

Master's Dissertation/
Trabajo Fin de Máster

**Using CLIL to improve
communicative competence with
Asperger's Syndrome Students in
Early Childhood Education.**

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ABSTRACT:

Attention to diversity and bilingual teaching in the Early Childhood classroom are very complex tasks, but at the same time very rewarding. Keep in mind that each child is a unique and unrepeatable being, that not everything that is out of the ordinary is inferior, they are principles that contribute to the integral development of students and their educational well-being in schools. The present work arises from the need to adapt the teaching of the content and language to positively contribute to linguistic development and the improvement of communication skills in students with Asperger syndrome in the Early Childhood stage in the English class. For this, I propose a didactic proposal of educational innovation based on the current psychological and pedagogical contributions present in the literature. The intervention will be supported with a multitude of tools, such as the case of new technologies and the CLIL methodology, the general objective of this work being "To develop a didactic proposal for Early Childhood students with Asperger syndrome that facilitates the approach to the second Foreign language in English in all its dimensions, so that it can be used and continued by any teacher following the same methodological line ".

Keywords: Asperger's Syndrome, diversity, CLIL and Early Childhood Education.

RESUMEN:

La atención a la diversidad y la enseñanza bilingüe en el aula de Educación Infantil son tareas muy complejas, pero al mismo tiempo muy gratificantes. Tener en cuenta que cada niño es un ser único e irrepetible, que no todo lo que está fuera de lo común es inferior, son principios que contribuyen al desarrollo integral de los estudiantes y su bienestar educativo en las escuelas. El presente trabajo nace de la necesidad de adaptar la enseñanza de la lengua extranjera inglesa para contribuir positivamente al desarrollo lingüístico y la mejora de las habilidades de comunicación en estudiantes con síndrome de Asperger en la etapa de Educación Infantil en la clase de inglés. Para ello, propongo una propuesta didáctica de innovación educativa basada en los aportes psicológicos y pedagógicos actuales presentes en la literatura. La intervención se apoyará con una multitud de herramientas, como el caso de las nuevas tecnologías y la metodología CLIL, siendo el objetivo general de este trabajo sería "Desarrollar una propuesta didáctica para estudiantes de Educación Infantil con síndrome de Asperger que facilite el acercamiento al segundo idioma extranjero en inglés en todas sus dimensiones, así como para que pueda ser utilizado y continuado por cualquier maestro siguiendo la misma línea metodológica".

Palabras clave: Síndrome de Asperger, diversidad, CLIL y Educación Infantil.

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1. INTRODUCTION AND RATIONALE

Education is one of the most important tasks in the lives of children living in our societies. However, the teacher must be aware that each student is a unique and unrepeatable being.

Consequently, if we want to give specialized attention to any student, we must carry out educational programs that start from the reality, in order to be able to provide answers according to the real needs of the students. Therefore, on teaching, the specialized attention that the student requires due to leaving the normal patterns is the competence of the teacher, this being one of the most important among the multitude of tasks included in its function.

Possibly one of the most important and extensive aspects in terms of educational and teaching-learning processes, is the teaching function. As Rodríguez states (1997) in the teaching function, "Es el maestro o maestro quien coordina el time, espacio, materiales y actividades en una clase educativa". Bassedas, (2000) adds that the basic functions of the teacher throughout the educational process are to plan, organize, manage and supervise everything regarding teaching and learning. In certain cases, the teacher's attitude is positive according to their functions, hence the school success, motivation, and above all, the satisfactory attention to students that requires special educational needs. In connection with the teacher's attitude and focusing on the educational needs in the early childhood stage and, more specifically, on Asperger's syndrome, we can establish a strong relationship between the attitude that the teacher should adopt and the response to this need because depending on this attitude the different needs would be or not covered. For Antúnez, (1992) *flexibility* is the starting point. In fact, the teacher must take into account that teaching is an open process and, therefore, must be flexible enough integrate and develop effective methodologies that guarantee that each of the students reaches their maximum potential regardless of their personal circumstances.

Throughout my professional training, I have always heard that tackling diversity is one of the most important enclaves with which education is concerned. Today more than ever I have managed to understand the importance of it. Furthermore, without

attending to diversity, there would be no education, because an education that does not attend to the individual needs of pupils is not education.

In the current educational system, the early learning of a foreign language is considered of special relevance. Proof of this, English as a subject is introduced in schools plans since Childhood Education Stage.

In this advance, both *Organic Law 2/2006, of May 3, on Education (LOE)* and *Organic Law 8/2013, of December 9, for the Improvement of Educational Quality*, have had a fundamental role, where The implementation of English teaching in the early childhood stage is guaranteed. What initially began as a set of experiences and voluntary programs for educational centers; has become a primary objective, for which all of the agents in the current educational system must strive.

Throughout my professional career, I have witnessed the problems that children diagnosed with Asperger's syndrome face when learning a foreign language and using it for communicative purposes and, therefore, the need to include specific aspects to cater for these students from an early age.

For all these reasons, this innovative teaching proposal arises from the need to adapt contents from Childhood Education curriculum through CLIL methodology to students with Asperger's syndrome, in order to achieve a comprehensive development of their communicative competence that favors all the dimensions of the same; oral, written, listening, communicative. The adaptation will have a set of educational tools designed later and that will try to facilitate curricular adaptation, without losing sight of the class group and with a sequence that will start its path in simplicity to reach the summits of complexity, adapted to current methodologies CLIL.

Finally, as main objectives of this dissertation:

1. Know the diagnosis, as well as the possible characteristics that identify students with Asperger syndrome to give a more accurate response-
2. Study the main educational needs that this student requires in terms of language in order to improve their comprehension and communication skills.

3. Correct the possible anomalies in the second foreign language, generated by the language difficulties typical of this syndrome.

2. THEORETICAL FRAMEWORK

2.1 Current legislation

The authorized normative review will deepen the guidelines directed to guide educational programs aimed at students regardless of their need.

First of all, we have to contextualize what type of student body is the one that requires specialized attention in schools. According to *Royal Legislative Decree 1/2013, of November 29*, which approves the revised text of the general law on the rights of people with disabilities and their social inclusion;

“Disability is understood as a situation that results from the interaction between people with foreseeably permanent deficiencies and any type of barriers that limit or impede their full and effective participation in society, on equal terms with others.”

This situation can be caused by sensory, motor, or cognitive disabilities, or by presenting characteristics that limit their ability to communicate and relate, such as Asperger's Syndrome, autism, and multiple disabilities. Taking into account that the students for whom the present project is carried out are framed within specialized attention, the current regulations that guarantee equity and school integration will be analyzed.

Thus, on November 20, 1989, *the convention on the rights of the child* was promulgated, which managed to regulate the rights and guarantees of disabled children not only at the school level, but covering all spheres in which the life of the child is developed.

En atención a las necesidades especiales del niño discapacitado, la asistencia será gratuita siempre que sea posible, teniendo en cuenta la situación económica de los padres u otras personas que cuidan al niño, y estará dirigida a garantizar un acceso efectivo a la educación y la formación, servicios de salud para que el niño logre la

integración social y el desarrollo individual, en la mayor medida posible (Part 1, article 23.3).

In educational institutions, the guarantee of the fulfillment of these rights is carried out through attention to diversity. We understand diversity to mean “the set of individual differences that coexist in all the students. In other words, the heterogeneity that exists in all classrooms, due to differences in intellectual capacity, interests, and the pace of learning. Socio-cultural, linguistic and gender differences ” (Urbano, 2010).

Currently, we are immersed in a time of great changes in the school environment. As a consequence, teachers must be professionally prepared to face the diverse situations in classroom. For this reason, *Foral Order 93/2008, of June 13, of the Education Counselor regulating the attention to diversity in educational centers of Infant and Primary Education and Secondary Education of the Foral Community of Navarra*, establishes the diversity actions and measures that teachers have to take into account for program design and implementation.

Finally, *Royal Decree 1630/2006 of December 29, which establishes the minimum teachings of the second cycle of Early Childhood Education*, in its article 8 will guarantee that attention to diversity is effective. The information contained in the mentioned article in the document is relevant when scheduling activities according to the needs of the students.

1. The educational intervention adapting the educational practice to the personal characteristics, needs, interests and cognitive style of the boys and girls.
2. Educational administrations will establish procedures that will identify the specific characteristics that may have an impact on the school evolution of boys and girls. We also facilitate the coordination of all the sectors involved in the care of this student body.
3. The centers adopt measures aimed at students who have a specific need for educational support.

4. The attention centers for boys and girls who present special educational needs, seeking the educational response that best adapts to their personal characteristics and needs.

2.2 Catering for diversity in foreign language teaching

b) Asperger's syndrome

Today we use the term Asperger syndrome diagnosis, based on the remarkably intuitive descriptions of Dr. Hans Asperger, a Viennese pediatrician who, in 1944, observed that some children referred to his office had similar personality traits and behaviors (Asperger, H, 1991). This doctor witnessed the scene of a child in which the absence of oral comprehension, the limited ability to carry on a conversation and an intense interest in a specific topic prevailed. The easiest way to understand it was by describing a subject who perceives the world and thinks of it differently than other people do.

In the DSM IV Diagnostic Manual (2000), Asperger syndrome is a pathological condition included within the autism spectrum disorders. In the words of Dr. Caballero (2006):

"El síndrome de Asperger es parte del espectro de los trastornos autistas. Presenta una tríada de afectación en el área social; en el área comunicativa: disminución de la comunicación verbal y no verbal, y en la esfera imaginativa: afecta el juego y la comprensión con los demás. Lo que distingue al síndrome de Asperger de los demás es una gran habilidad con el lenguaje y, más raramente, la coexistencia del trastorno con la discapacidad de aprendizaje y las dificultades en el área psicomotora."

