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EXTRANJEROS**

RESEARCH REPORT

**LUDIC-DIDACTIC STRATEGY FOR THE INCLUSION OF  
STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY  
DISORDER (ADHD) TO THE ENGLISH CLASS**

INFORME DE INVESTIGACIÓN:

**ESTRATEGIA DIDÁCTICO-LÚDICA PARA LA INCLUSIÓN DE  
ESTUDIANTES CON TRASTORNO POR DÉFICIT DE ATENCIÓN  
CON HIPERACTIVIDAD (TDAH) A LA CLASE DE INGLÉS**

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**DIVERSITY AND INCLUSIVE EDUCATION**

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As members of the Dissertation Committee at PUCE Esmeraldas, we certify that we have read the dissertation prepared by **ANNY MICHELLE REY PÉREZ** entitled **A LUDIC-DIDACTIC STRATEGY FOR THE INCLUSION OF STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) TO THE ENGLISH CLASS** and suggest that it be approved for satisfying the thesis requirement to obtain the bachelor's degree in Language Pedagogy.

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## **CERTIFICADO DEL DIRECTOR**

Yo, PhD. Haydeé Ramírez Lozada, en calidad de directora de esta tesis, certifico haber revisado que el trabajo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del Tribunal al trabajo de grado.

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## **STATEMENT BY THE AUTHOR**

I, Anny Michelle Rey Pérez, affirm that the investigation in the present report research is unique, authentic, and personal.

The content of this research is a legitimate legal and academic responsibility of the author and PUCE Esmeraldas.

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Anny Michelle Rey Pérez

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## **DEDICATION**

“I dedicate this work to the English teachers of PUCESE and to all the educators who are passionate and committed to transforming education, breaking barriers, and promoting quality educational inclusion, as my sister Sara does every day.”

## ACKNOWLEDGMENT

I deeply thank God for being my steadfast support, for illuminating my path, and for allowing me to grow in the IDMJI, guiding me along His paths, and providing me with peace and fulfillment in my life.

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## ABSTRACT

To propose a ludic-didactic strategy for the inclusion of students with attention deficit hyperactivity disorder (ADHD) in English classes at the Inmaculada Private School, in Esmeraldas, qualitative approach research with a descriptive scope was carried out, with a population related to the number of the sample, two teachers, two students. The methods used were Inductive-deductive, descriptive, and hermeneutics; being the documentary review and interview techniques used. The results showed that ADHD poses significant challenges in education, particularly in learning a second language such as English. Teachers often lack preparation and resources to effectively support students with ADHD. However, both teachers and students with ADHD favor the incorporation of recreational activities in English classes, which leads to greater participation and learning. Students with ADHD prefer dynamic activities to traditional textbook-based learning. Implementing innovative pedagogical approaches tailored to your needs improves learning outcomes. A guidance booklet for teachers is recommended, with emphasis on playful methodologies, to facilitate the inclusion of students with ADHD in English classes, benefiting all students. Continued research and application of such strategies are crucial to improving educational quality for all students. It can be concluded that teachers should seek training that helps them improve the class activities of these students, for this reason, a brochure is proposed in which strategies can be found to help teachers and students with ADHD.

**Keywords:** Students; ADHD; English learning; ludic-didactic strategies; English teaching; adaptations.

## RESUMEN

Para proponer una estrategia didáctico-lúdica para la inclusión de estudiantes con trastorno por déficit de atención e hiperactividad (TDAH) en las clases de inglés del Colegio Privado Inmaculada, de Esmeraldas, se realizó una investigación de enfoque cualitativo con alcance descriptivo, con una población relacionada con el número de la muestra, dos profesores, dos estudiantes. Los métodos utilizados fueron el Inductivo-deductivo, el descriptivo y el hermenéutico; siendo la revisión documental y la entrevista las técnicas utilizadas. Los resultados mostraron que el TDAH plantea desafíos importantes en la educación, particularmente en el aprendizaje de un segundo idioma como el inglés. Los profesores suelen carecer de preparación y recursos para apoyar eficazmente a los estudiantes con TDAH. Sin embargo, tanto profesores como estudiantes con TDAH favorecen la incorporación de actividades lúdicas en las clases de inglés, lo que conlleva una mayor participación y aprendizaje. Los estudiantes con TDAH prefieren actividades dinámicas al aprendizaje tradicional basado en libros de texto. La implementación de enfoques pedagógicos innovadores adaptados a sus necesidades mejora los resultados del aprendizaje. Se recomienda una cartilla de orientación para docentes, con énfasis en metodologías lúdicas, para facilitar la inclusión de estudiantes con TDAH en las clases de inglés, beneficiando a todos los estudiantes. La investigación y aplicación continua de dichas estrategias son cruciales para mejorar la calidad educativa de todos los estudiantes. Se puede concluir que los docentes deben buscar una formación que les ayude a mejorar las actividades de clase de estos estudiantes, por tal motivo se propone un folleto en el cual se pueden encontrar estrategias para ayudar a docentes y estudiantes con TDAH.

**Palabras clave:** Estudiantes; TDAH; aprendizaje del inglés; estrategias didáctico-lúdicas; Enseñanza del inglés.

# INTRODUCTION

## Theme Presentation

A school is a place of learning, we learn from the environment, from sharing with peers, teachers, and other actors, and learn from learning experiences and not just academic ones. By living in a heterogeneous group, we learn its moral, ethical, and social characteristics. In teaching processes, there are different types since the perception of the world varies depending on the student. It is also important to recognize that students' attitudes are subject to their life experiences, including their family, their traumas, and their genetics that have led them to a specific condition, among other reasons why difficult and challenging behaviors occur in the classroom.

The disruptive behaviors of students do not always respond to a specific condition in their learning, the lack of interest or difficulty in facing a subject or topic generates disagreement and annoyance. Precisely, this type of attitude is reflected in the English class, and no wonder, a new language is an enormous challenge for any human being regardless of age; not understanding it and working on it with traditional methodologies can transform English classes into the most boring hour at school. Díaz D. (2014) Comments that aspects such as motivation and attitude toward language learning, anxiety towards English class, and the use of the language are some factors that prevent meaningful learning. Now, if learning a second language is a difficult component for students in general, what happens to the student diagnosed with ADHD (attention deficit hyperactivity disorder) in this process?

ADHD is a disorder that interferes with a child's psychological development, school performance, and family, social, and interpersonal relationships (Chávez, 2018). It can be found at an early age and continues into adulthood, although with proper attention its symptoms can disappear completely. This condition directly affects students' behavior in class and other extracurricular activities. In class, children with ADHD lose concentration easily and may end up doing activities other than those requested. For this reason, they may take longer to acquire learning than their peers. Their social relationships are scarce because they do not measure what they do and how they can bother their peers, which can end in rejection of social actions and emotions.

## **Problem Statement**

Nowadays there is no complex diagnosis of a student with ADHD (attention deficit hyperactivity disorder), it is enough to have the availability of the parents and the correct medical advice. However, sticking to and achieving specific goals in school is a challenge. First, students with ADHD have less concentration time than students without this condition, making it impossible for them to acquire knowledge at the same rate as their peers, if at all. Added to this, their hyperactivity is a component that causes discomfort to their teachers and classmates. Since a child with ADHD tends to become a “little child in class” he does not attend or stops attending, this is a problem in the classroom because according to Calderón (2003), the hyperactive child frequently repeats excessive movements when it is not appropriate to do so; he seems restless, nervous and cannot sit up. Furthermore, it is natural that he is continually “on the move” as if he had an internal motor and talk excessively (page 39).

While it is true, that learning in school is difficult in all areas, especially if the school has a traditional pedagogy in which good behavior is limited to sitting and listening; what is impractical to expect in the student with this disorder? Methodologies with children diagnosed with ADHD are not particularly given, and even less so in English classes, since there is an unawareness on the part of teachers who expect to work their classes in a homogeneous way. This utopia is impossible, although there are no cases of ADHD in the classrooms, children have different learning rates.

In the case of children with ADHD, language acquisition is slow. Literacy is one of their biggest disadvantages compared to their peers. If it is very difficult for the child to acquire his or her native language orally and in writing, how much more so to achieve linguistic skills in a second language, explains (Calderón, 2003) and retain written information... (p. 54). Understanding these difficulties, the problem is not the students, who deserve an educational quality like any student, the problem is decontextualized pedagogy, ignorance of the educational community, and curricula lacking innovation and educational inclusion.

Reflecting on the improvement of educational practice for inclusion from the area of English and everything that it entails (teachers, students, inclusion, didactics, and curriculum) we aim to respond to the following question: What ludic-didactic strategy

can positively contribute to the inclusion of students with attention deficit hyperactivity disorder (ADHD) in the English class?

## **Justification**

It is necessary that teachers improve their educational practice, to provide a higher quality in education. (Sánchez, 2012, pág. 140)

If a student with ADHD finds it difficult to learn in his or her native language, how much more so in a second language? Educational practice today is aimed at improving relationships with students, especially those with SEN (Special Educational Needs) who present great difficulties both in learning and in relationships with their peers. With this urgency, the need arises to change teaching methods and transform curricula into areas of educational inclusion, in which all children learn amid differences, coexist, respect, and tolerate their peers.

Specifically, in the English class, strategies should be used that help students with SEN such as ADHD to adapt to their educational environments in a pleasant way. Likewise, adaptation strategies for all students who must learn to generate empathy, respect, affection, and patience with their peers in these conditions. Although cases of SEN are very common in today's school that seeks to be inclusive; validation of the student's condition is required through a specialized exam. Chávez, (2018) states that the diagnosis is made clinically and contains psychological tests to determine if there is any intellectual deficit or associated learning disorders.

