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**RESEARCH PROJECT**

Use of Methodological Strategies to Improve English Learning Process in Children  
with Attention Deficit Hyperactivity Disorder from Sixth Graders at “Centro  
Educativo Miraflores” School.

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:**

**LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y  
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**AUTHORS:**

**JOSEPH JONATHAN MALDONADO BERMUDEZ  
STEVEN RAINIERO MONTOYA VIZUETE**

**TUTOR:**

**MSC. MARITZA MEJÍA ARTEAGA**

**GUAYAQUIL – ECUADOR**

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En mi calidad de Tutor Del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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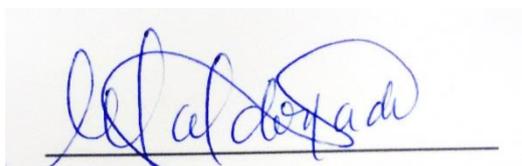
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Joseph J. Maldonado Bermudes



Steven R. Montoya Vizúete

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Joseph Maldonado B. & Steven Montoya V.

## **DEDICATION**

We dedicate our research Project to all teachers that in a way or another have been exposed to the challenge of teaching students, especially with ADHD. Teachers who had to search methodological strategies to achieve successfully their goals with their pupils. We hope that our colleagues use our guide and contribute with their experience. Also, it is dedicated to the ones who supported this research to make it possible.

Joseph Maldonado B. & Steven Montoya V.

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## ABBREVIATIONS

**ADHD:** Attention Deficit Hyperactivity Disorder

**ADD:** Attention Deficit Disorder

**ASCA:** American School Counselor Association

**APA:** American Psychiatric Association

**CADDRA:** Canadian Attention Deficit Hyperactivity Disorder Resource Alliance

**CEM:** Centro Educativo Miraflores

**NASP:** National Association of School Psychologists

**TBL:** Task Based Learning

**TPR:** Total Physical Response

**TV:** televisión

**ULVR:** Universidad Laica Vicente Rocafuerte

## ABSTRACT

The main purpose of this research project is to improve the English learning process in students with ADHD through methodological strategies in sixth grade students at Centro Educativo Miraflores. To achieve this goal, the objectives were established to determine the methodological strategies that can be applied to improve the English learning process in students with this disorder. As a part of this process, class observation, surveys, interview to teachers, principal and parents to know the difficulties and deficiencies that they are facing. Later on, analyzing and comparing the data obtained with the instruments, there were many factors that affected the English learning process in these students with ADHD. The development of methodological strategies was one of the important aspects, most of them had to deal with the poor knowledge that teachers had at the moment of dealing with them. After working with teachers and students with ADHD, we created a better environment and got a good experience in class using the methodological strategies. Finally, we concluded making some recommendations for the institution in order to improve the English learning process in students with ADHD.

**Key words:**

ADHD, learning process, Methodological strategies, Improve



# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF THE PROBLEM

Education has changed through the years in Ecuador by separating the students in levels. They were classified according to their competences. These ones were excluded because of different problems such as their disabilities. However, in 2008, the Ecuadorian constitution in the eleventh article numeral two said that, "Everyone is equal and will enjoy the same rights, duties and opportunities". (Asamblea Nacional Constituyente de Ecuador, 2008). Also, in The Supreme Letter education disposes that the state lends attention preferably to a complete social integration of the ones who have a disorder and will guarantee their inclusion in their regular educative system and in society. (Asamblea Nacional Constituyente de Ecuador, 2008). This became one of the important changes in the educational system in which students with different capacities are allowed to study in regular institutions since these reforms were approved in 2008.

When this law was applied, the institutions were not completely able to manage the learning progress with students that had a disorder and teachers were the ones who would apply different methodological strategies according to the kind of student. One of these problems was the way of teaching students with Attention Deficit Hyperactivity Disorder.

In the period of 2015-2016 this project was worked with students who have Attention Deficit Hyperactivity Disorder or "ADHD" at Centro Educativo Miraflores so that the institution became the complement of home, to develop their cognitive and social skills. The institution must have a relation with the members of school to support the educative work and allow a good social development inside and outside the institution.

