; his desire to speak to others pushes him to call his teacher and talk to her for more than one hour every day. At night, as his mother said, he puts his toys in front of him and starts speaking to them as if they were his friends. If anyone asks him anything or talks to him, Mustafa could be the other active side of the conversation and acts

correctly, as in the case when Mustafa goes shopping and interacts with the sellers about what he wants to buy and about its price.

Moussa also has got some development in his social communication and use of his linguistic ability in the interaction with other people. He shares with the other people who visit them topics of conversation, sits among them, and gives and takes in speech. When such people ask him about his personal information as his age, health, preferences, and his family, he could give them suitable phrases and understandable responses. He can go to the shop and buy what he needs alone without any help from his parents and this indicates his capacity to speak properly and understand other's speech correctly. All these results refer to the achievement of the objective that is related to the development the autistic children's ability to use their language in social communication.

6.Regarding eye contact, facial expressions, and body gestures, and depending on the observation, all of the autistic children have some development in this side but each one of them in a different degree. This side involves the ability of gazing at the other person in a conversation with some stability, showing feelings of happiness, sadness, nervousness, and amazement on their faces and this could also be known from their outer appearance and body gestures. The current study also proves the capability of achieving the objective concerns developing nonverbal means of autistic children through learning English language. Hussein usually looks at whoever speaks to him and expresses some of his feelings on his face, but has problems in using body gestures. Learning the various feelings in English lessons using colorful paintings of some persons with their clear facial expressions and body gestures for each situation, help Hussein to learn how to act in various sittings.

Mohammad is good at eye contact, but he used to have some difficulties in making proper facial expressions and body gestures. He has learned expressing his feelings both by speech as well as by face and body movements. When he is happy, his face states that, and if he is sad, this appears on his outward appearance. Feeling of amazement also is known on Mohammad's facial expression with some movements by his body, but his nervousness appears on him in a different behavior which is his tears that reveal a feeling of sadness.

The development of Mustafa's nonverbal behavior also took place but in a different degree. He is able to look at the people who speak to him but he is unable to express feelings of sadness, nervousness, and amazement in a nonverbal manner. After the English lessons that involved presenting the facial expressions for each action, some of his feelings began to shine on his face with some suitable gestures. Moussa always smiles, he could not express his feelings by using his face and body. He also has a difficulty in making eye contact, but after attending the teaching and training activities using the most suitable visual aids, he proves some development in this area such as gazing at who is conversing with him while using some gestures of his body. This means that now he can use such means when he is aware of the situation and can focus on what he wants to say, but he still has problems in using his facial expressions.

7. In minimizing the repetition to what autistic children hear, the study proves the usefulness of teaching English in achieving such objective. They have started to comprehend the people speeches and as a result, they have minimized the echolalia.

8- The other objective is their ability to speak with others and express their feelings without shyness, and this ability has also developed after learning English.

All the autistic children, compared with the modal (Hussein), have developed in every linguistic point that is listed in this study. These changes appeared in different degrees in contrast to Hussein. Mohammad has got strong developments as Hussein's, except in the clear articulation point, which Hussein has no problem in. Mustafa and Moussa have got positive changes in their linguistic abilities, but less than Hussein.

4.3 Side Results

Beside all the previously mentioned results, there are other results that come up during the course of teaching English and continued after it as the teacher was told by the autistic children's families on the mobile, in some meetings, and also the researcher herself noticed such results when she was visiting those children at their homes from time to time.

Hussein who used to have some simple problems in using his linguistic ability, such problems have been minimized and he managed to overcome them through the simple course of study. There is another amazing development that happened to him. It is his desire to be a teacher of English so as to teach other children; therefore, he insisted on that his mother must establish a channel on YouTube and use it to explain the basics of the English language. His mother fulfilled his desire and has established the channel whose name is (تعليم اساسيات اللغة الانكليزيه) /taʕli:m ʔasa:sija:tilluyalʔingli:zija/ (Teaching the basics of English language)). He started to work on his channel with his brother 'Abbas', which has amazed the people who know the autistic child 'Hussein', while watching and hearing his explanations on his channel.

Among the other developing aspects of these autistic children is their ability to remember things that happened before a period of a time such as when Mohammed told his father that their door has broken, (بابا انكسر بابنا) /ba:ba ʔinkisar ba:bna/ (dad, our door has broken)). Moreover, he has started to remember and recognize his lessons at school so that now he could participate and answer his teachers' questions. His social behavior has developed too. He asked his mother to allow him to get out of the house and play with other children and talk to them, whereas before the experiment he did not agree to get even at their house's door. Nowadays, he stays out for about three hours a day and sometimes more than that. Mohammed calls his friends and talks to them if there is no lesson and talks about what they have learned in the English lessons, and each one says to the other (اشتاقيتك /ʔifta:qe:tlak/(I miss you)). All these phases of development in their linguistic and social behavior are significant changes which may lead to more development if this course continues to a longer period of time using more modern tools.

Another point is that Mohammed asked his mother to buy him a bike to ride while playing out with the other boys. He started to help his mother buying their daily needs from the shops and telling the sellers some details about what he wants to buy. For instance, when he wanted to buy kabab, he went to the restaurant which is near their house and said (اريد كباب لتخلي عليه شي) /ʔari:d kaba:b latXalli: ʕali:h fi:/ (I want kabab, do not put anything on it)), this social event is the only one that Mohammed did during his eleven years of life. He also minimized using his iPad and obeyed his mother's orders in using it only thirty minutes a day; before the course of study he used to use it about six or seven hours a day. One day Mohammed and his family were going to his uncle's house and in their way his mother walked in front of them, at that moment he told her that (ما يصير)

ارجعي/ma:jSi:r ʔiridʒi:/ (you should not, go back)). This indicates his awareness about what happens around him, and which behavior is acceptable or unacceptable in his society.

