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**SHORTAGE OF TEACHING ENGLISH STRATEGIES FOR YOUNG LEARNERS
WITH ADHD**

DISORDER IN FIFTH GRADE EDUCATION OF “LA VICTORIA” SCHOOL

PREVIOUS TO OBTAINING THE DEGREE OF:

**LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
ESTRANJEROS**

LINES OF RESEARCH:

Languages, literary, and oral proficiency related to the level of motivation

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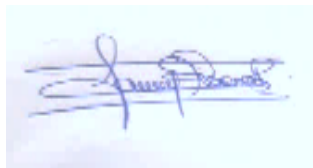
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DEDICATORIA

Dedico el presente trabajo, primero a Dios, por darme fuerza para empezar, continuar y culminar con éxito este proceso , por haberme permitido llegar hasta este punto de mi vida, donde me siento realizada profesionalmente. A mis padres; Beatriz Mayorga Salazar y Neptalí Ruales, por ser los pilares fundamentales de mi vida, quienes me han brindado su amor, apoyo moral, económico, y han permanecido a mi lado incondicionalmente desde que nací, me dieron educación, amor, cuidados y han estado a mi lado en cada uno de mis triunfos dándome ánimos para continuar. A mi hermano; Francisco Justicia Mayorga, que me ha apoyado con sus consejos, su fe en mí y me ha guiado a ser una mejor persona cada día, quiero expresar mi más sincero agradecimiento por su inquebrantable apoyo y aliento durante todo este proceso , sus palabras de ánimo y su confianza en mí han sido un faro de luz en los momentos de duda y dificultad. Su disposición para escuchar mis ideas, discutir conceptos y ofrecer perspectivas únicas ha enriquecido enormemente mi trabajo, mi crecimiento académico y personal.

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Por último, no menos importante; a mí misma, ya que esta tesis es más que un documento académico; es testimonio de mi determinación, perseverancia y dedicación. A lo largo de este viaje he descubierto mi fuerza interior, mi capacidad para enfrentar retos, he crecido, he aprendido y me he fortalecido de formas que nunca creí posibles. Esta Tesis es recordatorio de mi valentía y capacidad para lograr lo que me propongo. Que este logro sea mi fuerza e inspiración para enfrentar futuros desafíos con determinación y confianza.

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1.- RESUMEN

El trastorno por déficit de atención con hiperactividad (TDAH) es una afección del desarrollo neurológico cuyos principales síntomas son la falta de atención, la hiperactividad y la impulsividad. En los últimos diez años se ha visto un aumento significativo en el interés público por el trastorno por déficit de atención con hiperactividad, principalmente debido a la alta tasa de prevalencia, la naturaleza crónica y los efectos significativos en el hogar, el aula y el entorno social. En cualquier caso, los síntomas del TDAH perjudican el desarrollo emocional, cognitivo y social de los niños, dificultando su aprendizaje en las aulas y su adaptación a nuevas situaciones. En cualquier caso, los síntomas del TDAH perjudican el desarrollo emocional, cognitivo y social de los niños, dificultando su aprendizaje en las aulas y su adaptación a nuevas situaciones.

Este estudio analiza el impacto del Trastorno por Déficit de Atención e Hiperactividad (TDAH) en el proceso de aprendizaje del inglés dentro del aula, así como analiza la escasez de estrategias didácticas para enseñar inglés a niños con TDAH. Esta investigación utiliza un método mixto; cuantitativa y cualitativa, incluye una encuesta y una hoja de observación en la que se muestra un gran problema en el proceso de enseñanza del inglés.

Palabras clave: TDAH, método, educación inclusiva, Respuesta Física Total, estrategias.

ABSTRACT

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental condition whose main symptoms are inattention, hyperactivity, and impulsivity. The last ten years have seen a significant increase in public interest in attention deficit hyperactivity disorder, mostly because of the condition's high prevalence rate, chronic nature, and significant effects on the home, classroom, and social environment. In any case, the symptoms of ADHD harm the emotional, cognitive and social development of children, making it difficult for them to learn in the classroom and their adaptation to new situations. In any case, the symptoms of ADHD harm the emotional, cognitive

and social development of children, making it difficult for them to learn in the classroom and their adaptation to new situations.

This study analyzes the impact of attention deficit hyperactivity disorder (ADHD) on the English learning process inside of the classroom as well as analyzes the shortage of teaching strategies to teach English to kids with ADHD. This research uses a mixed method; quantitative and qualitative, it includes a survey and an observation sheet that shows a big problem in the teaching English process.

Keywords: ADHD, method, inclusive education, Total Physical Response, strategies.

INTRODUCTION

The process of learning a language is complicated, and it can be particularly challenging for pupils who suffer from Attention Deficit Hyperactivity Disorder (ADHD). The identification of methodological approaches for teaching English to speakers of other languages (EFL) is the suggestion of this work.

This research only focuses on children in the fifth grade of the U.E.C "Católica La Victoria" who suffer from ADHD disorder. In order to develop strategies for teachers to identify problems early on and analyze the reasons behind some students' academic failure—and then implement didactic orientations—this issue needs to be thoroughly investigated from a variety of angles, with a particular emphasis on its effects on the academic field. Ultimately, these strategies should contextualize these issues and lead to school inclusion for all. The study was proposed as an effort to explore the possible underlying shortage of teacher strategies to teach English to students with ADHD. It was felt that the identification of these deficiencies would be a crucial first step towards suggesting effective methodologies that could contribute to improving the success of the English learning process.

The present work is organized into different sections such as state of the art, where updated information on the subject was collected; materials and methods, where the instruments that were used for data collection were chosen and elaborated; results and discussion, where each of the

results obtained were analyzed, thus determining the main shortcomings; the proposal, designed with activities that improve the oral development of the students; conclusions, on what was identified with the work done; recommendations, for future researchers on aspects to take into account when collecting and analyzing information; references, places of websites where the information was taken from, the anti-plagiarism certificate, and the annexes.

PROBLEM

In Ecuador and most of Latin America, the teaching of English is not well received in schools and colleges, despite the fact that it is a language that has been taught since childhood for many years, this is due to few or ineffective teaching methods used in the classroom, which, once again, did not give the expected effect, or, even worse, that the student did not want or showed interest in learning this important language. That has caused academic problems and social anxiety as students earn their first diploma with low levels of English required in all four skills. For many years the government has invested little or no money in teaching English, so this applies to all teachers and students. Although the infrastructure of some public schools in the country has improved, it has not yet reached remote areas such as nearby towns where laboratories are still needed, even in rural schools with staff that are mono-pedagogical, ie. This is a place where one teacher teaches all subjects. In the case of teaching English as a foreign language, it also means that teachers have a good level of communicative competence and that they have in-depth knowledge of the conceptual bases on which the reading process is based, and more specifically, the development of reading. - writing at an early age. (Wyeth, 2017)

In the Canton of Imbabura, there is also this problem, which occurs more in financial institutions, lack of interest in learning or distinguishing only verbs and adjectives due to not knowing the best teaching methods and few hours through which the language is learned during one week. As future

teachers, we are interested in our students learning in a significant way, in order to reach their maximum potential, however, there are many differences in the quality and quantity of learning strategies to see. Foster not only the ability and potential of each student, but also family environment, current situation, etc. In fact, these learning methods should treat everyone equally, but this is not possible, since it depends on many factors, the student's motivation, intelligence, previous knowledge, etc. As a result, they lead to the result being very different from the goal defined at the beginning of the school year. However, learning styles have been shown to play an important role in this process. And as (Krashen, 2007) mentions, the importance of learning a second language is not merely limited to the ability to communicate with people who speak different languages, but to the students' capacity for divergent thinking, greater creativity, and higher cognitive development. compared to children who are monolingual.