The school has to deal with students who have ADHD and most of the time teachers do not know what to do, so it is a serious problem that has to be solved in order to develop the English learning process of these students. It is very common to see them acting by instinct. They do not accept a calling of attention

and they often say educators do not comprehend them or they just do not like them.

The experience of being teachers let us know the way of comprehending these kind of children with ADHD, we need to implement a way to work with them using different techniques and strategies that help us to control these kids who always are in constant movement, so that they cannot concentrate in doing an activity neither finishing it. As Thomas Brown mentioned that “Behavioral difficulties include vocally disruptive behavior, non-compliance, and verbal and physical aggression toward peers” (Brown, 2009). So that is why we can co- relate another characteristic that they also get bored easily and forget their materials when they are in class.

It is mandatory to have knowledge about this topic because we as teachers have to be prepared to work with this type of cases, and generally we do not know how to deal the situation. Teachers must have a new view that will help them to obtain this type of learning process. It is evidenced teachers are not trained to handle situations with these students, that is the reason of our commitment with the project at CEM.

Our project is not just for teachers, it will help a whole educative community, waiting to help with a practical short English teacher’s guide that we will create with the purpose of having a better development of the English learning process in class with students who have ADHD at sixth grade in Centro Educativo Miraflores.

## **1.2 STATEMENT OF THE PROBLEM**

School teachers have an important role in supporting students diagnosed with ADHD to succeed in class. According to the American School Counselor Association “ASCA strongly encourages the involvement of school counselors in the multidimensional treatment and intervention strategies of students with ADHD” (American School Counseling Association, 1994) consequently it is crucial to have a connection between the teacher and the students if we want to develop their skills, especially to ADHD students.

How does the use of methodological Strategies influence the English Learning Process in Children with Attention Deficit Hyperactivity Disorder (ADHD) from sixth grade at “Centro Educativo Miraflores”? What is the relation between methodological strategies and the ways of learning in children with Attention Deficit Hyperactivity Disorder? Which are the main characteristics of children with Attention Deficit Hyperactivity Disorder? In order to address this problem, the following pages will include ways teachers may help in assisting a student with diagnosed ADHD.

We will share information with the teachers to apply it and their limitations to maintain that critic capacity in order to know how to manage the English learning progress of ADHD pupils who are at primary school. The creation of a short English teacher’s guide with activities for children with ADHD will assist educators internalize how to make students follow parameters and communication. It will be created as an effort to analyze the context of our reality, creating interest to the student.

### **1.3 OBJECTIVES: BROAD AND SPECIFIC**

#### **BROAD OBJECTIVE**

To determine how the use of methodological strategies influence the English learning process in children with Attention Deficit Hyperactivity Disorder from sixth graders at “Centro Educativo Miraflores”.

#### **SPECIFIC OBJECTIVES**

To select methodological strategies in order to apply English learning process in children with ADHD.

To elaborate a short guide with activities for English teachers to enhance English learning process in children with ADHD.

To compare the advance that the students had through the use of the new methodological strategies

#### **1.4 SIGNIFICANCE OF THE STUDY**

The topic has been chosen in this study based on the importance of the education about Attention Deficit Hyperactivity Disorder and its significance in how to deal this disorder like the way of learning English in class.

As teachers, we are exposed to many type of students with different problems but through our experience ADHD is the most common. How to handle the different situations that happen in the classroom is a challenge for us. Researching is a routine that educators do and even more when we have an ADHD pupil in our classroom but how easy it would be to have a short guide with some activities to make them succeed the achievement of the class.

In Centro Educativo Miraflores, the percentage of children with this problem is between two and five percent, the ones who are at sixth grade and it is frequented in boys rather than girls. Also mentioned by APA that “An estimated 3% to 5% of the school age population has ADHD”. (American Psychiatric Association, 1994). The significance of this project nowadays is based on how to make children with this disorder improve, and the purpose is to adequate methodological strategies to enhance the English learning process.

The teachers will be able to manage difficult situations and will know how to deal with the English learning process of scholars who have ADHD. Also, the institution will have activities in order to develop them with students who may have or have this difficulty.

