

Educational inclusion: challenges in the process of curricular adaptation of English in students with autism spectrum disorders

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Summary

The Autism Spectrum Disorders in English language teaching represents this urgent and complex problem due to the heterogeneity of the condition and the cognitive and social challenges it entails. Objective: to explore, interpret and systematize the favorable scientific evidence on the challenges and pedagogical strategies in which the process of curricular adaptation of the English language in students with this disorder. Methodology: qualitative descriptive with a hermeneutical approach that is based on a systematic review of the literature, using the PRISMA 2020 method. A search was carried out in academic databases such as: Pubmed, Scielo, Latindex Web of Science, where 21 articles were selected whose quality was validated using the QualSyst tool. Results: individualized curricular adaptations, the use of visual supports and certain multisensory methodologies, improve the motivation and communicative skills of neurodivergent students. In addition, critical barriers were identified at the time of inclusion of students in our context, such as insufficient teacher training, lack of technological and institutional resources. Conclusion: Full inclusion depends on the transformation of traditional pedagogical practices towards evidence-based models and the use of assistive technologies, thus guaranteeing social equity and the emotional well-being of students.

Keywords: Educational inclusion, ASD, curricular adaptation, English language, teacher training.

Introducción

Worldwide, Autism Spectrum Disorder (ASD) at the school level requires specific curricular adaptations. Obstacles such as lack of teacher training, insufficient resources, and institutional support limit their participation (Morocho-Torres et al., 2025). Given the growing prevalence and pedagogical, social, and emotional complexity of ASD, the World Health Organization maintains that approximately 1 in 100 children worldwide have an autism spectrum determination, denoting the importance of clear inclusive policies that aim to solve or sustain each need.

In English language teaching, students with ASD face cognitive, emotional, and volitional challenges that require personalized pedagogical strategies. Scientific evidence shows that curricular adaptations require holistic approaches, based on structural, technological, and methodological aspects. This reality requires education systems and teachers to be prepared to meet the complex and varied needs of these students with neurodivergent conditions (Bernal Alvaro et al., 2024).

Students with ASD often face significant challenges in their learning process, including difficulties in interacting socially, limited interests, visual and structural support needs, as well as a marked sensitivity to environmental stimuli that can affect their participation in classes (Andrade-Torres et al., 2022). It is estimated that 24% have associated intellectual disability (Galindo-Porfirio et al., 2023). In the same way, 53% stand out with an intellectual base similar to the average and 23% without disabilities. Diverse profiles that support the need to insert personalized educational adaptations and family accompaniment (Vidriales Fernández et al., 2021).

ASD has different manifestations, both in intellectual functioning and in language skills (Grosso, 2025). Therefore, understanding its impact on inclusive practices is essential to design more effective educational policies, in this context, assistive technologies applied to the teaching of English become a key tool, as it facilitates communication and learning, contributing to better equity and participation of students with ASD (Peñafiel Villavicencio et al., 2025). By promoting inclusion, costs due to marginalization and social isolation are reduced, fostering diverse and inclusive communities, which require resources and sustainable inclusive policies (Roa & Carruyo, 2024).

In this sense, its inclusion in the teaching of the English language as a second language is an urgent and complex problem, due to its prevalence and heterogeneity that require specific curricular adaptations, but insufficient teacher training, limited resources and deficient institutional support hinder its implementation, these barriers increase anxiety and low performance when sensory, communicative and cognitive needs are not met.

On the other hand, personalized approaches and assistive technologies improve motivation, persistence, and communication skills. Addressing these gaps through policies, teacher training, and evidence-based strategies is essential to ensure social equity and promote inclusive and sustainable schools. Based on the existing problems, the following questions arise:

1. ¿What are the main challenges faced by teachers in the process of curricular adaptation of the English subject for students with autism spectrum disorders?
2. ¿What pedagogical and methodological strategies are most effective in promoting educational inclusion and meaningful learning of English in students with ASD?
3. ¿How the implementation of curricular adaptations in English affects the development of

communicative, socio-emotional and resilience competencies of students with ASD?

Development

Inclusive education, well-rounded curricular adaptations are the fundamental pillar of the teaching-learning process, according to authors such as Loaiza et al., (2025), since they allow an appropriate individualized modification adapted according to the needs detected by teachers in students with ASD, so that the process is fulfilled in a sustainable and successful way of the English language.

Likewise, it is understood that inclusive and exclusive education is a fundamental right of all children in the educational field in all learning training fields that scrutinize a change in policy, cultural knowledge and educational practices, in order to guarantee student insertion in the institution and in the Community (Carneiro et al., 2021).