Teaching English as a second language is a challenge, not only for the teacher, but also for the students, who must stabilize active interests in a learning that can open many doors, even knowing the difficulties that each one has. This reality must be conceived from the educational practice of the English teacher, who through strategies, activities and methods generates heterogeneous results, but equally valuable in his work.

Along these lines, the daily analysis of the English teacher's work is considered the basis of this research, to generate changes in the classroom and in student learning. Additionally, the reflection of rethinking the curriculum from an inclusive perspective.

It is necessary research in a world in which speaking a second or more languages is an opportunity for personal students that generates development and a better quality of life. The conceptual combination of Learning-English-SEN-ADHD is complex since it involves in-depth studies of student behavior and the characterizations of their special conditions. For example, the disruptive behavior of students that many teachers do not know how to deal with and falls on the student who ends up becoming a “bad student”, who receives all the retaliation from a teacher who assumes these situations, becoming frustrated by not being able to do classes. . . as well as the plans. However, it is important to change the mentality of teachers, the acquisition of knowledge on the subject of SEN and specifically ADHD, since sometimes it is the teacher who can perceive possible behaviors in students who may come to respect parents. . . so that children are diagnosed and receive the clinical and pedagogical support they need.

## **Objectives**

### **General Objective**

- To propose a ludic strategy for the inclusion of students with attention deficit hyperactivity disorder (ADHD) to the English classes at “La Inmaculada” school in Esmeraldas.

### **Specific Objectives**

- To determine the knowledge and the teachers’ expertise about the inclusion of students with ADHD to the English class.
- To analyze the perception of students with ADHD about the use of ludic activities in learning English as a foreign language.
- To determine the ludic activities that the ADHD students would prefer to use in the English class.
- To plan some phases, activities, and procedures based on the ludic methodology for the ADHD students’ inclusion to the English class.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Scientific Theoretical Foundation

#### 1.1.1 Conceptual categories of the study

This work is oriented under four conceptual categories that will specify the focus of the study, following the north of the stated objectives. A careful reading of different investigations and studies was carried out to systematize the concepts that the investigation requires. The chosen categories are explained below making the respective analogy with the established objectives.

**Table 1**

#### *Conceptual Categories of the Study*

Theoretical Category	Objective	Description
<b>1. ADHD</b>	<ul style="list-style-type: none"><li>To describe the behavioral characteristics of students with ADHD.</li></ul>	Considering that the object of study are students with ADHD, it is necessary to know the characterizations of their behaviors in the classroom, the clinical aspects, and the existing ADHD classes.
<b>2. LUDIC STRATEGIES</b>	<ul style="list-style-type: none"><li>To determine the ludic activities that the ADHD students would prefer to use in the English class.</li></ul>	By identifying activities that align with their interests and learning styles, teachers can create a more inclusive and

Theoretical Category	Objective	Description
		supportive classroom environment.
<b>3. EDUCATIVE INCLUSION</b>	<ul style="list-style-type: none"> <li>To raise awareness among students and teachers in the area of English of the need for school and social inclusion of students with ADHD.</li> </ul>	<p>Educative inclusion starts from the awareness of the entire school community. Students, parents, teachers, and administrators must know the condition to understand the student with ADHD, be patient and not detract from their way of learning.</p>
<b>4. EDUCATIONAL INTERVENTION</b>	<ul style="list-style-type: none"> <li>To determine methods, activities and strategies that allow students with ADHD to learn English in a collaborative way with their classmates.</li> </ul>	<p>The educational intervention from the inclusion of activities and methodologies that manage to be adaptable for the entire student group. In other words, methodologies that promote collaborative work at the pace of the students, no matter how different.</p>
<b>5. PEDAGOGICAL INTERVENTION STRATEGIES</b>	<ul style="list-style-type: none"> <li>To determine diverse and differentiating pedagogical strategies in the classroom to achieve</li> </ul>	<p>Having a heterogeneous classroom, with the presence of children with functional diversities, implies conceptual and</p>

Theoretical Category	Objective	Description
	English learning in children with ADHD.	pedagogical appropriation by teachers to provide a space suitable for learning for all.
<b>6. LUDIC</b>	<ul style="list-style-type: none"> <li>Recognize play as the differentiating methodological means that provides significance to classes.</li> </ul>	<p>Play is the closest form of learning. Well, it allows us to promote a Bridge to knowledge in which all forms of learning are valid. On the other hand, it integrates the capacity for attention required in the learning process. Even more so when it comes to the learning of a student with ADHD.</p>

---

*Source: Adapted of Miranda (2019)*

## **1.1.2 ADHD, History and Characteristics**

### **1.1.2.1 History**

The study of ADHD throughout history has had different proposals at the research level; At first, it was minimal brain damage that caused people to have hyperactive behavior that led to problems with the individual's behavior and learning.

To discuss the history of ADHD, the work of Guerrero (2016) called it attention deficit hyperactivity disorder. Between pathology and normality. There, the author tells the history of the disorder and the myths that permeated the different periods of its evolution; He also alludes to the pathology and its symptoms, presenting ADHD as a

compulsive, involuntary behavior that affects the academic, social, and personal life of students who suffer from it.

Historically speaking, the first writings about ADHD are found in a work by the Scottish doctor Sir Alexander Crichton dating back to 1798. In this work, which was titled *An Inquiry into the Nature and origin of the mental disorder*, Crichton described the symptoms of what we know today as ADHD with neglected presentation Guerrero (p.39, 2016).

Given the manifestation of this pathology, it was called Mental Restlessness, emphasizing the marked difficulty of students paying attention. The referred author states Guerrero (2016) that another significant work in the ADHD research process was that presented by the German Heinrich Hoffman, writer and illustrator of stories who was also a psychiatrist. His passion for literature and studies on the abnormal behavior of different patients led him to publish a work of 10 stories about childhood problems and pathologies called “*Der Struwwelpeter*” or translated (Pedro Melenas). But it was not until 1902 when the English doctor George Still published research in which he made a scientific description of ADHD. This research is contextualized López, et al. (2016) in the article *Historical evolution of the concept of Attention Deficit and Hyperactivity Disorder*, which presents the postulates of the most prominent researchers in the history of ADHD. The authors explain that George Still's contribution was decisive in the scientific career to describe this disorder and comment on George Still's study:

In this article he describes a group of 43 children who present defiance, aggressive behavior, disinhibition, problems with sustained attention and behaviors that go against the rules. In the group described there are children with or without cognitive deficits and/or neurological disorders, in short, subjects who manifested a great lack of attention and seemed to lack control over their behavior (p.43).

This study concludes that these behaviors in the different agents studied framed a great affectation of a neuronal nature and that social and family aspects were not linked as previously thought.

A considerable amount of time has passed since these scientific postulates and, erroneously, in the 21st century, a mentality of guilt continues to be established towards people with this disorder.

Below, the historical evolution of ADHD is presented to summarize the topic; taking as reference the work of Peñas (2019)

**Table 2**  
***Stages in the evolution of ADHD***

<b><i>ADHD AND ITS EVOLUTION</i></b>	
Stage I: Period of childhood brain damage(1901-1949)	Still (1902) related hyperactivity to behavior and learning problems. Strauss and Kephart (1955) coined the term "minimal brain damage".
Stage II: Origin of the syndrome and emphasis on behavior	In 1962 it was called minimal brain dysfunction. Chess (1960) introduces the term "hyperactive child syndrome" based on his behavior.
Stage III: Rise of diagnostics (1980-1989)	<ul style="list-style-type: none"> <li>• hyperkinetic syndrome. WHO (1967) Hyperkinetic reaction in childhood or adolescence. (1968) diagnostics (1980-1989)</li> <li>• ADHD. DSMV, APA (2013) neurodevelopmental disorder</li> </ul>

*Source: Adapted from Peñas (2019, page 2)*

### **1.1.2.2 ADHD Symptoms**

Extensive studies on this disorder have established a solid characterization that raises an alert in educators, who in turn refer students to corroborate a diagnosis through clinical instruction. Within its characterizations, the disorder evokes its name ADHD due to the following conceptions: disorder, as maladjustment, abnormality, alteration, disparity, stigma, relocation, incompetence – motor, psychological, linguistic, and social. Hamui (2019, page 43). Due to the previous analogies, this deficit is established

as difficulty in paying attention and finally, the conceptions of Attention and Hyperactivity from the work of Peñas (2019) which refers to lack of attention as constant distraction, difficulty listening and assimilating instructions and hyperactivity, due to excessive movements that are not coherent.

The characteristics of the child with ADHD are their difficulty in carrying out activities or achieving academic achievements; Literacy, for example, is one of the most marked deficiencies; not measuring his actions and frequently hurting himself or his companions. The most relevant and detailed symptoms are postulated below from the report of the National Institute of Mental Health of the United States. (NIMH, undated, p. 2).

**Table 3**  
*ADHD symptoms*

<i>Symptoms of Inattention</i>
<ul style="list-style-type: none"> <li>• Easily diverted from tasks, neglecting details, and prone to memory lapses, along with frequent shifts among activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Struggle to concentrate solely on one subject matter.</li> </ul>
<ul style="list-style-type: none"> <li>• Become disinterested in tasks within mere minutes, except during pleasing experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Experience challenges in managing and accomplishing tasks, as well as acquiring new knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>• Face difficulties in submitting or finishing assignments, often losing essential items like pens, toys, or schoolwork required for completion.</li> </ul>
<ul style="list-style-type: none"> <li>• Seem unresponsive when addressed verbally.</li> </ul>
<ul style="list-style-type: none"> <li>• Engage in daydreaming, confusion, and sluggish movement.</li> </ul>
<ul style="list-style-type: none"> <li>• Have trouble handling data rapidly and precisely.</li> </ul>
<ul style="list-style-type: none"> <li>• Encounter obstacles in adhering to instructions</li> </ul>
<i>Symptoms of Hyperactivity</i>
<ul style="list-style-type: none"> <li>• Display restlessness, frequently changing positions while seated.</li> </ul>

- 
- Move around from one location to another, interacting with and manipulating objects within reach.
- 
- Engage in continuous chatter without breaks.
- 
- Maintain constant movement.
- 
- Experience challenges when attempting tasks or activities that demand tranquility.
- 
- Struggle to remain seated calmly during meals, school, and other situations.
- 

*Source: Adapted from NIMH (s.f, p. 2)*

Regarding the symptoms, sometimes there is a specific characteristic that is impulsivity, and it is presented according to NIMH (s.f) due to a marked impatience, inappropriate comments and interruption in other people's conversations that can be perceived as a lack of respect.

