Autism Spectrum Disorder: Developing ESL Proficiency via Visual Teaching Tools in International Schools of China

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Abstract
The effectiveness of using video-based instruction to teach English to young Chinese autistic language learners is the focus of the following article. The present study employed several methods such as online questionnaires, commentaries, interviews, and quantitative and qualitative methodologies to assess data and accomplish its objectives. The research's relevance is limited by the reality that Chinese students struggle academically and find it difficult to socialize with their peers on a daily basis. The purpose of this study is to present the results of educating young Chinese autistic students through video-based instruction and visual learning activities. The research's practical value is strongly reinforced by the content's usefulness in teaching English to students with special needs. The results demonstrate that visual learning activities and video-based education promote inclusivity in the classroom and encourage peer social engagement.

Keywords: Autism spectrum disorder, ESL proficiency, international schools, second language learning, video-based teaching, young Chinese learners

Introduction

Autism is a highly complex disorder, and there is no way for us to generalize autism or children with autism. Each child will be at a different point of the spectrum, and child or adult, each will have a unique set of needs (Nothbohm & Zysk, 2006).

Autism affects over 67 million people worldwide. Autism is a complex disorder that affects people in different ways, and its prevalence varies across countries (Schiller, 2023). Children with autism spectrum disorder may face many difficulties and hinders in social interaction, and mass and interpersonal communication, and exhibit repetitive or restricted behaviors and interests. ("Social Difficulties in Autism Spectrum Disorder", 2023).

Some common characteristics of autism include challenges in understanding and using nonverbal communication cues, difficulty maintaining eye contact, a preference for routine and sameness, and sensitivity to sensory stimuli. Autism typically appears in early childhood, and the signs and symptoms can vary widely. Some individuals with different autistic variations may have exceptional skills in certain areas, such as mathematics, informatics, and technology, while others may face significant challenges in daily functioning.

Autism is not a disease or a result of bad parenting, etc. It is a neurodevelopmental condition that is believed to have a combination of genetic and environmental factors contributing to its development. Scientists believe multiple causes of autism spectrum disorder act together to change the most common ways people develop. We still have much to learn about these causes and how they impact people with ASD ("What is Autism Spectrum Disorder?", 2022).

For now, we do not know the exact cause of autism, however, research suggests it’s a combination of developmental, genetic, and environmental factors. ASD has no cure ("Stand for Children", 2023). With early intervention, therapy, and support, individuals with autism is that it can develop skills that help them improve their quality of life. It is essential to approach autism with understanding, acceptance, and inclusion to create a supportive environment.

The following article aims to study young Chinese autistic students' second language acquisition through video-based related task learning and whether video-based second language learning benefits autistic students. The current study addresses the following questions:

1) How might young Chinese autistic children studying English as a second language in a small classroom environment benefit from video-based English instruction?

2) Does video-based learning foster inclusivity and social engagement between peers and students with ASD diagnoses?

Literature Review

Autism and Second Language Learning

English has become a global language, and inclusive education will help children with autism survive in the future (Yunus et al., 2020). Learning a language is a process, and the first stage is to learn vocabulary. Word knowledge, or vocabulary, is the foundation for most aspects of language and achievement, according to (Govindasamy et al., 2019). According to Hashim et al. (2018), vocabulary development is an important part of language learning.

In the last half-century, the status of the English language has dramatically changed. The rise of the Internet and telecommunication has drastically increased mass communication and cultural exchanges among countries. Everybody knows that the Internet is a global computer network that embraces millions and millions of users all over the world and helps us to communicate with each other (Ochildenova, 2020).
Naturally, the latter has caused a massive spread of the English language to speakers with different cultural, linguistic, ethnic, religious, and racial backgrounds. Learning English as a second language is in high demand, especially in Asian countries: China, Japan, South Korea, Thailand, Vietnam, Cambodia, etc. In Asian countries, for some years now, China has been cited as a significant English-learning society (Bolton & Graddol, 2012). According to a 2019 article, there are estimated to be around 400 million Chinese people learning English, larger than the entire population of the United States (Zhengyu, 2020).