Inclusive education in Ecuador has undergone a significant transformation in its beginnings, students with special educational needs were not taken into account within training centers, which generated inclusion and limited learning opportunities (Torres Gómez et al., 2023). Previously, the signing of agreements, both international and national, was required to ensure that all children and adolescents could access the educational system. In the university environment, research shows that exclusion has decreased, although there are still restrictions on the entry of people with certain disabilities, which shows that full inclusion still faces structural and social limitations (Vargas Castro et al., 2024).

In the same way, these curricular adaptations are intended to improve the educational system and maintain the diversity of our students (Martín-de-los-Ríos & Caracuel-Cáliz, 2026). In addition to the fact that the academic authorities and institutions must guarantee educational inclusion (Torres Gómez et al., 2023).

Relatively, there are great differences between integration and inclusion; Integration (its principles are based on normalization and individualization, where the student must adapt to the educational regime, and it is the system itself that lacks adaptability depending on the case to the diversity of the student body, in addition, the lack of teacher training to work with students who have SEN)(Romero Caguana et al., 2025). Inclusion (its fundamental principles are equity, solidarity and cooperation. Based on heterogeneity, it prioritizes the individualized (Chamba Luna et al., 2024).

Ecuador has made progress in recognition and policies to include students with ASD, with recent initiatives by the Ministry of Education aimed at strengthening educational instruments and care. However, implementation faces gaps in teacher training, resources, and institutional support that limit effective practice in the classrooms (MSP, 2025).

Autism spectrum disorder in early education

For Castro and Paz (2024), the word autism comes from the Greek prefix *αυτος* (autos), meaning oneself, and the suffix *ισμός* (ismós). In this case, the correct meaning is "to enter into oneself", and according to the clinical perspective, the word refers to those who "isolate themselves from the outside world"(Jínez-Tapia et al., 2025). Although the term is widely used in the current educational system, Campoverde et al., (2025) support the consideration of students with SEN who require assistance, attention and maintenance/follow-up when they present a disability or disorder that interferes with their learning (Bernal Sención & Ramos González, 2022) (Zanato & Gimenez, 2017).

By including children with autism spectrum disorder in regular classrooms, collective acceptance should be promoted, through social and emotional development and achieving academic success. Their bond and interaction offers opportunities to develop soft skills such as communication, understanding, teamwork, leadership, etc (Villacrés y Salazar, 2024). In addition, in this way we prepare them for an adult life where they must develop skills of self-management, adaptation and cooperation ideal for integrating into society (Cardeña et al., 2022).

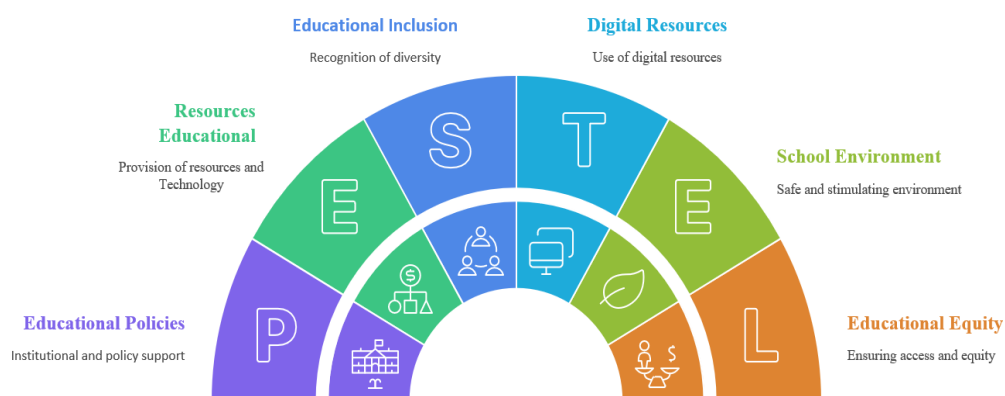
Curricular adaptation in the English language in students with autism spectrum

The English curriculum in Ecuador is based on the Common European Framework of Reference (CEFR), which highlights an international model, established for certain levels of English language skills and also guides the teaching process to the development of communicative skills, different cultures with effective communication in the language (Poveda Toalombo et al., 2023). This approach promotes linguistic competences, the development of personal, social and intercultural skills in a globalised world. This approach promotes linguistic competences, the development of personal, social and intercultural skills in a globalized world (Zambrano Villa & Vaca-Cárdenas, 2024). In addition, the curriculum incorporates active methodologies, adapted to the needs of students (Velásquez-Cedeño & Argudo-Serrano, 2023).