### **1.1.3 Curricular Adaptations**

Curricular adaptations are tools that make it possible to transform the ordinary and exclusive curriculum (because it does not value learning rhythms) into an inclusive and contextualized curriculum, which responds to the educational needs of everyone in the classroom, with or without SEN.

Normally, the adaptations are made by the teacher and, in the case of this study, by the English teacher, who must seek strategies to significantly reach all their students. Ideally, educational institutions would respond to the needs of students through differentiated programs and more so when there is a population with functional diversity; however, ADHD is not counted as a cognitive or motor disability that stunts a child's or youth's schooling. This, according to Eiris (2014), is due to the fact that there are currently no tests or biological markers that serve to support the diagnosis( p. 124).

Regarding the area of English, in the work of Diaz et al. (2020) accurate information can be found on the implementation of strategies to adapt the curriculum in the English class by the teacher, generating educational inclusion in this process. *These authors affirm that this strategy has the purpose of making certain contents more accessible or*

*eliminating or changing those elements of the curriculum that are impossible for the student to reach. (P 10)*

The curriculum has been mistakenly thought of as a bag of strength that binds the teacher and limits the student. The curriculum is the strategic base that guides the teaching work according to the standardized guidelines of education and not for this reason, they are unchangeable. On the contrary, the owner of the learning space is the teacher and as the person responsible for providing knowledge in a second language, it is their duty to reflect and evaluate the instruments that the curriculum postulates to generate curricular transformations in which all children have the possibility of learning and passing their English classes.

It is important to recognize that curricular adaptation must be significant. That is to say, study the cases of SEN to which it is directed, for the present study students with ADHD. However, it can be molded to different cognitive and motor conditions that are presented in the institutions, all to learn at the pace that each student needs. Undoubtedly, much of this responsibility falls to the English teacher, who has established learning objectives in a second language.

### **1.1.5 Educative Inclusion**

Educative inclusion means ensuring the active participation of all students regardless of their condition, not with differentiating features but with educational spaces in which everyone relates to learning in the same way despite their condition.

Educative inclusion bet on a broad staging of what would be the inclusive school, in which all students learn, relate in the same way and most importantly are happy in the process. Well, the conditions of some students are reasons for ridicule and school harassment, which generates depression and an intolerable and unproductive educational process for the student with ADHD. This requires inclusion of the participation of the entire educational community, administrators as managers and promoters of peace and respect in the institution; adjusting to existing policies on the subject; teachers as directors responsible for the learning of all students, students as interveners in the process and protagonists in the learning process. In this population, it is important to highlight the awareness of the Disorder to generate empathy and not harassment due to ignorance on

the subject and finally, the parents, who intervene by teaching values and virtues about tolerance and respect for differences from home.

With educational inclusion, in the words of Dueñas (2010) It is intended to take a further step in the integration process and extend it to the different spheres of social, work and family life (p 361). That is, to open the doors of knowledge in English to students with ADHD so that, like their peers, but at their own pace, they find new opportunities in the second language. This is true inclusion that an option arises from the entire educational process that allows the student to function in life.

Regarding the curricular adaptation led to inclusion, it is teaching skills and not topics, topics are necessary to build conceptual knowledge, but skills allow students' knowledge that will allow them to function from their reality.

### **1.1.6 Educative Intervention**

Intervening is the action of the postulated strategy. In the theoretical course of this study, ADHD has been discussed as the chosen basis for designing a curricular adaptation tool that responds to the SEN of students with ADHD specifically in English classes, understanding the possible limitations that the student will find, but the capacities that his own condition allows him.

There is a fundamental document in the structuring of the necessary theories to organize and design a curricular adaptation as Educational Intervention. This work is called "A dozen skills in children with ADHD" by Carbó (2014) and it documents 12 skills of children with ADHD that are relevant to eradicating the negativism that the disorder generates at an educational level. These 12 skills are:

1. **Overcoming:** From so many times that he is wrong, he learns to overcome and start over.
2. **Spontaneity:** They show themselves as they are, even if they fall into recklessness.

3. **Incidental Concentration:** They have a different concentration, known as hunting concentration, they have short moments in which they can carry out the activities.
4. **Hyper concentration:** When they are stimulated, they are able to concentrate achieving excellent performance.
5. **Adaptability:** As they are used to adapting to disorder, they can easily adapt to sudden changes.
6. **Born Seekers:** Although they are immersed in a disruptive dispersion, they learn all the time thanks to their ability to know themselves.
7. **Visual Memory:** Despite his difficulties with reading and writing, he has a great ability to memorize images.
8. **Born Creatives:** The supposed "Disorder" in which they develop is nothing more than a different perception of the aesthetic.
9. **Eternal Children:** They have an extraordinary ability to relate to children of lower stages, understanding each other in games. In addition, they see no problem enjoying games.
10. **Mental Stability:** As they can naturally adapt to the environment, they are emotionally resistant.
11. **Vitality and Energy:** Being so restless gives them the ability to participate without fear of error, they always want to be part of the activities, especially those that are a great stimulus.
12. **Empathy:** Children with ADHD have a great capacity to generate empathy with other people.

Teachers must accept these characteristics of student biodiversity, estimating their students for their abilities and not for their limitations, taking the work of Carbó (2014). Strategies that can be used as educational intervention in English classes are presented.

**Table 4**  
***Skills and Limitations for students with ADHD:***

<b>Pedagogical action in English</b>	<b>Limitations due to ADHD</b>	<b>Skills in the Condition</b>
Listening	Cannot perform proper listening process.	2. Spontaneity: You can work on pronunciation because of your ability to be spontaneous.
Speaking	Impatience and Intrusion, by wanting to participate it could be anxious and intrude.	11. Vitality and Energy: Children with ADHD and specifically their hyperactivity always wants to participate.
Vocabulary	Disorientation, scattered attention, and forgetting what has been learned.	7. Visual memory: If words accompanied by images are used as a strategy, it will be easier to relate sound and image, gaining vocabulary.
Reading	Shortcomings in reading and writing their mother tongue, generating confusion to write words and phrases.	8. Born Creatives: Visual memory can be used to show them words and through flashcards request that they organize the word and finally write it.

*Source: Adapted from Carbó (2014)*

### **1.1.7 Neuroeducation in Teaching Children With ADHD**

Educational needs are manifested in institutions constantly. Children's behaviors are the key point for teachers to analyze the possibility of a diagnosis that allows

improvements in educational processes and the application of true inclusion. These changes are not the direct responsibility of the teacher, the entire educational union is an essential part of promoting quality education and in the specific case of this work, in students who are diagnosed with ADHD or present disruptive behaviors in classes.

To tell the truth, teachers have been educating from behaviorism for quite some time, using different mechanisms to shape the behavior of students without considering that both their abilities, strengths and difficulties in learning depend on the neurological processes that are carried out intrinsically. in your nervous system. Parra et al. (2023)

In this way, the inherent relationship between neuroeducation and ADHD is pointed out. Based on the contribution that these sciences make to this disorder. These studies are rigorously presented in the health sciences and their research on the functioning of the brain and the conditions that they present in people with disorders; however, it is important that this knowledge is of vital importance for the teacher, who is in charge of promoting strategies so that all children receive knowledge equitably. Which means that all children can learn regardless of their conditions.

Multidisciplinary in the treatment for ADHD is fundamental, considering that timely diagnosis generates actions in favor of the student with this condition. On the relationship school, medicine and family Parra et al. (2023) conclude in their study that collaborative actions between home and school are especially important during the initial assessment phase of the disability and the educational needs of the examined boy or girl. P (9084).

On the one hand, psychotherapists and neuropsychiatry are in charge of establishing the type of medical procedures appropriate for each case; make the decision to medicate or only propose strategies of a formative nature. Precisely, the role of the family in these therapies is fundamental, since the tutors are the people who are in charge of opening the spaces for the students to attend the different therapies that help improve their learning process. Above all, in improving sustained concentration in classes. As for the school, it is in charge of affirming the student from their functional diversity and producing an inclusive environment in each class and this is only possible from the constant training of the teacher on the subject of inclusion and specifically the new neuroeducation studies. ; since this knowledge allows you to understand the way students with ADHD learn, etc.

Do not demand in the same way as the rest of the students and gradually modify the methodologies and didactics so that everyone participates in learning.

Neuroeducation studies provide exceptional tools in educational work since the training of teachers in neuroeducation allows the progress of capacities both in children with learning disorders and in children without these conditions. (ISEP, s.f). This is because teachers set the learning space to improve the attention of all children in general. It is important to assert that the inattention of children is not only the product of a neurological condition, but also a lack of motivation, which is absolutely normal in the classroom. Assures the neurologist Francisco Mora in the interview with (Education 3.0, 2019) about this role of the teacher in relation to learning "Very little can be taught and learned well if it is not mediated by emotion."

So, excitement is not a need for children with ADHD; it is necessary for all children in school and the mental processes of all human beings. About the topic Mora (2017) affirms.