Nowadays, in China, English is frequently perceived as a gateway to higher education opportunities and better career prospects. Generally, second language acquisition differs depending on learners' preferences and learning styles. As different students have different learning styles in the classroom setting, second language learning programs should be designed in such a way as to cater to the different styles. The role of learning styles in second language learning among distance education students (Moenikia & Zahed-Babelanb, 2010).

ASD-diagnosed young learners require different learning strategies and routines. Children and young people with learning disabilities or Autistic Spectrum Disorders (ASD) need clear practices (Learning Disabilities, 2018). By and large, autism can impact second language learning in various ways, as individuals with autism may come across unique challenges in the process of second language acquisition and communication.

Despite their challenges, children with autism have the right to participate in all parts of their lives, including learning English. As a result of technological breakthroughs and the world of the 4th Industrial Revolution (Hariharasudan & Kot, 2018). English has become a global language, and inclusive education will help children with autism survive in the future (Yunus et al., 2020).

In comparison to the other languages (Chinese, Thai, Malay, Japanese, Korean, etc), the English language is known for its less amount of syllables, which makes it easier for young learners with autism to grasp and master the language. Research conducted by Hashim has proved that autistic child finds English words simpler to speak because of the number of syllables. He believes English words to be easier because they are simpler and have fewer syllables in each word. T1 acknowledged that ASD children tend to learn English faster than their mother tongue language after seeing this. OT1 went on to say that because of the linguistic component of the language, autistic youngsters prefer and absorb the English language more quickly (Hashim et al., 2022).

Regardless, young Chinese learners with autism still encounter and undergo specific difficulties in learning and acquiring the language, as the process is not straightforward process for every learner. Studies have shown that uncovering and supporting children’s favored learning styles can improve performance in all areas (McCabe, 2015).

Effective family-school partnerships can improve outcomes for autistic students (Smith et al., 2023). Every learner with autism has their own styles and methods of learning. Preferences in acquiring a foreign language, primarily English, are due to the mainstream tendency. There has not been extensive research done in the very particular area of English as a second language (ESL) acquisition amongst students with ASD (Ekblom, 2021). Learning a second language is vital for people with ASD because of the increase in social life quality. Their results from the self-rating social-life quality scale, where the participants rated their own experience of their social-life quality, showed a higher self-rating from bilingual participants compared to monolingual (Ekblom, 2021).

Early diagnosis and intervention can reduce ASD complications and related disabilities and improve educational performance and cognitive development in children suffering from ASD.
Autistic Students and Visual Tools

Some individuals with ASD can remember large chunks of information with limited presentation of stimuli, like conversations from movies and words from a song they have heard on a single occasion (Heaton & Wallace, 2004).

It is proved that ASD children have relatively intact visuospatial abilities (DeMyer 1981; Lincoln 1988; Shah 1983), good auditory short-term and rote memory skills (Bartak 1976; Hermelin 1970; Wing 1976), as well as remarkable memory for specific kinds of information (Kanner 1943; Wing 1976). For that reason, visual aids or written words are very appropriate for ASD students.

According to Djabbarova, among the other four skills, listening is the one that has been most forgotten and neglected in second-language classrooms. Teachers do not pay much attention to this skill and teach it carelessly (Djabaraova, 2020). Teaching listening skills to autistic children is an individualized process. Despite the normal, pure-tone hearing sensitivity (NH), many autistic children exhibit abnormal listening abilities on parent or self-report questionnaires and auditory test measures (Rance et al., 2014; Schaêfer et al., 2020).

However, most autistic students demonstrate solid and competitive listening abilities when teaching listening is combined with visual tools i.e., videos. Nowadays, lots of linguists agree that video-based teaching is a productive and effective way of developing listening and speaking skills. Many autism-specialized researchers also state that video technology-based language acquisition can be a powerful tool for autistic people.