In his last years at school, Mohammed did not have the courage to participate in the classroom discussions and activities, but now and exactly before the end of the course, he has participated a lot in the activities of the lessons especially the English lessons. In the same vein, he started to express his love of the English language by using sheets and writing English words with a good handwriting.

Mohammad has agreed to visit his uncles' house and stayed there for two or three days which is considered as an astonishing development by his family. Talking to others and starting conversations with greetings such as saying (السلام عليكم /ʔalsala:mu ʒaleikum/ (peace be upon you)) is a good sign along with the previous changes that happened in his life. Also, Mohammed's development appeared in his speech with others which was before the course composed of only few words but after the course and its social activities, his speech started to take more time and contain more words especially while talking to his father on the mobile.

For Mustafa, also there are some positive changes, and the best one of them is his return to school after leaving it before three years. Mustafa came to the first lesson of the simple course with his sister, but after attending more than half of the course's lessons, he started coming alone. Also, before the beginning of the simple course, he could not go anywhere alone, but after the first month of the experiment he started to go out to the shops and serve food to his neighbors which indicates his getting out from his isolation to the outside world. Another significant development is that, he began depending on himself in bathing, before that Mustafa used to depend on his sister to clean him. Furthermore, his own stuff was

a red line as his mother stated to the researcher, he used to become angry if anyone touches his stuff, but during the course of the study, he began to share with the other autistic children his ball to play with and from that time he allowed his friends to take his ball and other simple things.

After explaining and teaching the autistic children some vocabulary items about playing football such as (ball, footballer, football yard, kick, catch, play, goal), the researcher asked the autistic children to play football. Mustafa first refused that and was afraid, but after several days of teaching and training, he insisted on playing football every day and even asked the teacher to play with them. He and his friends, Mohammad and Moussa, played and ran for the first time during their life and expressed their desire to play and run every single day.

Moussa as a member of the sample also has had some development but in limited aspects despite the classic autism which he has; he started to receive the people who visit his family, and greet them with some clear words. Nowadays, he opens the door for whoever knocks and also for who wants to get out and says (مع السلامة /maʕal sala:ma/ (good bye)). He has started to understand what his mother says to him and depend on himself to do some of his daily activities. Answering what others ask him is another good sign of the development of his linguistic and mental abilities. Before that he only used to laugh if someone talks to him or asks him a question. His father said to him (ابني اريدك تعلمني كم كلمه انكليزيه) /ʔibni: ʔari:dak tʕallimni kam kalima ʔingilizijja/(my son, I want you to teach me some of the English words)) which indicates that he, all the day, uses what he has learned of the English words to refer to the objects around him in a clear and understandable voice.

The acquaintances who visit Moussa's family noticed his development through his ability to speak to them and his clear answers when they ask him about his

name, age, health, and who has taught him English, and they, as his mother said, were amazed with what they hear and notice. He also stopped the breaking and throwing things like dishes, cups, keys, bottles of oil. He is now busy with thinking about the English words he has learned. He keeps asking his mother to ask him about what he learned and most of his time does some of the English tasks exactly as what he and the other autistic children did during the English course like painting pictures, writing on the board, and matching each object with its suitable usage.

The English language occupied his simple memory and because of that he forgot about some of his wrong and annoying behaviors. Despite his inability to read or write, still he can discriminate his teacher's phone number and calls her from time to time; he also asks her to start a video as when he says (افتحي فيديو) /ʔifitHi: vidjo:/ (open a video)), then he starts kissing the screen of the mobile at the moment his teacher's face appears on it and tells her his good activities such as (أكلت تمن) /ʔakalit timman/ (I ate rice), (سبحت) /sibaHit/ (I took a shower), (اشتريت) /ʔiftire:t/ (I bought)). Moussa was unable to express such feelings to any person before the beginning of the English course of study, after that he did and now he also focuses on the correct behavior and when he does it he looks at his mother and asks her to tell his teacher about what he did properly.

All of the autistic children in this study demanded their parents to buy them bicycles to play out and to make a race. Their thinking starts to widen so that they have decided to buy cars when they grow up to serve their families and do all their needs. These changes refer to the importance of learning another language and its impact on the mental, linguistic, and social capacities of persons with autism.

The results of the direct and indirect observations indicate that the teaching of a foreign language and training to practice it depending on suitable activities and

aids can help to develop the linguistic abilities of even difficult cases of autism such as the case of Moussa. Moussa began to say phrases of three words but with little abstract grammatical means because his memory was so weak to comprehend such abstract aspects. He managed to recognize the feminine and masculine forms differences as there are differences in the real world physical forms when the teacher used pictures of girls and boys during the explanation and also by means of referring to real objects which are his mother and father, and this is considered the best way to differentiate between the two.

Moussa also understood the concepts of singular and plural because there is a way to present them physically, so that he could absorb the rule when the teacher presented a single object with its single name/ pronoun and a group of objects with their plural names/pronouns. The other children have learned the grammar by means of the visual aids accompanied with explanation on the board for both physical and abstract forms, but with some difficulty in learning the abstract concepts. This means that autistic children can learn physical subjects better than the abstract ones. All the autistic children understood some of the English grammar and this means that if autistic children learn how to learn and why they should learn, they may be able to learn.

When Moussa learned the English vocabulary items, he learned the names of some objects in English and started using them in his daily life in both Arabic and English languages, while the other children learnt these words in English but they did not use their English forms in their everyday life, unless someone asks them to say the objects' names in English.