Nonetheless, the literary information regarding the differentiation between Asperger syndrome and autism reveals that it is not possible to establish Asperger syndrome as a different category. However, in the scientific literature, we can find different authors who defend the differentiation of this syndrome due to its differences at the cognitive, behavioral and neurobiological level (Kaland, 2011). Thus, studies carried out by authors such as Bennett et al. (2008) highlight the existence of differences in language development between autistic children and Asperger's. This is why, despite the

fact that there are currently no differences in the diagnosis of Asperger's and autism, we consider that it is relevant to take it into account in this work that we present, since we must be sensitive to the specific characteristics of development in the language of boys and girls who are diagnosed with this syndrome, for their better education.

Once the term Asperger's Syndrome has been defined, it is important to point out those characteristics that these students possess, in order to focus teaching on the difficulties that derive from them. Thus, we can highlight the following as main characteristics, American Psychiatric Association (2013):

- ✚ Regarding the social area: difficulties in establishing social relationships and interacting with peers.
- ✚ Regarding the communicative area: decreased verbal and non-verbal communication but great language skills when they are used with a literal use of the meanings they see or hear.
- ✚ Regarding the imaginative area: affection in the game and interests, as well as centers of obsessive and stereotyped interest.

Although we focus on the communicative area, we find that this group presents low levels of understanding for using language literally. The main problem is that they understand/express things literally. Language for them only has literal meaning and so they don't understand the gap between linguistic form and communicative function, they can't understand/use irony and sarcasm, and so many communicative and pragmatic aspects (which are central to the development of communicative competence) are lost on them (Helland, Biringer, Helland, & Heimann, 2010; Saalasti et al., 2008). The characteristics that this group presents in terms of language and communication are significant variables for the teacher when programming. For this reason, we will take into account these peculiarities to give a more approximate response to the deficits presented by the students to whom this proposal is addressed.

Similarly, if we refer to classical studies, Asperger himself described a clear tendency for these children to speak as adults, showing an advanced vocabulary and the use of complex sentences. However, there are other characteristics around speech and

language that are necessary to establish the diagnosis of Asperger's Syndrome and that, in turn, act as barriers to communication (Gillberg, 1989):

- Delay in language development.
- Superficially perfect expressive language.
- Excessive, pedantic language.
- Changes in prosody, peculiar characteristics of the voice.
- Impaired understanding.

In turn, the diagnostic criteria of Meter Szatmari recognize the peculiar characteristics of speech and require at least two of these (Szatmari, 1989), abnormalities in the inflection of the voice, excessive speech, little intervention in the conversation, lack of cohesion of conversation, idiosyncratic use of words, repetitive speech patterns. (I had considered this paragraph ok).

Thus, assessment and diagnostic instruments (estimation scales, checklists, questionnaires and all kinds of observation tools that are favorable in terms of detection) are essential. These assessment tools are a great help to teachers and educational guidance teams, who diagnose these students in cooperation with the tutor, reason why a brief sample of the same ones that have a high relevance in the educational field is presented below.

The autism spectrum inventory (IDEA), published by Riviêre on multiple occasions and taken from Martos (2000), allows us to make an assessment of the twelve dimensions of students with autism spectrum, which can be summarized in:

DIMENSIONS
Social dimension
1.- Social relationship disorder
2.- Joint referral disorder
3.- Intersubjective and mental disorder
Communication and language dimension
4.- Disorder of communicative functions
5.- Expressive language disorder

6.- Receptive language disorder
Dimension of anticipation / flexibility
7.- Anticipation disorder
8.- Flexibility disorder
9.- Activity sense disorder
Symbolization dimension
10.- Fiction disorder
11.- Imitation disorder
12.- Disorder of suspension

Table 1. Riviere and Martos (2000). The twelve dimensions of students with Asperger's Syndrome.

Taking into account the aforementioned indicators, in the programming of the subsequent educational intervention in English Language (CLIL) with students with Asperger's syndrome, we will have a more objective and visual vision of what are the strengths and weaknesses in the area of linguistic communication that is the one that is intended to develop. All this without forgetting, those methodological contents that are intimately related to the area of self-knowledge and personal autonomy and knowledge of the environment. For this reason, we will take as reference the items of three of the twelve dimensions of the students with Asperger's Syndrome and, more specifically, those that are framed in the communicative functions, the expressive language and the receptive language (dimension of communication and language 4, 5 and 6). Each of the previous twelve dimensions is assigned a score from 0 to 8, with 0 being the lowest and 8 being the highest, making it possible to obtain an overall autism spectrum level score (from 0 to 96). In addition to the previous twelve dimensions, rating scales have been developed for each of the dimensions referring to communication functions and expressive and receptive language, therefore, the scale used to evaluate students is detailed below. those who are running this project based on their deficits, the same value of 0-8 being received by each of these dimensions:

Communication functions	Value
Lack of communication (intentional relationship) and instrumental behavior with other people	

Instrumental behaviors with other people to achieve changes in the physical world, without other communication guidelines	
Communicative behaviors to ask but not to share experiences or change the mental world	
Communicative behaviors of declaring, commenting ... with few qualifications from experience	
There is no qualitative disorder of communication functions	

Expressive language	Value
Total or functional mutism. There may be verbalizations that are not linguistic	
Language made up of individual words, but which do not configure speech or conversation	
Sentence language. There are prayers that are not ecololic, but that do not configure speech or conversation	
Speech and conversation, with limitations of flexible adaptation in conversations and selection of relevant topics. There are prosodic abnormalities	
There is no qualitative disorder of expressive language	

Receptive language	Value
Central deafness. Tendency to ignore language. Failure to respond to orders, calls or directions	
Association of verbal sentences with their own behavior, without indications that the sentences are associated with any code	
Comprehension (literal and inflexible) of statements, with some kind of structural analysis. The speech is not understood	
Speech and conversation are understood, but the literal meaning of the intentional is very difficult to distinguish	
There is no qualitative disorder of comprehension abilities	

Table 2: Attwood, T (2002). Asperger syndrome.

b) Asperger's syndrome and learning a foreign language

After knowing the syndrome in theoretical and diagnostic terms, it is now time to establish a relationship between the disorder and the process of learning a second foreign language, since from this association we will obtain significant data when focusing on the implementation in practice of the proposal regarding methodologies, types of activities and evaluation process.

. Studies such as Saalasti, S., Lepistö, T., Toppila, E., Kujala, T., Laakso, M., Nieminen-von Wendt, T., ... and Jansson-Verkasalo, E. (2008) confirm that children with this disorder identify with some specific tendencies of this group in the field of language.

On the one hand, we find that students with Asperger's syndrome tend to pronounce the word as it is written, which is not going to be a problem since in the Early Childhood Education stage only the initiation of students in reading and reading is contemplated. writing and, therefore, teaching will be based on methods that include oral and visual language. In this way, the need arises to work with the listening skills of the students in order to achieve a suitable pronunciation in the foreign language and so that, in future stages and at the end of the childhood education stage, the differentiation that exists in the English language between the writing of words and their subsequent pronunciation. Although we must bear in mind that early childhood students do not have to learn to read during this educational stage, it is necessary to point out that on many occasions due to the high motivation and ideal methodologies used by teachers, students at this stage achieve adequate levels in learning to read, according to their possibilities. For example, many of them can read syllables, single words, and even small sentences. For this reason, it is important to differentiate the reading of an English word and its subsequent pronunciation, since, although it is not a specific competence of this stage, on many occasions it develops. However, the present proposal does not propose the reading and writing of words as such, but will focus on oral language, this being contemplated as an objective in the legislation that regulates the educational stage, although at the end of it, the written language through words or small sentences and start to work on differentiating between the written word and its oral pronunciation.

On the other hand, the exposure of students to technologies in today's society in which the majority of the child population spends a high number daily in front of the television makes the discourse highly conditioned by this type of media. In this sense, as Bruner points out, the child of those ages is considered a passive receiver of information and speech, so his speech will develop from what he hears on this channel. The translation of this means that students with Asperger syndrome imitate the speech of the characters that appear in these media. However, this can be affected by the negative effects it entails (bad pronunciation, pronunciation not according to your language ...), but it can also be benefited by the positive effects that the perfect and faithful imitation of the language itself.

In short, teaching a foreign language not only means that students acquire skills (speaking, listening and reading) when it comes to the language, but it goes further. It is proposed that through these linguistic skills the communication of the students is facilitated, as well as the levels of understanding of the same, since these two aspects suppose a deficit in the development of the linguistic competence of the student with Asperger and, on them, most of the didactic actions of the teaching staff should fall to alleviate some of the effects of their syndrome.

c) Asperger's syndrome and CLIL in Early Childhood Education

Before delving into the students in question, it is necessary to give a series of brushstrokes on the CLIL (*Content and Language Integrated Learning*) methodology.

According to Navés and Muñoz (2000), implies studying subjects or areas of knowledge and experience in a language other than their own. In this sense, CLIL is very beneficial for learning both the language itself (English in this case) and the contents of non-linguistic areas or subjects. CLIL's emphasis on “problem solving” and “knowing more things” makes students feel motivated to be able to solve problems and do things even in other languages which will favor the active participation of the students in the proposed activities (Navés and Muñoz, 2000. p.128).