Teaching a foreign language through videos could apply to a wide range of autistic individuals ages, from preschool children to adults. Video-based teaching is a great way to teach new skills to autistic learners with limited access to print materials or traditional methods of instruction. Generally, video-based teaching does not contain the psychological elements of anxiety, exclusivity, etc, or distractions. Moreover, video-based teaching provides autistic students with a visual parameter of focus, which is crucial when dealing with ASD-diagnosed people.

Autism in The People's Republic of China

Compared with developed countries, China started to implement inclusive education relatively late. Instituting inclusive education necessitates educational changes such as institution, curriculum, teaching, and evaluation, which may fail to be reformed without the support from specific laws and policies (Watkins, 2009).

Special schools are scarce in China, with little access for those in rural areas (which is, of course, much of the country) (Bambridge-Sutton, 2020). Most people in China have never heard of the term autism, and no nationwide systematic epidemiological studies have ever been reported to examine the prevalence of this disorder in China. (Bambridge-Sutton, 2020).

According to Chinese researchers Huang and Wheeler, autistic children are still often refused an education from government-run public schools, including special education ones (Huang & Wheeler, 2007). Many public schools in China lack special educational programs to deal with autistic children. At present, the educational process of autistic children in China faces many problems, among which the lack of public educational institutions is a key one. Many public schools do not possess special education teachers. Schools for special needs are mainly concentrated in big cities like Beijing, Shanghai, Shenzhen, etc. Chinese second-tier cities mostly
lack this kind of institution. The physiological issues experienced by young Chinese autistic learners with autism spectrum disorder often lead them to be ignored and even excluded in public schools.

Due to the shortcomings of China’s state-run programs and educational system, many families and autistic individuals seek intervention from private organizations (McCabe, 2004). The situation turns out to be even worse in rural regions of China, where families cannot afford special treatment provided by private organizations.

In Chinese traditional culture and society, autism is frequently perceived as something shameful. Parents of autistic children often experience disgrace, criticism, and social harassment from their relatives and the community. The latter triggers many conflicts and obstacles. In Chinese traditional culture, disability is viewed as a punishment for sins committed in this lifetime or previous life.

By contrast, the majority of the teachers in Chinese schools lack awareness of ASD. For instance, in Shanghai, one of the developed cities in mainland China, 83% of public primary and secondary school teachers answered inaccurately to over half of the questionnaire testing knowledge related to ASD (Wu, 2022).

Chinese parents often do not actively seek inclusive education for their autistic children. When making choices between mainstream education and special education, they tend to choose the latter as they believe that teachers there are better trained so that their children will not suffer stigma or isolation in special education schools (Peters & Forlin, 2011; Su et al., 2020). Unlike Western countries, parental choices are greatly affected by Chinese culture, where the issue of losing face is deeply settled in Chinese people’s minds (Peters & Forlin, 2011).

**International Schools in China: Small Size Classes**

In the last two decades, many international schools have been established in China. Moreover, many schools are appearing in Mainland China, delivering a fusion of national (Chinese) and international curricula (A-Levles, IGCSE, AP, IBDP, Ontario, Alberta). These schools have been labeled Chinese Internationalized Schools (CISs). They are characterized by the uneasy coexistence of national and international orientations, which is being termed “cosmopolitan nationalism” (Wright et al., 2021, p. 237).

Compared to public schools, the educational environment and facilities in international schools are better. Students enjoy small-size bilingual classes (5-15 students per class). Small class sizes create a more inclusive learning environment for general learners and learners with autism. Schools with large numbers of students in one class are not suitable for inclusive education. Inclusive education requires teachers to work more individually with each special student, especially in the primary grades (Rahimova, 2022).

Parents of both autistic children and general children consider small-size classes substantive for autistic children for several reasons:

1. Personalized attention: With fewer students in the class, teachers can provide more individualized attention and support to each student. The latter allows a better understanding of each student's unique needs, strengths, and challenges. Teachers can meet the diverse learning styles and abilities of the students, ensuring that no one is left behind.