Granana et al., (2022) describes that a good curricular adaptation requires adjustments with elements demanded by the training curriculum, in order to sustain the learning of children with ASD. In short, curricular adaptations are defined as those adjustments or modifications that are specifically applied to programmed activities within the planning to adapt them to the reality of the classroom (Torres Montalvo et al., 2021).

However, since 2014, the teaching of English has faced difficulties, due to the eradication of elementary and middle levels, causing a gap in knowledge of almost three years (Grosso, 2022). However, in 2016 five academic hours per week were inserted, the measure did not contemplate the specific needs of all students, affecting those with SEN and in this case ASD, for Barberán et al., (2022) the modification of the curriculum in 2016 was a mistake, since it widened the educational gap and made it difficult to learn the language in more vulnerable sectors.

Figure 1. Curricular adaptations and learning



Note: Own elaboration

Methodology / Type of study

Qualitative descriptive research with a hermeneutic approach, with the methodological objective of exploring, interpreting and systematizing the available scientific evidence on the challenges and pedagogical strategies in the process of curricular adaptation of the English subject

for students with Autism Spectrum Disorders (ASD). The study with a hermeneutic approach guides the in-depth interpretation of texts and studies, seeking to understand meanings, intentions and pedagogical contexts behind gamification practices (Hernández, 2023), its practical application will be based on the findings extracted from the studies will be interpreted through reading-interpretation-contrast cycles, integrating the authors' understanding with the educational context and the implications for the inclusion of students with ASD.

To achieve the proposed objective, this study proposes a research method of systematic review of the existing literature, applying the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), which documents the number of records in each stage and the reasons for exclusion, to guarantee transparency and reproducibility, which includes four stages:

Identification: Search in recognized academic databases.

Screening: Removal of duplicates and review of titles and abstracts.

Selection: Complete reading of potential texts and application of inclusion and exclusion criteria.

Inclusion: Final studies that meet criteria and that will be analyzed and interpreted hermeneutically.

Search Protocol

This study is based on guidelines from the PRISMA 2020 declaration, which serves as an updated process of publications based on systematic reviews and meta-analyses. The use of this protocol ensures transparency, reproducibility and methodological rigor at each stage of the study selection process. Following the PICO strategy, an electronic search was carried out in five academic databases: Scopus, PubMed, Web of Science, Latindex and Scielo. To delimit and refine the information within the field of study, a search equation was made with key terms in Spanish and English, such as "gamification", "teaching English", "didactic strategies", "motivation in learning", "playful learning", along with their equivalents in English: gamification, English teaching, didactic strategies, learning motivation, playful learning. Likewise, Boolean AND and OR operators were used to combine the descriptors and extend the retrieval of the relevant records.

Eligibility Criteria

The following is a systematization of the eligibility criteria used in the systematic review, structured to ensure the methodological rigor and validity of the findings presented:

Table 1. Inclusion criteria and exclusion criteria

Inclusion Criteria	Exclusion Criteria
Studies that identify inclusive challenges and obstacles in students with ASD from the teaching perspective	Research that did not specifically cover the research topic of the review.
Articles selected under the expertise of teachers on the inclusion of students with ASD.	Studies targeting people with disorders or conditions other than ASD.
Research that is directly related to variables such as: students with autism, teacher, barriers, limitations and difficulties.	Studies in which the main sample was not made up of teachers.
Studies that guarantee the relevance and validity of the findings within the framework of educational inclusion.	Experimental studies carried out with children in the initial educational cycle. Duplicate citations and articles with no possibility of technical retrieval.

