these students. Every English language teaching context offered to autistic learners must be carefully planned after thorough investigation of the students' preferences. The techniques discussed here (which by no means exploit the full list of possibilities) and tested for the purpose of writing this research paper must be selected and tailored in such a manner that they reflect these pupils’ interests and take account of their current predispositions.

All things considered, taking into consideration the small range of this study, further research needs to be developed and carried out in order to confirm or disprove some of the tendencies presented in the discussion of the findings and to search for the best practices to help teachers include these learners in the process of English language learning.

Finally, one needs to bear in mind that, as maintained by Bogdashina (2004, p. 259), most people with autism express gratitude to parents and teachers who do not exclude them from society due to their autism, by introducing corrections and compensatory strategies to help them cope with difficulties. The well-being and development of autistic children also depend on us, English language teachers, and although we are aware of all the difficulty and non-standard procedures needed to successfully include them in the group of students we teach, in the light of the above considerations, we have no doubt that many of them simply deserve our hard work and interest. The successes of this very special group of learners will for certain give us a lot of satisfaction, a sense of high self-efficacy and will enrich our teaching repertoire.

References