2. Increased interaction: In smaller classes, there is more opportunity for students to actively participate and engage in discussions and activities. Students may feel more comfortable expressing their thoughts and opinions, which fosters a sense of belonging and inclusivity.
3. Reduced distractions: In larger classes, students may get easily distracted by the noise and activity around them. With a smaller class size, there are fewer distractions, leading to improved focus and attention.

4. Flexibility in teaching strategies: Smaller class sizes provide teachers with the flexibility to employ a variety of teaching strategies and methods. They can differentiate instruction to accommodate various learning styles, abilities, and preferences. This flexibility helps ensure all students can access and participate in the curriculum effectively.

5. Enhanced feedback and assessment: With fewer students to assess and provide feedback, teachers can dedicate more time and attention to evaluating students' progress. This allows for more detailed and timely feedback, supporting students in their learning and growth.

Because of the stigma and social harassment, as well as the lack of acceptance in many public schools, parents of autistic students, despite the financial heavy burden, prefer to take their children to international schools.

Method

Participants

The current research was conducted in the People’s Republic of China in the 2022-2023 academic year. The data of the following study were collected from ten private international schools in Mainland China and autonomous regions of China. The selection of the schools was based on the need to access as varied a non-probability sample as possible. Thus, ten of the best-known regional schools with foreign curricula were chosen. To evaluate data and achieve its goals, the current study used a variety of techniques and methods, including commentary, interviews, online questionnaires, and quantitative and qualitative procedures.

Research Instruments

The qualitative method was used in this study to provide complex answers to the research questions. As a result, field notes, questionnaires, observations in the classroom, interviews with teachers, a target group of young autistic learners, and other methods were used to collect data.

Participants

Ten teachers and ten primary school students diagnosed with ASD from ten different international schools participated in the following study. All the teacher participants were notified and adequately informed of the aims of the subsequent research, and, of course, their consent was sought, and received before the data collection process.

Short video interviews were conducted with the teachers who were selected to carry mixed purposive sampling method (See Appendix “Questionnaire”), to ensure a range of disciplinary areas and teaching experience. The average interview length was 10-20 minutes, depending on the participant. We interviewed ten teachers from different countries who held ESL teaching qualification certificates. Our interviews with these foreign teachers mainly focused on teachers' views of the challenges that ASD-diagnosed students undergo in the Chinese educational system, as well as the major challenges that these teachers face in teaching and learning English as a second language to young autistic students. From the interviews, it was apparent that the faculty of international schools lacked experience in teaching kids with special needs. From the results of the interviews conducted by ten foreign teachers, it is evident that young autistic Chinese learners in international schools come across different obstacles, among which classroom exclusivity, lack of...
special needs teachers, and individualized methods of teaching are apparent (see in Appendix Table
Summary of the demographic information about the teachers).

Table two (Summary of the demographic information about the students) contains detailed
information on participant students, the degree of ASD symptoms (see in Appendix). Participant
students in this research is ten: three female students and seven male students. The detection
process of participant students was quite challenging for us because many international schools
tried to hide the fact that they provide accessibility to education for children with disabilities such
as autism spectrum disorder in order not to develop a lousy reputation in the local market and not
to have any sort of conflicts with parents as potential clients. This is one of the key reasons for the
participants’ number. Participants in current research have been selected with the help of expat
groups of teachers.

Research Procedures

The observation of ASD-diagnosed participants occurred in their natural learning
environment, in actual language classrooms. For this study, around 30 lesson observations were
conducted throughout the course. Sloan (2007) asserts that data from observations and interviews
can complement each other.

Our experiment with autistic students was conducted with the help of natural learning
methods, i.e., developing speaking fluency, listening comprehension, reading, and writing. So,
instead of achieving linguistic proficiency with the help of writing, reading, speaking, and listening
(the traditional Chinese way of teaching a second foreign language), we started focusing on
developing listening skills first).