2. JUSTIFICATION

This research work will be carried out to show how teaching methods can help to manage and improve the attention of students with attention deficit disorder, focusing on the foreign language learning process. Training parents together with teachers in operating techniques, methodologies and techniques, as indicated by various studies, is an effective and well-established treatment whose main goal is to get them to learn to carry out appropriate interactions with children, reinforcing appropriate behaviors and weakening unwanted (Pear, 2018).

The duty and work of every Education, including in terms of plans, the needs of teachers; to help make some teacher is to teach well so that students can learn. Because it is necessary to learn effective and useful methods of teaching English and thus fulfill the task designed for students in

the sixth year of education. The benefits are found in the social development of students and the competitive environment of the existing system, as teachers and parents, can encourage them in the field of education, physical, social and intellectual development, as well as development before them can change the way it was taught in the classroom in the past, and the way it is done now. According (E, 2018). The teaching of the English language at an early age will be understood as the teaching-learning process that will extend during the first years of life.

In relation to education and science, it should be noted that currently, and in the development of technology, there are changes and requirements by the Ministry of changes in the use of methods or methods that teachers use when they teach, which will help in the development of teaching methods, to increase the importance of meaningful learning. It is important to know that since we all have easy access to technology since childhood and the needs of children have changed a lot, for this reason this study is very interesting to see if the comprehensive development of children can occur in another way. They are of great help for students to learn more and better, in addition to having the ability to have more knowledge. It is relevant also to teach parents in order to solve this problem. The contribution of this research work will help to better understand the use of the methods that should be used for children with ADHD and provides direct guidance to family members and classmates. On the other hand, the school success of the child with ADHD depends fundamentally from the teacher (Power, 2022)

Today, it is not difficult to make the correct diagnosis if you have a good specialist. But many times, the most difficult thing is to make an accurate diagnosis, adequate follow-up and work so that a child with ADHD can grow and develop normally. According to (Millichap, 2009)"attention deficit hyperactivity disorder is a neurological and biological syndrome commonly found in

children and adolescents, and sometimes in adults" (p.vii). ADHD comprises inattentive, hyperactive, and impulsive behavior patterns.

On the other hand, there are many works that focus on explaining ADHD, how to diagnose or treat it, but few have focused on how to work with these children and how to adapt them to the rhythm of the usual classroom his own way of doing things, learning and more precisely teaching foreign languages. The diagnosis must be made by a team of specialists through studies: neurological, personal interviews and interviews with parents; as part of the diagnostic protocol, it must be verified that the behavior follows the same pattern for six months (Chamba, 2020)

3. STATE OF THE ART

3.1 The Importance to Teach English to Young Learners

Children who start learning English at an early age develop their brains so that they: Have better concentration. Improved agility and problem-solving skills. Ability to multitask effectively. They are able to make more connections between different concepts. "Language is a singular piece of the biological machinery of our brain..., an instinct since this word conveys the idea that people know how to talk in the same sense that spiders know how to spin their webs" (Pinker, 2019)

Experts have agreed for years that learning a second language should begin at a very early age, because children can learn more easily and quickly, which can have other positive advantages, among which we can highlight:

- Mother tongue:

The first advantage of teaching a second language to a child from an early age is that children's brains are like a sponge, which facilitates and enhances learning, allowing them

to speak and write a second language at a very high level almost like it was their mother tongue.

- Tolerance:

Another positive effect of being bilingual is that knowing different forms of communication at an early age helps you understand different ways of thinking, which makes you more tolerant and understanding of people from other cultures and respects opinions that do not coincide with your own.

- Better relationships:

Being more tolerant and understanding can transcend other areas of your life, such as relationships, because by understanding the diversity of people, their culture and their pre-existing opinions, it allows them to relate more easily to others and helps them to relate better to others. others connect with the world and the people around them.

3.2 THE ADHD

3.2.1 What is ADHD and how is it manifested?

Attention deficit hyperactivity disorder (ADHD) is a chronic condition that affects millions of children and often persists into adulthood. ADHD involves a combination of persistent problems, such as difficulty sustaining attention, hyperactivity, impulsive behavior, and in some cases, aggressive behavior. The symptoms of the disorder have a great impact on the development of the individual and interfere with their social, emotional and cognitive functioning, and cause significant morbidity and dysfunction not only in the child, but also in the peer group and in their family. (Severa, 2022)

Children with ADHD may also have problems with low self-esteem, relationship difficulties, and poor school performance. Sometimes the symptoms worsen with age. However, some people never

fully outgrow ADHD symptoms. But they can learn strategies and methodologies to be successful. In this context, Brown (2000) (Brown, ADHD IN THE CLASSROOM, 2000) say, that it is very difficult for people to achieve fluency in a second language in a classroom, therefore, in order to adequately facilitate learning, considers that the teacher must effectively relate many learning variables, several of them have to do with the learning process itself.

3.2.2 ADHD Symptoms

Mainly ADHD is characterized by inattention and hyperactive-impulsive behavior. Symptoms begin before 12 years of age and, in some cases, are detected as early as 3 years of age. These symptoms can be mild, moderate, or severe, and can continue into adulthood. ADHD is more common in men than in women, and boys and girls can have different behavior patterns. For example, boys may be more hyperactive and girls less attentive. Some of these disorders are oppositional defiant disorder, conduct disorder, learning disorders, anxiety disorders or depression (Mainly ADHD, 2019)

The symptoms of ADHD can vary widely between students and may change during their life. However, it does exist a lot of different symptoms but the common symptoms are: Inattention; difficulty sustaining attention, and easy way to lose things necessary for common tasks. Hyperactivity; excessive fidgeting, running, or climbing in inappropriate situations. Impulsivity; difficulty waiting turns during class activities, blurting out unnecessary answers and interrupting others. For women, ADHD symptoms may manifest in a different way, sometimes it can be difficult to diagnose.

3.2.3 Lack of attention

A child who shows inattention often has the following characteristics:

- 1) Can't pay attention to detail or makes careless mistakes in schoolwork.
- 2) Has trouble staying focused on tasks or games.
- 3) Does not seem to listen, even when spoken to directly.
- 4) It is difficult for him to follow directions and he is unable to complete homework or school work.
- 5) Has trouble organizing tasks and activities.
- 6) He/ she is easily distracted.
- 7) He/she used to forget to do some daily activities, like housework.

3.2.4 Hyperactivity-impulsivity

A child with symptoms of hyperactivity-impulsivity usually presents the following characteristics:

- 1) Swings or waves arms or legs or squirms in seat.
- 2) He / She moves without rest.
- 3) Has difficulty sitting in the classroom.
- 4) Hastily gives answers or interrupts the person who makes the question.
- 5) He / She Does not respect turns.
- 6) Interfering in the conversations, games or activities of others.

Most healthy children are inattentive, hyperactive, or impulsive at some point. Preschool-age children often have a short attention span and cannot sustain an activity for long. Even in older children and adolescents, the ability to concentrate often depends on the level of interest.