According to Integrated Learning of Contents and Languages (CLIL) in the European school context (Eurydice, U. E. 2006) CLIL has two objectives: to acquire

knowledge specific to the curriculum and to develop competence in a language. In order to achieve these objectives in bilingual school environments, it is necessary to carry out a series of pedagogical and methodological strategies that facilitate their acquisition. So that, Corpas, M. D (2008), establishes a series of good practices in the foreign language classroom so that students with Asperger's Syndrome have a series of tools and strategies:

 **Development of cognitive skills.** In order to combat the inability to Asperger students to pose and execute complex behaviors such as memory, planning, mental flexibility, etc. we propose the actions that they are detailed below:

- Use the student's agenda to organize and plan the tasks in the foreign language classroom
- Teach the student to study a foreign language through a Schedule study, learning strategies, etc.
- Teach the student to plan the necessary material to carry out an activity, for example, a bilingual dictionary of the vocabulary that we come up with the meaning represented by drawings or pictograms.
- Improve attention and concentration. The type of activities that best suit an Asperger should be short, attractive, and varied. I know get more motivation when their difficulty is a low / medium level

 **Facilitate relaxation and self-control.** It is necessary to promote some relaxation program, for example breathing, grimacing with the face, tightening and loosening muscles, etc. As for the activities, it is convenient to plan exercises with physical activity and / or combine static and dynamic mobility activities. In a foreign language class, We propose activities such as running dictation, games, total physical response, etc.

 **Improved reading comprehension.** So that the exploitation of a text written in foreign language is effective, we need the text to be attractive. Should be a text of interest to the Asperger student. Your vocabulary and structures have to be easy. In this way we will promote the autonomy of the student. Finally we must plan the activities in three times: before, during and after reading.

✚ **Teaching of social skills.** The students with Asperger syndrome have serious interaction problems social, social understanding and control of their emotions. With the object of facilitate understanding of a specific social situation, we can use the story or social history. Through humor we can achieve great achievements, for example Mr Bean in English class. You also need to teach him conversational skills such as greeting, saying goodbye, apologizing, etc. Learning a second language implies learning your habits and social cues. This should be taught through audiovisual communication, for example, scenes from movies where conversations of different kinds are started or with printed images showing different moods.

These good practices mentioned above will be of vital importance for the programming and development of the proposed plan, and will therefore be reflected in the network of activities that will be proposed later.

3. PLANIFICATION OF THE DIDACTIC PROPOSAL

a) Contextualization

The present didactic proposal will be carried out in a public school for Early Childhood and Primary Education, which is currently part of a bilingual project (Spanish-English). It is located in a municipality of around 15,000 inhabitants located 50 km from Pamplona. The population has a medium-low socio-economic level and is mostly dedicated to the service sector and construction and, to a lesser extent, agriculture, y, and public health. It is a Bilingual Public School (Spanish-English) under the protection of the Education Department of Navarre's Regional Government. This in turn, there are 670 students enrolled, divided in three courses for each level. The *Bilingual Project's* purpose is the experimental initiation in oral and written knowledge of the English foreign language, in our case.

Regarding the target group, it is made up of 24 students (14 boys and 10 girls) from the third level of the Second Cycle of the Early Childhood Education Stage. Most of these students have been together since the beginning of their schooling. One of the

girls suffers from moderate hearing loss (20-40 decibels) and there is a boy with Asperger's Syndrome.

Despite the fact that this proposal has been designed for a specific target group, it may be used with other groups throughout the Early Childhood Education stage, since the Activities will be extrapolated and adaptable, due to their nature and flexibility, to other levels, serving as a guide and orientation for bilingual teachers.

b) Objectives

The objectives written below are in line with the *Foral Decree 23/2007, of March 19, which establishes the curriculum for the teachings of the second cycle of early childhood education in the Foral Community of Navarra*. It's a whose Article 6 establishes that;

"In the second cycle of Early Childhood Education, students will be introduced to the knowledge of a foreign language."

Below are the objectives formulated for this didactic proposal:

The general objective of this proposal is "To develop a CLIL lesson plan for Early Childhood Education that incorporates the treatment of diversity, specifically the treatment of Asperger's Syndrome in the classroom. , as well as, so that it can be used and continued by any teacher following the same methodological line".

As specific objectives we can specify:

- To contribute to the treatment of attention to diversity through a proposal that adapts the CLIL methodology to students with Asperger's Syndromes.
- To encourage the development of language skills in the second foreign language and the student's social skills.
- To schedule motivating activities based on the interests of the students taught in the foreign language.

c) Contents

The Foral Decree 23/2007, of March 19 establishes that the contents will be organized around three areas of knowledge and experience, adapting their development to the characteristics of learners. The three areas are; self-knowledge and personal autonomy, knowledge of the environment and languages: communication and representation. All this, without implying giving up the GLOBALIZING APPROACH of the stage. The contents of this stage “will be addressed through globalizing activities that have interest and meaning for children (MEC, 2006)”.

At the same time, within the areas of experience and knowledge and taking into account Royal Decree 1630/2006 of December 29, which establishes the minimum teachings of the Second Cycle of Early Childhood Education, Article 6 establishes three different types of contents:

- **Concepts:** facts, names, first notions, etc.
- **Procedures:** abilities, techniques, skills, etc.
- **Attitudes:** values, rules of conduct, attitudes, etc.
-

We will focus the contents of this proposal in the area of languages: communication and representation established in annex one of the cited Decree.

Verbal language

- Vocabulary of daily life and teaching units, according to their age.
- Written language: reading with images, writing words, phrases.
- Oral language: social norms, stories, narrations, ideas, emotions.
- Use of oral language as a means of communication.
- Production of simple oral texts.
- Adequate use of social forms for relationships with others.
- Initiative to participate in situations of oral communication.
- Attitude of respect for the rules of linguistic exchange.

Body language

- Body expressions: imitation, representation, dramatization,
- Communication of emotions, desires and feelings through the body.

Finally, the contents of the activities inserted in the lesson plan will incorporate the planning instrument proposed by Coyle (1999) that includes the following 4 elements:

- Content: facilitating the understanding and construction of own knowledge about the content.
- Communication: using the language to learn and, learning to use it.
- Cognition: activating simple or complex cognitive processes.
- Culture: promoting knowledge and integration of diverse perspectives and tolerance.

d) Competences

Although competencies are not compulsory in the Early Childhood Education stage, current legislation establishes that at the third level of said stage it is necessary to initiate students in key competencies in order to prepare students for their subsequent transition to the stage. of Primary Education.

In this way, the present proposal focuses on communicative **competence**, a fundamental aspect for the adequate use of a foreign language and to palliate against the deficits shown by the students with Asperger's Syndrome and also learnt to learnt **competence** to train students to develop increasing levels of personal autonomy fin their everyday life.

e) Methodology

The proposal follows the methodological guidelines provided by *Equipo Deletrea* (2004):

- Use of visual aids in any teaching process. Children with Asperger's Syndrome are characterized by being visual thinkers. Therefore, it is convenient to use visual materials that facilitate understanding.
- Favor the generalization of learning. Students need programs that allow the transfer of concrete educational learning to natural situations, carried out in the most natural contexts possible.

- Ensure learning patterns without mistakes. These children tend to be perfectionists and often show high levels of frustration. Therefore, it is necessary to provide all possible aids to guarantee success.
- Break down tasks into smaller steps.
- Offer the opportunity to make choices. Learners with Asperger's Syndrome find it too difficult to make choices. Therefore, it is necessary to provide all possible aids to guarantee success.
- Include topics of interest to motivate learners.
- Avoid criticism and punishment as much as possible, and replace them with positive reinforcement, praise and reward.

Also, in 1956 Benjamin Bloom published his taxonomy highlighting six thinking skills that will be taken into account when programming and designing activities.



In addition, taking into account the current legislation that regulates the Early Childhood Education stage, Royal Decree 1630/2006, of December 29, provides the main methodological principles that this proposal follows:

- I. Global approach and meaningful learning:** the activities will include content from different areas based on situations and elements of your daily life.
- II. Diversity measures:** in order to contribute to the integral development of students with needs.

III. Games: through play, the individual develops cognitive, linguistic and social skills through the processes of discovery, social interaction, dialogue and agreement that leads with others.

IV. Observation and experimentation: These two principles are fundamental in the infant education stage, since through observation and experimentation the child discovers everything that surrounds him, thus shaping his integral development.

In the same way the methodology acquires a participatory character, in which the infants are the ones who guide the process according to their interests and learning rhythms that they will gradually set. It is about ensuring that students create their own knowledge through reflection and the execution of activities that will positively affect their comprehensive development.

Finally, it should be borne in mind that the proposal is based on the CLIL methodology, and its purpose is to develop the communicative capacity of the students based on the content of the stage itself. To fulfill this, play, symbolic movement and songs will be a fundamental tool for cognitive development, habits and routines will constitute moments of functional learning and organization of work, the space will be varied (classroom library, corners, montage and individual work) and the materials will be varied and, for the most part, self-elaborated detailed in each of the proposed activities. All this, without forgetting authors like Coyle, Hood and Marsh (2010) who defend the integration of content and thinking skills.

f) Timing

The proposal is designed to be carried out in the hours corresponding to the English learning program (5 hours a week). Although in this proposal only the development of two school weeks will be detailed as a model to be able to follow the same methodological line, spreading during the first two week of September school days (Annex I).

g) Activities

The activities constitute the fundamental axis of the proposal. For this reason, we are now preparing to carry out each and every one of the activities that will be launched during the first two week bilingual sessions of September, They will be activities to review the contents of the previous year in order to evaluate the level of curricular competence of the students (initial evaluation), before proceeding to the activities of the projects programmed for the school year following the same methodological line. To do this, we have prepared a notebook with a multitude of resources that will progressively promote communication, understanding and skills in teaching the English foreign language with our students, and more specifically, they will present the necessary adaptations to facilitate learning channels for students by the one who born the idea of this proposal.

THE PET OF THE CORNER OF THE FOREIGN LANGUAGE

For the development of the activities throughout the course, we will use a pet that will live in the corner of the foreign language. It is a character "Pepe bird" half bird and half boy who will bring us many resources; stories, tales, riddles, etc.