Of the four skills, Ismail and Aziz (2020) argued that listening is the most frequently used
language skill in the daily communication life of the average human. The keystone of mastering
any foreign language is its listening and speaking aspects. The latter constitutes an integral part of
English language learning.

With the mutual agreement of 10 foreign teachers, four videos have been chosen: The Ant
and the Dove, The Vegetable Garden, The Horse and the Snail, Aesop’s Fables "The Tortoise and
the Hare. For conducting the study, all foreign teachers were supposed to follow the following
steps:

Step 1-start the class with a warm-up multimedia song.
Step 2-replace all morning reading classes (generally, the duration of morning reading classes
is around 25-35 minutes) with video-demonstration classes.
Step 3-demonstrate every video not less than twice in every class during the rest of the week.
Step 4-organize role-play games in week two.

The primary purpose of transforming the traditional reading classes into video-input classes
was to understand the level of inclusiveness of autistic learners and general learners in the
classroom setting, as well as to acknowledge the efficiency of video-based teaching in the second
language teaching spectrum.

Data Analysis

The data collected through these classes conducted by foreign teachers were triangulated
and analyzed through qualitative content analysis, and key themes were identified. The following
data were analyzed based on Biggam’s framework (see Figure One).
The current study applied QAP as the principal means of data analysis. Meantime, directional and conventional QAP were also used.

The coding process began after all the video-based teaching classes had been conducted. In the video-based second language teaching process, ASD-diagnosed students’ positive and negative reactions to the new type of class were coded. The codes were categorized according to positive and negative responses by foreign teachers. The latter is illustrated in Table Three. The principles of the following observations were ordered according to the type of activity.

**Table 3. Instruments and codes**

<table>
<thead>
<tr>
<th>ClassFlow</th>
<th>Teachers' feedback</th>
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<tbody>
<tr>
<td>Warm-Up</td>
<td>Positive</td>
</tr>
<tr>
<td>Pre-video tasks</td>
<td>Negative</td>
</tr>
<tr>
<td>Video-illustration</td>
<td>Positive</td>
</tr>
<tr>
<td>Game-based Vocabular Enrichment</td>
<td>Positive</td>
</tr>
</tbody>
</table>

| Role-play | Positive/negative |
| ASP-diagnosed student/general interaction | Positive |
| Teacher-ASP interaction | Positive |
Findings

This section provides an overview of the observations, which compromises the typical format and description of activities conducted during the experimental classes. Moreover, the findings are supported by teachers' concise descriptions and reports. Every experimental class contains elements of video-based teaching tasks. Video-based teaching was conducted through various teaching activities. The most common components were role-plays (imitating the characters of the videos) and dialogues, which, in fact, are opposed to mechanical drills carried in traditional classrooms. The following activities constitute natural patterns of second language acquisition. The presented activities are combined with short extracts and quotations from teachers to possess a better and solid understanding of the reactions of ASD-diagnosed young learners.

Warm-Up

Each experimental class started with warm-up multimedia songs. The songs were conducted purely in English. During the warm-up, all the students were instructed to sing loudly and move according to the video. It was observed by all foreign teachers that autistic students completed this activity without any hesitation. Some teachers stated that sometimes ASD-diagnosed students moved more actively than general learners. However, all foreign teachers agreed that warm-ups provide inclusiveness and a positive start for all learners. In terms of the usage of warm-up songs, participant teacher commented on the following:

To start the class with a warm-up multimedia song is a good idea. It makes the students feel happy and positive at the beginning. The regular usage of multimedia videos is a helpful tool for teaching vocabulary. After playing the same multimedia song several times, both ASD-diagnosed and general learners tend to learn whole phrases or sentences, which is, of course, much better than separate words.

Table 4. Teachers’ reflections on warm-up songs as class starters

<table>
<thead>
<tr>
<th>Multimedia Warm-up Songs</th>
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Sign ‘x’ indicates the same responses gotten from all participants were positive.