In social situations, all of these children tried to use what they have of words to communicate with others freely and feel happy to be in social sittings especially when they are outside of their homes in large social places having some fun which

stimulates them to use their linguistic repertoire. This shows the importance of providing suitable circumstances and enjoyable environments to strengthen their desire to speak. This is clear when the autistic children insisted that their teacher have to play with them outside of the house or sit on the sidewalk and speak to each other. The development of their linguistic ability has a positive effect on their willingness to participate in social communication, especially in the case of Mohammed and Mustafa.

These autistic children like getting out of the house and playing with other normal children, before that they liked isolation, so they changed from being introverted into sociable individuals. Their desire in learning English has been enhanced, because after the course of teaching they expressed their desire to learn English language everyday which proves that if the teaching process is based on their needs and interests, it can bring up whatever the teacher expects of linguistic improvements and even more than her expectation.

Moussa insists on the teacher to teach his brother ‘Aqeel’ the English language and says (دلسي عقيل /dallisi: ʔaqi:l/ (teach Aqeel)) and also this is another sign of how these children like the English language. He also asks his mother to stop sending him to the center of autism and replaces his going there by going to the English teacher’s house to attend English lessons. Teaching English to autistic children by using simple, natural, and enjoyable materials has stimulated an ambition in Hussein that to be a teacher so as to teach others the English language. This means that teaching another language does not only affect positively the use of the autistic children’s first language in daily situations, but it also has an impact on other linguistic aspects.

Regarding Mohammed, learning English provided him with boldness that made him participate in English lessons effectively, whereas before that he was unable

even to raise his hand during the lessons in the classroom. This shows the effectiveness of developing the linguistic ability of children with ASD in bringing out other characteristics and solving problems from which they used to suffer. Mustafa also liked returning to his school after the diminutive teaching sitting in which he was involved. This course differs from what he found in his school's lessons, which lack the kindness in the treatment of such special cases and the negligence of their need for a special education depending on their strengths and this what made Mustafa hates learning and consequently he left his school three years ago. This means that autistic children look for kindness, sympathy, mercy, caring, and love along with a specific way of presenting the language according to their special linguistic abilities of learning.

All these changes and developments experienced by those with autism can prove the idea that teaching a foreign language can develop not only their linguistic abilities but also other aspects such as their psychological and kinesthetic behaviors. This is clear from the differences between their behaviors before and after the course of teaching the English language, and especially the side results. Both of the families and the researcher declare that there are some developments in all the limited linguistic abilities which are listed in the objectives of the present study.

4.4 The Differences Between the Pre-test and Post-test Results and their Analysis

The results of the pre-test and post-test reflect the differences and changes in the autistic children's linguistic abilities before and after the teaching of the English language in all the limited areas that are mentioned in chapter one and exactly in

the hypotheses, questions, and the objectives of the present study. The prepared materials for both tests are selected depending on what the study intends to examine. The phonological ability is examined through the autistic children's answers, which include words of most of the Arabic letters. The vocabulary test involves some of the main daily objects and concepts that are important to be known by everybody.

For testing the grammar, there are seven main items which are put to discover their problems in the construction of phrases (subject and predicate). The tests also examine their ability to use the personal pronouns and different grammatical forms (singular and plural, feminine and masculine, prepositions, connections, and tenses) which are necessary for any speaker to be understood. In interaction, there are also five items that are selected as the basic communicative capacities which are important in social interaction.

The communicative abilities which are tested are: comprehending what is said to you, producing phrases which are related to what is said before, keeping on the conversation without being busy with other things or movements and also without fear or shyness, and do not repeat what they hear of words or sounds. To test their ability in using paralinguistic means (eye contact, facial expressions, and body gestures) while they are speaking, these non-verbal abilities were also tested during the interaction.

Below is the table which exhibits the results of the pre-test and post-test for the problems and deficits in each linguistic area for each autistic child of the current study's sample:

Table (1) The results of the pre-test and post-test

The linguistic area	Hussein		Mohammad		Mustafa		Moussa	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
The sounds	2	0	2	0	6	1	5	1
The vocabulary	4	0	12	0	10	4	17	7
The grammar	2	0	7	2	2	0	7	3
The interaction	1	0	4	1	3	0	5	2
The eye contact, facial expressions and body gestures	1	0	2	0	2	0	3	1

In the pre-test, all of the autistic children spoke with difficulties in their pronunciation, vocabulary, grammatical structures, social interaction, and in using body language but with various degrees as it is stated in the results. Concerning pronunciation, they all were unable to pronounce different letters as Mohammed ‘s problems in the pronunciation of the letters (ج /tʃ/, غ / ɣ /), Mustafa in (ر / r /, د /d /

, ط /T/, ظ / ð /, ل / l /, ص /S/), Moussa in (ق / q /, ر / r /, س / s /, ظ / ð /, ط /T/), and Hussein who has problems only with the letters (ر / r /, ط / T/). The results of the post-test prove their development in the phonological level, as the case with Hussein and Mohammad who managed to overcome their two different problems in pronunciation.

Mustafa also witnessed some changes in his pronunciation which are clear in his ability to pronounce five letters (د / d /, ل / l /, ط / T /, ر /r/, ص/S/) of the six letters (د / d /, ل / l /, ص /S /, ر /r/, ظ / ð/, ط /T/) in which he faced problems in articulating them. Moreover, Moussa, as an autistic child who finds problems in the articulation of the five Arabic letters (س / s /, ق / q /, ر / r /, ط / T /, ظ / ð /), after attending the lessons he became able to pronounce the sounds of four letters which are (س / s /, ق / q /, ظ / ð /, ط /T/) as it is stated in the results of the pre-test.

