The Investigation of EFL Teachers Challenges of Autistic Learners in Inclusive Schools in Dohuk City

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ABSTRACT:

Autism is a common disorder found within the student population. The school environment and teachers usually report many challenges such as lack of knowledge and training when it comes to teaching students with autism. Being a neurodevelopmental disorder autism is characterized by challenges with language, social interactions, and communication, in combination with restricted behaviors and interests. (Costley et al., 2012)

Learning is fundamental to attainment and prosperity, for individuals, families, communities, and nations worldwide (Ameen 2020). When a child or an adult experiences significant difficulties in this area, suitable educational provision must be put in place to ensure that all pupils make the best progress possible (Farrel,2006). Donald et al. (2002) states that the term 'barriers to learning' refers to any factors, either internal or external to the learner, that cause a problem to that person's ability to benefit from schooling. The implementation of inclusive education from policy to practice is often met by many challenges.

According to Savolainen (2009:16), teachers play an essential role in the quality of education. They become more willing participants in inclusion when they view themselves as competent and prepared to teach students with special needs.

The current research deals with the challenges that EFL teachers, who teach learners with autism, suffer from in their classrooms. Different inclusive schools have been visited by the researcher to investigate such challenges. Analysis of the data is presented in detail and many points are recommended to be done to make sure that all learners are included in the process of learning in such schools.

keywords: Teachers' challenges, inclusive schools, autistic learners, EFL teachers

1. introduction

1.2. Aims of the study

The current research aims at:

1. Identifying English language teachers' challenges when they deal with learners with autism in primary and secondary inclusive schools in Duhok city,

2. Suggesting some procedures to be done in order to overcome such challenges in pedagogical ways.

1.3. Significant of the study

The research is expected to be of value to all learners of autism, their families, their teachers of English language, schools, Ministry of Education, all related institutes that deal with autistic learners in the area and the whole society.

1.4. Research Questions

The present study attempts to answer the following questions:

1. Do teachers face challenges in teaching autistic learners in their classrooms?

2. If yes, then what are they?

1.5. Hypotheses

1. All teachers face challenges in dealing with autistic learners in their classes.

2. Teachers have different reasons that lead them to face such challenges.

1.5. Procedures

In an attempt to verify the hypotheses of the research, the following steps have been taken into consideration:

1. Interviews have been done with a group of EFL teachers of autistic learners to investigate their challenges in the classroom.

2. The results of the interviews are analyzed.

3. Different ways to overcome the problems that teachers face in the classroom are presented.

1.6. Population

The present research is limited to the investigation of the challenges of EFL teachers of autistic learners in inclusive primary schools in Duhok city.

2. Literature Review

2.1. Autistic Learners and Inclusive Schools

Inclusive education has become a bit of a buzzword, but many who use it, and many who oppose it, do not

understand what does it require, and that it involves a process of structural change throughout the educational system. Inclusive education needs the transformation of what has been common practice in schools, to ensure that all learners are able to achieve their social and academic potentials. Historical inequalities still exist as they have existed throughout human history. A human rights perspective, which has gained support in the years since the UN Declaration of Human Rights (1948) demands that the world moves forward to embrace a collaborative future where people and our environments are placed before all profits. All human beings are born into humankind, so all of them have the right to grow up and receive their education together. Breaking down the barriers that prevent this is one of the most important parts of human progress and the development of a sustainable future. (Gill, 2011)

2.2. What is Autism?

Wall (2004) defines autism as a lifelong developmental disability that prevents individuals from properly understanding what they see, hear and, otherwise sense. This results in the existence of severe problems of social relations, communication and behavior. Individuals that suffer from autism have to painstakingly learn normal patterns of speech and communication, and appropriate ways to, communicate people, objects and events in a similar manner to those who have had a stroke.