Note: Own elaboration

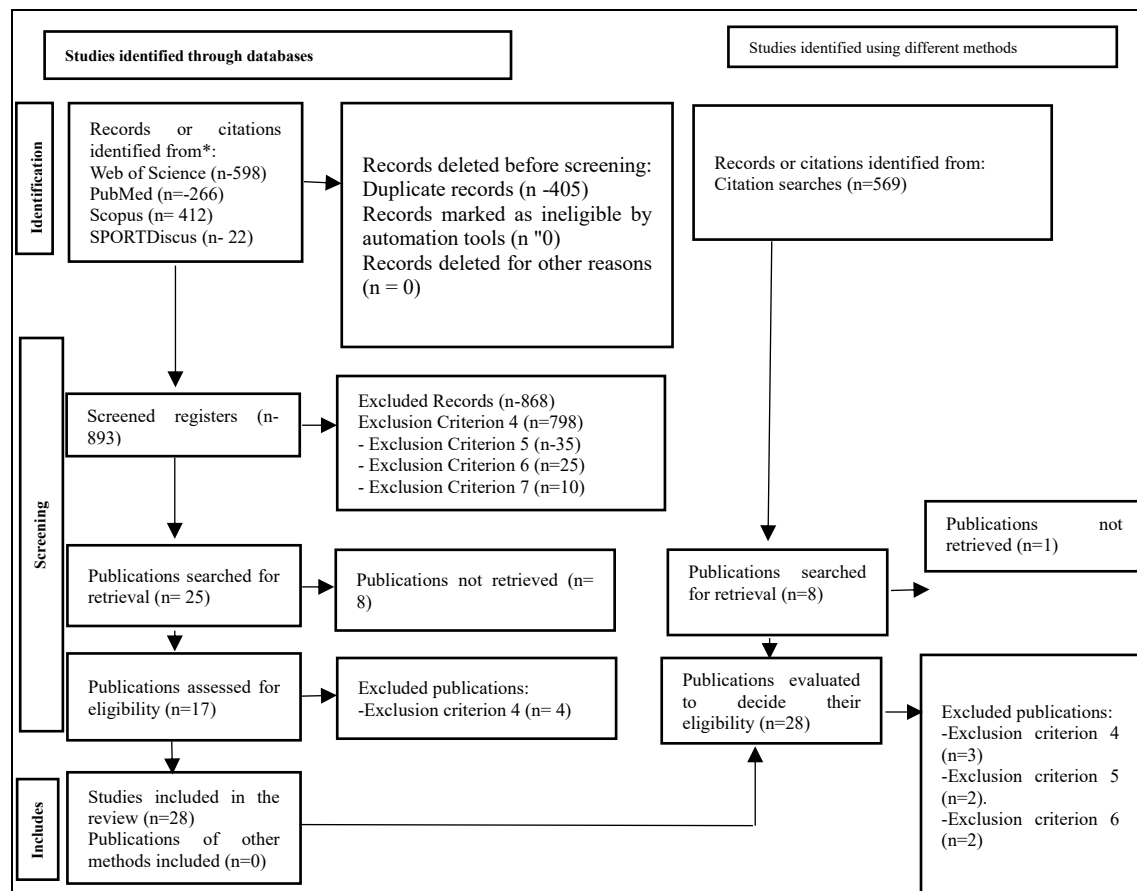
Study selection

By applying the search equation in the selected database, a total of 1,298 initial records were obtained, which were managed by the Zotero software to debug the sensitive ones. Once this first filtering was carried out, the titles and abstracts of the studies were individually examined in order to apply the previously defined inclusion and exclusion criteria. At the same time, a complementary search was carried out in the bibliographic reference of the articles and selected, which allowed the identification of 569 additional records that were integrated into the different phases of the selection process Following the PRISMA 2020 flowchart methodological scheme.

From this complementary search, 8 publications were retrieved for a more detailed analysis, however, after applying the exclusion criteria again, 3 studies were discarded because they did not directly address the research topic, two because they did not include the population with ASD and 1 because they did not have a teaching sample. This systematic procedure made it possible to ensure that the articles finally selected were pertinent and relevant to respond to the review objectives, thus guaranteeing the validity and methodological rigor of the study, selecting 21 studies for this review.

Finally, the ethical criteria will be considered, although there are no direct participants, the principles of respect for authorship, correct citation and prevention of plagiarism will be respected. The selection of articles will be documented with objective criteria to minimize bias. Social responsibility: It will be explained how the findings contribute to educational inclusion and the principle of beneficence and educational justice.

Figure 2. PRISMA Flowchart



Note: Own elaboration

Risk assessment bias

The quality of the articles included in this study was guaranteed using an instrument called QualSyst (Standard Quality Assessment Criteria for Evaluating Primary Research Papers from a Variety of Fields) (Kmet, 2004). Tool that evaluates qualitative research through 10 items that cover aspects such as: consistency of the question, proposed objective, methodology, context, theoretical framework, sample, data collection methods, analysis and verification procedure, outcomes and reflection of findings. Each TA is graded into 3 performance levels: 2 (satisfactory), 1 (partially satisfactory) and 0 (unsatisfactory). The final score is obtained by dividing the total achieved. Between 20 and what allows quality to be expressed in percentages ranging from zero to 100%.