In the area of vocabulary, there is a big difference between the pre-test and the post-test results. As it is indicated in the present study that autistic children usually have a limited number of vocabulary items and this is also stated in the pre-test when the teacher asked the children to mention what they know of colors' names, foods, days of the week, the names of countries, the furniture of the home, names of basic doings, actions, and concepts, and many other main words that are necessary for daily usage. In the post-test they proved that they have acquired a lot of the everyday vocabulary as the results of the post-test show. All of the autistic children have learned many of the basic words which are required for daily usage.

According to the pre-test, Hussein, as a modal, is the best one of the four members in the current study who has a good repertoire of Arabic vocabulary. Moussa has very few words so that he could not reply in the pre-test except for few questions. Mohammad and Mustafa are nearly at the same level of the vocabulary

as it is clear in the results of the pre-test, their degrees mean that they have little amounts of vocabulary but more than Moussa's and less than Hussein's.

According to the prepared materials to test their vocabulary, and depending on the results of the pre-test and post-test, their linguistic ability in this area witnessed a big development. Hussein overcame all of his problems, Mohammad's vocabulary has increased so that he answered all the post-test questions. Mustafa and Moussa's vocabulary repertoire also have developed, and that is clear in the number of their responses in the post-test in contrast to their responses in the pre-test.

As for the syntactic structures and grammatical forms, autistic children's talk usually lacks these means and is composed of phrases with individual words, phrases without connections, prepositions or verb tenses, incorrect personal pronouns, no plural forms but only singular ones, and wrong usage of feminine and masculine words. Hussein has only two grammatical problems in using the prepositions (الى /?ila:/ (to), في /fi:/ (in)), and Mustafa has grammatical problems in using the prepositions (الى /?ila:/ (to), من /min/ (from)). They have passed those problems as it is clear in the above table.

Mohammad has difficulties in all of the limited points of the syntactic construction, but after attending the English lessons, his problems have minimized from seven to two only. The other child who has syntactic difficulties in all points is Moussa. He used to say single words and speak only to his parents, he could not say a phrase of two or three words, and could not use any grammatical connections. When he learned something about the English language, his syntactic problems began to shrink from seven to three only.

Examining their linguistic ability in conversations indicates the communicative difficulties which also appeared in different degrees, but in general this shows the deficits and weaknesses in their social communicative abilities. In the pre-test, the results revealed that Hussein has the problem of comprehending only some of what is said to him, while in the results of the post-test he did well. For Mohammad, he did not have the ability to interact with others, because he was unable to understand what is said to him instead he only used to repeat it, and therefore he could not answer who asks him or talks to him, as if he was out of the communicative sitting. His communicative problems depending on the results of the pre-test were four, because he has problems in all the listed aspects of the communicative ability except his ability to sit without being busy with anything else, after attending the social activities he managed to pass most of those difficulties as it is indicated in the table.

Mustafa was able to speak but could not communicate as natural children do because he has several problems such as his inability to answer who asks him a question with the required answer, he used to reply with something that is irrelevant to the question. He had not enough vocabulary to interact with others along with the characteristic of echolalia which sometimes appears in his speech. After learning English in its simple form, he succeeded in getting over all of his difficulties as the numbers in the table prove. Moussa as one of those autistic children also has proved his development in this linguistic area, which is the use of the language in communication. His results state that he has overcome three of his five problems in interaction, namely, his comprehension and production of the language, keeping on the communication, and focusing on what is said to him.

The results of their ability to use the nonverbal means in communication has also developed for each of them as it is shown in the table. Hussein, Mohammad, and

Mustafa have become able to use the nonverbal means in their communication. Moussa has become able to make eye contact and body gestures with some difficulties in using the facial expressions. During the post-test, Moussa ran to close the door with the key many times to prevent the researcher getting out of their home. While Mustafa insisted on stopping the post-test and playing football with the researcher. From the results of examining the listed linguistic areas in both tests, it is clear that these areas have developed but in different degrees and the objectives of the current study have achieved.

From the pre and post-tests' results, it is clear that the modal (Hussein) has developed in all the listed areas, while the others have got changes in a gradual level. Mohammad is the best one who has developed in all the linguistic areas that are examined. Compared with Hussein, Mohammad has not developed in all aspects exactly as Hussein has. Mustafa has developed and passed all the linguistic problems in three of the limited areas. His development in the pronunciation and vocabulary is good, but he could not pass all the problems that are listed. Compared with the modal, Moussa, whose ease is considered to be a case among them, has developed also, but he could not pass all the problems that he suffers from.

4.5 The Results of Questionnaire and their Analysis

From the results of the questionnaire, there are many developments in the autistic children's linguistic abilities as their families stated that in their answers to the questionnaire' s items. Hereunder the results of the questionnaire for each linguistic area:

Table (2) The Results of the Questionnaire

No.	Items	Strongly agree	agree	Neutral	disagree	Strongly disagree
1	There are some developments in the autistic children's pronunciation.	1	3	0	0	0
		25%	75%	0.0%	0.0%	0.0%
2	Their articulation becomes clear and better than before learning English.	0	3	1	0	0
		0.0	75%	25%	0.0%	0.0%
3	They get rid of the difficulty in pronouncing some of the sounds of the letters.	1	3	0	0	0
		25%	75%	0.0%	0.0%	0.0%
4	Their vocabulary items increase and could they	1	3	0	0	0
		25%	75%	0.0%	0.0%	0.0%

		use them in their speech correctly.					
5		They participate in conversations with other people without shyness.	2	1	1	0	0
			50%	25%	25%	0.0%	0.0%
6		Their production and perception of speech become better.	0	3	1	0	0
			0.0%	75%	25%	0.0%	0.0%
7		The echolalia starts to be less used by them, and can the autistic children answer the people's questions with a relevant answer to these questions without	1	3	0	0	0
			25%	75%	0.0%	0.0%	0.0%

		repeating the same words after the speaker.					
8		Their syntactic constructions	1	1	2	0	0
		become more acceptable with some correctness.	25%	25%	50%	0.0%	0.0%
9		Their memory and mental processes have	0	2	1	1	0
		developed during and after the course of	0.0%	50%	25%	25%	0.0%
		study which can appear in their recognition, remembering, understanding and finding solutions to some of the problems which					

		they face in everyday life.					
10		The autistic boys make correct facial	1	2	1	0	0
		expressions, eye contact, and body gestures while they are speaking.	25%	50%	25%	0.0%	0.0%

The results of the questionnaire also prove the significance of teaching English for autistic children in a special manner, because there is an enhancing in their weak linguistic abilities. Each item refers to a specific linguistic area and the families' answers state the positive affect of teaching English for their children. The first item refers to the development of the four autistic children in pronunciation. In the second item of their articulation and its clearness, three of them became better in this area, and one of them is neutral or his articulation is clear at rare situations. All of these children have got rid of the difficulty in pronouncing some letters, as their families stated in the third item of the questionnaire. The item that is related to the increasing of their vocabulary items also got good points of agreements, because

there is a development in all of these children's vocabulary. Their participation in social communication without hesitancy or fear got three points of agreement and one point of neutral.

The perception and production of speech as the results of questionnaire clarify, have developed but not for all of them. Three of them have developed in this side, and one stayed neutral, so he needs more training. The repetition of the words and phrases by autistic children has minimized in all of the autistic children's speech, as it is clear in their families' responses in the seventh item. The development of their grammar has been affected also but in some different degrees from highly agree for one child, agree for two children, to neutral response for one of them. The other point that focuses on their development in mental processes illustrate that, two of the children have developed and one stayed neutral, while one of them has not developed in this area. The development of their nonverbal language have appeared on three of them, but one of them stayed neutral. As the results states, all of the autistic children have been affected positively in most of the linguistic areas that are listed in the questionnaire, but in different degrees in some points.

All the results, that were collected from the three tools (observation, tests, and questionnaire), refer to the possibility of developing the linguistic abilities of the autistic children, if they receive simple lessons in English language. Hussein, who is considered the modal in this study and has a simple level of autism compared with the other members of the sample, has been affected positively in all the linguistic areas. Mohammad, who has more severe autism than Hussein's, also has developed in all the listed linguistic areas which have influenced his daily behaviors.

Mustafa with high intensity for some of his abilities, could get some developments in most of his linguistic abilities. Moussa, who has the higher level

of autism among the four members of the sample, has been affected positively in most of the linguistic areas that mentioned in the objectives of the study. The outcomes that resulted from teaching English to children who have autism are signs of something good that can happen to such individuals who are in need to a special education, more efforts, and a lot of patience in order to get positive results. Though, the sample's members of the present study have different levels of autism according to the symptoms of each of them and the different intensity degrees, but their development did occur and in different degrees too.

CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS, AND SUGGESTIONS

5.1 Introduction

In this chapter, there is a summary of the present study's outcomes, or what is concluded of the experiment. As it is indicated in the objectives, the researcher expects to prove the significance of teaching English to children with autism as a way for teaching and training them to develop their memory and as a result their language and behavior develop also. Studying their special cases well and getting more information about their deficits, problems, weaknesses, strengths, needs, and even interests can be useful and helpful factors in dealing with such individuals. Adopting the teaching and training method as a way of treatment with such kind of people instead of taking medicine is the right path to develop their abilities and help them to overcome some of their difficulties.

5.2 Conclusions

Learning another language, as it is stated in chapter four, is so useful for every person to develop his mental processes and linguistic ability. This development can happen not only to normal people, but also to those with special needs and among them are the autistic children. Autism, which is defined as a neurodevelopmental disorder that appears in their linguistic and social abilities with some repetitive and

uncommon behaviors, may be treated by teaching these children the English language by using the natural objects and daily activities.

1. In the current study, the first question is whether learning English can impact positively the linguistic abilities of the Arabic language of autistic children. Teaching English proves its usefulness and importance in enhancing the linguistic level of children with ASD and how it can positively affect their social behaviors.

The impact of learning English did not only appear on their linguistic abilities but also affected other areas of their life. The members of the sample, who all suffer of autism but in different degrees, have developed positively their linguistic capacities and passed some of their social difficulties.

2. In the phonological area, all of these children have problems in articulating the sounds of specific letters and they find difficulties in pronouncing them, but with special education and particular training, some of their difficulties have been minimized. Moussa passed his difficulties and managed to pronounce his name better than how he used to before. This denotes the development in his pronunciation after attending the English course. Mustafa also has problems in pronouncing some of the Arabic letters in his name and some daily words, but after teaching them the pronunciation of English letters and making them listen to the model who repeated those letters, his pronunciation started to improve. Mohammed and Hussein also, as autistic children, have proved the significant changes in their pronunciation through their articulations of the words in which they found problems before entering the English course of study. Mohammed started to say his name correctly, and many of the basic words together with Hussein who succeeded in articulating several words in the right way.