2.3 Characteristics of Autism and Autistic Learners

Wall (2004) listed the following points as the main characteristics of autism:
1. Social interaction:
(a) Avoiding eye contact.
(b) Playing around with other children is not desirable.
(c) Being oblivious to the world around.
(d) Unready to be picked up, played with, or hugged.
(f) Establishing relationships and friendships is not easy.
(g) understanding feelings and emotions of other people is almost impossible.
2. Social communication:
(a) Useful, and sometimes clear language is difficult to be used.
(b) Unlikeness to communicate with others
(c) Repeating words spoken by others.
(d) Misunderstanding of non-verbal communication.
(f) Speech development is delayed and unusual patterns of speech is demonstrated.
(g) Talking about a topic continually and at unsuitable times.
(h) Transferring the language from one situation into an alternative one is very difficult.

3. Imagination:
(a) Imaginative play is lacked.
(b) Playing is inflexible and repetitive.
(c) Refusing participation in imaginative games.
(e) Inability to cope with changes to routines.

2.4. Causes of Autism

Research is still ongoing to discover the causes of autism, yet no conclusive answer can be offered. Experts state that genetic factors and problems with brain development are closely linked. The following explanation is offered by the TEACCH programmer:

Autism is a brain disorder, present from birth, which affects the way the brain uses data. The cause of autism is still unknown. Some researchers suggest a physical problem affecting the parts of the brain that process language and information coming in from the senses. At the same time, here may be a kind of imbalance of certain chemicals in the brain. Other researchers suggest that genetic factors may sometimes be involved. Autism may indeed result from a, combination of 'several' causes. (Wall ,2004)

2.5. Linguistic Development and Autistic Children

Most infants are born with an inbuilt ability to develop communication skills. In autistic children, these abilities are not well developed. Some of the communication problems children experience come from different difficulties such as mind blindness and not getting the gist, but children with autism appear to have additional, language difficulties. Children with autism usually develop language abilities slowly and later than other children and have limited receptive and expressive language skills (Williams, 20004).

2.6. Autism and Intelligence

Ritvo (2006) stated that children with autism are born with the exact same number of "marbles" (or IQ points) as other children. Having autism, affects only their ability to use, their "marbles," not how many God gave them to begin with.

2.7. Inclusive' Education and Exclusion

What is Inclusion?
UNESCO (2017) defines inclusion as a process that helps learners to overcome the barriers that are limiting their presence, participation and achievement. All human beings have the rights to reach common standards of learning, and students with disabilities need to be integrated into general education classrooms too. Some experts have referred to this phenomenon as "inclusion." This physical placement of students with special needs in general education classes is considered as a means to an end (Volts,2010).

Inclusive education is rhetoric based on ideals about accepting differences. Inclusion can be defined as matching the existing resources to the learning styles, strategies and educational needs of the students in a way that all the individual needs (additional and special educational needs) of children are not ignored. Two essential aspects for successful inclusive schools are the respectful staff and students' treatment and the partnership between staff and parents (careers) (Reid,2005).

In the UK, the late 20th and early 21st centuries have witnessed an increased promotion of inclusive education,

as including all children in mainstream schools and including those with impairments problems ,was increased (Rodgers,20070.

2.8. Previous Studies

- Abongdia et al. (2017)

This study investigates the challenges teachers encounter in identifying learners with learning barriers in two primary schools in the East London district and South Africa. It focuses on diversity and inclusive education as well as practices and procedures within the school. The literature review embraces three focal points: conceptualization of inclusive education, inclusive education in South Africa, and learning barriers in inclusive classrooms. The study employed a qualitative research method through the use of semi structured interviews and observations. The findings are analyzed using content analysis. The key findings reveal the lack of effective training of the teachers, teachers' approach to identification, overcrowded classrooms, parental involvement, and lack of collaboration among educators.

- Adewumi et al. (2019)

The objective of the paper was to gain a deeper understanding of the experiences of teachers in implementing inclusion of learners with special needs in selected Fort Beaufort Education District primary schools in the Eastern Cape province of South Africa. This research employed a qualitative research methodology. A case study design was adopted within an interpretivist paradigm. The design was appropriate for conditions under which the teachers, principals, education district and provincial officials expressed their opinions on their experiences in implementing inclusion of learners with special needs in selected primary schools in the Fort Beaufort District. Eight primary schools were purposively selected from the 220 primary schools in the Fort Beaufort District. Principals and other educators were gatekeepers who served as intermediaries between researchers and the participants. Eight teachers with long experience in the service and those who showed deeper understanding and good practice in implementing inclusion of learners with special needs as identified by the gatekeeper were selected. The participants were interviewed using one-on-one semi-structured interviews. The findings of the study revealed that although inclusion of learners with special needs has been introduced to schools and is being practiced in some of the selected schools, there were issues over the program implementation process. Teachers experienced challenges in form of shortage of teaching and learning materials, shortage of qualified teachers, inadequacy of in-service training, a range of implementation challenges, and inadequate support with inclusion of learners with SEN. However, there were pockets of good practice of inclusive education policy in some schools despite all the challenges that came with implementing inclusion of learners with SEN (Adewumi et al., 2019).