Among the functions of the mastoca we highlight:

- Greet and dismiss the children.
- Repeat words and phrases when children do not understand them or do not know how to pronounce them.
- Be the teacher's interlocutor to present the language.
- Help the teacher in the development of different roles and activities.
- Introduce the activities.

This pet will cause magic in the classroom and will be introduced with a wonderful story in which the main character of the class will be the pet, lives in a country where they speak differently, brings games and songs to teach us.



ACTIVITY NOTEBOOK FOR THE MONTH OF SEPTEMBER

Activity 1. "Standards and presentation"

OBJECTIVES

- To promote knowledge of school rules.
- To establish satisfactory social relationships with others.
- To facilitate the understanding of concepts and expressions through the use of images.

LINGUISTIC OBJECTIVES

- To develop communication skills in the English foreign language according to the age of the students.
- To be able to communicate using simple English words or phrases.
- To use modal verb: can and can not.

CONTENTS AND LANGUAGE CONTENTS

Content:

- Modal verb: can and can not.
- School rules.

Cognition:

- Understanding and carrying out the School rules.

Culture:

- Establishment of satisfactory social relationships with their peers.

Communication:

- Use of words and small phrases in English for the communication process.

MATERIAL AND PERSONAL RESOURCES

- | | |
|--------------|--------------|
| - Teacher | - Blackboard |
| - Students | - Colours |
| - Turns card | |

ACTIVITY DEVELOPMENT

The first and second sessions of teaching the foreign language will be used to carry out presentation activities and establish the appropriate rules that the student must follow in these classes.

In the first session we will carry out a dynamic in which the students will have to arrange themselves in a circle in the center of the class. The teacher will give the appropriate guidelines so that the pupils are able to say in English, what is their name. Once they have assimilated the way to say what their name is in English, the teacher will give a card to one of the students so that they can start introducing themselves and, later, it will be given to the next classmate, until everyone has said their name, (resource I of annex II).

The second session will be used to develop the rules to be followed during the English class. First, we will explain the verb CAN and CAN NOT, once they have understood the meaning of it, they will prepare to create a large mural that will be hung on one of the walls of the classroom. To do this, the teacher will write the verbs on the board and the students will copy them on the mural. Finally, after having made an agreement on the things that can or cannot be done, the students will be responsible for drawing up the specific actions that can or cannot be done in class (resource II of annex II).

GROUPING	DURATION
Big group	Session 1 and 2.

Activity 2. Our favourite topics.

OBJECTIVES

- To favor the issuance of increasingly autonomous responses.
- To valuing and respecting the opinions of others, as well as reaching agreements.
- To stablish satisfactory social relationships with others.
- To make positive and autonomous elections, with individual and collective criteria.

LINGUISTIC OBJECTIVES

- To develop skills that allow effective communication between group members.
- To be able to distinguish certain colors and issue their name in English.

CONTENT AND LANGUAGE CONTENTS

Content:

- Knowing about different topics.

Cognition:

- The colors green and red and their pronunciation.

Culture:

- Respect for the opinions of others and making agreements.
- Effective communication between group members.

Communication:

- Development of autonomous responses.

MATERIAL AND PERSONAL RESOURCES

- | | |
|---|--|
| <ul style="list-style-type: none">- Teacher.- Worksheet. | <ul style="list-style-type: none">- Colours circles. |
|---|--|

DEVELOPMENT OF THE ACTIVITY

In order to respond to the difficulty that students with Asperger's syndrome have to deal with changes, during the session, the what and how we will work in the foreign language class will be addressed.

Through an assembly, students will be explained what are the possible topics to work on during the academic year (Learner centred approach). Subsequently, the class will be divided into 4 small groups and a file will be delivered (resource 3), so that they can choose the topics they want to work on.

Before proceeding to such a choice, the teacher will explain that the choice method will consist of putting a red dot (red) to the subject on which he is not interested in working and a green dot (Green) to the subject on which he is interested in working. In this way, we will introduce our students to the knowledge of colors in the second foreign language.

At the end of the election, the teacher will collect the cards to count which are the topics in which the students have shown the most interest.

GROUPING	DURATION
Big and small group	Session 3

Activity 3. With pictograms is better.

OBJECTIVES

- To favor the enjoyment of group activities.
- To enhance the ability to choose.
- To use new technologies as an educational medium.

LINGUISTIC OBJECTIVES

- To learn simple structures in English (I like it and I don't like it).
- To auditory discrimination of words.
- To develop the ability to associate the image with its corresponding word.
- To discriminate the initial of each word.
- To learn vocabulary related to certain children's themes.
- To develop expression and active listening skills.

CONTENT AND LANGUAGE CONTENTS

Content:

- Children's vocabulary.

Cognition:

- Identification of words and vocabulary.

Culture:

- Taste for group activities.
- Development of choice capacity.

Communication:

- Auditory discrimination of words.

- Use of simple structures in English.

MATERIAL AND PERSONAL RESOURCES	
- Teacher - Flashcards	- Worksheet with pictograms - Digital blackboard.

DEVELOPMENT OF THE ACTIVITY

For the development of this activity we will sit in the assembly area forming a half circle in front of the digital board. There I will explain what this activity consists of.

Session 1:

- I will present two flashcards with the expressions I like and do not like and explain their meaning (resource 4). Then, aloud, we will work on its pronunciation.
- Later, I will project on the digital board a card with pictograms and the initial of each word that favors active understanding (resource 5). Through the JOLLY PHONICS method, we will work all these phonemes out loud, and then move on to the full word.

Session 2:

Once we know the expressions to use and the vocabulary that we are going to use, we will have to sit again in the assembly area to put it into practice.

First, we will randomly give a student a small ball and we will explain that it will help us to throw it to the next classmate that we want to participate so that the ball pays for all the students. Once the child has the ball, we give him the cards with the expressions I like and I don't like and we explain to him that he has to say something he likes and something he doesn't like about the vocabulary we have learned. As an example, I like animals, I don't like sports, and so on until everyone participates.

GROUPING	DURATION
Big group	Session 4 and 5

Activity 4. The numbers game

OBJECTIVES

- To promote the development of logical mathematical skills in everyday life situations.
- To learn numbers from 1 to 10 in the English foreign language.
- To use numbering as an instrument to count elements.

LINGUISTIC OBJECTIVES

- To promote interaction between students through the use of playful situations.
- To improve listening and speaking skills.
- To discriminate the difference between the written word and its subsequent pronunciation.

CONTENT AND LANGUAGE CONTENTS

Content:

- The cardinal numbers from 1 to 10.

Cognition:

- Development of logical-mathematical skills in everyday situations.
- Item count.
- Differentiation between the written word and its subsequent pronunciation.

Culture:

- Taste for cooperative learning.

Communication:

- Simple expressions in English.
- Development of expression and listening skills.

PERSONAL AND MATERIAL RESOURCES

- Keys with simple addition and subtraction operations. - Board. - Cardboard numbers.	- Teacher. - Video: https://www.youtube.com/watch?v=oq-hVbiFTLY
<i>DEVELOPMENT OF THE ACTIVITY</i>	

This activity aims to learn numbers in English.

Session 6:

To do this, we will begin the session with the viewing of a video with which the students, while learning these numbers, will work simultaneously on the listening and reading skills. We will access this video through the following link.

<https://www.youtube.com/watch?v=oq-hVbiFTLY>

Once the students have viewed the video, we will proceed to make a poster with the numbers and their name to accompany us throughout the course through cooperative learning and for which reason the class will be divided into 4 different groups (resource 6).

Session 7:

At the age of five, it is necessary to learn the numbers through a game since it will allow us to maintain the motivation of the pupils at all times (Play-based approach). Therefore, we will do it in the following way:

First, we will choose four volunteers at random. Later, we will make a circle with the rest of the participants and we will give a number to each one. The number will have to be placed in your front since each child will be a house. The four volunteers will look for a key that will contain an addition or a subtraction and will carry out the operation. Once the operation is done, they will be placed in the house that they believe is correct according to the result of their operation.

Finally, they will be asked to carry out the operation by broadcasting the numbers aloud in English, in order to practice speaking and communication skills.

If the student has not carried out the operation correctly, he will go to the center of the class to analyze it with the board that contains rings and numbers in order to facilitate logical mathematical operations, (resource 7).

GRUOPING	DURATION
Big group.	Session 6 and 7. Although this activity will be repeated throughout the course as many times as necessary for the students to consolidate the contents worked on in it.

Activity 5. We investigate about animals.

OBJETIVOS

- To use new technologies as a means of information.
- To recognize some basic characteristics of known animals.
- To promote creativity through innovative techniques such as visual thinking.

LINGUISTIC OBJECTIVES

- To know and properly pronounce the names of the animals worked.
- To use simple structures in English such as IS or IS NOT.
- To develop skills that allow effective communication between group members.

CONTENT AND LANGUAGE CONTENTS

Content:

- The basic characteristics of known animals.

Cognition:

- Recognition of animal characteristics.

Culture:

- New technologies as a means of information.
- Development of creativity through innovative techniques such as visual thinking.

Communication:

- Nomenclature and adequate pronunciation of the animals worked.
- Simple structures in English like IS or IS NOT.
- Development of skills that allow effective communication between group members.

RECURSOS MATERIALES Y PERSONALES	
- Letter to families. - Worksheet. - Small cards.	- Teacher. - Families.

DESARROLLO DE LA ACTIVIDAD

One of the topics that arouses the interest of the students is animals. For this reason, the present activity will consist of making the students investigate about their favorite animals, favoring the field of communication at the same time.