3. Increasing the amount of vocabulary to the children with autism after learning English reveals that educational treatment is so important in dealing with such children especially in teaching vocabulary. Moussa, who was unable to speak except to his parents and used only few words, has started to speak to other people using a good amount of words to talk about his personal information, jobs of his parents, some daily actions, objects around him. He gives answers to some questions which people ask, and expresses his feelings in different situations.

Mustafa and Mohammad have got a lot of vocabulary items and both of them learnt how, when, and where to use them. Before the simple course of teaching English language, they did not know most of the everyday words and even the simplest ones. Mustafa learnt the names of clothes, foods, days of the week, names of the animals, colors, and other things in English and that made him able to differentiate between Arabic and English especially when he goes out with his friends and hears someone walking and speaking in the street, Mustafa refers to that person and says (يحيي عربي) /jiHtʃi: ʃarabi:/ (he is speaking Arabic)). This discrimination is a good point that refers to the development of his comprehension and how he started to pay attention to such aspects that are related to languages. Using some details of the objects in describing them when Mustafa talks about something he bought indicates his semantic development and the increase of the number of his vocabulary items.

That Mohammed's responds to and understanding of what the other people say to him shows the significant changes in his linguistic ability especially what he proved in the post-test and his clear answers to the questions. Learning some of the vocabulary of the English language affected positively his Arabic vocabulary and its usage in different social situations. As for Hussein and due to a previous experience of learning English at home four years ago, his language has developed

and also his behavior. He used to hate the English language, but by time and through the enjoyable simple method, and by using daily examples, now he hopes to be a teacher of English and his linguistic ability started to develop, so that nowadays, he has very few problems in using his language which is the main problem with autistic children. Some of his linguistic problems, which remained attached to him, have noticeably decreased by learning English in an enjoyable manner and this has given him more than what is expected.

4. Autistic children faced a great difficulty in the grammatical construction and the functional words that are used in daily interaction. Again, children with autism talk is characterized by disclarity, so teaching them the simple structures and basic grammar of English helped them to understand this aspect which has affected positively their Arabic language. The autistic children of the present study got some grammatical benefits such as constructing phrases of subjects and predicates, using correct personal pronouns to refer to specific persons especially themselves, differentiating between feminine and masculine forms and singular and plural forms also. They became able to use some tenses, conjunctions, and prepositions in the Arabic language when they speak, but in different degrees because they, in fact, have different degrees of autism and its symptoms.

5. The development of the participants' linguistic abilities was as an encouragement along with some motivation from the semi- natural situations that were built to help those children to practice what they learnt of the English language in social situations. Those situations are considered as a vital strategy under the control of the teacher who also used to communicate with them before they get out to the wide actual world. Designing some social situations depending on the basic situations of real life helped the autistic children to get some experience of the world around them and how to initiate and close the conversation

with others. During and after the simple English course, all of the autistic children entered the social world and used their new linguistic ability and started to play out of their houses, and go shopping, become at classrooms as natural students in participation (only Hussein and Mohammed), build friendships with other normal children, and transfer from speaking only to their families into speaking to every person they know.

6. Autistic children shows a sense of self-reliance, especially depending on themselves to do most of their daily activities, loving the learning of English language, willing to play out some new games, serving their families in some doings, their desire to continue the course of English teaching every day, developing their comprehension and maximizing the use of body language during conversations. This indicates the effects that resulted from the teaching of English on various linguistic and nonlinguistic areas.

7. Learning English aroused the emotional tendencies of the autistic children and their interaction with each other and with their teacher; that appeared when they called their teacher after the end of the course and asked her to teach them and play with them, for example, (Mustafa) said (أنا مشتاق لـج ست تعالي اشوفج) /ʔaana muʃta:qlitʃ sit taʕa:li ʔaʃu:fitʃ/ (I miss you Mrs., come I want to see you) , (Moussa) (ألو ح أم) /ʔalu:H ʔum miHse:n ʔidallisni: ʔiddallis ʕaqi:l/ (I want to go to Um Hussein to teach me, teach Aqeel) , (Mohammed) (أريد أروح لبيت ست أمينه) /ʔari:d ʔaru:H ʔil be:t sit ʔami:na/(I want to go to Mrs. Amina's house)). Each one starts calling the other and talking about what they have learned and how they miss each other. This means that not only their language has developed but also their feeling to talk and express everything freely. Their feelings started to move after many years of recession, their social behavior have become better, they take part in

social situations, and differentiate between good and bad behaviors and avoid the bad ones.

8. The study finds answer to its question that refers to minimizing the echolalia by autistic children after learning English in simple course. The children start to understand some of what is said to them and this enable them not to repeat every word or phrase they hear.

All these positive changes that appeared on their linguistic and non-linguistic abilities as outcomes of teaching English in an interesting and suitable method prove the significance of such educational situations and topics in teaching and treating such children with such a disorder and that they cannot be treated and get developed by using medicine.

Choosing English language for teaching autistic children to develop their linguistic abilities proved its usefulness in so many previous studies and that what is also proved in the current study. All the autistic children used to hate to study English, but after presenting several lessons that touch their needs with some fun, they started liking this language and wished to study it more and for a longer period of time. Teaching English to such children, who need some empathy, care, patience with a special teaching method and using the fit aids depending on their features, can result in outcomes more than the expected ones.

The teaching and treatment of those children are not an impossible matter; in fact, it is possible if someone studies their cases and gets more information about their problems and needs after that the stage of planning the programs, activities, subjects and everything around the process of teaching and dealing with them, should take place. As a summary of the present experiment, teaching English has affected positively all of the five autistic children's linguistic abilities that are

listed in chapter one. The present study found answers to its questions and verified the hypotheses that are mentioned in the same chapter. This study found that learning English could develop their phonological, semantic, structural, communicative capacities as well as enhance their non-verbal abilities. After learning English, the autistic children could express their thoughts and feelings, also they could communicate with other normal people with little amounts of repetition to what others say to them because they started to comprehend what others say to them.