- Mateusi et al. (2017)

This paper's aim is two-fold: First, it investigates the underlying causes and recommends possible strategies to address the challenge faced by teachers when dealing with impaired learners. Second, it attempts to tackle impediments to effective implementation of inclusive education in Lesotho. A semi structured questionnaire was used to collect data from 368 randomly selected teachers from Maseru, Lithabaneng, Berea and St. Bernadette. The findings revealed that inadequate infrastructure design, almost non-existent resources, and ill-prepared and disempowered teachers are the fundamental causes of this situation.

- Moberg et al. (2019)

The aim of this study was to analyze and compare teachers' attitudes towards inclusive education in two culturally different countries: Finland and Japan. A sample of 362 Finnish and 1518 Japanese teachers participated in this survey. The teachers' attitudes varied and were rather critical. The Finnish teachers were more worried about teachers' efficacy when implementing inclusion, particularly when teaching students with intellectual disabilities or emotional and behavioral problems. The Japanese teachers had a more positive view on the benefits of inclusion for disabled or non-disabled students. The findings support the idea that, to improve the universal understanding of inclusive education, more research should be done to analyze how inclusive education developments are realized in different cultural and historical contexts (Moberg et al., 2019).

- Thwala (2015)

The purpose of the study was to identify challenges encountered by teachers in managing inclusive classrooms in Swaziland to investigate the various aspects of challenges of teachers involved in inclusive education. The study employed qualitative methods in thirty-five teachers sampled from primary schools in the Manzini region. Results revealed that a majority of teachers were not trained on how to teach in an inclusive class. It can be concluded that mainstream teachers generally lacked confidence as they attempted to include students with disabilities into classes. The study recommends that The Ministry of Education should consider increasing the availability of special needs courses, workshops and conferences for teachers in primary schools who are working with students with disabilities. These problems lead to negative attitude of the teachers towards the program (Thwala 2015).

- Zimba (2011)

Zimba (2011), at a pilot inclusive primary school, discovered that the curriculum used at the school was not modified to accommodate learners with educational needs.

3.Methodology

3.1. Research Design

In order to achieve the goals of the current study, a qualitative research methodology (by means of semi structured interviews) has been employed. Maree (2010)

sees qualitative study as a systematic inquiry of phenomenon of interest. In this study, the phenomenon of interest was the challenges of teachers in implementing inclusion of learners with autism.

3.2. Population of the Research

McMillan and Schumacher (2010) refer to Population a group of elements or cases that conform to specific criteria that researchers intend to generalize the results of the research. The target population of the present study are EFL teachers (males & females) in different inclusive primary and secondary schools in Duhok city. They were pleasant to participate in the study to share their experiences on the main challenges that they face when they deal with autistic learners.

3.3. Instrument (The Interview)

All teachers that are concerned with teaching autistic learners have been interviewed using the interview questions:
1- Do EFL teachers of autistic learners face challenges in their classroom?
2- If yes, what are they?
Ethical obligations, to the study and the participants as well, were taken into consideration. The obligations included full disclosure of the study to participants and voluntary participation of respondents. At the same time, the privacy of participants has been protected (McMillan & Schumacher 2010). Teachers' consent was obtained by the interviews and that the interviews are audio recorded for academic purposes only.

3.4. The procedure

The participants (teachers) were given an interview of two questions (as mentioned in the instrument) related to the challenges they face in their classrooms and they were informed that the interviews would be recorded then the records would be deleted.