The same goes for hyperactivity. Young children are naturally active; they are often full of energy. Also, some children are naturally more active than others. Never tell a child that they have ADHD just because they are different from their friends or siblings. The protocol to follow after a person has been diagnosed with the syndrome is generally based on curricular adaptations, medication subscription, behavior supervision and family counseling. (Michilap, 2009)

It is crucial to be conscious about ADHD is, understanding ADHD is the first step to managing effectively and giving the necessary support to children who suffer, especially in the classroom. An early diagnosis involves identifying and evaluating the symptoms in children or teenagers as soon as possible. It is important to base the diagnosis on the data collected during the clinical interview and physical examination, although information can also be collected through tests designed for parents and teachers. Talking about treatment, it must always be individualized and multidisciplinary, taking into account the age of the patient, the type of ADHD, as well as the severity of the symptoms. (Stone, 2018)

3.3. The importance of a familiar environment in children with ADHD

Creating a familiar environment is essential for children with ADHD because it provides them with a feeling of stability and security. A consistent environment helps reduce anxiety and overcome common challenges faced by children with ADHD. When a child knows what to expect from their environment, they can better regulate their emotions and behaviors. (Brynes, 2020)

Familiarity also promotes routine, which is helpful for children with ADHD. Predictable schedules and environments make it easier for children to follow instructions, manage their time, and stay organized. By creating a familiar environment, caregivers can set clear expectations and

boundaries, creating a more structured and supportive environment for the child. In addition to the emotional and behavioral benefits, at home, environment can also promote the development of important life skills in children with ADHD. Environmental coherence can help children practice and reinforce positive habits, such as following routines, completing tasks, and staying organized. These skills are essential for managing ADHD symptoms and improving overall functioning. (Harvey, ADHD, 2018)

Furthermore, the family setting helps improve the relationship between the caregivers and the ADHD child. A youngster feels safe and secure in an environment that is predictable and stable, which is provided by parents, teachers, and other adults. Consequently, this can enhance communication, foster resilience, and elevate the general bond between the youngster and their caretakers. It is critical to have a comfortable and familiar atmosphere for kids with ADHD both at home and in school. Schools can better support the learning and development of students with ADHD if they place a high priority on familiarity, consistency, and structure. Caregivers can assist in fostering academic performance and pleasant social relationships for their kid by collaborating with educators to set consistent routines and expectations. (Barkley, 2009)

All things considered, kids with ADHD must be in a familiar setting. Caregivers and educators may support children with ADHD in thriving, growing, and realizing their full potential by creating a consistent, predictable, and encouraging environment. For kids with ADHD, maintaining consistency in their surroundings is a highly effective way to help them develop critical skills, manage their symptoms, and form healthy connections. (Pelegri, 2020).

3.4 Emotional support and family structure

Family support and the structure of the home environment are crucial elements in helping children with ADHD cope with their challenges and reach their full potential. By providing a supportive, consistent and understanding environment, parents and other family members can play an important role in a child's success and well-being. Emotional support and family structure are fundamental pillars in the successful management of attention deficit hyperactivity disorder (ADHD) in children. First of all, the family environment provides the emotional context necessary for the child with ADHD to feel safe and understood. Parents and other family members can offer unconditional support, empathize with the child's difficulties and celebrate her achievements, which helps build her self-esteem and self-confidence. (Monuteaux, 2018)

Additionally, the family structure provides a solid framework that helps the child with ADHD manage their symptoms. Establishing clear, predictable routines provides a sense of security and stability that can help children regulate their emotions and behaviors. Clear boundaries and expectations allow the child to understand what is expected of him, which reduces her anxiety and improves her ability to concentrate and complete tasks effectively.

Ultimately, emotional support and family structure not only benefit the child with ADHD but also strengthen family bonds overall. All family members experience a sense of value and respect in the house when there is open communication and mutual understanding. This fosters a sense of family unity that is vital in the process of controlling the condition, in addition to helping the ADHD child flourish. (Smith, 2019)

In addition, positive reinforcement and recognition of achievements, no matter how small, can increase the child's motivation and self-esteem, which is essential for maintaining interest and effort in learning English. Active family involvement not only strengthens language skills but also

provides an emotional support system that can help the child manage the stress and anxiety associated with learning a new language.

3.5 Effective communication

It highlights the importance of open and effective communication within the family to understand the needs of the child with ADHD and to encourage the expression of both positive and negative emotions. Effective communication in the family with children who have attention deficit hyperactivity disorder (ADHD) is essential to understanding their needs and challenges. First, it is important for parents and other family members to establish an environment of openness and understanding where the child feels comfortable expressing his or her emotions and concerns. This may involve actively listening to her point of view, validating her feelings, and avoiding judging or criticizing her experiences. (Sprich, 2020)

Additionally, effective communication includes providing clear and consistent information about ADHD and how it affects the child and family. Parents can educate themselves about the disorder and share this information in an accessible and understandable way with other family members, helping to increase everyone's awareness and understanding of the child's needs. Likewise, encouraging open communication about ADHD management strategies and the child's specific needs can foster a sense of teamwork and cooperation within the family. (Reddy, 2019)

Effective communication also includes setting clear and realistic expectations for the child with ADHD, as well as providing constructive feedback and encouragement. Acknowledging your efforts and achievements, even in small victories, boosts your self-esteem and motivation. Additionally, involving the child in decision-making about her ADHD treatment and management can empower her and promote her sense of responsibility and autonomy. Taken together, effective

family communication can strengthen family bonds and improve the quality of life for all members, including the child with ADHD.

Furthermore, regular and regular communication between countries and teachers allows the child's progress to be followed and the adjustments necessary for educational progress to be made at appropriate times. Regular meetings, progress reports, and the use of digital communication tools can facilitate the constant exchange of information and ensure that everyone is aware of the progress and two additional challenges they face. This synergy improves not only the effectiveness of English teaching, but also offers a solid support system that increases children's confidence and motivation. In summary, fluid and cooperative communication between teachers and countries is essential to create a positive and effective learning environment for children with ADHD, or that allows them to achieve their full potential without learning English. (Sprich, 2019)

3.6 Methodological Strategies

Methodological strategies in the learning process include a set of activities planned in advance using various strategies, methods, and pedagogical techniques, with the aim of improving the teaching-learning process and promoting meaningful learning. To face the challenges in improving learning, it is essential that both teachers and students know and can use a variety of methodological tools and strategies. These strategies ensure that every development opportunity is made the most of, both personally and collectively.

(Villaroel, 2019) highlight that the organization of recreational activities must promote learning in an inductive way, through experimentation with specific objects. Likewise, it is important to keep in mind that children's attention is limited, so repetition plays a crucial role in both the activities and the materials used. For example, in storytelling, repetition helps the student internalize

linguistic structures. The methodological strategies consist of a series of organized and planned activities that facilitate the construction of both school and individual knowledge. These strategies describe the pedagogical interventions carried out with the aim of improving and strengthening the spontaneous teaching and learning processes, contributing to the development of intelligence, awareness, affectivity, and the skills necessary to function in society.

These methodologies help define the criteria, principles, and procedures that guide the learning process and the actions of teachers. Thus, they align with the educational program and facilitate the effective implementation and evaluation of teaching and learning.

According to (Schuckermith, 2018) indicates that methodological strategies are processes in which all individual skills are chosen, coordinated and applied. These strategies are related to meaningful learning and the development of learning skills. They can be described as the practical planning and coordination of the different stages or moments in which various teaching techniques or strategies are used to guide learning toward specific objectives. These processes are carried out in an intelligent and organized manner to increase knowledge effectively.

Methodological strategies encompass methods, procedures and techniques designed to facilitate the assimilation of new knowledge by students and promote the development of their cognitive abilities. Methods are the ways of putting the ideas of the methodological strategy into practice, using orderly and logical procedures that act as a route to achieve the learning objectives.