#### **1.5 SCOPE AND DELIMITATIONS OF THE STUDY**

In the period of 2015-2016 this project was aimed at students who have ADHD. The project was placed at Centro Educativo Miraflores the one that is located in the North side of Guayaquil- Ecuador. This institution is placed at Eduardo Moncayo M, 090514 behind “Universidad Laica Vicente Rocafuerte de Guayaquil”. Also, the study is going to be developed in the primary section directed by Lcda. Elvia Bernabe at sixth grade who has “A” and “B” section with 27 students each classroom. The investigators are going to manage how methodological strategies influence positively the English learning process in children with ADHD.

Centro Educativo Miraflores is an educational area where you can develop activities in an organized way, so the research is going to be placed in this school because besides the problem of dealing with the English learning process of children with ADHD, it is also suitable to develop it in an institution which provides professional participation. The investigation is projected to help teachers who want to develop a better class with scholars who have this problem.

## **1.6 HYPOTHESIS**

The implementation of methodological strategies will influence positively the English learning process in children with Attention Deficit Hyperactivity Disorder (ADHD) in sixth grade at “Centro Educativo Miraflores”

**1.7 VARIABLES AND INDICATORS**  
**CHART 1. VARIABLES AND INDICATORS**

Variable	Dimensions	Indicators
<b>Independent:</b>  The use of methodological strategies	The influence of methodological strategies applied to students with ADHD	<ul style="list-style-type: none"> <li>- Introduction of different strategies applying methodologies</li> <li>-The development of strategies that influence ADHD students' progress</li> <li>-Tips for teachers and students in order to improve the English learning process</li> </ul>
	The application of methodological strategies in class	<ul style="list-style-type: none"> <li>-Theories and Activities that Involve Students with ADHD:</li> <li>-Social and cognitive constructivism</li> <li>-Task Based Learning</li> <li>-Total Physical Response</li> <li>-Classroom applications using methodological strategies</li> </ul>
<b>Dependent:</b>  Improvement English Learning Process in Children with Attention Deficit Hyperactivity Disorder	Principal complications that can appear in a class and how to improve them	<ul style="list-style-type: none"> <li>-Problems and complications with parents, teachers and ADHD students</li> <li>-The role and involvement of parents, teachers and therapist with an ADHD student</li> <li>-Causes and consequences of ADHD students in class</li> </ul>
	Efficient Principles to Teach a Student with ADHD	<ul style="list-style-type: none"> <li>-Application of strategies to develop the English learning process of ADHD students.</li> <li>-Reinforcements and privileges in class</li> <li>-Maintaining the Order in class</li> </ul>

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

#### **2.1 LITERATURE REVIEW**

This research project is based on the development of learning process through the use of methodological strategies in children with ADHD. The main goal in the classroom is to improve their skills with selected methods. The approaches can be useful in order to help students with this problem. Also teachers will fill the lack of knowledge they have about difficulties that appear when they have an ADHD pupil in their class.

#### **2.2 THEORETICAL FOUNDATIONS**

One of the common problems for an educator is how to conduct a class. But how to control the classroom if they have one or more students with ADHD. Knowing the concept, the meaning and the real understanding of a learner with this disorder is the main goal of the project, to let teachers enhance their knowledge about students with this problem.

##### **ADHD**

ADHD is a disorder relatively frequent. The prevalence is among primary students. The disorder is more frequent in male students. The relation boy/girl of 2/1 – 4/1, although it could mean an infra-diagnostic of cases in girls, in which the in-attend disorder predominated. Finally, in the adolescence a balance is established in the relation boy/girl of 1/1.

ADHD is a behavioral disorder not so clear, in which probably involves genetic and environmental factors in which exist a disturbance in the central nervous system. That manifested through an activity, impulsivity and lack of attention increases.

The Attention Deficit Hyperactivity Disorder (ADHD) is one of the most frequent causes in school failure and in social problems in childhood. The disorder is evidenced when they are children and it may persist and manifesting in adulthood.