3.5. Data collection

In order to collect direct information about the experiences of teachers in implementing inclusion of learners with autism, the participants were interviewed using one-on-one semi-structured interviews. This allowed the researcher to comprehend the meanings, ideas and significance that participants attributed to their experiences in all-inclusive primary schools in Dohuk city (Kuada,2012).

3.6. Data Coding

Lee (2007) states that data coding is the first step of analysing the data. The researcher has to read and reread, write down the emerging categories that describe what the respondents are trying to say and what the researcher thinks of as important Mertler (2006). This process requires the researcher to reduce the volume of information collected in order to organise it into important themes.

3.7. Data Analysis

Case study design data analysis deals with the phenomenon that the researcher selects to understand in depth, regardless of the number of sites or participants (McMillan & Schumacher 2006). Qualitative data were coded systematically according to the specific themes. The themes were then analyzed to address the main question which sought to investigate the experiences of teachers in implementing inclusion of learners with autism in all inclusive primary schools in Dohuk city . It was very difficult to gain more reliable data and information based on the available official documents and scientific research in Duhok city. Therefore, it was necessary to interview English teachers at primary schools in Duhok city who teach autistic children to investigate the situation more closely. Conducting interviews of teachers regarding autistic case (inclusive schools) provided the researcher with valuable data which facilitate the procedures of analyzing the challenges that face teachers of English language who teach autistic children.

4. Findings

Most researches show that almost all teachers have negative attitudes towards implementing inclusion of learners with autism in inclusive schools as they feel they are not competent to accommodate such learners (De Boer et al., 2011).There is a clear conflict in inclusive schools and classrooms management. This creates a challenge to all educators – teachers, principals and the whole staff. Individual needs and common needs must be clarified; Individual needs are unique to the child but different from all others, while common needs are shared by all children (with and without special needs). What cater for both individual needs and common needs are the learning styles? Children with 'special needs' have both 'individual needs', and 'common needs' (Reid 2005).

This section deals with the key findings from the Semi-structured interviews which were conducted with teachers who were interviewed in inclusion schools. There are about 27 primary schools in Duhok City that are all about inclusive education. The study has been guided by the following research question:

- What are the main challenges which facing you in the class during the teaching period?

From the research question, the following challenges that faced teachers when teaching children with Autism were found out:
1- Lack of appropriate curriculum for autistic children.
2- Lack of time.
3- Lack of teaching materials.
4- Children with Autism need special assessment and scoring.
5- Lack of suitable environment in the classroom.
6- Lack of training courses and information about autism and autistic pupils.
7- Difficulties with social interaction and communication.
8- Restricted and repetitive behaviors and different abilities.

9- Unusual emotional reactions and expressions.
10- Lack of parental involvement.

1- Lack of appropriate curriculum

Motitswe (2012)states that learning breakdown can be emerged from an inflexible curriculum that does not meeting diverse needs among learners. Most of the teachers have stated that lack of appropriate curriculum is one of the main challenges which faces them. The curriculum of the Ministry of Education does not match the autistic students' abilities. This is due to the fact that the syllabus which has been provided in all inclusion schools is designed for normal students and does not take into consideration needs of autistic students. Syllabuses of such students need to be short and easy based on students' abilities. In addition, some teachers stated that they face difficulties when they present some subjects for autistic student such as writing. Another teacher said that one of his autistic students is very smart in making conversations in English language even smarter than the whole class, but he cannot learn any other subject. A teacher of Autistic child explained that the curriculum is a readymade one and teachers should follow what has been designed in the course books. She continued saying that some activities in the curriculum are not suitable for autistic children. So they have to change them. And this policy is followed by most teachers when they face challenges but not all teachers are proficient in changing and choosing the appropriate program for such students.

2- Lack of time

Teachers who teach in inclusive schools often do not understand the idea of inclusion. Inclusion means understanding and creating a suitable educational environment, specifically, in primary schools. Teachers should have the ability to be creative and think about more critical ways versus literal approaches to work. Autistic students often require additional, support and need more time to deal with in the classroom. A teacher should be able to understand, manage behavior, and create good opportunities for students in an inclusive environment. All of these points need time and effort from teachers. Lack of time to do so is a problem reported by many teachers.