Here the present study concludes what most of the previous studies indicated about the significance of teaching languages for autistic children and the early training. In the current study, the researcher tries to develop many linguistic areas at the same time if there is a planned course of teaching language that composites of some designed activities and programs to suite their weak abilities and specific interests, and this is the difference from the other studies.

From what is stated previously, one can say that learning English even in its simplest form can push the children with ASD forwards towards a shining future to be members of the world around them and get out of their closed world in which they live. If such teaching starts at an early stage of the autistic children's age, it may give better results as it is said " Learning in childhood is like engraving on stone" that is because they are like a white page and their memory is fresh so that it can be developed towards what help them to be as normal children as possible and not vice versa.

5.3 Recommendations

Autistic children spend most of their time at home between their parents, and this points to the importance of their families' role in developing them. Nowadays electronic devices are available everywhere, most families try to get rid of the annoyance of their autistic children especially when those children are characterized with hyperactivity and when their parents are officials, they usually buy mobiles, iPads, or PlayStations and give them to their children all the day because these devices help them to sit calm. In fact, these devices destroy their children and have a negative effect on their mental processes and their behaviors.

Instead of such devices, these families have to present something useful to their autistic children, such as planning a simple program that is composed of linguistic activities of Arabic, English, or any other language that can develop their linguistic abilities. The program should contain pictures, colorful cards, songs, sport exercises, cognitive games, social games, and some simple tasks to be completed by those children and to take advantage of their spare time and be away from the harmful means. The electronic devices can be helpful also, if they are used with wisdom, to present a useful learning activity, for example songs about daily concepts, listening to a story to teach them how to brush their teeth or solve a problem and so on, and for only a short period of time in using such electronic devices and under their parents' supervision.

Learning a foreign language helps autistic children to develop their mental processes and linguistic abilities, so this study provides the families, which have children with autism, with a helpful way of treating their children through the teaching of English language. Using various activities and tasks, being the teachers and trainers of their children, giving autistic children part of their own time, and depending on their needs and what can stimulate them, the parents will be able to

help their children to overcome some of their deficits in the future. Replacing the use of electronic devices for games by using them for learning languages and for a limited time besides other aids, is the main point which should be followed by the families. The parents should help their autistic children to get out of their homes, encourage them to participate in social communication even by the use of few words. Asking the autistic children to articulate the names instead of referring to the objects when they need them, and doing some linguistic tasks using enjoyable means are all helpful strategies in teaching those with ASD any language.

In some schools, there are autistic pupils who do not learn in the same way as the normal pupils. In such a case, the responsibility of the teacher is bigger than teaching students with normal abilities. The first problem which the teacher has to solve is to help the autistic children to sit and pay attention to teach them English, in other words to help them learn how to learn. Studying the autistic children's problems and needs, their strengths and weaknesses could help their teachers to know how to teach them, choose the suitable method of teaching, select the fit aids and materials, and also establish a kind relationship with them, with some patience and endurance.

In teaching the autistic children any language, the teachers have to use the actual objects or their pictures to present the vocabulary which is considered a vital technique for teaching students with autism who are described as visual learners. Adopting the social situations in which there are numbers of normal children is another significant way in teaching children with autism to stimulate them to interact with others. Playing games, making exercises, solving puzzles, and singing songs add fun in teaching language especially for those with autism. Teachers who work with such a kind of students should follow these techniques to ease their learning and discharge their energies in the fields of education and development.

The teachers of languages especially the English language should use various strategies and different activities in order to achieve their goals of teaching that are listed previously and get the kind of development which they hope to attain. As most people know that autistic children suffer from linguistic problems as the main difficulties that they face, so the teachers, who want to teach English to these children, have to focus on training them to listen to a model speaker and repeat the sounds and words loudly, and encourage them to use the words in conversations because their linguistic ability can be developed by practicing the language in different contexts.

The teachers, in the process of teaching any language, especially English, should follow a specific transition that begins from teaching the sounds of the letters, teaching the basic vocabulary items, presenting the main constructions of phrases and sentences which are composed of subjects and predicates and the basic grammatical means, then providing various social situations in and out of the class to provide autistic children with an opportunity to practice what they learnt of the language in wider contexts with some enjoyment. Making some learning picnics for the autistic children to change the atmosphere of learning, providing a comfortable environment, and increasing their experience about the world around them, can all present some benefits in this side.

Another step that can be useful in teaching any language to children with autism who have difficulties in using their language, is the cooperation between the home and classroom to complete the task which is the autistic students' development. There should be a contact between the teachers and the parents, so that the parents complete what the teachers do in the school to be on the same side and to work together towards what can help these children to be as natural members of the outer world as possible and to build their future and diminish their problems. All

these are helpful steps in developing children who have ASD through teaching them any other language which could affect the linguistic development of their first language. Teaching children with autism from the early stages of their life is better than teaching them in later stages, the teaching lessons should also be presented in short periods to avoid boring them, and should continue without interruptions to get better outcomes.