Pre-video Questions

After warm-up songs, teachers made students get ready for the video demonstration by asking some simple questions (Have you seen ants? Do you like doves? What color is the dove? etc.). The general feedback on these tasks was neutral or negative. All foreign teachers reported that these questions were mainly answered by general learners, whereas ASD-diagnosed young learners demonstrated a passive attitude. Some teachers used flashcards and asked questions to the target group participants.

When the researcher asked the student questions, it seemed the student was not willing to answer my questions. His answers were limited only to yes or no. Sometimes, the whole class was waiting for him to answer: some classmates provided some hints in Chinese, but still, he was unwilling to answer.
Table 5. *Teachers’ reflections on pre-video questions*

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<th>Pre-video questions</th>
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**Video Demonstration and Pronunciation Drills**

All the participant teachers reported that during the video demonstration, ASD-diagnosed students and general learners were kept focused. After the first demonstration, teachers played the video for the second and third time by pausing the video and instructing all the students to repeat the sentences in unison. (Teacher's feedback)

The students got so excited when we started to play the video and pause for pronunciation drills. She came to the front of the classroom and did not allow me to pause the video. She wanted to watch it over and over again. (Teacher's feedback)

When students began to repeat the sentences in chorus, he started to jump and repeat the sentences in a booming voice. He was repeating the sentences in a thunderous voice. That made him feel happy. (Teacher's feedback)

The autistic student kept asking me when another video was going to be shown. Generally, he likes watching videos, but for pronunciation drills, he was repeating some words only randomly. (Teacher's feedback)

Table 6. *Teachers’ reflections on video demonstration and pronunciation drills*

<table>
<thead>
<tr>
<th>Video Demonstration and Pronunciation Drills</th>
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**Role-play games (Video Characters Imitation)**

The role-play/imitation technique was implemented throughout the course. The latter was also illustrated as short dialogues combined with different visual aids. In their reports, foreign teachers reflected that after video illustration, role-play activities help ASD-diagnosed students memorize words, expressions, and sentences quickly. Both autistic students and general learners practiced video-based content and took turns imitating different characters.

The current activity allowed students to interact with each other and practice their spoken English in a classroom setting. At the same time, this activity enabled students to use the new vocabulary. Role-play activities are mainly regarded as relaxing, inclusive, and fun teaching techniques.

Table 7. *Teachers’ reflections on role-play games (Imitation Video Characters)*

<table>
<thead>
<tr>
<th>Role-play games (Imitation Video Characters)</th>
<th>T1</th>
<th>T2</th>
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Reflections on Teaching English as a Second Language through Videos

Participant teachers stated that video-based teaching was mainly perceived as relaxing, valuable, and interactive. ASD-diagnosed students, as well as their parents, found homework more manageable and more relaxing than the Chinese traditional way of teaching foreign languages. In a general sense, both ASD-diagnosed and general learners had a positive perception of learning English through videos. The reflections from the foreign teachers strengthen the idea that videos are compelling teaching tools for developing listening skills. In addition to their listening skills, students also enriched their vocabulary and better their spoken English.

Drawbacks of Teaching English as a Second Language through Videos

In China, reading and writing skills in a foreign language are more prioritized than listening and speaking. Chinese university exam "gaokao" mainly focuses on the reading and writing aspects of English. This is the key reason why many Chinese students possess excellent reading and writing skills. Because of the teaching methodology carried out in international schools, many autistic students undergo numerous difficulties and frustration while learning English as a second language. Autistic students cannot concentrate for a long time, so their reading is mainly a failure, especially regarding long words. Reading and writing skills require intense concentration, which causes autistic students to have some sort of anxiety. By conducting video-based teaching, many students will develop listening and speaking skills, whereas their reading and writing skills will prevail. So, taking into consideration the importance of the "gaokao" exam, video-based teaching should be combined with teaching tasks on developing writing and reading skills.