3- Lack of teaching materials.

Le Fanu (2005) explains that in terms of knowledge, teachers need to be aware of the different forms of diversity that are found among learners. Teaching materials are necessary to be used by teachers to be able to deliver their massages in the classroom especially for learners with developmental disabilities. Most of teachers stated that they can deliver the intended learning outcome with good teaching materials. One of the teachers stated that she cannot provide good teaching materials such as computers, video and audio systems, flash cards, posters and real objects. Another teacher said that nowadays teaching materials are very expensive, pupils need to have special flash cards, posters, audio and video teaching aids and the technology needed to use them. Teachers, in some certain situations, use locally made teaching materials that are found within the school itself or made by other students but they are less attractive to pupils with special needs.

4- Learners with autism need special assessment and scoring

Assessment refers to the ways teachers involved in a learner's education. It aims at providing information on learner achievement and progress and improving the process of learning and teaching. Thus, teachers need to systematically collect and then use information about that learner's level of achievement and/or development in their educational experience (Watkins 2007). The majority of learners with autism have receptive language difficulties; these difficulties impact their ability to adequately understand oral instructions which certainly, affect their task performance. Expressive language difficulties also affect task performance in the testing environment. The behavioral challenges of autistic learners also create unique problems during the testing session. It is very difficult for teachers to make children focus on using materials as required and retrieving materials from them when their tasks are done. In addition, students may be, overly reliant on routines and have unexpected reactions to changes. Interrupting or redirecting them in such cases may impact variety of their behavioral responses that can affect their achievement and eventually affect assessment procedures. Most teachers have problems related to the way they need to assess their autistic learners. For example, a teacher has said that one of his \ her autistic learners is very smart in speaking in English language but he does not have the same ability in English writing skills. Such problems appear clearly at the end of the semester. Most teachers do not have appropriate methods of assessment for autistic children.

5- Lack of suitable environment in the classroom

Learners with developmental disability need special atmosphere to do different activities as they have different individual requirements to learn. For example, one of the teachers states that the learning environment in inclusive schools in Dohuk city does not attract the attention of all students to learn properly. She has insisted that schools need relaxation techniques ,such as decorated classrooms, use of soft music, good arrangement of seats and even the kind behavior of teachers is needed to be used in the classrooms attended by autistic learners. Such techniques help learners to feel relaxed, comfortable, out of stress and safe. Teachers said that their classrooms are very small, unequipped and full of broken chairs. It is hard to divide the students into small groups to do some activities to promote autistic learners' personalities that help them to make good friendships with other students in such classrooms. Inclusive learning environment is extremely an important aspect of the modern educational process which must ensure that all learners need to be treated with respect, love, acceptance, and dignity. Every student has different experiences, abilities and needs. Most teachers stated that our classrooms are not qualified enough for learners with different special needs.

6- Lack of support and training courses in terms of teaching pupils with special needs.

Lack of formal support structures and training are counted as two of the challenges of teachers in inclusive schools (Engelbrecht et al., 2003; Walton, 2014). This demands continuous teacher training, classroom support and development of teachers' skills in the school environment. Hull (2005) reiterates that training needs to be continued to provide assistance with differentiated instruction and with modifying and adapting curricula to meet various students' needs. Training in the field of special needs education enhances understanding and improves positive attitudes regarding inclusion (Kuester 2000). In a study by Mahlo(1011), most teachers indicate that they need intensive training in inclusive education to support learners with special educational needs in the classrooms. These teachers show negative attitudes toward inclusion (Van Reusen & Barker 2001), whilst increased training was associated with more positive attitudes toward inclusive schools (Powers, 2002). Some teachers have stated that the lack of proficient teachers and decision makers has been one of the problems they face in the inclusive schools. Lots of teachers are not aware of the basic facts and information about autism. Teachers play important roles in the interaction with pupils during the early years of learning. Their ability to deal with autistic children in appropriate ways in the classroom and during all years will be beneficial on the long term. But if the teacher does not have the knowledge and experience in the way they deal with such learners, it causes problems for the teachers and the students as well. Autistic children teachers face challenges to make a balance in the treatment between student in the class and the autistic ones with no proper training programs. Most teachers in Duhok city lack information about autism and the way they need to deal with autistic children. Sometimes educators, through inadequate training, use teaching techniques and styles that may meet the needs of some learners but not all of them. Teachers claim that they become more willing participants in inclusion settings when they view themselves as proficient, competent and fully prepared to teach students with disabilities.