Emotions ignite and maintain curiosity and attention and with it the interest in discovering everything that is new, from a food or an enemy to any learning in the classroom. Emotions, in short, are the most important basis on which all learning and memory processes are based. (p. 37)

Considering the emotions of the students in the training process, knowledge of their brain functions in relation to their way of learning is a relevant step; Well, before being students in the official framework of what it means, they are human beings and they can only learn what they love, as mentioned. Mora (2017) In the case of children, they love experiences, the learning they achieve through curiosity; what is intrinsic in them.

The students see in the school a place where they can have really rewarding experiences in their lives, which allow them to know and interact with circumstances and issues of their domain that will give them confidence or unknown cases that generate curiosity and pleasure to attend to clear your doubts. Figueroa & Farnum (2020, pág. 24)

Precisely, teachers must take advantage of what school means for students; Well, there is no greater motivator for the child than to arrive at school and enjoy the company of his classmates. With or without conditions that imply learning difficulties, children are moved by the experiences they live at school, inside or outside the classroom, and this reality must be recognized by teachers and used as a tool to promote meaningful learning for all.

Therefore, neuroeducation is a transcendental discipline in teaching; specifically in the pedagogical processes that can be applied in children with ADHD. Since it has become a strategy to support educational work Figueroa & Farnum (2020, pág. 24).

### **1.1.8. Pedagogical Intervention Strategies**

Pedagogical strategies refer to the application of methodologies or techniques planned with a particular learning objective. These actions in the educational field facilitate the teaching-learning process and allow pedagogical adaptation to the learning needs of all students. Depending on the group characteristics, teachers apply different techniques in order to respond to learning needs; Therefore, these strategies vary according to contexts and can improve the quality of learning.

On the other hand, it is important to work investigative from the application of pedagogical intervention strategies in the area of English, since as stipulated Moro (2019) there is no breadth of work that addresses the necessary strategies to work with populations with ADHD in the teaching-learning of English as a second language.

Therefore, the role of the teacher in the application of intervention strategies is fundamental, since he is the one who directs learning until it leads to knowledge. This pedagogical process is carried out considering the expectations and interests of the students, as well as the particularities that characterize them and differentiate their way of learning. For example, the design of intervention strategies in English classes must be carried out collaboratively with students; especially those who are diagnosed with disorders that involve differentiating didactics. Thus, the teacher will be able to achieve meaningful learning in which the product is evident to the rest of the educational community.

Regarding pedagogical interventions, Miranda (2019) states that:

These are student activities that are discussed as a group so that a teacher determines which are the best strategies that can improve learning, then the teacher decides the activity that the students will do to use the planned strategy and achieve the planned learning. (p.35)

In this way, learning occurs in environments in which those methodologies that will lead to knowledge have been jointly constructed. In the case of elementary education, the teacher must similarly characterize his students to understand in depth their ways of learning, as well as their tastes and preferences; Because in this way he can base his pedagogical strategies on topics that arouse the interest of all students and specifically those with ADHD. Little by little, the ideal is to make classes totally participatory and binding.

Applying this type of strategies in the classroom implies, on the part of the teacher, knowing the disorder that characterizes the diagnosed students, which links the direct and constant support of parents, tutors, or teachers. Those who feedback the process with the clinical assessments that arise in the therapies or different appointments in which the child participates.

These intervention strategies are linked to all the students' processes because although the study is strictly directed to the area of English, it must serve as a starting point so that teachers can academically update themselves on the subject and can provide the students with better learning opportunities. Which in turn would counteract the deficiencies in the attention of students with ADHD, allowing them to learn at their own pace.

Finally, when talking about intervention strategies, it should be said that intervention involves robust training by the institution so that teachers recognize the characteristic behaviors of a child with ADHD and know how to reach caregivers who at times do not accept the incidence of this disorder in the BRE (Low School Performance) Precisely Sigua (2020) states in its study on the application of methodological strategies to improve attention deficit in third-grade children that it is necessary to establish training processes on the Disorder with Attention Deficit and Hyperactivity in both teachers and parents in order to know the forms of intervention for each scenario.

### 1.1.9 The Role of The Ludic In The Learning of Children With ADHD

One of the determining characteristics of ADHD is the visible difficulty that students have in having sustained attention. For this reason, learning in different areas is distorted; even more so when the methodologies applied in the classroom are traditional and homogeneous.

Precisely, students digress between the obligatory nature of learning and the result, but it does not really configure within their perception the importance of this knowledge in their life. That is, it does not relate knowledge to its context but separates it and encloses it only in the school's need for a consistent result, normally demonstrated in the evaluation. This statement is a generality in the educational environment; However, a call to the teacher so that the learning he promotes is coherent with the context of his students, determining them as unique and totally heterogeneous and changing in learning.

When talking about play, we think of play, and we mistakenly limit ourselves to a valid methodology at the elementary levels of education. But the game is really a learning tool with which human beings have evolved. Benitez (2009) Explains regarding the game in learning:

Play is a human activity and occurs in all children, although its content varies due to the cultural differences that different social groups exert. Play is not something that only happens in childhood, but goes much further, and happens throughout life. (p.1)

In this way, it is understood that by nature human beings are playful and, therefore, learn more comfortably when the game is the vehicle to awaken their attention.

On this matter, it is important to recognize that by nature it is difficult for students to have their attention 100% in a class, since attention requires the transformation of information by the receiver. That is, relating that information to relevant contextual content so that it can become a cognitive product. In the words of Sovero (2017) “... *the human processor is not a mere passive recipient of information, but thanks to its selected attention it decides at every moment which aspects of the environment are relevant and require cognitive elaboration*” (p.15).

Now, students diagnosed with ADHD have more complex information processing, which indicates that pedagogically they require broad motivations that allow

them to understand and relate learning to their experiences and thus achieve that cognitive product. From neuroeducation, the doctor Mora (2019) states that the brain cannot learn if it does not have emotion and this, referring to neurotypical students. Thinking about students with suspicions or clear diagnoses of ADHD, we conceptually explore the role of the playful pattern in pedagogy to achieve the attention that learning requires through transmitting emotion in meaningful classes in all areas and in the specific case of the present work.

## 1.2 ANTECEDENTS

Turketi (2010) in her research *“Teaching English to Children with ADHD”* in which explains throughout her career as a teacher and treating the case of students with ADHD; It can be seen how the different methods allow a better development of the class with positive and visible results for the teacher. The researcher focuses on the little mastery that teachers have in the English class to control the compulsive behaviors that characterize students, although not all are restless. As the author says, *"Most of them have a short attention span, are easily distracted, and have difficulty focusing their attention on a required task."* Turketi (2010) Page 2. This means that teachers are not prepared to carry out the educational inclusion of children with these disorders. It is very important to know the different types of learning, methods that can be used and that are effective, as the author explains, the TPR the silent way and Task-Based Language Teaching.

At the national level, there is updated work on the topic. It is from Sigua (2020) and is called *Application of methodological strategies to improve attention deficit in third grade children at the Cornelio Crespo Toral basic general education school*. In this study, the third-grade students at the aforementioned school are carefully studied to propose a methodological strategy that helps the teaching-learning process of children with ADHD.

At first, 9 students with behaviors associated with this disorder were characterized. Finally, 4 children were diagnosed. In a second moment, the parents were linked to the process of recognition of the disorder, using the Connors Scales to finally conclude on the urgency of the use of active methodological strategies.

Another work at the national level is that of Pérez (2022) in his research was born with the objective of providing methodological strategies that contribute to the learning of a second language (English) in students diagnosed with ADHD. This study is approached from PAR (Participatory Action Research), and it proposes fearless learning strategies, tips for organizing time, visualization of work, learning through play and purposeful evaluation of learning, resulting in promotion. creativity and proactivity of a student with ADHD. The name of this work is ***“The usage of the ludic methodology for teaching English to ADHD students”*** and is developed at the National University of Chimborazo in Ecuador.

For students with ADHD there are strategies that allow improving communication skills as explained by Ivask (2015) in his research ***“Teaching English to students with attention deficit hyperactivity disorder (ADHD).”*** in Estonia, analyzes the common symptoms of ADHD, the behavioral peculiarities of students with ADHD and aspects of teaching ADHD. children with impairments associated with ADHD. The research is based on secondary sources and semi-structured interviews with three English teachers who have experience teaching students with ADHD. The study results highlight the most important aspects of teaching English to students with ADHD, including productive teaching strategies, successful behavior management methods, and effective teaching resources. It also emphasizes the importance of teachers having a holistic understanding of ADHD in order to choose effective methods of teaching English and to develop students' general competencies needed for other subjects and to become successful members of society.

Researcher Alfiani in 2020 conducted a study to determine the importance of English learning experiences for students with attention deficit hyperactivity disorder (ADHD) in inclusive schools, in her research about ***“English learning experiences of the attention deficit hyperactivity disorder (ADHD) student at smpn 5 Surabaya”*** which have special programs for such students in. The research aimed to examine the English learning experiences of ADHD students in vocabulary and writing skills. The researcher interviewed an English teacher, a special educational needs teacher, and an ADHD student. The findings showed that ADHD students' English learning experiences in vocabulary activities were focused on greetings, colors, numbers, animals, and some nouns, while in writing activities, they included writing a letter, combining double letters,

writing a word, and writing some words. The study also revealed that ADHD students feel reluctant and are absent in class when teachers do not use visual aids, such as pictures, posters, flashcards, videos, and pointing to the direct object around the class.