Discussion

Coming back to the research questions: “How might young Chinese autistic children studying English as a second language in a small-size classroom environment benefit from video-based English instruction?” and “Did video-based teaching activities provide inclusiveness and social interaction among ASD-diagnosed students and general learners?” it should be mentioned that videos can offer visual and auditory stimuli that can engage and capture the attention of autistic children. The combination of visual cues, gestures, and facial expressions in videos can enhance comprehension and make language learning more accessible. At the same time, videos provide a consistent and structured learning experience. Autistic children often thrive in predictable environments, and videos can offer a standardized format for language instruction. This consistency can help them feel more comfortable and confident in their learning. Videos can provide repetition and reinforcement of language concepts. Autistic children often benefit from repeated exposure to new information, and videos can be replayed multiple times to reinforce vocabulary, grammar, and pronunciation.

Additionally, video-based instruction allows for individualized learning. Autistic children may have different learning styles and paces, and videos can be paused, rewound, or fast-forwarded to accommodate their specific needs. This flexibility can promote a more personalized learning experience.

Lastly, videos can provide a visual model for social interactions and communication skills. Autistic children often struggle with social communication, and videos can showcase appropriate language use, turn-taking, and conversational skills. By observing these models, they can learn and practice these skills in a controlled and supportive environment.

As shown by the data and reflections, the implementation of video-based teaching activities...
was mainly positive. Students regarded multimedia song warm-up activities as an interactive and enjoyable beginning of the class. According to teachers’ reports and observations, multimedia warm-up activities were considered positive because both general learners and ASD-diagnosed learners were able to move around. There were no restrictions. Video illustration and pronunciation drills had a positive impact as well, as they provided a relaxing environment for autistic students and social interaction among peers. Role-play activities were also considered to be beneficial as autistic students were able to move freely as opposed to being unable to move in the traditional Chinese classroom layout. Video-based teaching and role-play activities provided a natural setting for autistic and general learners to use the language in a way that is close to the social nature of the language. Students used the language authentically. At the same time, they developed their vocabulary.

Considering the observations made by Wu, Peters, Forlin, and McCabe regarding the dearth of autism acceptance and awareness in China, it is clear that, in some cases, innovative teaching methodologies used in Chinese Internationalized schools can enhance the circumstances and academic achievement of students with ASD diagnoses.

The repetitive and regular demonstration of videos was also perceived as positive. Children with autism are often recognized for repetitive actions (Hashim et al., 2022). Moreover, participant teachers said that ASD students were happy during the classes as they were familiar with the teaching content.

All participant teachers stated that those activities mainly affect autistic students' social interaction positively, sometimes providing them with some confidence. Participant teachers also mentioned that these kinds of teaching activities primarily reduce the anxiety that ASD students have in classroom settings.

Conclusion

The purpose of the ensuing paper is to investigate whether autistic kids benefit from video-based second language learning and how young Chinese autistic pupils acquire a second language through related task learning. International schools should incorporate video-based teaching into the traditional methodology of teaching foreign languages. Teaching a foreign language through videos provides inclusiveness in the small-size classroom. Generally, the application of audiovisual tools in the classroom makes autistic students focused and concentrated. Teaching autistic students foreign languages, and listening skills should be prioritized. Teaching vocabulary can be achieved through visual teaching aids. Mid-term and final assessment and testing of autistic students could be carried out through videos.

Recommendations

Finalizing the following study, several practical recommendations have been marked by different prominent researchers, in particular: educational institutions in China, especially international schools, should pay much attention to the needs of autistic students. The latter is possible through modifying curricula, cooperating with Western special needs centers, training teachers, and providing differentiated educational programs to autistic learners. International schools should also sincerely cooperate with parents. At the same time, students with autism spectrum disorders should be encouraged to spend more time interacting with their peers through electives or extracurricular clubs and social activities. The latter will enable autistic students to be accustomed to interacting within society, which will reduce the amount of anxiety they possess.
The last recommendation stresses the fact that Chinese international schools should change their traditional way of teaching and seek innovative teaching techniques that will satisfy the needs of both autistic and general learners.