Our pet has left us an encyclopedia of animals in the corner and we will see some of them saying some of their characteristics (teacher as interlocutor and students repeating).

I will explain that each one with the help of their parents will have to look for the name of 1 animal in Spanish and English, as well as two unique characteristics of the same and an image working simple grammatical structures such as is and is not and using the model of file that will be previously provided by the teacher (resource 7).

For this activity, the collaboration of parents will be essential, so the teacher will take special care to cultivate satisfactory relationships between them. Therefore, in this activity we will request your cooperation in a cordial and respectful manner (See Annex III).

Once the students have done the activity at home, we will dedicate a session to each of them orally presenting their information to the rest of the class in the assembly area using the magic microphone.

We will culminate the activity, making a large mural on continuous paper (VISUAL THINKING) which we will call "OUR ANIMALS" and in which we will classify

according to different qualities pasting the students' works (hairs or feathers, carnivores or herbivores) for what that we will use some small cards that will help us (resource 8).

<i>AGRUPAMIENTO</i>	<i>DURACIÓN</i>
Individual and big group	1 session

Activity 6. Geometry in class.

OBJECTIVES

- To know and identify basic geometric figures.
- To identify the figures by their shape and name.
- To recognize the characteristics of geometric figures.
- To favor the development of graphomotor skills.
- To develop a taste for individual work.
- - To respect the order and turn of Word.

LINGUISTIC OBJECTIVES

- To properly pronounce their names.
- To develop attention and listening skills.

CONTENT AND LANGUAGE CONTENTS

Content:

- Basic geometric figures.

Cognition:

- Identify by its shape and name.
- Recognize the characteristics of geometric figures.

Culture:

- Taste for cooperative learning.
- Development of the taste for individual work.

Communication:

- Attention and listening.
- Nomenclature of the figures in English.

PERSONAL AND MATERIAL RESOURCES	
- Digital blackboard. - Flashcards. - Pet.	- Teacher. - Video: https://www.youtube.com/watch?v=qeuhUSPVYjQ
DEVELOPMENT OF THE ACTIVITY	

In this activity we will work on some basic geometric figures. For the development of the activity we will start the session watching a video about the geometric figures on the digital board.

<https://www.youtube.com/watch?v=qeuhUSPVYjQ>

Once we have seen them the first time, we will see them a second time, stopping to repeat the name of each figure out loud.

Subsequently, we will go to the assembly area and form a half circle and there I will use a series of flashcards to rework the name and pronunciation of the figures (resource 8). Next, and using the Total Physical Response (TPR) technique, we will play Pepe says using the following instructions:

- Pepe says that Alba has to take the circle.
- Pepe says that Ramón has to touch the rectangle with a finger.
- Pepe says that Juan has to point to the square.
- Pepe says that Olivia has to take the triangle with her right hand.
- Pepe says that Jorge has to repeat with the name of 3 figures, etc.

We will conclude the session by explaining a card to work the spelling of the words seen that they will have to work at home with the help of families. (resource 9).

GRUOPING	DURATION
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Big group and individual homework,	Session 9.
------------------------------------	------------

Activity 7. Our weekly schedule.

OBJECTIVES

- To promote the development of time orientation.
- To know the different moments of the school day.
- To develop fine motor skills.
- To develop a taste for group work.
- To be able to associate the image with its corresponding word.

LINGUISTIC OBJECTIVES

- To learn the name of the different moments and subjects of the school day.
- To pronounce the vocabulary correctly in the activity.

CONTENT AND LANGUAGE CONTENTS

Content:

- The moments of the school day.

Cognition:

- Temporary orientation throughout the school day.
- Associate the image with its corresponding word.

Culture:

- Team work.

Communication:

- Nomenclature of the different moments and subjects of the school day.
- Vocabulary and pronunciation of the different moments and routines ..

PERSONAL AND MATERIAL RESOURCES	
- Taoe recorder. - Cardboard Schedule. - Pictograms to color. - Pet.	- Teacher.
DEVELOPMENT OF THE ACTIVITY	

Due to the difficulty of students with Asperger's Syndrome to orient themselves in time and the need to internalize routines, we will carry out this activity to eliminate these difficulties.

In the assembly area, forming a half circle, we will explain to the students that we are going to carry out an activity to create our weekly schedule. Our pet at that time, will help us remember aloud the days of the week and we will repeat them with it.

Subsequently, a large cardboard template will have been created with the schedule and the blank spaces (resource 12) that I will show the students to tell them that this is where we will carry out our schedule.

Now is the time for action:

- We will present the pictograms and we will work out loud the initial phonemes of each word.
- We will divide the class into 9 groups and we will give each group a pictogram (resource 11) for them to color together.
- Once colored, we will go through each table and work on the pronunciation and meaning of the word. Here, also, once we pronounce the word well we will use the recorder to record our own voices, and so on until we have gone through the nine groups.
- Once this part is finished, we will return to the corner of the foreign language where we will have a radio to play our audios and there, we will work with all the pronunciation and the meaning of the words.

- We will explain that these pictograms will be pasted each day of the week at the beginning of the class according to the moments of the present day. And little by little we will internalize them.

GRUOPING	DURATION
Big and small group,	Session 10.

g.1 Annual activities

The activities set out below have an annual nature and will be carried out sporadically (in the development of each one of details) in the bilingual sessions and, more specifically, in the corner of the foreign language.

GREAT DICTIONARY
We will create a great dictionary with the cardboard cover and the cardboard sheets. The dictionary will be a decorator and prepared by the students with the teacher's help. It will help us to add new words that we are learning following the following sequence: - We will work on the pronunciation of the new word. - We will search the meaning on the internet. - I will write, with dots, the spellings of the words in English and Spanish for the students to review. - We will make a drawing about the meaning of the word so that it is more meaningful and easy to learn for the students and, more specifically, for the student with Asperger's Syndrome. It does not have a specific moment, but we will resort to it as new and striking words emerge for us.
STORIES
Once a week, we will tell a story in the assembly area applying the following procedure: - We will look in the backpack of our pet and there we will find it. - The teacher will tell and dramatize the story with the pet. - Simple questions will be asked for the students about the story.

- An individual final report will be prepared in which each child will write the title of the book copying it from a projection on the digital board and a significant drawing on it.

This activity will work the last 20 minutes of the Friday sessions, taking advantage of the fact that the students are already tired and will need to do something playful.

TRAVELER'S BOOK

The traveler book is a very eye-catching activity for children's students, since it makes them feel like protagonists. It is a book that the teacher will make manually and that will travel throughout the course to the students' houses.

This activity will be worked on in each (as a task) and in the English corner (as a presentation of the student's own work).

Example:

On the first day, the teacher will explain what the traveler book is, what information we have to include, how we are going to explain it to the other classmates, etc. and I will show them my own example (resource 13).

Luckily, the first day a student will take the book home to do something similar to what the teacher has done in class and an informative note for families in which the details are given so that the student is tutored by them.

The following week (the first 10 minutes of class on Monday), the student will present their information and we can ask them questions. We will continue this same dynamic until we have all participated.

h) Evaluation

Evaluation is part of the educational process, as it is closely related to all the elements that make it up. In many occasions, the evaluation helps to know the teacher, the level of competence that the students have acquired, but also, it provides the opportunity, for the student to ask himself. In other words, it helps the teacher's reflection, to set new goals and, above all, to give a more accurate response to the students.

The teacher does not have to conceive the evaluation as a mere task directed towards the students and in which the accomplishment of it implies obtaining the level of competences reached. Assessing does not only imply an assessment of the teaching / learning process, but also of teaching practice.

Taking into account that the evaluation in the infant education stage must be permanent, the evaluation of the proposal will be global, formative and continuous. This means that, in the first place, an assessment will be made to check the level of prior knowledge that the students possess. During the implementation of the proposal, the activities will be continuously evaluated, and finally it will be checked if the proposed objectives have been fulfilled as initial purposes. All these data will be collected and recorded in the teacher's journal through direct observation, (See annex III).

The proposal for these two weeks, as they are content review activities corresponding to the previous year, will be an initial evaluation proposal and each one of the activities will be evaluated individually to make a more exhaustive follow-up of each specific student. The development of the following projects and didactic units carried out throughout the school year, will fulfill the requirement to carry out an initial evaluation detecting the level of prior knowledge of the students, an evaluation of the process through direct and systematic observation and a final evaluation around the proposed objectives for each project or unit, instead of each activity as I have done in these two weeks.

4. CONCLUSIONS

One of the basic purposes of the Early Childhood Education stage is to promote the comprehensive development of pupils, encompassing all its dimensions: cognitive, social, affective-emotional, motor ... I chose this topic because I understand as necessary and urgent a simplification of the teachers' work regarding individual attention. The starting point was to inquire about special educational needs with foreign languages. I opted for Asperger syndrome because, given its recent characterization, there were no studies on teaching foreign languages with this group. Therefore, this, together with my high disposition with languages and the occasional experience with this group in foreign countries, fed back my initiative to undertake this project.

For the preparation of this master's thesis, it is necessary to take as a reference a theoretical base in relation to the disability that is going to be worked on and its background.

Starting from the desire to simplify the teacher's task in terms of curricular adaptations and based on the theoretical basis mentioned in the previous paragraph, I have developed this TFM to respond to the special educational needs of students with Asperger's syndrome. To this end I have created a didactic proposal that includes methodological guidelines, educational resources and time planning, in order to simplify the teacher's task and give a more accurate response to the students who require it.

The proposal made throughout this work, focused on the development of foreign language competences, is applicable to the development of other competences to be worked on at the early childhood stage. Similarly, it is adaptable to the three levels that make up the second cycle of this stage, since the adequacy of one level or another depends on the content and requirements that the teacher considers in the programming according to the needs and maturity level of the student body.