Techniques are tools used within the learning method and constitute alternatives that contribute to improving student performance. Examples of these tools include diagrams, concept maps, among others.

(Borja, 2018) suggest incorporating a practice that benefits the comprehensive development of children, not only in learning a foreign language but also in other areas. Learning through play, as an educational approach, breaks with traditional school linguistic routines, increasing children's motivation towards learning and creating a pleasant and fun environment, ideal for learning and promoting positive attitudes.

It is essential to emphasize that the specialized teacher must take into account the child's evolutionary development, as well as the psycholinguistic theories that support their cognitive and socio-affective growth. This must be done from a holistic perspective that allows you to plan learning activities according to the context and biopsychosocial needs of the student in this phase.

- Ludic Method

Designed as an approach that seeks to encourage learning through play, this method results in a variety of engaging and recreational activities. These activities can integrate educational content that must be taken advantage of by the educator. Between 3 and 6 years old, games should focus on sensory and motor development. From 7 to 12 years old, games should encourage imagination and creativity. During adolescence and adulthood, activities should be more competitive and include aspects of knowledge, reasoning and science.

This method constructively channels the innate human tendency towards play and fun, taking advantage of enjoyment and recreation for learning. For this, pedagogical, didactic, and educational games must be distinguished and selected that are compatible with social values. and educational. Additionally, include variants such as experiential games and group dynamics. (Asher, 2016)

3.7 General teaching principles for children with ADHD

To teach children with ADHD, it is crucial to establish structure and routine in the classroom. These students tend to thrive in an orderly and predictable environment, where activities and transitions are clear and coherent. Teachers should set specific expectations and maintain consistent schedules to provide children with a sense of stability and predictability, which helps reduce anxiety and improve concentration. Additionally, it is beneficial to use visual schedules and verbal reminders to keep students focused and aware of upcoming activities.

Positive reinforcement and motivation are essential in the education of children with ADHD. These students respond favorably to specific praise and rewards that value their efforts and achievements. Teachers should focus on recognizing positive behaviors and academic successes to increase self-esteem and promote a positive learning environment. Implementing reward systems, such as score charts or tangible rewards, can motivate students to stay engaged and work to improve their behavior and school performance. (A, 2019)

Flexibility and adaptation in teaching are crucial to meeting the individual needs of children with ADHD. Teachers must be willing to adjust their teaching methods and content to maintain the interest and attention of these students. This may involve incorporating hands-on, multisensory activities that facilitate understanding and retention of the material. Additionally, breaking tasks down into smaller, more manageable chunks can prevent students from feeling overwhelmed and helps them complete activities more successfully. The ability to adjust the pace and methodology of teaching according to the needs of the students is vital to creating an inclusive and effective educational environment.

- **Consequences and Rewards for Children with ADHD in the English Language Teaching Process**

Using verbal and specific praise is an effective strategy to encourage children with ADHD to learn English. This praise should be precise and detailed, highlighting the specific behavior or achievement you want to reinforce. For example, instead of a general compliment like "Good job," you can say "Excellent job remembering and using the new English words during the conversation." This type of feedback helps students understand exactly what behaviors are valued and why, which can increase their self-esteem and motivation to continue trying. (UNESCO, 2018)

It is crucial that praise be immediate and constant to keep students engaged and focused during class. Children with ADHD often respond well to positive recognition, and hearing praise immediately after an achievement can more effectively reinforce the desired behavior. Furthermore, specific praise can help students internalize the language more efficiently, as they associate praise with concrete actions and tangible results in their English learning. This practice not only promotes a positive learning environment but also encourages the development of language and behavioral skills.

The decision between applying loss of privileges and granting praise in the process of English language instruction for children with ADHD is conditioned by a variety of factors, including the individual student's behavior, the specific classroom situation, and the pedagogical preferences of the student. teacher. Using loss of privilege can be effective when seeking to establish defined boundaries and consequences for disruptive or challenging actions. For example, if a student frequently disrupts class or does not follow directions, temporarily depriving him of a privilege, such as participating in recreational activities, may serve to

underscore the importance of appropriate behavior in the educational environment. (Villaroel, adhd , 2019)

Praise plays a critical role in encouraging and strengthening positive behavior in children with ADHD. By publicly recognizing students' efforts and achievements, their self-esteem and motivation can be raised, which encourages their active participation in class and improves their academic performance. Specific and frequent praise, such as recognition of accurate pronunciation or commitment shown in completing a task, can help children with ADHD feel appreciated and valued, strengthening their commitment to the English learning process.

In summary, it is crucial to find an appropriate balance between loss of privilege and positive recognition in English language teaching for children who have ADHD. Both strategies have different benefits and can be used together to generate an effective and stimulating learning environment that promotes positive behaviors and establishes understandable and equitable limits. (Chacón, 2010)

3.8 Strategies that help ADHD students while learning English

The application of strategies developed to support the oral development of the English language in students with ADHD can have a positive and significant impact on their educational process. An effective strategy involves the inclusion of multisensory learning methods, such as the use of visual resources, carrying out practical activities and integrating interactive games, during English classes. These techniques not only adapt to different learning styles, but also manage to capture the attention of students with ADHD by providing them with dynamic and interactive educational experiences. For example, using illustrated cards with images or gestures along

with English words can strengthen vocabulary memorization and contribute to a better understanding of the language, which facilitates and enriches the learning process for these students. (Asher, Adhd, 2019)

Additionally, breaking language tasks into smaller, more manageable segments can help students with ADHD stay focused and retain information. Providing clear instructions and incorporating frequent opportunities for active participation can help maintain their attention and motivation throughout the lesson. Encouraging students to practice speaking English in structured but supportive environments, such as through role-playing activities or small group discussions, can further boost their confidence and fluency in oral communication. By employing these personalized strategies, educators can effectively support the oral development of students with ADHD in English, fostering their language skills and overall academic success.

Another effective way to support the development of oral English in students with ADHD is through activities that promote interaction and language practice in authentic environments. For example, organizing debates or performing role-playing activities in English can provide opportunities for students to exercise their speaking skills in dynamic and meaningful ways. These activities not only encourage students' interest and participation, but also give them the opportunity to apply the vocabulary and grammatical structures learned in real communication situations, facilitating language assimilation. (Wakefield, 2023)

Additionally, it is essential to offer constructive and specific feedback during English speaking activities for children with ADHD. Recognizing their efforts and achievements, along with providing clear suggestions to improve their pronunciation, grammar, or fluency, can boost

their confidence and motivation in learning the language. This positive, growth-focused feedback allows students to identify areas of improvement and set achievable goals, supporting consistent progress in their oral English development.

4. OBJECTIVES

4.1 General objectives

- To adapt teaching strategies to the needs that ADHD entails by means of innovative activities to let them acquire the language better.

4.2 Specific objectives

- To determine the most appropriate teaching strategies that fit the ADHD requirements.
- To highlight the importance of the family context as a place to reinforce what has been learned at school.
- Look for curricular adaptations specifically for ADHD students to facilitate learning.

5. Materials and Methods

5.1 Methodology

The term "research methodology" describes how a researcher plans a study. This helps ensure that the results are valid and, most importantly, that they are reliable to meet the research objectives, giving the researcher the ability to analyze or choose what points to consider. The approaches used in qualitative, quantitative, and mixed research are completely different because they are based on the use of words, opinions, numbers or sometimes both. In some cases, the information obtained is accurate, while in others it may change according to the interviewee's point of view. Because it combines a quantitative strategy (a survey) with a qualitative strategy.

information obtained is accurate, while in others it may change according to the interviewee's point of view. Because it combines a quantitative strategy (a survey) with a qualitative strategy.