Future Research

The following study could be conducted on a larger group of students and at different educational institutions within China and outside of China to alleviate the methodology and strategy of teaching English as a second language to young learners with autism spectrum disorder. The latter can influence learners' language performances positively. Besides, it is highly suggested to conduct this kind of survey on determinants of different ages. That will provide an opportunity to thoroughly and accurately evaluate the language performances of autistic Chinese of different ages.

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Appendix

Table one: Summary of the demographic information about the teachers

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<thead>
<tr>
<th>Site</th>
<th>Name</th>
<th>Nationality</th>
<th>ElectronicMail</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shenyang, Fushan</td>
<td>Ashleigh Maritz</td>
<td>England</td>
<td><a href="mailto:ashleigh.maritz01@outlook.com">ashleigh.maritz01@outlook.com</a></td>
<td>28</td>
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<tr>
<td>Inner Mongolia Gonglama</td>
<td>Thabo Mofokeng</td>
<td>South African</td>
<td><a href="mailto:thabo01mofokeng@gmail.com">thabo01mofokeng@gmail.com</a></td>
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<tr>
<td>Nanchang Limai International School</td>
<td>Gevorg Grigrayan</td>
<td>Armenia</td>
<td><a href="mailto:gevorg.grigoryan93@gmail.com">gevorg.grigoryan93@gmail.com</a></td>
<td>30</td>
</tr>
<tr>
<td>Tianjin, BIBA international School</td>
<td>Lilit Antinyan</td>
<td>Armenia</td>
<td><a href="mailto:antinyan-lilit@mail.ru">antinyan-lilit@mail.ru</a></td>
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<tr>
<td>Jining, Shandong Confucius International School</td>
<td>Mary Williams</td>
<td>South Africa</td>
<td><a href="mailto:williamsm45@yahoo.com">williamsm45@yahoo.com</a></td>
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<tr>
<td>Nord Anglia International School</td>
<td>Ernest Asare</td>
<td>Ghana</td>
<td><a href="mailto:ernestasare63@yahoo.com">ernestasare63@yahoo.com</a></td>
<td>34</td>
</tr>
<tr>
<td>Name</td>
<td>Gender</td>
<td>Nationality</td>
<td>Age/Class</td>
<td>Symptoms</td>
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<tr>
<td>---------------------</td>
<td>---------</td>
<td>-------------</td>
<td>------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>James</td>
<td>Male-Chinese</td>
<td>Six years old (primary school)</td>
<td>Mild</td>
<td>Shenyang, Fushan (Chinese-American international School)</td>
</tr>
<tr>
<td>Jack</td>
<td>Male-Hong Kong Citizenship Holder</td>
<td>Eight years old (primary school)</td>
<td>Mild</td>
<td>Inner Mongolia Gonglama elementary school</td>
</tr>
<tr>
<td>Lewis</td>
<td>Male-Chinese</td>
<td>Seven years old (primary school)</td>
<td>Mild</td>
<td>Nanchang Limai International School</td>
</tr>
<tr>
<td>Lucy</td>
<td>Female-Chinese</td>
<td>Seven years old (primary school)</td>
<td>Mild</td>
<td>Tianjin, BIBA international School</td>
</tr>
<tr>
<td>Ben</td>
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<td>Nine years old (primary school)</td>
<td>Mild</td>
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</tr>
<tr>
<td>Jacob</td>
<td>Male-Chinese</td>
<td>Six years old (primary school)</td>
<td>Mild</td>
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<td>Tammy</td>
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<td>Eight years old (primary school)</td>
<td>Mild</td>
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<td>Jason</td>
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<td>Eight years old (primary school)</td>
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<tr>
<td>Andy</td>
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<td>Mild</td>
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<tr>
<td>Lucy</td>
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<td>Six years old (primary school)</td>
<td>Mild</td>
<td>Xi’an Liangjiatan International School</td>
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