The evaluation was reviewed by two independent reviewers, who then compared their results using the intraclass correlation coefficient, reaching a value of 0.93 ($p < 0.001$), which indicates a level of agreement considered "good". Based on this analysis, a cut-off point of 65% was established. Therefore, only those studies that obtained a score equal to or higher than this threshold included a review. This procedure ensures that the findings are supported by quality research and that the conclusions. Derived from the systematic review have validity and reliability.

Risk of bias in studies

In general terms, the studies selected for the systematic review presented a high level of quality, however, the aspects that obtained lower scores corresponded to the analysis of the data and the verification procedures. To strengthen these criteria, it is suggested to deepen the sampling techniques and organize the work in clearly structured phases. It is also essential to detail the tools used in the data analysis, such as the software used in order to guarantee greater methodological transparency.

The findings of this evaluation are presented in Table 2 where it is given precisely. The quality of studies considered in this review

Table 1. Assessment of study quality

STUDIES	OBSERVER 1	OBSERVER 2
Cagua Dávila et al., 2025	0,7	0,75
González González & Barteleme Meriño, 2022	1	0,70
Morocho-Torres et al., (2025)	0,8	0,9
MSP (2025)	0,8	0,85
Torres Gómez et al., (2023)	0,65	0,85
Vargas Castro et al., 2024	0,9	0,9
Poveda Toalombo et al., (2023)	0,9	0,9
(Chamba Luna et al., 2024)	0,9	0,9
(Castro & Paz, 2024)	0,75	0,65
(Millá Romero and Mulas Delgado, 2009)	0,75	0,7
(Zaldivar Guzmán et al., 2019)	0,75	0,9
Delgado Sacaquirín et al., (2025)	0,95	0,9
Barberán Díaz, et al. (2022)	0,85	0,85
Ruiz Peralta et al., (2025)	0,95	0,85
Bernal Álvaro, et al., (2024)	0,95	0,95
Torres Montalvo et al., (2021)	0,85	0,75
(Achig Campoverde et al., 2025)	0,85	0,75
Velásquez Cedeño et al., (2023)	0,85	0,9
(Villafuerte Holguín and Alonzo Rezabala, 2020)	0,75	0,9
Jínez-Tapia et al., (2025)	0,8	0,75
Zambrano Villa et al., (2024)	0,8	0,75

Note: Own elaboration

Once the quality of the studies had been assessed in order to guarantee the validity of the final conclusions, the results obtained were recruited. To carry out a more detailed exhaustive analysis, so as to ensure that only the most reliable data. Irrelevant were considered.

Results

In this systematic review, 21 studies were included, among which important elements of the study stand out. Table 3 presents in detail the characteristics by study dimension.