7- Difficulties with social interaction and communication.

The majority of teachers faced problems with autistic children in the classroom in schools, children with Autism may have over reactions to other children. Such as, pushing other children in line or ignoring requests to move in hurry when needed. Thus, they behave in ways that almost all teachers find very difficult to manage. As autistic children don't have effective ways of communicating with others, they are more likely, to refuse or ignore requests. These situations lead teaches to feel frustration. moreover, they have problems understanding, what's going on around them. For example, they cannot understand what teachers and students are saying in the classroom or when they communicating, non-verbally. On the other hand, children with autism usually have difficulties with social interaction as they lack interest in interacting with other children.

Children with Autism may also struggle with social skills and communication. For instance, a teacher states that an autistic child doesn't respond to many non-verbal ways of communication that they usually do in the classroom like facial expressions, body gestures and eye contact (teachers stated that autistic children may not look at a person in the eye when he or she it's speaking). Another teacher stated that a child with Autism has difficulties in establishing and maintaining relationship with other pupils. He is often unable to express his needs as he is unable to understand what others need. So that, such children prefer to be alone and away from other students. Another teacher claimed that a child with autism lacks the ability to show enjoyment, interests and have fun with other people. All teachers claimed that this is one of the biggest challenges that children with autism suffer from. As they cannot progress in the same way as other children do, autistic children's difficulties to learn are different and more difficult than other children.

8- Restricted and repetitive behaviors

Almost all teachers face problems and difficulties in respect to this point. An autistic child behaves in ways that teachers face challenges to manage. Children with autism suffer from sameness. They may have difficulties to make changes in routines; clothes, food, turning in assignments and the whole environment. Children with Autism might do the same nonsense actions over and over again, or talk constantly about some specific things, that are of interest to them only but very boring to other children in the classroom. They interrupt the whole class and do the same strange behavior repeatedly in a way that teachers cannot control the situation and sometimes cause other students to laugh or feel scared. Additionally, children with Autism are restricted with specific time and specific subjects. They often refuse unpredictable environments so that they get upset when their routines are broken. For example, a child might be very upset if the teacher asks him to change the place he usually sits on. The teacher explained this situation by saying that the autistic learner doesn't understand that it is time to move on from one, activity to another. Most of teachers have stated that most of autistic children cannot stay more than two hours in school every day. Children with autism may, also have unusual, hard and prolonged emotional reactions to, change activities. For example, they might get very upset when asked to stop playing and get, ready for lunch. They may talk constantly about the same things that interest them without realizing that they are in the classroom. Such reactions occur as a result of anxiety they feel when they need to make changes in routines. Such situations make it difficult for teachers to have control over the classroom.

Teachers have stated that learners with autism have different abilities such as having difficulty in remembering a, grammatical rule but having a strong memory for the lyrics of songs or words of movies. They may have difficulties knowing how to play a language game with a friend but may have a very good understanding of how computers work. At the same time many learners of them

might not speak but are able to write very complex paragraphs.

9- Unusual emotional reactions and expression

Most of teachers face this challenge in the classroom as children with autism behave in inappropriate ways in different situations. Such as taking their clothes off in the classroom or having tantrums. They may scream when frustrated or upset. Some of them bolt from the classroom, hit other children or even injure themselves. Children with autism may be self-absorbed and careless to most events or emotions around them. One of teachers stated that the autistic child in his class used to harm himself or, other children, i.e., by head banging or, biting. Such expressions and reactions have a negative impact on other children in the classroom. Another teacher mentioned that one of the pupils was scared by the reaction of an autistic child, then she run away from the whole school. As a result, her parents sent her another school. Another problem with autistic children that same teachers mentioned is that they are usually ready to eat food during the lesson which makes the teacher encounter difficulties in managing the classroom and preventing other students from behaving in the same way. Another teacher stated that his student with autism is a very passionate and gives excessive hugs to all other students and teachers.