5.1.1 Methodology Objectives

5.2 General Objective:

- To determine the most appropriate teaching strategies that teachers use to teach English to students with ADHD disorder.

5.3. Matrix of Variable

Board 1

Title: MATRIX OF VARIABLE

TOPIC	OBJECTIVES	VARIABLES	INDICATORS	TECHNIQUES	SOURCE
SHORT AGE OF TEACHING STRATEGIES FOR YOUNG LEARNERS WITH ADHD DISORDER	To analyze the techniques to teach English to young learners "Make curricular adaptations specifically for ADHD students to facilitate learning.	Strategies to teach English These strategies may include interactive activities, games, use of technology, linguistic immersion, among other resources, with the aim of facilitating learning and improving students' understanding and fluency in English.	Accuracy Context Veracity	Observation Observation can provide qualitative and quantitative data Questionnaire	Ministry of Education Website: Review the Ministry of Education's proposal for English language signatures.
	To adapt teaching strategies to the needs that ADHD entails by means of innovative activities to let	Approaches	Teaching Process Veracity	Observation	English Textbook of the Ministry of Education:

	<p>them acquire the language better. To determine the most appropriate teaching strategies that fit the ADHD requirements.</p>				<p>Analyze the textbook to understand and know what are the perspectives and goals expected to be</p>
	<p>To highlight the importance of the family context as a place to reinforce what has been learned at school.</p>	<p>English language strategies</p>	<p>Structure</p>	<p>Observation The interview allows us a qualitative response, since it allows a deep and detailed understanding of the topics studied.</p>	

This board shows the methods and materials applied during this investigation research.

5.4. Research Methods

5.4.1 Quantitative Method

In contrast, quantitative methodology is based on the collection and analysis of numerical data. Use statistical techniques to examine patterns, relationships, and causality. This approach seeks generalizations and objectivity, being more structured and controlled. It is effective for studies with large samples and for establishing quantifiable relationships between variables, (Pinker, 2020) Although it provides quantifiable data and clear results, the quantitative method may have limitations by not capturing deeper qualitative aspects or subjective contexts, however, its ability to provide conclusions based on numerical evidence makes it a valuable tool in various fields in the teaching English process.

5.4.1.2 Qualitative Method

The qualitative method is characterized by addressing questions that are more specific and that require the information or opinions given by the people involved in the research. This type of method includes observation, interview, analysis, as well as the exploration of different agents or patterns that allow to determine the general opinion of all the people involved in the research. It is of vital importance that in this method people are sincere and give their most sincere opinions. (Fleetwood, 2023)

5.3 Mixed Method

The mixed methodology combines elements of both qualitative and quantitative methodologies. It seeks to leverage the strengths of both approaches to obtain a more complete understanding of the phenomenon investigated. Quantitative and qualitative data can be collected in separate phases or integrated throughout the process. This approach provides a more holistic and balanced perspective, addressing both the breadth and depth of research. (Pear, 2019)

5.4 Research Techniques and Instruments

5.5.1 Technique

In this research, information has been collected through the qualitative method by means of an observation in which it has been possible to determine the different factors that occur in an English classroom and how students react to the subject taught, using as an instrument an observation sheet with different parameters that have allowed us to assess each of the particularities of the students and take them into account. On the other hand, the quantitative technique used was a survey with

an instrument called a questionnaire with 10 questions in which the teachers could mark the options they considered most relevant and important.

5.6. Population

This research was conducted in the Unidad Educativa Católica “La Victoria” located in the town of La Victoria in the city of Ibarra in Ecuador, this institution is private and has five English teachers, this institution provides education to students from first grade to third of high school taking into account students of basic general education, basic secondary education and high school.

For this research, it is important to the opinion of all teachers of the institution through the survey that has a questionnaire of 10 questions, also the observation cards allow an analysis focused on the students of general basic education of fourth, fifth, and sixth grade.

5.7 Matriz Foda

BOARD 2

STRENGTHS	OPPORTUNITIES
<ul style="list-style-type: none"> ● Disposition to investigate ● Personalized work 	<ul style="list-style-type: none"> ● Deep research ● Deep data collection and analysis ● Open doors to research

WEAKNESSES	THREATS
<ul style="list-style-type: none"> ● Unknowledge of effective English strategies. ● Small number of English teachers 	<ul style="list-style-type: none"> ● Poor preparation of the teacher ● Student dissertation

5.8 Method

The use of a mixed methodology approach that combines elements of both qualitative and quantitative methodology to obtain a more complete and deeper understanding of the phenomenon studied. By integrating both perspectives, we seek to take advantage of the strengths of each approach to address the complexities of the research. (Damyanov, 2023)

In a mixed research design, both qualitative and quantitative data are collected and analyzed, thus allowing for triangulation of results. This means that different data sources are used to corroborate and enrich the understanding of the phenomenon under study.

The mixed research design offers the necessary flexibility to adapt to the complexity of the phenomena studied. It allows you to explore both the breadth of quantitative data and the depth of qualitative data, thus providing a fuller and richer understanding of the research problem.

This methodology is particularly useful in fields such as education, health and social sciences, where the combination of quantitative data to establish trends and qualitative data to understand

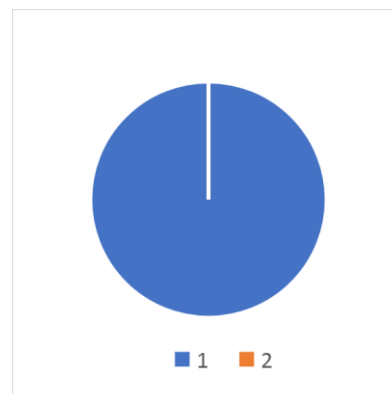
individual contexts and experiences can offer a more complete and balanced view of reality. Mixed methodology has become increasingly popular due to its ability to more comprehensively address the complexity inherent in many research phenomena. (Gardey, 2018)

5.9 Results and Discussion

Interview to teachers

1.- **¿Considera que existe una falta de estrategias didácticas específicas para enseñar inglés a niños con TDAH?**

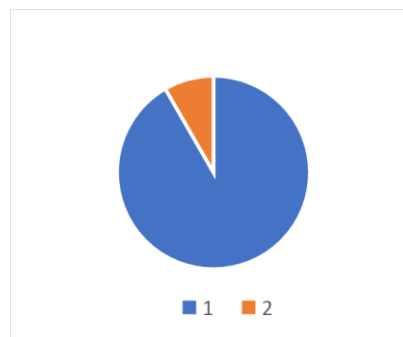
SÍ	NO
24	0



Teachers argue that it does exist a shortage of specific strategies to teach English to students with ADHD disorder, obligating them to use traditional teaching. Teachers observe a lack of particular pedagogical strategies aimed at teaching English to children with ADHD. This opinion highlights the urgency of creating personalized teaching approaches that meet the specific needs of these students, in order to promote a more productive and rewarding learning environment for their academic development.

2.- **¿Ha recibido capacitación específica sobre cómo enseñar a niños con TDAH?**

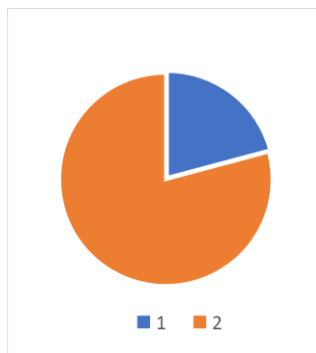
SÍ	NO
22	2



Most of the teachers recognized they had never received training to learn about different methods to teach English to kids with ADHD. This is a big problem because teachers are not prepared enough to apply strategies while they teach English.