Table 2: Thematic axes

Reference/ Citation	Country	Objective	Application in Ecuador
Inclusive Education in Ecuador: The Interaction Between Learning Styles and Cultural Diversity			
Cagua Dávila, G. P., Arcalles Pacheco, A. Y., Díaz Azú, E. T., Rebolledo Monge, S. E., & Choéz Indio, M. M. (2025). Educational inclusion: interaction and learning styles and cultural diversity. <i>Arandu UTIC</i> , 12(3), 1059–1073. https://doi.org/10.69639/arandu.v12i3.1364	Ecuador	To evaluate perceptions of inclusion and teacher training in the face of cultural diversity and learning styles.	-The results and recommendations of this research were intended to inform policy and practice in Ecuador, adapted to the training plan to improve the learning process.
González-González, Y., & Bartelemi-Meriño, T. (2020). Diversity, a challenge to education inclusive. <i>Revista Portal de la Ciencia</i> , 1(2), https://doi.org/10.51247/pdlc.v1i2.291	Ecuador	Promote inclusion in indigenous and Afro-Ecuadorian communities, reducing discrimination.	-The research focuses on the political character with the will to implement inclusive educational models and policies, and on teacher training effectively in Ecuador.
Morocho-Torres, P. I., Álvarez-Lozano, M. I., & Peñate-López, O. (2025) TEA Educational Inclusion: Challenges and Opportunities in Intercultural Education. <i>Mexican Journal of Educational Research and Intervention</i> , 4(1), 5–10. https://doi.org/10.62697/rmii.v4i1.121	Mexico	Identify challenges and opportunities for inclusion of students with ASD in intercultural education.	Mexico's plurinational wealth facilitates the design of inclusive strategies that value cultural and linguistic diversity, allowing for the creation of adapted curricula that integrate both the requirements of students with ASD and the specific roots of indigenous and Afro-Ecuadorian communities.
Ministry of Public Health. MSP (2025) Strengthening plan for the educational inclusion of students with the autism spectrum. Ministry of Education of Ecuador.	Ecuador	Strengthen educational inclusion of students with ASD through public policies.	An official and direct reference for Ecuadorian educational policy. Translating into teacher training programs, curricular adjustments and institutional monitoring, in order to provide tools to serve students with ASD.
Torres Gómez, M. S., Monserrate Cajamarca, G. M., Siguencia Maldonado, D. S., & Historia de la educación en Ecuador: educación inclusiva. <i>Ciencia Latina</i> , 7(1), 1715–1727. https://doi.org/10.37811/cl_rcm.v7i1.4517 Noboa Erazo, S. P. (2023)	Ecuador	Analyze the historical evolution of inclusive education in Ecuador	The practical application lies in recognizing that current policies are the result of a historical process, which helps to assess progress and identify the gaps that still persist in teacher training and school infrastructure.
Vargas-Castro, K., Rojas-Ceballos, V.C., Saona-Lozano, R.V. & Pinos-Medrano, V.F. (2024). Influential factors in inclusive education in Ecuador. <i>Interuniversity Electronic Journal of Teacher Training</i> , 27(1), 61--73. DOI: https://doi.org/10.6018/reifop.580821	Ecuador	Assessing university students' perceptions of inclusive education.	This study highlights deficiencies in teacher training, poor administrative integrity, poor structural accessibility, and curricular inclusion, especially in public schools.
Poveda Toalombo, Á. S., Pérez Veloz, M. C., Sánchez Regalado, C. M., & Guillén Muñoz, E. M. (2023) Inclusive Education: SEN/ Curricular Adaptations. <i>Digital Awareness</i> , 6(1.3), 20–38. https://doi.org/10.33262/concienciadigital.v6i1.3.2501	Ecuador	Curricular adaptations in students with SEN.	The urgency of transforming the teaching structure in the Ecuadorian system is evident, promoting the design of flexible curricula that adjust to the diversity of the student body, especially in the case of ASD, through the strategic implementation of differentiated pedagogical resources.
Chamba Luna J, Luna Pacheco M, Chamba Loján J. Inclusive education as a quality right in Ecuador. <i>Latin American Journal of Social Sciences and Humanities</i> (2024) 5(5) https://doi.org/10.56712/latam.v5i5.2963	Ecuador	To explore advances and challenges of inclusive education in Loja.	Important elements to consider are highlighted: lack of teacher training and infrastructure. -Emphasize at the institutional and community level in order to ensure the implementation of inclusive policies.
Autism spectrum disorder in early education			
Castro F, Paz. Study of children with autism spectrum disorder: in early childhood education <i>MRevista ft</i> (2024) 26-27 https://doi.org/10.69849/revistafit/cs10202408062126	Brazil	Evaluate pedagogical strategies for children with ASD in early childhood education.	-Improvement in social interaction. -Continuous teacher training - Pedagogical strategies. - Early formal education (2-4 years): Effective- Lovaas method: Empirically supported