One of the most significant advantages of the proposal is the wide range of options, skills, and interests in working, which respects the characteristics of students with Asperger syndrome and encourages their development. The subjects open to the student's choice are a way of responding to the wide variety of interests of the students.

This proposal has been planned with a view to responding to the needs of a very specific group. However, the activities created in the programming are valid to include them in the class group in its entirety, being an adequate way to give more individualized attention. In addition, the possibility of reinforcement must be taken into account from two plans that every educational center must have:

- Tutorial Action Plan (TAC): in order to give greater integration to students with Asperger syndrome as students with other characteristics. This inclusion would be visible in individual activities or tutorials.
- Diversity Care Plan (DCP): will serve to provide specialized attention to students with specific profiles.

On the opposite side of the opportunities that this work offers, we find some limitations that need to be disclosed.

✚ Firstly, the bibliography found regarding the focus of teaching a foreign language with students with Asperger syndrome is scarce, which is a great limitation when it comes to focusing and planning activities. However, teachers and families can consult programs (DELETREA, 2004) and books (Gillberg and Szatmari 1989), which offer general information that serves as a guide to guide the teaching-learning process of the foreign language with students with Asperger's.

✚ Added to this limitation we find the difficulty of changing teachers' perception of attention to diversity, perceiving it as a difficult and long-lasting job, and not as something rewarding. However, all educational needs do not require the same magnitude of work: in the case of the Asperger, if the action is planned in advance, the time devoted to the student is significantly reduced without detriment to the quality of teaching.

To finish, it only remains to point out that the best use of this proposal may be to change the mentality of some teachers and education professionals, because attending to diversity is not so difficult if you know how and if we opt for it due to our vocation. And most important of all, with this effort millions of teachers every day offer learning opportunities and raise thousands of smiles to people, who for no reason, the world and society, have separated from the rest.

Therefore, "IF WE WANT TO CHANGE THE WORLD, WE START WITH EDUCATION".

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6. APPENCIES

- **Annex I. Extension and skills worked in the project.**
- **Annex II. Resources.**
- **Annex III. Observation and evaluation instruments.**
- **Annex IV Letter to families.**

Annex I. Extension and skills worked in the project

In the table, you can see the skills that will be worked on in each of the sessions (comprehension, communication and listening comprehension, oral expression and reading), prioritizing in each session a skill although simultaneously working on others that will complement the exercise.

WEEK	DAY/DAYS	TYPE OF ACTIVITY
WEEK ONE	Session 1 “Standards and presentation”	- <i>Warmer.</i> - <i>Speaking.</i>
	Session 2 “Standards and presentation”	- <i>Explicit.</i> - <i>Drawing.</i> - <i>Cooperative learning.</i> - <i>Recap.</i>
	Session 3 “Our favorite topics”	- <i>Warmer.</i> - <i>Explicit.</i> - <i>Learned centred approach.</i>
	Session 4 With pictograms is better	- <i>Warmer.</i> - <i>Vocabulary.</i> - <i>Grammar.</i> - <i>Listening.</i>
	Session 5 With pictograms is better	- <i>Grammar.</i> - <i>Speaking.</i> - <i>Closing.</i>
	Session 6 The numbers game	- <i>Warmer.</i> - <i>Listening.</i> - <i>Explicit.</i> - <i>Drawing.</i> - <i>Writing.</i>

WEEK TWO	Session 7 The numbers game	- <i>Play-based approach.</i> - <i>Closing.</i>
	Session 8 We investigate about animals	- <i>Warmer.</i> - <i>Writing.</i> - <i>Homework.</i> - <i>Speaking.</i> - <i>Visual thinking.</i>
	Session 9 Geometry in class	- <i>Warmer.</i> - <i>Listening.</i> - <i>Playing (TPR).</i> - <i>Writing.</i> - <i>Homework.</i>
	Session 10 Our weekly schedule	- <i>Reading (Jolly).</i> - <i>Listening (recording).</i> - <i>Drawing.</i> - <i>Cooperative approach.</i>

Annex II. Resources

RESOURCE 1.



Image 1: activity card "standards and presentation". Source: own elaboration (2020).

RESOURCE 2.

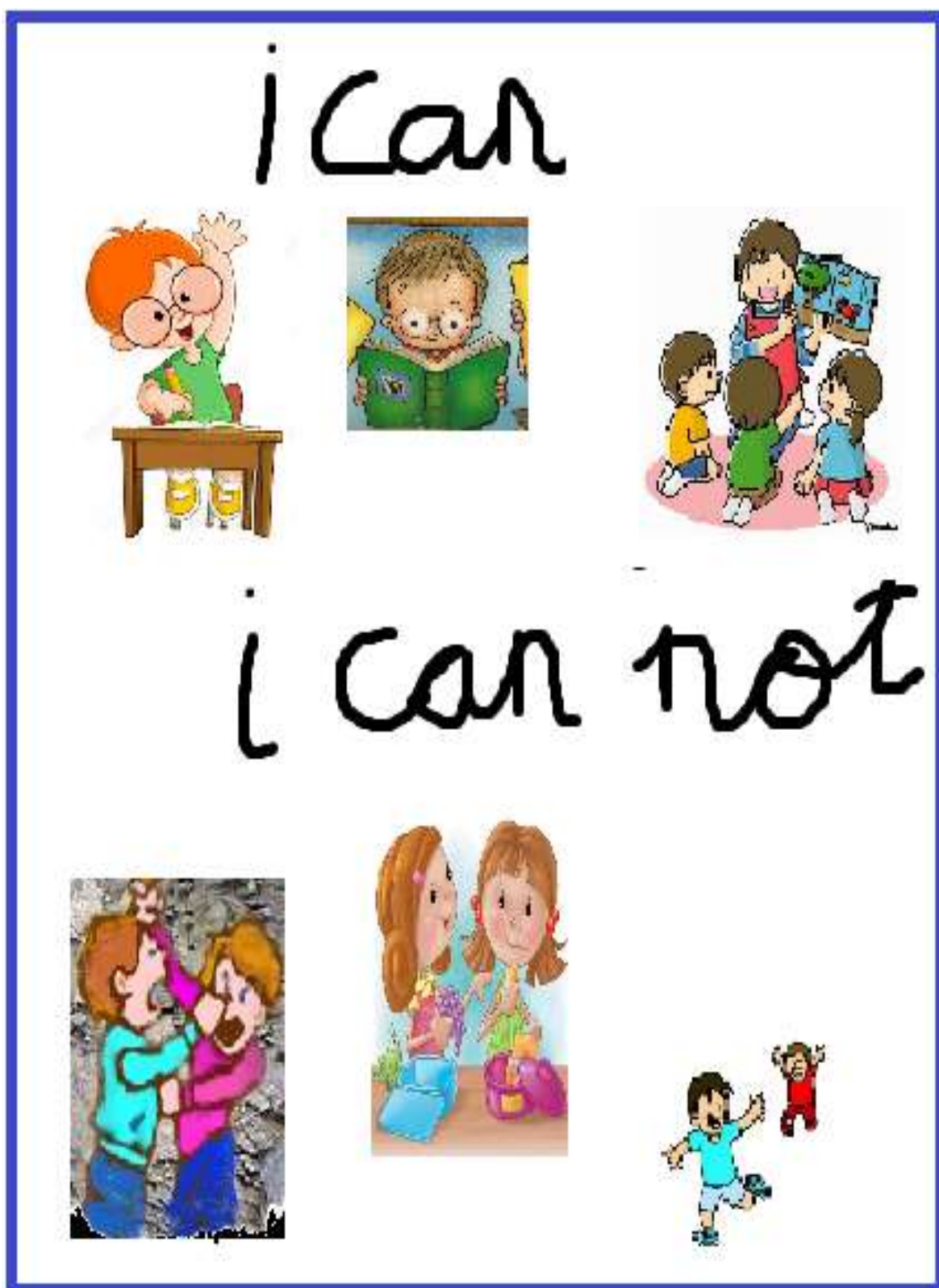
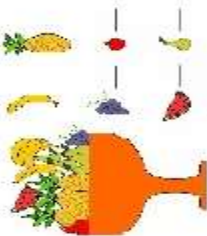


Image 2: activity mural “standards and presentation. Source: own elaboration (2020).

RESOURCE 3.

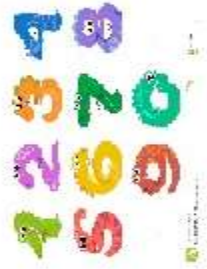
















Grupo: -----

Image 3: "our favorite topics". Source: own elaboration (2020)

RESOURCE 4

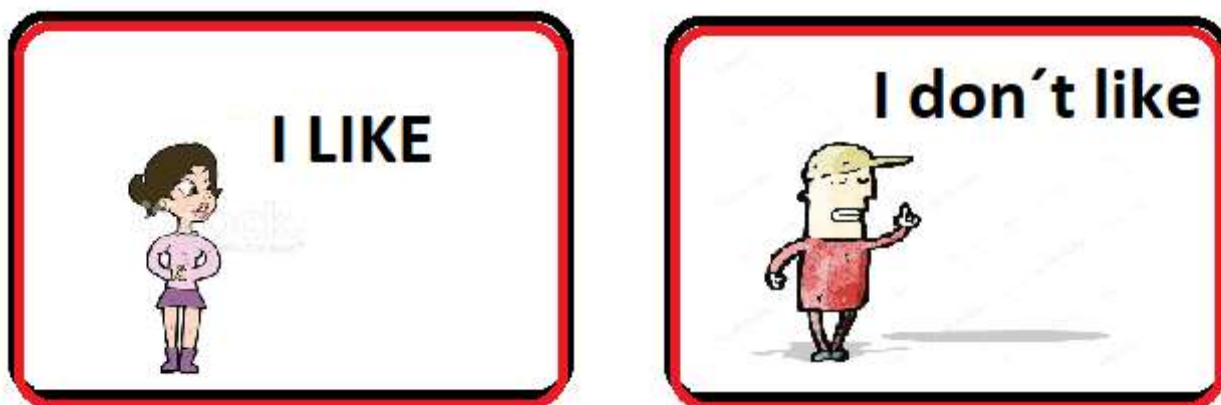


Image 4: “Better with pictograms”. Source: own elaboration (2020).