The teaching strategies focus on accommodating different learning styles and incorporating multisensory activities, as this population tends to learn best through sensory activities. The author Numpaque in her research ***“Strategies to help students with ADHD and Dyslexia enhance their English learning Skills”*** in Bogotá; emphasizes the importance of considering students with learning problems and understanding their specific needs. The most effective strategies for students with ADHD and dyslexia are those that focus on visual, tactile, and kinesthetic learning, such as videos, music, and role-playing. The use of games and tools that motivate students is also important, and daily routines and clear instructions are particularly effective for students with ADHD. The author notes that *“future research is needed to develop more strategies for these populations, particularly in the areas of reading and reading. writing. In general, the context of individual student preferences and needs is critical to developing effective strategies”* Numpaque (2020). The teacher must be aware of how to teach and generate strategies that allow this population to achieve a true and effective education. The importance of the teacher's role in adapting to the learning needs of students with ADHD and dyslexia is a critical aspect in their education. In addition, the recommended strategies such as multisensory activities and the use of games are a fundamental piece in the inclusion of students with ADHD, the teacher can improve the learning results of the students in question.

ADHD has many ways of manifesting itself, knowing them is a job that the teacher must do properly. In her case study with two students with ADHD at a private school in Bogotá, the author Angulo ***“The Teaching and Learning Process of Two ADHD Students in Elementary English Classes”*** in 2021 demonstrated that student motivation is fundamental to the learning process. Likewise, prepare the appropriate planning of the classes using methods and strategies that allow the interest in learning the language to be awakened in the student. Also, the follow-up that must be carried out on students with said disorders to improve weaknesses, and meet the needs that students require. *“Efficient communication between parents and members of the educational community such as teachers, rectors, psychologists, coordinators; contribute to the support of the processes*

*of learning English*" Angulo (2021). It is not only about teachers acting and adapting activities that include students, but educational authorities must also be trained to attend to different students with educational needs.

Another research was conducted by Moro (2021) in her investigation ***“Educational Intervention Strategies in the English Language Classroom for Students with Attention-Deficit/Hyperactivity Disorder in Primary Education”*** in Salamanca, Spain (2021) discusses teaching English as a Second Language (ESL) to elementary school students, particularly those with attention deficit hyperactivity disorder (ADHD). The purpose of the research is to evaluate the effectiveness of an ESL teacher's instruction and to analyze the measures implemented to support students with ADHD. Methods used in the research include a desk review of teacher instruction, analysis of various methodologies, and modification of instructional practices to ensure that all students, with or without ADHD, learn ESL. The results of the study include recommended techniques for teaching ESL to students with ADHD and proposals for self-study models of cognitive training for children. It also explains a realistic model for teaching ESL to students with ADHD.

The study describes various methodologies and activities used to create a realistic model for teaching ESL to students with ADHD, including strategies to address difficulties in the four basic language skills (listening, speaking, reading, and writing), as well as two training models. cognitive. for oral and written activities. The article suggests that these approaches may be useful for professionals working with students with ADHD who may have difficulty learning a second language and may benefit all students in the class. The study emphasizes the importance of using positive reinforcement, building self-confidence, and employing relaxation techniques to manage conflict, and suggests that small group instruction with two professionals may be necessary to effectively execute certain activities or games. Overall, the study highlights the importance of using engaging and motivating activities to make language learning enjoyable for all students, regardless of their level or needs.

## **CHAPTER II**

### **METHODOLOGICAL FRAMEWORK**

#### **2.1 Context**

The research was carried out with the English teachers of the Inmaculada private school. Among which are various socioeconomic strata, within which students diagnosed with ADHD were identified. The English area of the La Inmaculada school is the field of action from where ludic- didactic activities will be projected as a pedagogical strategy to generate inclusion in the classrooms of children with ADHD.

#### **2.2 Type of investigation**

This research was part of the qualitative methodological framework, which to broaden the perspective of the phenomenon to be studied. Regarding its rigor, Cedeño (2012) states that this methodological character carries out more dynamic investigations, supporting scientific inferences more solidly; In addition, it allows for better exploration of the data, which in turn reveals opportunities to develop new research skills.

On the other hand, it is a favorable approach for studies in social sciences such as the topic of curricular adaptations and inclusion. Well according to Mendizábal (2018). It is applicable to research designs that are based on dense social problems that raise complex questions and that raise practical objectives such as the development of recommendations.

#### **2.3 Population and Sample**

Understanding population according to López (2004) as the set of people or subjects about whom we want to know something in an investigation. The population was made up of ADHD students and teachers in the area of English.

The sample or part of the universe in which the research was carried out is the 5th and 1st grade(s) where there are 2 students diagnosed with ADHD. For this sample specifically, recreational activities are proposed that allow them to be included in learning in an assertive way.

## 2.4 Variables and their Operation

The variables according with (Villasís & Miranda, 2016) It is everything that can be measured in the research, the information collected and the data required to answer the research questions, which are usually specified in the objectives. (p.304)

**Independent variable:** Ludic-didactic strategy for inclusion that refers to the different techniques and activities that are used in teaching English to promote the inclusion of students with ADHD.

**Dependent variables:** Students with ADHD for the English class that include Academic performance to learn and apply the knowledge acquired in English class; behavior of students to maintain attention and participate in activities. Also the willingness to learn English and their motivation to participate in the proposed activities and how students can integrate into the class group and participate in activities with their peers.

**(The operationalization of these variables is in Appendix 5)**

## 2.5 Methods

**Inductive- deductive:** This allowed the observation of specific details; It began with a diagnosis of the students, their particularities until reaching the proposal of the ludic-didactic strategy.

**Analytical-synthetic:** that allowed analyzing the problematic situation, the literature, the results and carrying out a synthesis of the information collected.

**Hermeneutic:** To interpret the results obtained when applying the instruments.

## 2.6 Techniques and instruments for collecting data

For the present study, the qualitative approach, as defined by Sampieri & Baptista (2014), is understood as the methodology that delves into social phenomena and allows for generating transformations through research. Regarding data collection, Sampieri & Baptista (2014) ensure that data collection occurs in the natural and everyday

environments of the participants or units of analysis (p. 397). In this methodological model, relevant data will be collected through interviews and observation.

- Interviews
- Observations

Specifically in this research exercise, data was collected through interviews and observations. The interviews delved into the experience of the teachers in the English area regarding the didactic and pedagogical management of learning aimed at children with ADHD and finally, the observations allowed an approach to the pedagogical work with these children in the English area.

### **2.6.1 Interviews**

For the specific case of the research, the interview allows us to know the life experiences of learning English. On the one hand, the teaching experience regarding the methods they use to ensure the inclusion of children with ADHD in the classroom. On the other hand, it allows us to interpret the students' perception of English classes with didactic methods to achieve learning objectives.

The interview is semi-structured, since as established by Feria et al. (2020) it is a dialogue situation in which both pre-established questions and others not initially planned would be used (p. 68).

### **2.6.2. Observation**

Observation encourages analysis from the complexity of the behaviors of the object of study. This observation is characterized by being direct, since in the words of Díaz (2011) the researcher comes into personal contact with the fact or phenomenon that is trying to investigate (p.8).

Díaz, (2011) presents eight key steps that must be considered for observation as a research method. Below, they are mentioned for the investigative purposes of this investigation.

**Table 5**  
***The observation analysis***

<b><i>KEYS FOR OBSERVATION</i></b>	<b><i>RELATIONSHIP WITH RESEARCH</i></b>
Determine the object, situation, case that is going to be observed.	English classes in the grades determined within the institution.
Determine the objectives of the observation (what will be observed for).	Determine the recreational activities that students with ADHD would prefer to use in English class.
Determine how data will be recorded.	The data will be recorded through photographic, audiovisual documentation and field diary.
Observe carefully and critically.	Within the observation process, the characterizations of children with ADHD will be considered.
Observed data recorder.	Through a field diary, the aforementioned records, and an observation guide
Analyze and interpret the data.	Earring
To make conclusions	Earring
Prepare the observation report.	Earring

*Source: Adapted from Díaz (2011, p.6)*

## **2.7 Data processing**

The data processing stage in the present study allowed us to understand and document the data collected to analyze the information and establish a result. Regarding the design of instruments, Rodríguez (2016) states “It is necessary to visualize in a timely manner how we will systematize the information, in order to analyze it later” (p.7). Therefore, the data collection n was done in the interview Interview via zoom video call; since it provides at the end of its application a concrete analysis of the responses received.

Observation is a procedure that helps collect data Campos et al. (2012) but requires an observation guide. Observation guides in research allow the systematization of information through specific formats.

## CHAPTER III

### RESULTS

The primary objective of this study was to propose ludic-didactic strategy for the inclusion of students with attention deficit hyperactivity disorder (ADHD) in the English classes of the La Inmaculada school. For this, interviews were developed that sought to explain, from teaching experience, the importance of play in the English teaching-learning process. Also, recognize some relevant aspects regarding student preferences in classroom activities.

For this purpose, 2 teachers from the English area of the La Inmaculada school were interviewed. This interview was structured in two parts that would collect information from the teacher's experience and training to the application of recreational tools within the classroom.

The analysis of the information was carried out by comparing the responses of 2 teachers from the same institution, belonging to the English area, who postulated their perceptions and pedagogical experiences. In order to protect their identity, they are mentioned in the results as teacher A and teacher B.

Below are the teachers' responses from the first Item of The Teacher Training interview:

**Table 6**

*Interview with the teacher*

Question	Teacher A	Teacher B
1. Do you have experience, or have you been trained in inclusion knowledge in your area?	My experience as a teacher has been little but at the university, they have taught us many activities that allow students to be included regardless of the difficulties they have.	Experience working with children with different conditions, especially ADHD. I have acquired it by working directly with them; that is, on the move. Regarding training on the subject, I did a seminar on inclusion but after university.