				-Traditional Behavioral Therapy: Helpful - Reducing Behavioral Challenges: -Teaching Alternative Methods of Communication: Effective, Social Interaction Skills, and Structured Opportunities.
M.G. Millá, F. Mulas. Early care and specific intervention programs with autism spectrum disorders. <i>Reverend Neurol.</i> 2009, 48(Supplement 2), 47–52. https://doi.org/10.33588/m.48S02.2009020	Spain	Review early care programs for ASD.		- Improvement in the understanding of social reality, communication, learning, IQ, visuospatial skills. -Reduction of autistic symptoms, improving attention, cognitive, communicative skills, improvement of social skills.
Guzmán, Y.Z., Galiano, J.M., & Sterling, Y.D. (2019). Pedagogical strategy in the inclusion of SEN students with autism. <i>Opuntia Brava. Ciencia Latina</i> , 8(6), 8973–8991. https://doi.org/10.35195/OB.V11IESPECIAL.674	Cuba	Design a pedagogical strategy for the inclusion of schoolchildren with ASD.		- Improved relationships between the student with ASD and the socializing agents: Increased communication -Help offered between peers and the student with ASD: Increased - Level of acceptance of diversity among socializing agents: High - Attention to diversity: Broader focus beyond learning and behavioral issues - Knowledge about ASD among socializing agents: High - Participation in classes and other activities: Secondary - Number and quality of activities to prepare socializing agents: Increased.
Delgado Sacaquirín, L. G., & Herrera Vega, M. del P. (2025) Curricular Adaptations for Children with ASD in the City of Cuenca. <i>Ciencia Latina</i> , 8(6), 8973–8991. https://doi.org/10.37811/cl_rcm.v8i6.15580	Ecuador	Curricular adaptation in students with ASD in Cuenca.		Various public and private educational institutions have inserted innovative strategies that have proven effective in teaching English. These include: participatory action, the integration of ICT/TAC, and the adaptation of educational materials to local contexts. In addition, it promotes continuous teacher training, improving the quality of teaching.
Barberán Díaz, J. L., Barberán-Zambrano, S. X., Cagua-Cedeño, X. L., et al. (2022) Curricular adaptations in children with intellectual disability associated with ASD. <i>UNESUM-Ciencias</i> , 6(1), 107–120. https://doi.org/10.47230/unsum-ciencias.v6.n1.2022.637	Ecuador	Adapt curricula for children with intellectual disabilities associated with ASD.		Implementation of successful initiatives in the use of educational ICTs, improving the quality of learning. Likewise, collaboration between schools, families and communities has strengthened educational support, promoting a more inclusive environment.
Ruiz Peralta, C. E., Loaiza Dávila, L. E., & Maqueira Caraballo, G. D. L. C. (2025) Motor challenges for inclusion in the physical education class of students with ASD. <i>Digital Awareness</i> , 8(3), 158–181. https://doi.org/10.33262/concienciadigital.v8i3.3522	Ecuador	Propose motor inclusion in physical education classes for students with ASD.		Provides proposals for inclusion in physical education from an early age.
Bernal Álvaro, J., Pilaloe Rivera, C. N., & Maqueira Caraballo, G. de la C. (2024) Adapted curricula in the inclusion in Physical Education of students with ASD. <i>Digital Science</i> , 8(1), 6–30. https://doi.org/10.33262/cienciadigital.v8i1.2774	Ecuador	Adapting physical education for the inclusion of students with ASD.		Motor activities and active student participation allow for well-rounded development. Activities that promote physical health, emotional and social well-being. By engaging in motor exercises, coordination, strength and endurance, essential skills for daily life, are improved.
Torres Montalvo, M. C., Pinos Benavides, C. X., & Crespo Dávila, E. M. (2021) Inclusive Education in Students with ASD. <i>Scientific Journal Findings</i> 21, 6(2), 138–147. https://doi.org/10.69890/hallazgos21.v6i2.519	Ecuador	Promoting inclusive education in students with ASD.		Encouraging active participation in movement from an early age can prevent long-term health problems, creating healthy habits that last over time. In short, involvement in motor activities is essential to build an active and balanced life, essential for integral human development.
Curricular adaptation in the English language in students with autism spectrum				
Achig Campoverde, P.A., Carrion Llulluna, V.E., Saravia Falcón, W.R., Comina Tayo, I.M., & Benítez Cañizares, V.P. (2025). English teaching strategies for neurodivergent students with Autism Spectrum Disorder. <i>Journal of Education and Sports Sciences</i> .	Ecuador	To design English teaching strategies for neurodivergent students with ASD.		The adaptation of the English curriculum for students with ASD integrates personalized educational approaches where cognitive, emotion and volitional aspects are addressed. - E The use of visual strategies, multisensory methods and structured environments. It is key to strengthening both linguistic competence and the emotional balance of the student. Likewise, specialized teacher training in the promotion of motivation are essential pillars to enhance self-regulation, awareness during the learning process.