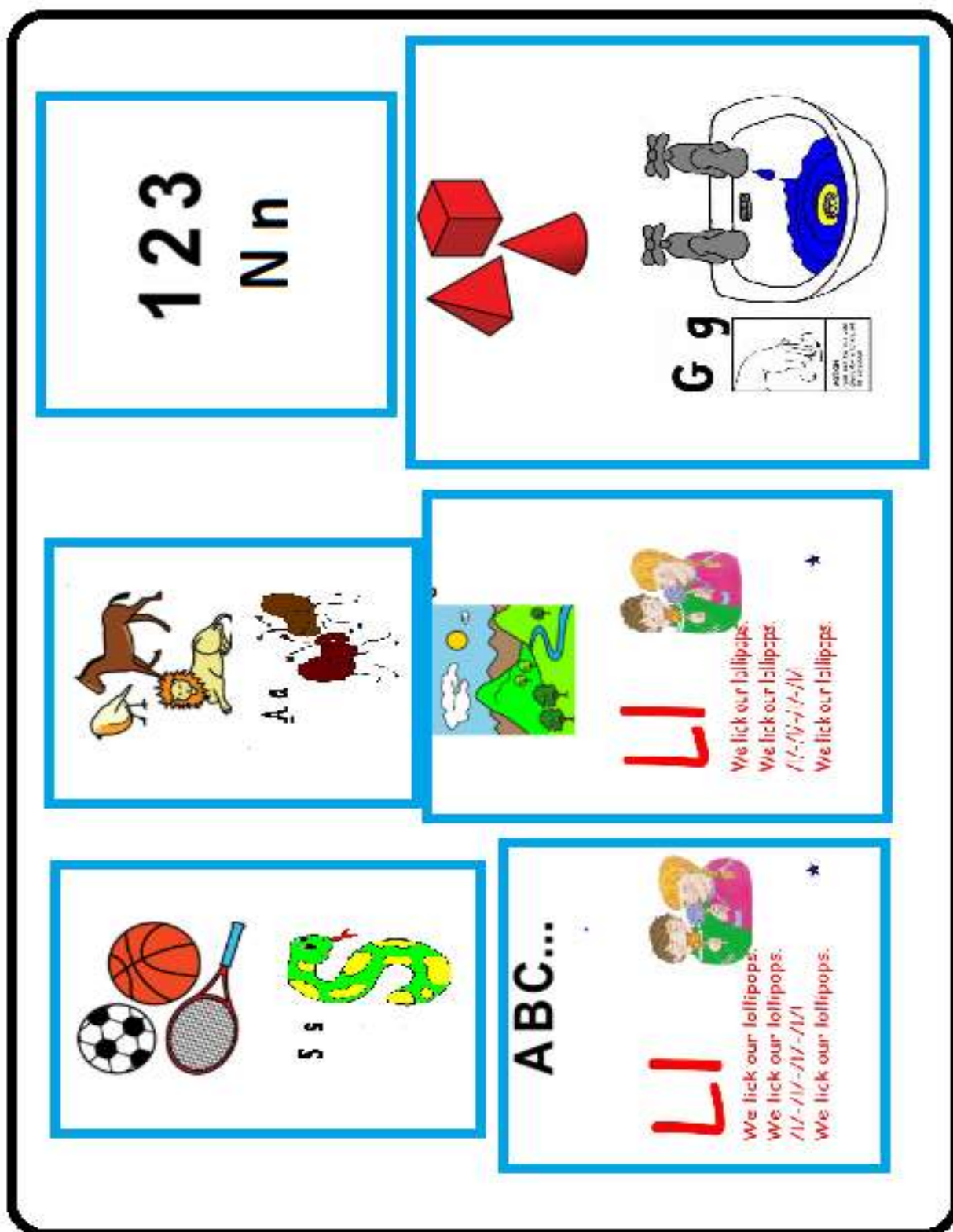


Image 5: “Better with pictograms”. Source: own elaboration (2020).

RESOURCE 6

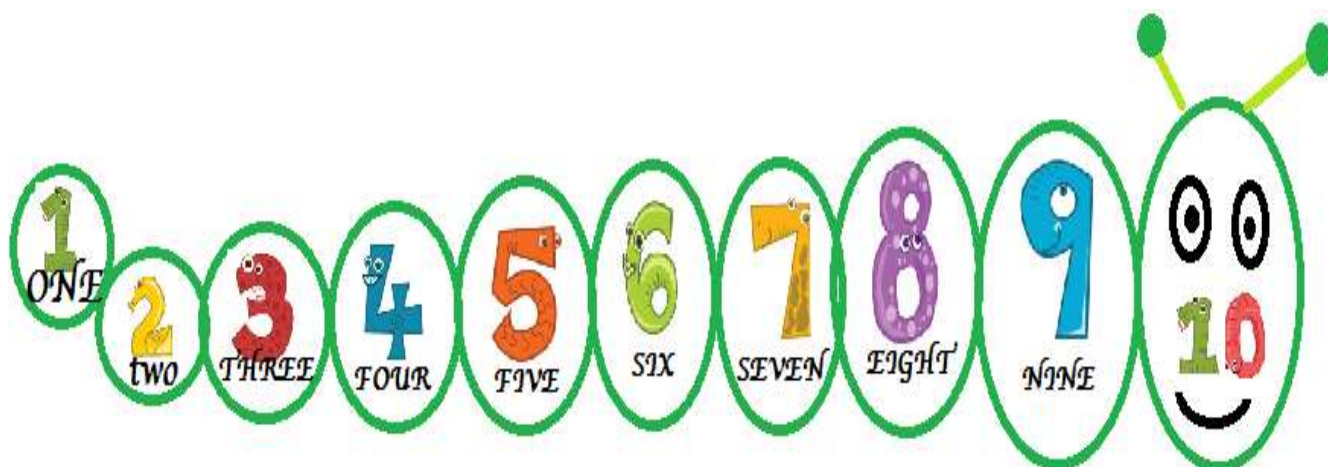


Image 6: “The numbers game”. Source: own elaboration (2020).



Image 7: “The numbers game”. Source: own elaboration (2020).



TELL US ABOUT YOUR FAVOURITE ANIMAL

es —

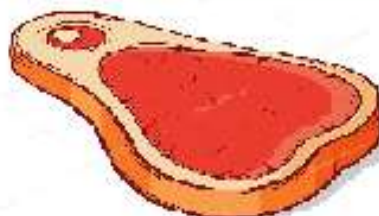
is —

Nombre: _____ Name: _____

RESOURCE 8 SMALL CARDS.



HERBIVORES



CARNIVORES

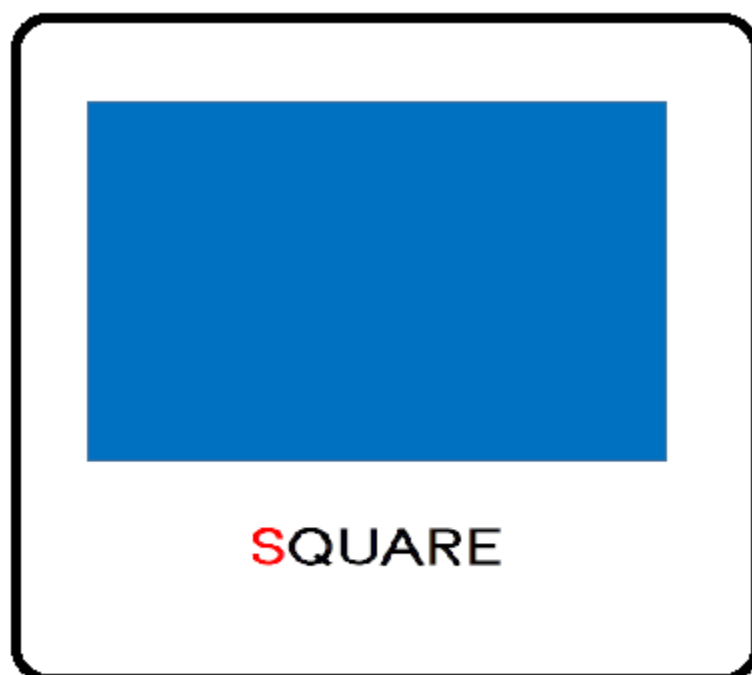
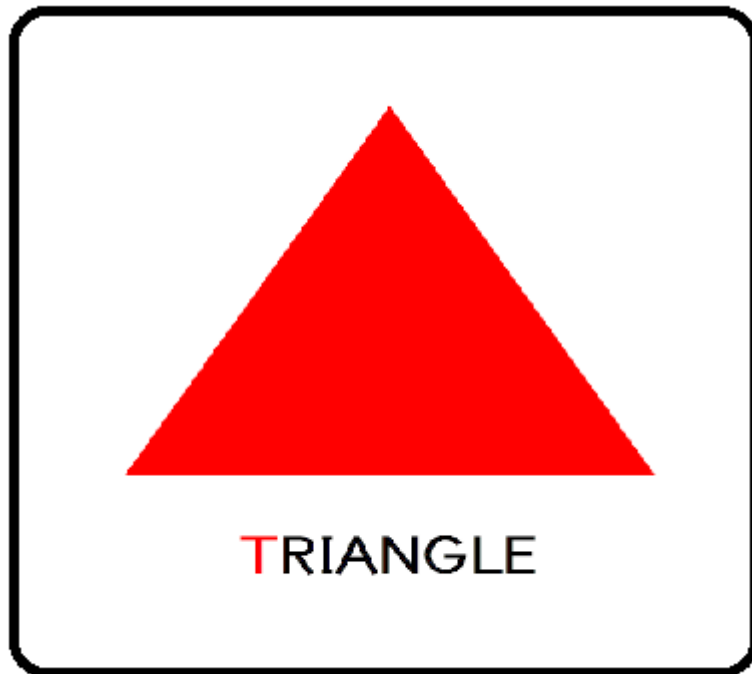