3.- ¿Utiliza estrategias para adaptar la enseñanza del inglés a las necesidades de los niños con TDAH?

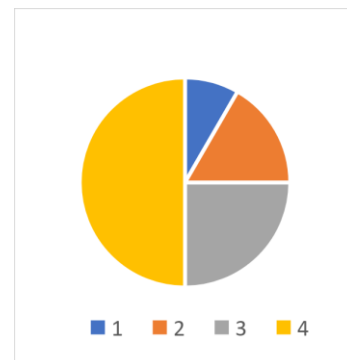
SÍ	NO
5	19



Most teachers confirm that they don't use strategies to adapt English teaching to the needs of children with ADHD. Having as a result the desertion of some of the students.

4.-¿Cree que los métodos de enseñanza tradicionales son efectivos para los niños con TDAH?

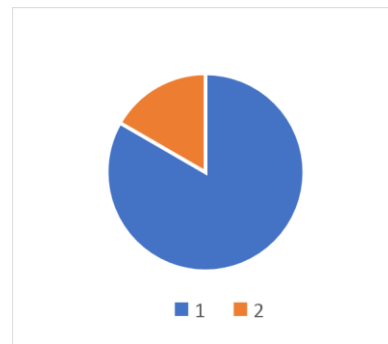
Muy efectivo	Algo efectivo	Poco efectivo	Nada efectivo
2	4	6	12



In this case, we can observe that only 2 teachers think that traditional teaching is effective, perhaps because they don't know about new strategies that they can implement in the English classroom.

5.- ¿Ha experimentado dificultades al enseñar inglés a niños con TDAH debido al desconocimiento de estrategias metodológicas adecuadas?

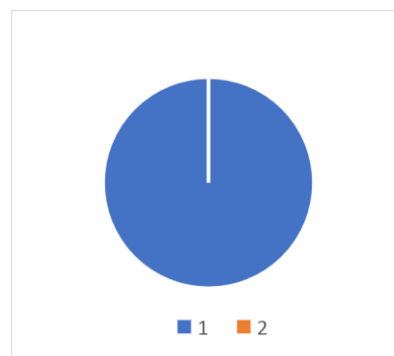
SI	NO
20	4



Almost all teachers have experienced difficulties when teaching English to children with ADHD due to a lack of knowledge of appropriate methodological strategies. Only 4 of them say that they don't have trouble in the teaching English process.

6.- ¿Considera que la falta de estrategias didácticas para enseñar inglés a niños con TDAH afecta su rendimiento académico?

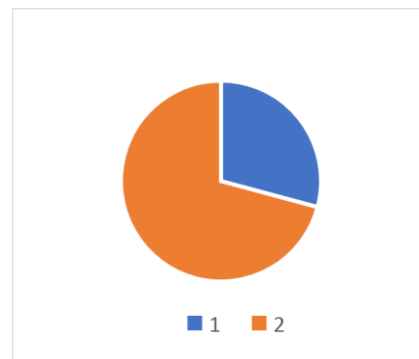
SÍ	NO
24	0



All teachers consider that the lack of teaching strategies to teach English to children with ADHD affects their academic performance. Teachers are aware of the problem it represents and how important it is training in more strategies to teach English in the classroom.

7.-¿Ha buscado recursos o materiales específicos para enseñar a niños con TDAH?

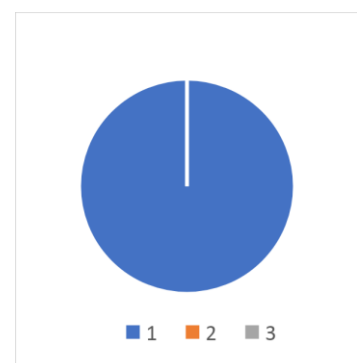
SÍ	NO
7	18



Until now, teachers have not invested considerable time in finding resources or materials adapted to teach children with ADHD. This lack of action may be the result of several factors, including a lack of knowledge about the specific needs of these students and the limited availability of materials specially designed to address those needs.

8.- ¿Cree que la implementación de estrategias metodológicas adecuadas podría mejorar el aprendizaje del inglés en niños con TDAH?

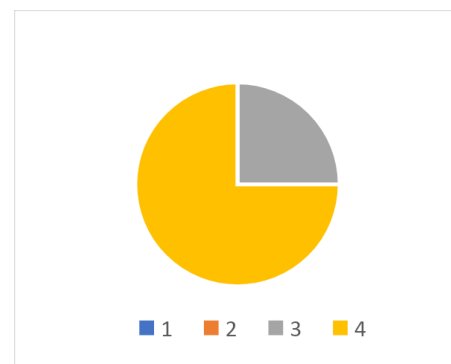
Mucho	Poco	nada
24	0	0



All teachers agree that the implementation of appropriate methodological strategies could improve English learning in children with ADHD, however, they don't look for more active activities that let students be successful.

9.- ¿Ha trabajado en colaboración con otros docentes para desarrollar métodos o técnicas efectivas para enseñar inglés a niños con TDAH?

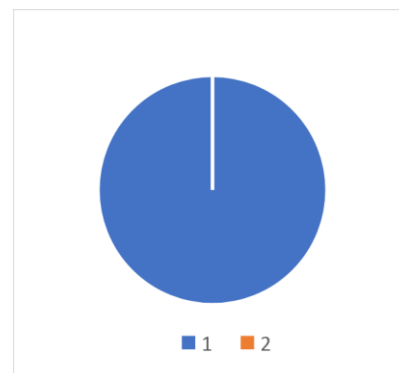
Siempre	Frecuentemente	A veces	Nunca
0	0	6	18



Only six teachers affirm that they have worked in collaboration with other teachers to develop effective techniques. The other teachers don't receive the support of other authorities.

10.- ¿Considera que la falta de estrategias didácticas para enseñar inglés a niños con TDAH es un desafío en su labor como docente?

SÍ	NO
24	0



The lack of specific strategies for teaching English to children with ADHD represents a significant challenge in educational work. This circumstance entails additional difficulty in adjusting teaching approaches to the particular needs of these students, which could impact their learning experience and academic progress.

6. Analysis of the survey conducted with teachers at U.E.C “La Victoria”

English teachers argue that learning different teaching strategies to teach English to students with special needs is beneficial to achieve the set objectives of English as a foreign language. Professors consider it essential that students understand the advantages that learning English can provide them during professional, academic, and personal benefits. Besides, they highlight

the importance of family involvement in students' academic lives, parents are an important pillar and motivation for students' learning processes.

In terms of teaching the English process, teachers work with a thorough and precise approach, allowing students to have sufficient time for instruction by paying attention to their needs. However, professors recognize that many teachers are not prepared enough to work with students with ADHD disorder, especially recognizing that most of them have never received specific capacitation to fight this disorder that affects the input of the students.

Despite these limitations, teachers modify their approaches by using tools such as books and voice assistants to maximize learning.

English teachers are often familiar with learning styles theory and can adapt their teaching methods to accommodate a variety of learning styles in the classroom. The most common learning styles include visual, auditory, and kinesthetic.

Other challenges include the lack of specialized English teaching staff in Ibarra's city, in addition in many institutions, teachers must assume responsibilities and various roles that don't concern them at all, which limits the time and resources that can be dedicated to language teaching.