Question	Teacher A	Teacher B
2. How do you prepare to teach students with ADHD?	I researched activities on the Internet that would capture the attention of these students, but I believe that the family influences, since the calmest child who hardly speaks, has no siblings, lives only with his mother, and the other has a complete family and is more active. I don't know if those influences; It's just a comment.	Preparation was done on the fly through self-study. After meeting students with ADHD, I began to read about the topic and put some examples into practice.
3. Have you used play as a learning tool in children with ADHD? How was the experience?	I will be honest, the times I've applied it, never as much as in games max! I have actually done it twice, since there is very little, I can do for class time and the objective of complying with the text.	At times the number of children and the demands of the institution do not provide the possibility of having more fun in classes. I think it is also the chip we have regarding education where different activities are seen as a waste of time.
4. Do you think that games can improve the learning processes in children, specifically children with ADHD?	Well, it would benefit a lot because it is something that they see as new, and they also enjoy it (...)	I think that games are very important in school and that they undoubtedly improve the learning processes, but they must be organized in a way in which they are part of the learning process but not everything, nor the only way.
5. From your teaching experience, do you think that inclusion training should continue?	I believe that it is very necessary, because if those of us who are trained in teaching continue in a flat line, unfortunately we are not contributing to an entire educational community but only to a part.	I think it is very important that the teacher is trained in a comprehensive way, recognizing the SEN that exist in the contexts.
<b>Second Part of Teachers' interview</b>		
6. Currently, we talk about curricular adaptation as a	More than curricular, they are adaptations of activities that allow	Adaptations have been made to improve processes for children with ADHD,

Question	Teacher A	Teacher B
systematic way of introducing inclusion into the educational field. Have you made adaptations to generate inclusion in learning in children with ADHD?	Improvement in the processes for children with ADHD, but they cannot be so differentiating since they must comply with a school text.	Balancing differentiation with adherence to the school curriculum.
7. If you have applied play in English classes as an innovative component of inclusion, what has been the response from neurotypical students and students with ADHD?	Limited use of games as an innovative pedagogical tool. Increased camaraderie observed between neurotypical and ADHD students when playfulness is incorporated.	Ludic activities have been sparingly applied, showing improved relationships between neurotypical and ADHD students.
8. What activities have you developed to help children with attention deficit?	Activities developed focus on teamwork due to confusion about what constitutes didactic activities, and these activities are not consistently implemented due to curriculum demands.	Teamwork-oriented activities are emphasized due to uncertainty about ludic activities. But they don't have many moments since they must meet the curricular requirements of the school's
9. Do you consider that the activities carried out in classes are playful?	Activities are considered playful, particularly at the beginning of classes to enhance student motivation.	The importance of well-organized play to prevent issues like exclusion or ridicule for children with ADHD, games is viewed as a beneficial but not like only learning method.

*Source: Interviews*

### **Results of observation and Interview to children**

The interview conducted with students were semi-structured, evaluating fundamental aspects of the interview students. Observations were conducted virtually due to the current situation in the country, providing diverse educational insights that significantly contributed to the study. The results are presented based on the established data collection techniques: Interview and Observation Form.

## Observation Sheet

This instrument helped capture the development and evolution of the English class, providing insight into the pedagogical strategies employed by teachers to engage students with ADHD. Considering the socio-political context of the country, virtual classes were the only option available.

Despite the virtual nature of the classes, the disruption caused by the 5th-grade student with ADHD was evident. He frequently unmuted his microphone and discussed unrelated topics during class. However, his participation was also noticeable when he understood and was familiar with the subject.

Despite the teacher's patience, a thorough analysis of the classes revealed a direct correlation between boredom and frustration with the student's disruptive or passive behavior. This is reflected in the following table.

**Table 7**

### *Correlation Pedagogical Action with the Reaction of students with ADHD*

<i>Pedagogical actions</i>	<i>Student reaction with ADHD</i>
<ul style="list-style-type: none"><li>• <b>Use of audiovisual tools</b></li></ul>	<ul style="list-style-type: none"><li>• Captures the student's attention for a longer period, although they get distracted when the video is choppy in both audio and visuals.</li></ul>
<ul style="list-style-type: none"><li>• <b>Questionnaire resolution</b></li></ul>	<ul style="list-style-type: none"><li>• In this activity the student appears anxious, moves his hands continuously and pays attention for short periods when the teacher focuses on him. However, when she asks him more than two questions, he blocks himself and stops participating.</li></ul>

<i>Pedagogical actions</i>	<i>Student reaction with ADHD</i>
<ul style="list-style-type: none"> <li>• <b>Lecture: Explanation and solution of the workshop in the English book</b></li> </ul>	<ul style="list-style-type: none"> <li>• At this point, the ADHD student wasn't the only one getting distracted; on the other hand, some students prefer not to respond. The student on camera can be seen making continuous movements in their place but not actively participating.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Accompaniment throughout the class</b></li> </ul>	<ul style="list-style-type: none"> <li>• Despite the interruptions, the teacher is patient and accompanies the student while the rest solve independently. In this exercise, you can see that the student pays more attention.</li> </ul>

*Source: The observation*

### **Interview to students.**

The interview had an open and semi-structured nature to gather specific information from the students. It was conducted with parental permission through virtual means. This interview was officially administered only to the 5th-grade student, as the 1st-grade student was too young, requiring two sessions.

The interview, aimed at understanding students' perspectives on games in English classes and their enjoyment of the class, yielded significant responses crucial for the study.

**Table 8**

*Interview of students with ADHD*

<i>Student grade 1°</i>	<i>Student Grade 5°</i>	<i>Question</i>
<ul style="list-style-type: none"> <li>No me gusta porque no entiendo nada.</li> </ul>	<ul style="list-style-type: none"> <li>Sí, me gusta porque se aprenden cosas nuevas</li> </ul>	1. ¿Te gusta aprender inglés? ¿Por qué?
<ul style="list-style-type: none"> <li>No solo se repiten las mismas palabras</li> </ul>	<ul style="list-style-type: none"> <li>A veces sí, porque muestran videos chistosos que me hacen reír.</li> </ul>	2. ¿Crees que las clases de inglés son divertidas?
<ul style="list-style-type: none"> <li>Que tenga música y juegos</li> </ul>	<ul style="list-style-type: none"> <li>Con muchos juegos, más videos.</li> </ul>	3. ¿Cómo sería tu clase de inglés ideal?
<ul style="list-style-type: none"> <li>Un poquito aburrido</li> </ul>	<ul style="list-style-type: none"> <li>Creo que de todas las maneras me hace sentir</li> </ul>	4. ¿Cómo te sientes durante las horas de clase de inglés?
<ul style="list-style-type: none"> <li>No sé, enseña</li> </ul>	<ul style="list-style-type: none"> <li>Ella explica, muestra videos y trabajamos en el libro</li> </ul>	5. ¿Cuáles son las actividades que la docente realiza durante las clases?
<ul style="list-style-type: none"> <li>Cuando hacemos clases afuera del salón</li> </ul>	<ul style="list-style-type: none"> <li>Los videos y cuando jugamos</li> </ul>	6. ¿Cuáles son las actividades que más te gustan en las clases de inglés?
<ul style="list-style-type: none"> <li>Cuando nos quedamos en el salón con el libro</li> </ul>	<ul style="list-style-type: none"> <li>Cuando dejan tareas</li> </ul>	7. ¿Cuáles son las actividades que menos te gustan de las clases de inglés?
<ul style="list-style-type: none"> <li>No responde</li> </ul>	<ul style="list-style-type: none"> <li>Siempre son en papel.</li> </ul>	8. ¿Cómo son las evaluaciones (exámenes,

		pruebas) que la docente utiliza?
• Difíciles	• A veces son fáciles y a veces difíciles	9. ¿Consideras los exámenes fáciles o difíciles?
• Sí, me gusta jugar afuera	• Sería divertido, aprender algo diferente y jugar, a mí me gusta jugar.	10. ¿Qué piensas de incluir más juego en las clases de inglés?
• Sí, es mejor jugar	• ¡Creo que sí! Si es posible, si quiero.	11. ¿Crees que es posible aprender jugando?

*Source: The interview of students*

## PROPOSAL

### **Proposal: Ludic-Didactic Strategy for the Inclusion of Students with ADHD In the English Class**

Inclusion is not the isolation of activities based on learning rhythms, but rather the unification of didactic processes that link each skill (Listening, Speaking, Vocabulary and reading) through activities that focus on students with ADHD and are applicable to the rest of neurotypical students.

With this goal, it is necessary to work regardless of age with an essential but abandoned aspect by schools: Didactic, ludic and games should be seen as a useful didactic strategy in the educational field. A resource that undoubtedly generates excitement and, as a result, captures the attention of neurotypical children and those who have learning difficulties. Regarding playfulness, it promotes collective participation, fostering empathy among students and motivating them to achieve the expected results in the learning process.

#### **Phase I: Ludic Activation on Vocabulary**

**Phase Objective:** To engage students at the beginning of the class by involving them in didactic activities to familiarize them with related vocabulary.

**Activity: "The First Who"**

**Teacher's Role: Active participant**

- Present the objective of the activity clearly and dynamically.
- Guide and facilitate student participation.
- Provide positive and motivating feedback during the activity.

**Student's Role: Active participant**

- Listen carefully to the teacher's instructions.
- Collaborate interactively with classmates.

**Teacher's Procedures:**

- Briefly explain the instructions for the "First Who" activity: each student must be the first to show an object related to the English vocabulary indicated by the teacher.
- Start by selecting a word related to the current topic, such as school supplies, colors, prepositions, etc.
- Praise students' participation and then select another related word.
- Continue selecting different related words, allowing each student the opportunity to participate.
- Moderate the activity to ensure a respectful and collaborative environment among students.

**Students' Procedures:**

- Listen carefully to the teacher's instructions for the activity.
- Pay attention to the word indicated by the teacher and find a related object in their surroundings.
- Answer the word in English given by the teacher and show the object to the class.
- Listen to and respect classmates' contributions during the activity.