10- Lack of parental involvement

This point is related to the participation of parents of children with autism in the process of learning. Teachers blamed the learners' parents for being passive in the educational life of their children. Some teachers stated that in inclusion schools, some parents usually expect their children to be able to read and write within a short time which in fact takes longer time with autistic children than with the rest. Parents should be involved in the process of teaching their kids and supporting them to learn at school as well as at home. Another teacher stated that some parents even do not try to know more about suitable ways of dealing with their children which makes the situation more challenging. Cooperation between schools and parents is substantial in solving most of the problems which arise and helps a lot in improving such learners. Teachers insisted that there is no way to accept a child without his parents being committing themselves to a good level of cooperation with the special needs teacher. In conclusion, parents and guardians need to be helpful when teachers ask for any information.

5. Conclusions and Recommendations

5.1. Conclusions

Partnership working between Ministry of Education, Ministry of Social Affairs teachers, teaching assistants, parents and the whole society is vital to the inclusion of a diverse range of learners (with and without special needs) within mainstream schools. New understanding and knowledge allow critically considering the current beliefs and views about teaching and learning (Ameen 2020). Working on long term goals, an ongoing process of clear, constructive communication and reflective practice are needed, together with supportive cultures in order to enable the teaching staff to work to their strengths and benefit from joint professional development. Just like other pupils, those with autism need to be encouraged to take an active part in school life through social skills groups. Thus, they can be provided with opportunities to participate in decision-making processes, especially those decisions that directly affect them.

5.2. Recommendations

Gill (2011) divided the recommendations that are needed to be done to ensure that all children are included successfully in schools into different groups of different levels. Due to the finding of this research, all of these recommendations are needed to be done in Kurdistan Region schools:

1. Requirements at a national level:
- a flexible and accessible national curriculum,
- flexible and meaningful assessment systems that can include all learners,
- active encouragement to disabled pupils and their parents to enroll in their local school,
- sufficient school places and adequate numbers of supportive staff and academic and specialist teachers, including those with expertise in visual, hearing, physical, communicative or behavioral impairments,
- all teachers need to be trained in inclusive teaching and learning,
- sufficient specialist teachers for the development of a pupil-centered pedagogy,
- sufficient and equipped school buildings,
- reduction of class sizes,
- media and civic public awareness campaigns to substantiate rights-based approaches to inclusive education,
- mobilization of societies to build new inclusive schools or adapt the same existing environments
- specialist teachers to deal with pupils with visual, hearing, physical, communicative and behavioral impairments.

2. Requirements at a school level:
- sufficient staff, trained teachers and volunteers to provide support for disabled children in both planning and developing inclusive practices, to include disabled children,
- accessible curricula and pedagogies, with different learning, situations, styles and, paces,
- inclusion is audited regularly and barriers tackled systematically,
- school environment, information and activities need to be available in alternative required forms (audio, pictures, signing),
- create a school that accepts difference in which pupils assist each other,
- assessment is continuous and flexible, and is used formatively to assess what children have learnt,

- the school is the hub of the community and encourages the involvement of all its members, regardless of difference

3. Human rights

Education is a human right, it is good education that makes a better social sense.

- all children are worth to learn in the same schools,
- children should not be devalued, discriminated against and excluded because of their special needs, disability or learning difficulty,
- disabled adults, describing, themselves as special school survivors, are demanding an end to segregation and isolation Article 24 of the UN Convention, on the Rights of Persons, with Disabilities was drawn up by people with special needs from around the world.
- there are no legal accounts to have two separated educational setting for children.
- children do not need protection from each other since they all together belong with advantages for the society.

4. Good education

- inclusive settings help children to better achievements, academically and socially.
- teaching or care can take place in the same way in ordinary schools as in segregated schools.
- efficient uses of educational resources can be achieved clearly in inclusive educational setting.

5. Social sense

- separated education stimulate children to be frightful, ignorant and inculcates prejudice.
- education is needed to help children accept each other, build friendships, respect and understanding. This can be done just in inclusive educational system.