Most teachers consider that there is a notable lack of specific teaching strategies to teach English to children with ADHD. This perception is attributed to the lack of resources and specialized training that allows teachers to adjust their teaching methods to the particular needs of these students. The absence of appropriate strategies can complicate the learning process and restrict the progress of children with ADHD, who often need more personalized and dynamic approaches to maintain their attention and motivation.

Likewise, the lack of specific teaching strategies can result in a less inclusive learning environment. Teachers, lacking the necessary tools, may face challenges when trying to actively engage students with ADHD in classroom activities. This highlights the urgent need to develop and deliver more effective and accessible teaching methods, which not only address academic difficulties, but also promote a supportive and understanding environment for all students.

Teachers have experienced considerable challenges when teaching English to children with ADHD due to lack of familiarity with appropriate methodological strategies. This lack of knowledge prevents them from applying approaches that adapt to the particular needs of these students, complicating the teaching and learning process. Traditional methods often fail to engage and maintain the motivation of children with ADHD, resulting in reduced engagement and slower academic progress.

Furthermore, the lack of specialized training in methodological strategies to support students with ADHD can generate frustration in both teachers and students. Teachers, lacking the necessary tools and techniques, may feel powerless and less effective in their educational work. This highlights the importance of providing adequate resources and training, allowing teachers to adopt more inclusive and effective methods. In this way, a learning environment that promotes the development and success of all students, especially those with ADHD, would be ensured.

Teachers believe that the use of appropriate methodological strategies could significantly influence the English learning of children with ADHD. Using techniques specially designed to meet the needs of these students, such as multisensory activities, clear and detailed instructions, and positive reinforcement, you can improve their ability to concentrate and actively participate in class. Traditional methods are often insufficient to capture and maintain the attention of children with ADHD, so it is crucial to adopt more personalized and dynamic approaches to promote their academic progress.

Also, training in these methodological strategies would make teachers feel more qualified and effective in their educational work. Having the right tools and knowledge would not only make teaching English easier, but would also help create a more inclusive and positive learning environment. This would benefit not only students with ADHD but would also improve the overall dynamics of the classroom, fostering an environment where all students can thrive and reach their full potential.

On the other hand, until now, teachers have not put considerable effort into finding resources or materials specific to teaching children with ADHD. This lack of action can be explained by several reasons, such as a lack of awareness of the particular needs of these students and a shortage of resources tailored to address those needs. As a consequence, teachers may be limited in their ability to effectively adjust their teaching to the individual characteristics of students with ADHD, which could adversely affect their educational experience and academic progress.

The lack of specific resources intended for children with ADHD can negatively impact the quality of teaching and learning in the classroom. Without access to tools and materials designed to address the particular needs of these students, teachers may encounter challenges in maintaining their attention and engagement in the educational process. This underscores the importance of developing and providing specialized educational resources that train teachers to provide a high-level education, tailored to the individual needs of all students, including those with ADHD.

Teachers are convinced that traditional teaching methods are not adequate to meet the needs of children with ADHD in their English learning. This is because these approaches typically rely on conventional techniques that may not be effective in maintaining the attention and engagement of these learners, who often need more flexible strategies tailored to their individual needs. The lack of fit from conventional methods can complicate the learning process, as children with ADHD may have more difficulty staying focused and remembering information when using rigid approaches. Therefore, educators are aware of the importance of researching and using alternative methods that more effectively adapt to the specific needs of these students, which would foster a more inclusive and successful learning environment.

To summarize, despite these difficulties, teachers are able to find creative ways to communicate the subject, involve students, and make learning more engaging and meaningful thanks to

creativity. Teachers with creative minds can design unique activities that weak up students' curiosity and encourage active participation in the learning process.

Students can take advantage of various resources and tools, such as technology, authentic materials, music and movies, in order to enrich learning and make it more engaging and relevant to them.

6.1 Analysis of the observation sheet made in 5° grade in U.E.C “La Victoria”

OBSERVATION SHEET FOR 5° GRADE TO KNOW THEIR UNDERSTANDING AND BEHAVIOR IN THE TEACHING ENGLISH PROCESS

INDICADOR	SIEMPRE	CASI SIEMPRE	OCASIONALMENTE	NUNCA
Students can understand and follow the teacher's instructions.			X	
Students can answer their questions in English				X
Students maintain good behavior during the class			X	
Students can communicate using the English language				X

Observation sheet in 5^o grade to know the strategies applied by the teacher in the classroom during the English class.

Analysis: This observation sheet shows the troubles that the teacher has in achieving success in teaching English processes to students with ADHD disorder. Students have some difficulty following the instructions and directions given by the teacher, this lack of understanding can create a linguistic barrier between student and teacher, on the other hand, students with special needs never ask for questions, and they never raise their doubts due to the lack of confidence or initiative.

In the same way, students never use English to communicate with each other, in numerous educational contexts the lack of communication in English in the classroom has been a frequent challenge. There are several reasons why students might not speak in English; lack of trust, (students may experience insecurity when facing conversation in English, especially if they are not confident in their level of ability or fear of making mistakes in front of their friends), limited language proficiency (some students may have a limited command of the English language and feel frustrated or unable of effectively communicating in it).

Fifth graders present challenges in maintaining appropriate behavior during English lessons. This problem can arise for various reasons, such as lack of motivation regarding the topic, feeling of fatigue, or distraction. The inability to maintain concentration and appropriate behavior can hinder academic progress and complicate the learning process for both students and the teacher.

Children who have ADHD face challenges in obeying the teacher's directions during English classes. These difficulties may arise due to their impulsive and distractible

nature, characteristics commonly associated with this disorder, making it difficult for them to maintain concentration and pay attention to assigned tasks. As a result, these students may have trouble maintaining the pace of class and actively participating in planned activities, which may impact their academic performance and overall educational experience.

6.2. Proposal

The purpose of this research is to present an intervention proposal based on the Total Physical Response methodology, with the objective of increasing knowledge of vocabulary and basic structures in the Foreign-English language, in fifth grade focused on students with ADHD.

The TPR methodology, developed by James Asher in the 1960s, is based on the way children learn their native language, where communication between parents and children is combined with verbal and motor skills. It is suggested that when we learn a language, we do it by deciphering certain codes, a process that allows the development of understanding before production.

According to this method, the teacher introduces basic vocabulary and grammatical structures in a given context, and students must physically respond to commands given orally and verbally.

This proposal aims to show five dynamic activities that involve all students, in order to establish it as an effective teaching methodology for the acquisition of the foreign language.

The Total Physical Response (TPR) method offers numerous advantages for student development. Among these advantages is the ability to facilitate learning, since it allows

concepts and words to be associated with movements, which helps students better understand new knowledge.

In addition, it is a dynamic learning method that avoids student boredom, allowing them to learn inadvertently through games and recreational activities. This results in more effective and lasting learning. The TPR method is suitable for all ages and educational levels, encouraging student participation in all activities due to its motivating nature that requires active listening. Likewise, it is a teaching methodology that practically does not need resources or materials, since it is based on physical movements. Since one of the advantages of the Total Physical Response method is its minimal need for materials, implementing it in the classroom is very simple. The teacher only needs to start with small instructions that are spoken out loud to the students. Gradually, students will understand the concepts and eventually internalize their meaning naturally. You can start with simple actions, such as verbs (sit, stand up, walk...), and progressively increase the complexity of the instructions.

❖ **Five activities based on TPR Method**

1.- Teddy Bear Song

With this easy song, children Will be able to perform different actions such as touching the ground or tying their shoes. <https://www.youtube.com/watch?v=iDVJZlr3LM0>

Teddy Bear, Teddy Bear, turn round.