Velásquez-Cedeño, K. A., & Argudo-Serrano, J. C. (2023) Analysis of the effectiveness of the Ecuadorian Curriculum in English as a Second Language for students with learning difficulties. <i>MQRInvestigar</i> , 7(4), 3085–3112. https://doi.org/10.56048/MQR20225.7.4.2023.3085-3112	Ecuador	To analyze the effectiveness of the Ecuadorian curriculum of English as a second language.	A program of this type guarantees inclusion, development and acquisition of soft skills in these cases. Encouraging active participation and motivation and effective learning. By prioritizing inclusion, a more equitable and quality language education is ensured.
Holguín, J.S., & Rezabala, M.E. (2020). Digital didactic media in English language teaching. <i>Apertura</i> , 12..	Mexico	To evaluate the use of touch screens in teaching English to children with ADD.	The integration of touch screens in curricular adaptations allows to capture the attention of students with special needs, facilitating a significant basis in their listening comprehension and diction. In the Ecuadorian context, this tool is emerging as a key pedagogical resource for the teaching of the English language to students with autism spectrum disorder.
Jínez-Tapia, L. E., Clerque-Acuña, K. D. P., Quishpe-Suquilanda, J. E., & Caiza-Jaya, K. R. (2025) Curricular adaptation in students with SEN in foreign language class. <i>Scientific Code</i> , 6(E1), 3108–3124. https://doi.org/10.55813/gaea/ccri/v6/nE1/983	Ecuador	Adapt foreign language curricula for students with special needs.	By adopting an inclusive approach, equitable access to language learning is facilitated, recognizing socioeconomic, cultural and language differences. Achieving joint integration, participation and trust on the part of the student in order to achieve good academic performance.
Zambrano Villa, M. N., & Vaca-Cárdenas, M. E. (2024) Strategies for Teaching English to Children with Intellectual Disabilities. <i>Scientific Journal of Educational Innovation and Current Society "ALCON"</i> , 4(3), 116–130. https://doi.org/10.62305/alcon.v4i3.164	Ecuador	Propose strategies for teaching English to children with intellectual disabilities.	To ensure truly inclusive English teaching in Ecuador, it is essential to adopt an approach that responds to the different realities of the student body Through equitable access strategies This involves conducting diagnostic assessments that detect the particular needs of each student and using varied teaching materials that ensure the representation and participation of all.

Note: Own elaboration

Discussion

Several authors agree that teacher training is a fundamental axis to guarantee educational inclusion. For example, Cagua Dávila et al. (2025) they highlight that training in inclusive strategies is key to addressing cultural diversity and learning styles in Ecuador. Also, Delgado Sacaquirín and Herrera Vega (2025b) they affirm that teacher updating significantly improves the quality of the teaching-learning process in children with ASD. An assertion that is complemented by Achig Campoverde et al. (2025), who propose multisensory methodologies through the use of virtual reality as effective strategies in the teaching of the English language in neurodivergent students.

There is a tension between studies that prioritize cultural diversity and those that focus on clinical interventions. It is necessary to implement inclusive policies that serve indigenous and Afro-Ecuadorian communities, promoting an environment free of discrimination (Puma-Usumño & Redrobán-Barreto, 2023). In contrast, Trejos et al., (2023) emphasize the application of behavioral methods such as the Lovaas program to improve social interaction in children with ASD. Similarly, Millá Romero and Mulas Delgado (2009) in Spain, they reviewed early care programs with a clinical approach, to insert it in their context, obtaining excellent academic results. While several studies emphasize their research on inclusion, they are based on an environment of culture, language and community, other researchers embrace therapeutic intervention, demonstrating how they can complement each other but with different priorities.

The Ministry of Public Health Plan (MSP, 2025) it is a normative reference that strengthens educational inclusion. However, Barberán Díaz et al. (2022) highlight that concrete pedagogical practice, the use of educational ICT/CT and family and community support improve

the quality of learning in neurodivergent children. Thus, evidencing that public policy establishes the framework, true inclusion materializes in daily classroom practices.

The selected research highlights limitations, but also identifies trends and obstacles, thus functioning as a structured guide that will allow the design of more effective solutions in the educational field. Based on this information, educational entities can develop continuous training programs aimed at teachers in what specialists and methodologies, programming and inflation, teach sessions on Pedagogies adapted to the needs of students with ASD. In this sense, the professional growth of teachers is promoted, through tools and approaches that allow them to face the challenges of inclusive education with greater guarantees of success, thus strengthening the equity and quality of the education system.

Conclusion

Autism Spectrum Disorders (ASD) in English language teaching represents a multidimensional inclusion challenge that transcends mere presence in the classroom, facing critical barriers such as insufficient teacher training, lack of specialized resources, and limited institutional support. In the Ecuadorian context, the transition to an inclusive model has been hindered by historical curricular changes that, in some cases, widened the educational gap and made it difficult for students with special educational needs to learn a second language. The results show great diversity typical of the autism spectrum, which requires leaving aside teaching methods, to prioritize personalized curricular adaptations, in order to reduce anxiety and improve academic performance.

In order to achieve authentic social equity, education systems must move from ribbon integration to total inclusion, adjusting to diversity through solid policies and validated strategies. In this sense, the adoption of assistive technologies, multisensory methodologies and visual supports to optimize communication, strengthens the linguistic skills and ability to overcome neurodivergent students.

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