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دیارکرنائاستەنگێن دکەڤنە د ریکا ماموستاییێن قوتاییێن ئوتیزمیّ ل هەمی قوتابخانیّن سەرەتایی ل باژیّریّ دهوکیّ

پوختە:

ئەف ڤەکولینە بناڤی (دیارکرنائاستەنگیّن دکەڤنە د ریکا ماموستاییێن قوتاییێن ئوتیزمیّ ل هەمی قوتابخانیّن سەرەتایی ل باژیّریّ دهوکیّ)یە. ئەڤ ڤەکولینە گرنگترین ئاستەنگیّن ماموستاییّن زمانیّ ئینگلیزیّ توشی دبن ئەفیّن وانا دبیژنە قوتابییّن ئوتیزم هەی لهەمی خاندنگەهیّن باژیّریّ دهوکیّ کو قوتابییّن اوتیزم هەی وەردگرن دگەل قوتابییّن دی.

ژبو دیارکرنا ڤان ئاستەنگا شیّوازیّ جاڤپیّکەفتنیّ دگەل ماموستایان هاتە ئەنجامدان. و دیاربوو کو ڤان ماموستایان کومەکا ئاستەنگان هەیە،بو نمونە :

-   نەبوونا پروگرامەکی تایبەت ب قوتابییّن ئوتیزمیّ ڤە،
-   نەبوونا دەمیّ پیّدڤی بو هەلسوکەوتنیّ دگەل قوتابیان د پولیّدا،
-   هوییّن فیّکردنیّ گەلەك دکیّمن،
-   نەبوونا پیّزانینیّن بەرجاڤ بو هەلسەنگاندنا ئاستیّ قوتابیان و چەوانیا راست ڤەکرنا پەرتوکیّن تاقیکرنیّ.

و ل دووماهیکا لیّکولینیّپیّشنیارا گرنگیا هەڤبەندییّ دناڤبەرا وەزارەتا پەروەردی و وەزارەتا کاروبارین کومەلایەتی، ماموستا وهەمی بەرپرسیّن پەروەردەیی و مالباتیّن قوتابیان کر ژ پیّخەمەت د دەستڤەئینانا وان بو زانستی بشیّوەیەکیّ باش وەك هەمی قوتابییّن دی. دیسان گەلەك بابەت هاتنە گەنگەشەکرن داکو کریارا تیّکەل کرنا قوتابییّن ئومیزم هەی دگەل قوتابییّن دی دپروسیّسا پەروەردیّ دابشیّوەیەکیّ تایبەت و دیسان تیکەل کرنا وان دگەل کومەلگەهیّ دا بشیّوەیەکی گشتی بیتە ئەنجام دان.

اهم الصعوبات التي تواجه معلمي و معلمات اللغة الانكليزية في المدارس المكلفة بدمج و تدريس الطلبة المصابين بالتوحد مع بقية الطلبة

الملخص:

يتناول البحث دراسة اهم الصعوبات التي تواجه معلمي و معلمات اللغة الانكليزية في المدارس المكلفة بدمج و تدريس الطلبة المصابين بالتوحد مع بقية الطلبة.

تم اعتماد وسيلة المقابلة مع المعلمين و المعلمات لغرض التعرف على تلك الصعوبات و اتضح فيما بعد بانهم يعانون من الكثير من الصعوبات و التحديات اثناء عملية التدريس، و من ابرزها :

عدم وجود منهج خاص لتدريس طلاب التوحد، عدم وجود الوقت الكافي للتعامل معهم داخل الصف، قلة وجود الوسائل التعليمية، عدم وجود المعلومات الكافية لكيفية تقييم مستوى الطلبة و كيفية تصحيح دفاترهم الامتحانية.

وفي نهاية البحث تم التوصل الى ضرورة وجود تعاون بين الهيئات التدريسية بما فيها وزارةالتربية، وزارة الرعاية الاجتماعية ، و ادارة المدارس ،المعلمين و عوائل الطلبة لتتمكن هذه الفئة من الطلبة الحصول على التعليم اسوة باقرانهم من الطلبة .كذلك تم طرح عدد من التوصيات على عدة مستويات للمساهمة لانجاح عملية دمجهم في العملية التربوية بشكل خاص و المجتمع بشكل عام.