Teddy Bear, Teddy Bear, touch the ground (touches the floor)

Teddy Bear, touch the sky (jump)

Teddy Bear, Teddy Bear, tie your shoes (lacing shoes)



Dancing can have a very positive impact on children with Attention Deficit Hyperactivity Disorder (ADHD).

Dancing requires focusing on the movements, listening to the music, and following the rhythm. It helps children improve their ability to concentrate and maintain attention on a specific task for longer periods. This activity can be carried out for 5 minutes at the beginning of class

2.- Role Play

In this activity, the class will be divided into groups, and each group will represent an animal. While the teacher prepares the computer to play the story, the students will be located in different parts of the classroom according to their groups. Once organized, the teacher will read a story on the digital board that is about the animals they have seen and the actions they took. Students will have to pay close attention because, when their animal or its action is mentioned in the story, they will have to act it out, creating a dramatization of the story together.

It is aimed at students with ADHD, the time of the activity can vary depending on the students' necessities, however, between 10-15 minutes will be enough.



3.-Relaxing time

This activity is designed to relax students after practicing body language. Each student will receive a feather, and following the teacher's instructions, they will pass it over different parts of their body to relax. They will be asked to close their eyes, breathe slowly, rotate their wrists, and pass the pen over their arms, face, etc. Instructions will be given in a relaxed manner and in a low, calm tone to foster a calm environment. At the end, they will be asked to open their eyes slowly to start a new class.

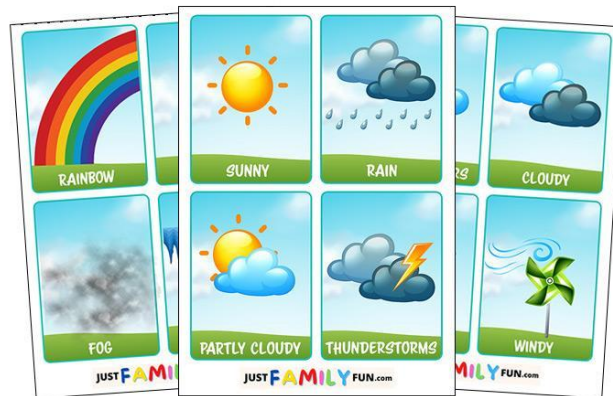


Create a calm and comfortable environment. It can be a room with soft lights, floor cushions and blankets. A comfortable and relaxing environment facilitates the transition to a state of calm. Implementing relaxation time with music can be an effective tool to help children with

ADHD find calm and balance in their daily lives. This activity can be carried out for 20-30 minutes.

4.- A new day stars!

This routine activity will take place at the beginning of each class. It will begin with greetings in different forms so that students gain a variety of knowledge. They will then be asked about the day's weather and instructed to look out the window (to their left) to observe the weather, with commands such as: "Look to the right," "look down," "look up." ", "look forward", "look back" and finally: "Look to the left!! How is the weather today?". At this point, they will be given flashcards and associated words, for example: "CLOUDY." These cards will be hung on the classroom walls. Finally, each image on the poster will be pointed out and asked questions until students can correctly associate the weather with the corresponding word and say it out loud.



These cards help children understand time concepts and improve their time management skills. Implementing relaxation time with music can be an effective tool to help children with ADHD find calm and balance in their daily lives, these are a visual tool that can capture children's attention more easily than verbal instructions. This activity can be carried out during 5- 10 minutes.

5.- Simon Says

Simon Says is a game that people of all ages can enjoy.

In the first stage, the teacher indicates in English actions such as clapping, jumping, singing and raising his hands, performing them at the same time as the students. In the second phase, the teacher gives the instructions but does not carry them out, leaving only the students to execute them. In the third and final stage, the teacher challenges the students by trying to confuse them by doing a different action than the one he mentions.



With this activity, students develop active listening skills, which are important for learning and effective communication. Play involves performing specific physical movements in response to instructions. It helps improve motor coordination and physical skills, which is beneficial for overall development. Not only is Simon Says a fun game, it also provides a valuable opportunity to develop critical skills in children with ADHD. Through regular practice, this game can significantly contribute to improving your attention span, self-control and social skills. This activity can be carried out for 10-20 minutes, adjusting based on children's age and attention level.

7. Conclusion

- Shortage of use of active methodologies that encourage active participation, movement and interaction can be beneficial for children with ADHD. These methodologies may include hands-on activities, role-playing, and music which can help maintain attention and engagement.
- Adaptation needs. Children with ADHD may have difficulty concentrating, following instructions, and controlling their impulsivity, which can affect their ability to learn English in traditional ways. An adaptation of teaching methods is required to address these specific needs.
- Poor preparation of teachers. Teachers may not be aware of inclusion strategies that can benefit all students; besides, professors may not be adequately trained to identify and address the specific needs of children with ADHD in the context of teaching English. This can include a lack of understanding of how it affects learning and behavior in the classroom.

8. Recommendations

- To collaborate between educators and health professionals. It can be crucial to design and implement effective strategies for teaching English to children with ADHD. This may involve identifying individual needs, developing personalized intervention plans, and continually evaluating progress.
- Focus and individualize. Since children with ADHD may have different learning styles and needs, it is important to take an individualized approach to teaching English. This may involve implementing strategies that fit student's preferences and strengths.

- Be in continuous training. It is essential to stay up to date on best practices in teaching children with ADHD. Teachers can seek professional development opportunities, participate in communities of practice, and read specialized literature to improve their skills and knowledge in this area.

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9. Anti Plagiarism certification

10. Annexes

Survey applied to the teachers of U.E.C “La Victoria”

1.- ¿Considera que existe una falta de estrategias didácticas específicas para enseñar inglés a niños con TDAH?

Sí No

2. ¿Ha recibido capacitación específica sobre cómo enseñar a niños con TDAH?

Sí No

3.- ¿Utiliza estrategias para adaptar la enseñanza del inglés a las necesidades de los niños con TDAH?

Sí No ¿Cuáles?

4. ¿Cree que los métodos de enseñanza tradicionales son efectivos para los niños con TDAH?

Muy efectivo Algo efectivo Poco efectivo Nada efectivo

5. ¿Ha experimentado dificultades al enseñar inglés a niños con TDAH debido al desconocimiento de estrategias metodológicas adecuadas?

Sí No ¿Cuáles?

6. ¿Considera que la falta de estrategias didácticas para enseñar inglés a niños con TDAH afecta su rendimiento académico?

Sí No ¿Por qué?

7. ¿Ha buscado recursos o materiales específicos para enseñar a niños con TDAH?

Sí No

8. ¿Crees que la implementación de métodos o técnicas adecuadas podría mejorar el aprendizaje del inglés en niños con TDAH?

Mucho Poco Nada

9. ¿Ha trabajado en colaboración con otros docentes para desarrollar métodos o técnicas efectivas para enseñar inglés a niños con TDAH?

Siempre Frecuentemente A veces Nunca

10. ¿Considera que la falta de estrategias didácticas para enseñar inglés a niños con TDAH es un desafío en su labor como docente?

Sí No ¿Por qué?

**OBSERVATION SHEET FOR 5° GRADE TO KNOW THEY ARE UNDERSTANDING
AND BEHAVIOR IN THE TEACHING ENGLISH PROCESS**

INDICADOR	SIEMPRE	CASI SIEMPRE	OCASIONALMENTE	NUNCA
Students can understand and follow the teacher's instructions.				
Students can answer their questions in English				
Students maintain good behavior during the class				
Students can communicate using the English language				