*\*The teacher can adjust the speed and difficulty level of the activity based on the student group, adding elements of friendly competition to maintain interest and motivation.*

Through this phase of the strategy, active student engagement is sought from the beginning of class, fostering their participation and contribution in learning school-related English vocabulary in a ludic and motivating manner.

## **Phase II: Reinforcement of Attention and Auditory Comprehension through Dynamic Activities**

### **Activity: "Kills Flies"**

**Objective of the phase:** To capture the attention and auditory comprehension of students, especially those with ADHD, by practicing discriminating between homophonic words and similar pronunciations.

### **Teacher's role: Guide and active participant**

- Introduce the "Kills Flies" activity enthusiastically explaining the purpose and rules of the game.
- Provide examples.
- Actively monitor students' participation and provide additional guidance as needed.
- Foster an inclusive and supportive learning environment where mistakes are seen as learning opportunities.

### **Student's role: Active participant**

- Actively participate in the activity, paying attention to the words spoken by the teacher.
- Listen carefully to identify homophonic words and select the correct word pronounced by the teacher.
- Demonstrate patience and respect.

### **Teacher's procedures:**

- Prepare cards or paper with written words that have similar pronunciations or are homophonic in English. For example: "to, too, two", "bare, bear", "write, right", etc.
- Place the cards on a wall or board where all students can see them.
- Explain the rules of the game: the teacher will pronounce one of the words and students must "kill" the fly (card) containing the correct word.
- Pronounce a word and give students time to identify the correct card and "kill" the corresponding fly.
- Repeat the process with several words, ensuring variations in pronunciations to increase the challenge.
- Provide feedback after each round, discussing correct and incorrect answers and explaining pronunciation differences between the words.

#### **Student's procedure:**

- Listen carefully to the word pronounced by the teacher.
- Identify the card containing the correct word and "kill" the corresponding fly.
- If necessary, discuss with classmates to confirm the answer before "killing" the card.
- Reflect on correct and incorrect answers to improve understanding of homophonic words and similar pronunciations in English.

*\*To optimize the benefits of the "Kills Flies" activity and ensure its effectiveness in capturing the attention and auditory comprehension of students with ADHD, individualized adaptation is recommended. This means adjusting the level of difficulty and pronunciation speed according to the individual needs of students, providing additional support when necessary.*

#### **Recommendation:**

Through practicing to discriminate between homophonic words and similar pronunciations, students not only improve their auditory skills but also strengthen their ability to distinguish subtle linguistic nuances. Additionally, this activity fosters active participation, teamwork, and fun in the classroom, creating an environment conducive to meaningful learning and inclusion for all students.

### **Phase III: Production - Implementing the Language**

#### **Activity: Creating a Short Cartoon**

**Phase Objective:** The aim of this phase is to encourage the practical application of the English language through creativity and artistic expression, allowing students with ADHD to develop language skills in a didactic and meaningful way.

#### **Teacher's Role: Passive, accompanying the students.**

- Facilitate the creation process of the short cartoon by providing themes or concepts on which students should base their cartoon, ensuring they are appropriate and relevant to their English proficiency level.
- Set achievable deadlines and goals for project completion, promoting time management and commitment to the task.
- Provide constructive feedback and encourage reflection on the effective use of the English language in the cartoon.

#### **Student's Role: Principal participant**

- Actively participate in creating the short cartoon, contributing ideas and effort to the creative process.
- Apply and experiment with the English language by narrating the story and creating dialogues for the cartoon.
- Collaborate with team members, sharing responsibilities and respecting each other's ideas.
- Demonstrate creativity and originality in the visual and narrative representation of the cartoon.

#### **Teacher's Procedures:**

- The teacher provides themes or concepts on which they should base their short cartoon, ensuring they are suitable for their English proficiency level and interests.
- Offer examples or suggestions to inspire students and help them start the creation process.

- Establish clear deadlines for each stage of the project, including planning, development, and final presentation of the cartoon.
- Be available to answer questions and provide additional guidance as students work on their cartoons.

**Student's Procedures:**

- Meet with their team to discuss the themes provided by the teacher for the short cartoon.
- Brainstorm ideas and develop a clear concept for the cartoon, including plot, characters, and dialogues.
- Collaborate with team members to assign roles and responsibilities, leveraging each student's individual strengths.
- Use English creatively and effectively when writing dialogues and narrating the cartoon's story.
- Create the short cartoon using visual media such as drawings, animations, ensuring it accurately reflects the agreed concept and narrative.
- Review and edit the cartoon to enhance quality and correct any grammatical or linguistic errors.
- Present the short cartoon to the rest of the class, sharing the work done and receiving feedback from the teacher and peers.

**Recommendations:**

Provide appropriate resources and materials to support the creation process, such as drawing materials. Also, celebrate and acknowledge students' effort and creativity upon completing the project, highlighting individual and group achievements.

**Phase IV: Feedback and Correction of the Activity**

**Objective of the phase:** To provide constructive feedback to students on the activity performed, as well as to guide them in the process of correction and improvement of their work, thus promoting the development of linguistic and creative skills.

**Teacher's role: Active and facilitator**

- Provide guidance and suggestions to enhance the quality and accuracy of English expression.
- Guide students in identifying and correcting grammatical, linguistic, or content errors in their work.
- Foster a positive and supportive learning environment where students feel comfortable receiving feedback and asking questions about their projects.

**Student's role:**

- Actively participate in feedback and correction sessions, listening attentively to the teacher's and peers' comments.
- Show willingness to correct errors and make improvements to achieve a better final result.
- Demonstrate effective communication skills when explaining and defending the creative decisions made in their work.

**Teacher's procedures:**

- Review each activity individually, highlighting strengths and areas for improvement in terms of content, structure, and use of the English language.
- Provide specific feedback and suggestions to enhance the clarity, coherence, and accuracy of expression in the activity.
- Facilitate group discussions where students can share their experiences, ideas, and strategies for improving their work.

**Student's procedure:**

- Prepare their presentation during the feedback session, ensuring a clear understanding of the content and linguistic aspects of the work.
- Listen carefully to the feedback and suggestions provided by the teacher and peers, taking note of highlighted points for improvement.

- Reflect on the received feedback and make necessary corrections, focusing on enhancing the quality and accuracy of the English used.
- Share their thoughts and explain the creative decisions behind their work during group discussions, demonstrating effective communication skills and receiving additional feedback.

**Recommendations:**

Encourage a constructive and positive feedback environment, establishing clear and realistic expectations for the review and correction of the activity, providing deadlines and clear guidelines for the process.

*\*It is important to note that this proposal can be adapted to any other topic that the teacher is teaching, making it a versatile and flexible tool for the classroom. The focus on the inclusion of students with ADHD has been particularly beneficial, as this ludic-didactic strategy can help maintain their attention and engagement in the learning process.*

## **CHAPTER IV**

### **DISCUSSION**

The results obtained in this research show little knowledge on the part of teachers in the area of English regarding ADHD, which has generated an erroneous process that falls into the implementation of traditional strategies or strategies applicable to neurotypical children. For their part, children expect dynamic and different classes; They assure that it is possible to learn through play and enjoy any pedagogical space that makes a difference.

From the above, the work of Pérez (2022) asserts that there is a great gap in the literature on the subject, which could be perceived in the present research, taking into account that teachers recognize that self-preparation is necessary through research in the educational topics that arise along the way as challenges. For its part, play was an essential tool through which the scope of the objectives in learning English for a child with ADHD could be determined. In that sense, the use of games as a strategy to improve learning processes is undeniable; Additionally, through play, children with ADHD can experience more meaningful and memorable learning, as they engage in a playful and practical way with the target language.

Understanding that the playful feel of a strategy is not governed only by activities that involve the entire movement of the body (jumping, running, etc.), the strategies of this work lead to inclusion in the classroom where the purpose of each class is to bring the knowledge differently because in this way students will be able to improve the aspect of concentration and enjoyment of the class. From this point, Alfani (2020) was able to realize in her study that the absence of audiovisual aids in children with ADHD generates a total disinterest in English classes. In her study of the learning experiences of children with ADHD, it was evident that disinterest reached the point of having students specifically absent from these classes. Concerning the results of this work, the students stated that at times the English class becomes boring and they see it as a mandatory area in the educational unit but far from their context. Thus, one of the children stated that the English classes were based only on the primer they must develop during the year. On the subject, the teachers stated that the booklet was a useful material and that by

administrative order they should base themselves on it, fully completing its activities since otherwise the parents would not understand the products of the classes. This reality is undoubtedly a limitation for teachers, especially if the requirement includes the involvement of children with ADHD in learning.

On the contrary, Numpaque (2020) states from his research experience that there must be a differentiation in the strategies applied to children with ADHD, directing his gaze to the teacher's responsibility to teach and make learning effective for all students; within that inclusion that is required in English classes and the rest of the areas. The teacher must consider the specific needs of their students, especially if they are diagnosed with a condition that affects their learning development. In relation to the present work and those studies relevant to the discussion of results, Numpaque (2020) proposed didactic strategies to help students with ADHD and dyslexia, taking multisensory activities as a fundamental piece. Precisely, their work has a theoretical support that addresses the stages of development exposed by Jean Piagety in relation to the present research, it is evident that the most pressing work on the subject is done by the teacher who works with the first-year student, who barely . She is entering the stage of learning letters to venture into the world of reading and writing; She states that it is very complex because the student is not only behind in this process but her condition generates distraction for the rest of her classmates.

In consideration of the above, it is relevant to take into account the student's stage and the degree of ADHD they have, to understand the assertive way of carrying out learning. Precisely Pérez (2022) within her conclusions evokes the responsibility of the teacher to be trained in educational issues. Thus, it is necessary to recognize the behaviors and learning difficulties that students may present depending on their stage of development, especially if they have ADHD, since many times this condition brings with it other conditions such as delayed development, which is especially evident in the classroom.