5.4 Suggestions

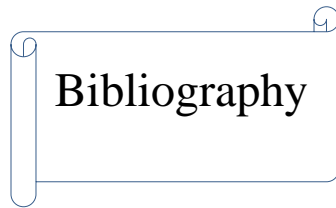
The current study puts some suggestions for further studies which aim to develop the linguistic abilities of autistic children who face difficulties in this side and how to use their language in social situations:

1. Studying the effect of exposing autistic children into special kinds of social situations which are graded in difficulty from the simple situations to the difficult ones with other persons to release their language property gradually in order to learn how to speak and use their language in different contexts.
2. The storyboards which are considered one of autistic children's interests especially if each phrase is accompanied with a picture and a voice of the character which is recorded on any voice recorder. So, the researcher suggests to investigate the impact of such stories on the verbal and nonverbal behavior of the autistic children.
3. Nowadays, most people know that autistic children like to use electronic devices for most of their day's hours without getting bored, and this desire can be exploited in developing their linguistic abilities and modify their behavioral disorders. Using mobile, iPad, and computer in the treatment of children with autism is what the present study proposes to present the suitable linguistic

programs and special lessons to learn more than one language which in turn develop their mother tongue.

4. The forth suggestion for future studies is training autistic children by using trained animals; that is because most of the autistic children like to deal with animals especially the pets ones. The study suggests that training some animals to be ready to such a job is useful in helping the autistic children to get rid of some of their linguistic and social problems. Such as training the parrot to motivate the autistic children to speak and what they have to say in various situations or training the cat to activate the autistic children's social behaviors with other persons and get rid of their liveness.

5. Autistic children usually possess artistic skills in various aspects of our life, like drawing, calligraphy, singing, acting, making dolls with artificial clay, sculpture, and more other skills. Therefore, and as a last suggestion, the researcher proposes that adopting what the autistic child possesses of such skills as a way to teach him/her what he/she needs to learn and overcome some of his/her problems may be useful and effective at the same time.



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الخلاصه

اضطراب طيف التوحد هو اضطراب نمائي عصبي متغير الخواص قد تنطوي أعراضه على عجز في ثلاثة مجالات: التواصل والتنشئه الاجتماعيه والسلوكيات أو الاهتمامات النموذجيه. المشكله الأساسيه هي صعوبة استخدام لغتهم عندما يحاولون التحدث مع الآخرين، لذلك عادة ما يستخدمون بعض الكلمات الثابته والعبارات غير النحويه المحدوده. يعجز الأطفال المصابون بالتوحد أحيانا عن فهم ما يقوله الآخرون لهم، لذلك هم يكررون ما يسمعونه من أصوات أو كلمات.

على مدى العقود القليلة الماضية، اظهر انتشار التوحد ارتفاعا كبيرا، وهي ملاحظه شجعت العديد من الباحثين في جميع أنحاء العالم على محاولة استكشاف جميع جوانبه وإيجاد أفضل الطرق لعلاج الأشخاص المصابين به. تبحث الدراسة الحالية في اثار تعلم اللغه الاجنبيه (اللغه الانكليزيه في الدراسه الحاليه) على تنمية القدرات اللغويه لدى الأطفال العراقيين المصابين بالتوحد. أفراد العينه هم أربعة أطفال مصابين بالتوحد يعانون من صعوبات وعجز في استخدام لغتهم الأولى. تركز الدراسه الحاليه على تعليمهم اللغه الانكليزيه (دوره بسيطه كطريقه للعلاج والتدريب) باستخدام البرامج المناسبه والانشطه الممتعته التي يتم اختيارها حسب احتياجاتهم واهتماماتهم لتحقيق الأهداف المحدده لهذه الدراسه. تتعلق الأهداف بتنمية الأطفال المصابين بالتوحد في قدراتهم اللغويه، بالتحديد في لغتهم العربيه.

تتكون الدراسه من خمسة فصول هي: المقدمات (التي تعرض اساسيات الدراسه)، الفصل الثاني مركب من جزأين، الجزء الأول هو مراجعة الأدبيات (بعض الدراسات السابقه التي تركز على تنمية القدرات اللفظيه وغير اللفظيه للأطفال المصابين بالتوحد)، بينما الجزء الثاني يتعلق بالخلفيه النظرية (التي تنص على الأسس النظرية للدراسه)، ما الفصل الثالث فيقدم المنهجيه وجمع البيانات (الذي يعرض الأجزاء الاساسيه للتجربه) ويعرض الفصل الرابع النتائج وتحليلها (الذي يوضح نتائج التجربه في كل مجال لغوي وتحليل هذه النتائج)، وأخيرا يقدم الفصل الخامس الاستنتاجات التي يمكن استخلاصها من النتائج وبعض الاقتراحات لمزيد من الدراسات المستقبليه . تثبت الدراسه أهميه تدريس اللغه الاجنبيه في تنمية قدرة الأطفال المصابين بالتوحد على استخدام لغتهم الأم خاصه في المواقف الاجتماعيه. تتعزز جميع المجالات اللغويه المحدده في هذه الدراسه، مثل الأصوات والمفردات والقواعد، وهناك خصائص شخصيه أخرى تتأثر بشكل إيجابي . مع ذلك، فان تطور الأطفال المصابين بالتوحد في مثل هذا الجانب (القدرات اللغويه)، والتي تعتبر المشكله الرئيسييه، يمكن أن يساعدهم في التغلب على بعض الصعوبات الأخرى التي تظهر في حياتهم.

جمهورية العراق
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جامعة ميسان
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قسم اللغة الانكليزية

تأثيرات تعلم اللغة الانكليزية كلغه اجنبيه على تطور القدرات اللغويه للأطفال العراقيين المصابين بالتوحد: دراسه نفسيه – لغويه

رساله تقدمت بها الطالبه

أمينه عبد الحسن بريسم

إلى مجلس كلية التربية - جامعة ميسان

وهي جزء من متطلبات نيل شهادة الماجستير في علم اللغة – اللغة الانكليزية

بإشراف

ا.د. بلقيس عيسى كاطع راشد