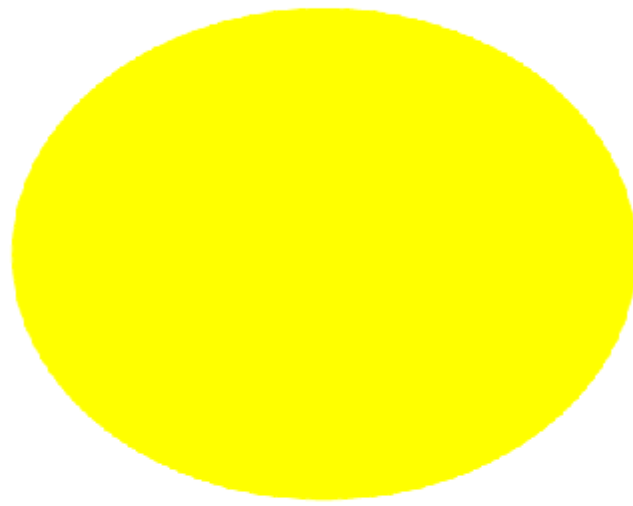
HAIR



FEATHERS

RESOURCE 9 FLASHCARDS





CIRCLE



RECTANGLE



STAR

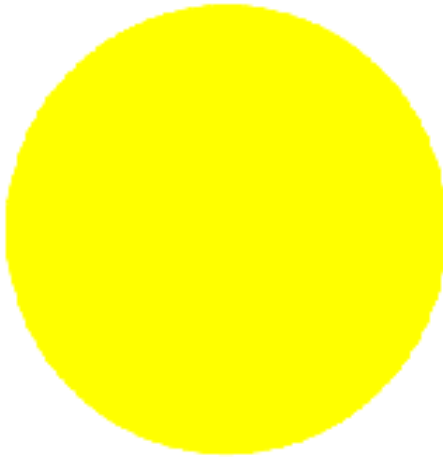
WORKSHEET 1



star



rectangle



circle



square



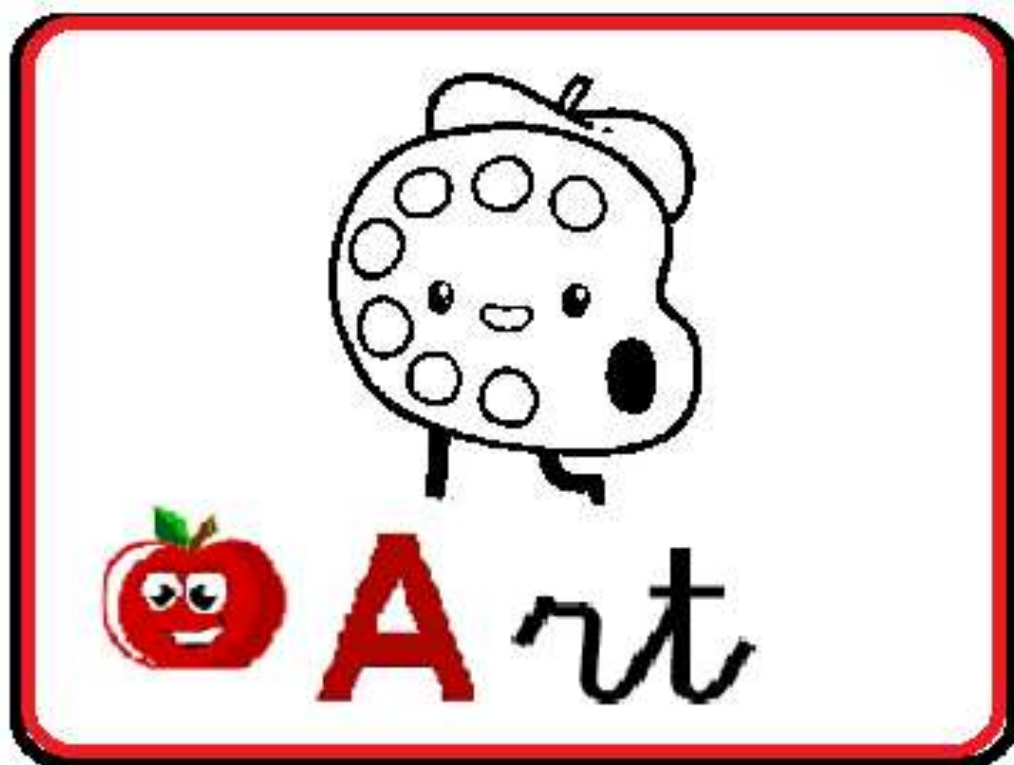
triangle

NAME: _____

DATE: _____

RESOURCE 11. PICTOGRAMS TO COLOR.









OUR WEEKLY SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

IN MY FREE TIME



I READ SOME BOOKS
AND I GO TO NATURE

THIS IS ME



MY NAME IS: David

I AM 28 YEARS OLD

YESTERDAY...



I COOKED A REALLY
GOOD CAKE

I LIKE



NATURE



READING



SUSHI

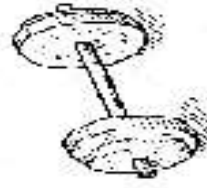


SNAKES

I DON'T LIKE



STORMS



GYM

Annex III. Observation and evaluation instruments.

TEACHER EVALUATION

WEEK			WEEK FROM.....TO.....2020	
DAY	HOUR	GROUP	ACTIVITIES	OBSERVATIONS
MONDAY				
TUESDAY				
WEDNESDAY				

THURSDAY				
FRIDAY				

STUDENTS EVALUATION

Activity 1. "Standards and presentation"

Assessment criteria	students				
	1	2	3	4	5
Know the school rules.					
Is able to communicate what he wants to transmit					
Understand the concepts and actions presented in the images					
Interpersonal relationships are ideal					
Is able to use correctly the modal verb					

Table 1 (A: Objective achieved; I.P: Objective in process; NA: Objective not achieved).

Activity 2. "Our favorite topics"

	Students				
OBJETIVO	1	2	3	4	5
Emits autonomous responses					
Is able to communicate what he wants to transmit					
Respect the opinions from others					
Discriminate basic colors and their nomenclature in English					

Table 2 (A: Objective achieved; I.P: Objective in process; NA: Objective not achieved).

Activity 3. "Is better with pictograms"

	Students				
OBJETIVO	1	2	3	4	5
Properly use the expressions I like and don't like Enjoy with group activities.					
Manage the vocabulary studied					
Recognize the phonemes studied.					
It is clearly expressed.					
Respect order					

Table 3 (A: Objective achieved; I.P: Objective in process; NA: Objective not achieved).

Activity 4. “The numbers game”

CRITERIA	STUDENTS				
	1	2	3	4	5
Know the numbers from 1 to 10					
Able to order the number series					
Perform simple operations according to your level					
Interact with the other classmates					
Pronounce numbers appropriately					
Discriminate numbers appropriately					

Table 4 (A: Objective achieved; I.P: Objective in process; NA: Objective not achieved).

Activity 5. “We investigate about animals”.

CRITERIA	STUDENTS				
	1	2	3	4	5
Name and identify some of the animals studied.					
Recognize its characteristics.					
Properly used the IS structure.					

Values technologies as a means of searching for information.					
Actively participate in group and individual activities.					

Table 4 (A: Objective achieved; I.P: Objective in process; NA: Objective not achieved).

Activity 6. "Geometry in class"

	STUDENTS				
CRITERIA	1	2	3	4	5
Recognize basic geometric figures.					
Properly pronounce the names of the figures in English.					
Recognize the characteristics of geometric figures.					
Act with respect and maintain order in group activities.					

Table 4 (A: Objective achieved; I.P: Objective in process; NA: Objective not achieved).

Activity 6. "Our weekle schedule"

	STUDENTS				
CRITERIA	1	2	3	4	5
It is properly oriented in the school day.					
Recognize and mention the different moments of the day in English.					
Enjoy group work.					
Fine motor skill development is age appropriate.					

Table 4 (A: Objective achieved; I.P: Objective in process; NA: Objective not achieved).

Annex IV Letter to families

DEAR FAMILIES,

I hereby address you in the most respectful way to request your help in one of the activities that we will carry out the following week.

Attached to the letter is a file that the students will have to bring prepared, the help of families being essential in the process of its preparation.

The guidelines for the elaboration are the following;

- Paste a photo of any animal in the space indicated for this purpose.*
- Indicate your name in English and Spanish.*
- Fill in the spaces on the right with two of its characteristics in English and Spanish. Put a characteristic in each table, being the section ES for the characteristics in Spanish and the section IS for the characteristics in English.*

We thank you in advance for your help and collaboration.

Yours sincerely,

David.

Thanks:

I want to give my sincere thanks to all those people who have helped to consolidate my competences throughout my career as a student. In particular, the person who has guided me in each of the advances. Without your help I would not have been able to complete this work.