In short, the studies point to the lack of literature on the subject, but conclude, like this work, on the importance of implementing playful tools in the teaching of English in order to innovate and allow true inclusion in the classroom.

## **Study Limitations**

In this study, the socio-political situation of the country was a significant limitation since observing through virtual means differs from physical school environments. Additionally, the concept of playfulness must expand to understand these sudden learning scenarios, such as virtual learning. The intention was to recognize students within the educational unit, but they presented themselves behind screens with connectivity challenges and a lack of materials for classes.

The issue of inclusion in English for children with ADHD is crucial, considering the diverse ways of learning and the significant challenges faced by today's teacher.



## CHAPTER V

### 5.1 CONCLUSIONS

- To determine the knowledge and experience of the teachers at the Inmaculada school regarding the inclusion of students with ADHD in their English classes, an interview was carried out that showed that teachers face challenges due to the lack of training on SEN and the lack of tools, as they lack adequate preparation and the necessary tools to address the specific needs of these students. They often feel overwhelmed by the rigidity and decontextualization of academic programs established by the ministry of education, which further hinders their ability to adapt content and teaching strategies to the individual needs of students with ADHD. Despite these limitations, teachers demonstrate remarkable patience and genuine commitment in trying to engage and support students with ADHD in every process of learning English. This lack of preparation and resources highlights a notable need at the teacher level to provide specialized training to teachers on inclusion issues. This, to improve their ability to effectively serve this diverse and unique student population.

- The perception of students with ADHD was analyzed on the use of ludic activities in learning English reveal a clear preference for classes that incorporate differentiating elements and dynamic activities. Students show evident enjoyment when playing games and carrying out activities outside the classroom, suggesting that they value variety and interactivity in their learning process. Also, consider that it is possible to learn through didactic activities, especially in the context of learning English. On the other hand, they report a significantly higher level of boredom and difficulty when classes follow a traditional format and focus on textbook activities. The children with ADHD interviewed not only expressed a preference for these activities but also stated that they are the activities they expect the most from teachers.

- The preferred ludic activities of students with ADHD in English classes were determined, which transform the classroom environment and align with their

context and stage of development. It was observed that they prefer games and practical language experiences over traditional textbook exercises. This underscores the importance of providing a pedagogical approach that is relevant and meaningful to students with ADHD. Furthermore, any alteration in the activity serves as a beneficial stimulus for student learning and improves the teaching process of English teachers; dynamic and engaging activities adapted to the needs of students with ADHD to foster a conducive learning environment in English classes.

- Some phases, activities, and procedures based on playful methodology for the inclusion of students with ADHD in English classes. This strategy involves selecting game-based activities, defining the roles of both the teacher and the student, and ensuring the inclusion of children with ADHD, benefiting both these children and their neurotypical peers. The outcome is a didactic-playful proposal for English teachers working with children diagnosed with ADHD. It emphasizes the importance of remembering that play is fundamental for learning as it allows enjoying the educational process. There is an emphasis on the need to continue researching this topic and applying these strategic models in educational settings that require pedagogical and methodological changes to ensure quality education for all students.

## **5.2 RECOMMENDATIONS**

Based on the results obtained from interviews and observation spaces, aimed at designing a proposal that understands the importance of applying didactic strategies in English classes to develop linguistic skills in a second language for elementary school children; specifically children diagnosed with ADHD, the following recommendations are made:

For Inmaculada teachers, it is essential to recognize the importance of including the didactic-play strategy in English classes, especially to include children diagnosed with ADHD, so that they can adapt the activities or topics and thus guarantee that these students have equal opportunities for learning and participation.

To the education district, allow research to be carried out to carry out a true inclusion of the SEN; Also, that they value the use of the strategy and be able to implement it in schools, leaving aside traditional education aimed at using only texts as a mode of learning and practice. Therefore, it is crucial to provide teachers with training and resources to integrate playful techniques into their teaching practices effectively, this includes providing resources and academic freedom to improve pedagogical processes.

For fellow researchers who explore the issue of students with ADHD or the inclusion of SEN in English classes, it is proposed through the creation of some primer or curricular adaptation that allows for a change, promoting a deeper understanding, and the design of new studies, but preferably taking ludic, games, songs, activities that allow natural learning. This way you can support the individual needs of students with ADHD.

To the Emeraldas schools, which can create inclusive and enriching environments that promote student participation and learning for all, based on research, proposals that emerge day by day from those who investigate to improve education, inclusion and avoid student desertion.

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NACIONAL DE CHIMBORAZO FACULTAD DE CIENCIAS DE LA  
EDUCACIÓN HUMANAS Y TECNOLOGÍAS.

# APPENDICES

## Appendix 1

### *Interview to teachers.*

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR

ESMERALDAS HEADQUARTERS

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Objective: Explain, from the teacher's experience, the use and usefulness of playful strategies to teach English to students with ADHD.

#### **TEACHER TRAINING:**

1. Do you have experience, or have you been trained in inclusion knowledge in your area?
2. How did you prepare to teach students with ADHD?
3. Have you used play as a learning tool in children with ADHD? How was the experience?
4. Do you think that play can improve learning processes in children, specifically children with ADHD?
5. From your teaching experience, do you think that inclusion training should continue?

#### **METHODOLOGICAL APPLICATION:**

1. Currently, we talk about curricular adaptation as a systematic way of introducing inclusion into the educational field. Have you made adaptations to generate inclusion in learning in children with ADHD?
2. If you have applied play in English classes as an innovative component of inclusion, what has been the response from neurotypical students and students with ADHD?
3. What activities have you developed to help children with attention deficit?
4. Do you consider that the activities carried out in classes are playful?
5. What are the advantages of using recreational activities in classes?
6. Do you think there are disadvantages in the application of this type of methodologies? Which son?

7. Thinking about the application of playful strategies, how would you carry out the evaluation for children with ADHD?
8. What is the role of parents in the application of a playful methodology?
9. How would you integrate the family into the playful learning methodology?

## **Appendix 2**

### **Questions to students**

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR

ESMERALDAS HEADQUARTERS

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

- Objective: To interpret the perception of students with ADHD about the use of playful methodology in teaching English as a foreign language.

1. ¿Te gusta aprender inglés? ¿Porqué?
2. ¿Crees que las clases de inglés son divertidas?
3. ¿Cómo sería tu clase de inglés ideal?
4. ¿Cómo te sientes durante las horas de clase de inglés?
  - b. Triste
  - c. Feliz
  - d. Aburrido
  - e. Inquieto
5. ¿Cuáles son las actividades que la docente realiza durante las clases?
6. ¿Cuáles son las actividades que más te gustan en las clases de inglés?
7. ¿Cuáles son las actividades que menos te gustan de las clases de inglés?
8. ¿Cómo son las evaluaciones (exámenes, pruebas) que la docente utiliza?
9. ¿Consideras los exámenes fáciles o difíciles?
10. ¿Qué piensas de incluir más juego en las clases de inglés?
11. ¿Crees que es posible aprender jugando?

### Appendix 3

#### *Observation Guide*

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR  
ESMERALDAS HEADQUARTERS  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

<b>Observation Guide</b>	
<b>Objective</b>	
Class N°	
Date:	
<b>Beginning of the class</b>	
Knowledge activation	
Topic Introduction	
<b>Development of the lesson</b>	
Topic development	
Strategies to teach	
Resources	
Activities to be performed	
Time for activity	
Development	
Participation of students	
Teacher's role	
Class organization	
Student concentration	
<b>Closing the class</b>	
Feedback	
Reinforcement	
Decision making	

## Appendix 4

### *Vocabulary of profession*



## Appendix 5

*Table of variables*

Variables	Conceptual definition	Operational definition	Dimensions	Indicators	Techniques
Students with ADHD in English class	<p>Students with ADHD have great difficulties in their learning, since they were unable to focus and finish the activities proposed by the teacher.</p> <p>In addition, characteristic of his condition is the difficulty in reading and writing his mother tongue, which is why he suffers great frustrations in learning English.</p>	<p>Students with ADHD have great difficulties in their learning, since they were unable to concentrate and complete the activities proposed by the teacher.</p> <p>Furthermore, one of the characteristics is the difficulty in reading and writing in their native language, which is why they suffer great frustrations in learning English.</p>	<ul style="list-style-type: none"> <li>• Describe the behavioral characteristics of students with ADHD.</li> <li>• Understand their way of learning.</li> <li>• Build alternatives for learning a second language based on their abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring the learning of a second language of the student with ADHD</li> <li>• Social bonding of the student through collaborative work and awareness of the rest of the work group.</li> <li>• Recognition of the ADHD student's abilities despite the fact that their rhythm is</li> </ul>	<ul style="list-style-type: none"> <li>• National and International Documentary</li> <li>• Review (Background)</li> <li>• Interview with teachers in the area of English with and without experience in linking strategies to respond to the SEN ADHD.</li> </ul>

Variables	Conceptual definition	Operational definition	Dimensions	Indicators	Techniques
Ludic-Didactic Strategy for Inclusion	Educational methods that integrate playfulness and pedagogy to foster inclusion in the classroom. great frustrations in learning English.	Specific teaching approaches that combine playful activities with didactic content to accommodate the diverse learning needs of students.	<ul style="list-style-type: none"> <li>• Engagement: The degree to which students actively participate in learning activities.</li> <li>• Adaptability: The ability of strategy to be tailored to individual student needs and classroom dynamics.</li> <li>• Creativity: The extent to which activities encourage imaginative thinking and exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation rates during ludic-didactic activities.</li> <li>• Flexibility of strategy in addressing diverse learning styles and abilities.</li> <li>• Use of innovative approaches to enhance learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of student participation levels.</li> <li>• interviews with teachers about the adaptability of the strategy.</li> <li>• Analysis of classroom materials and activities for creativity and variety.</li> </ul>