Children with ADHD have difficulties in their learning process, if it is not treated on time their studies will be affected in the adolescence. These kids have associated some psychiatric disturbance, anxiety problems with misbehavior, fear or depression and low self-esteem. Also, it may include an opposite disorder and even conductible disorder.

Low self-esteem has more risk to present anti-social behavior in adolescence, especially if it takes place in risk families (drugs abuse, alcoholism, violence). Although, the symptomatology improves with the age, the symptoms can persist in adulthood, in some cases.

## **METHODOLOGICAL STRATEGIES**

Facing the challenge of improving the English learning process, it is positive that educators are equipped with methodological strategies that enhance all the students' skills.

To achieve a better and a bigger development of the English learning process, we must privilege the methodological strategies that cover the characteristics of a plan, the one which follows the learning process. It becomes in a group of procedures of cognitive and psychomotor materials.

Students are the main objective they would feel included in the classroom since the moment they develop their critical thinking to solve the different situations that belong to the learning process. That learning process will be based in the experience of the scholars, in daily situations. The ones that teachers must see and according to that they manage to apply methodological strategies as a true collection such as cognitive and social factors that use the students who are learning in class.

Students have that necessity of learning and even more an ADHD pupil. This kind of child shows difficulties to have an organized way to study. Memorizing is not an option with ADHD students, it is not to open a book and make them read and repeat until they memorize the concept without comprehend or think. Studying

is to manage skills through experiences and practice that, allow them to achieve their objectives with success.

## **2.3 CONCEPTUAL FRAMEWORK**

### **INDEPENDENT VARIABLE**

#### **THE INFLUENCE ON METHODOLOGICAL STRATEGIES APPLIED TO STUDENTS WITH ADHD**

The investigation is based in the perspective of the constructivism theory of learning. It can oppose to the knowledge instruction. In general, from the constructivist view, the learning process can be facilitated, but each person rebuilds his own experience. For this reason, knowledge cannot be measured. It is unique in each person in its own insight and subjective reality.

On the other hand, the knowledge instruction emphasizes that the learning process or knowledge can be programmed, in which way that can be set some contents, methods and objectives in the learning process.

The difference between learning by experiences or programing them may appear subtle, but supports big pedagogical, biological, geographical, and psychological implications. For example, applying it in a classroom with students, from the constructivism can be created a favorable context to the learning process, with a motivational environment of cooperation, where each student reconstructs his or her learning with the rest of the group.

In fact, the learning process according to the curricular objectives, there will not be grades, without cooperation. In contrast, from the instruction it will be chosen a content to provide and optimize the learning of the content through methods and specific objectives, optimizing this process. Nowadays, both approaches are mixed, the learning instruction takes place emphasized in the educative system.

#### **INTRODUCTION OF DIFFERENT STRATEGIES APPLYING METHODOLOGIES**

It is essential to know that different methodologies that were applied to ADHD students helped them to improve their English learning process in the classroom such as the involvement of Critical Thinking, Project Based Learning,

Task Based Learning, Total Physical Response, Cognitive and Social Constructivism. Also, these methodologies were applied in order to know the ones that caught their attention. However, it is important to describe the characteristic and definitions in history of ADHD before developing the methodological strategies in class.

## **ATTENTION DEFICIT HYPERACTIVITY DISORDER**

- Attention Deficit Hyperactivity Disorder (ADHD). "Students who are inattentive, hyperactive, and impulsive" (Barkley, Attention Deficit Hyperactivity Disorder: A handbook for diagnosis and treatment, 1998)
- "Has a hard time paying attention to teacher lectures, group discussions, and task instructions" (DuPaul & Stoner, 2003)

Attention Deficit Hyperactivity Disorder was detected for the first time by Doctor Heinrich Hoffmann in 1854 (Lange, 2010) but according to the scientific point of view Sir George Frederic Still described that this syndrome is characterized by impulsivity, anxiety and lack of attention (Still, 2006)

In 1950 and 1960, after observing some signs of neurologic affectation (hypotonic, and clumsiness), and after a long history of discussions about the possible existence of minimal brain injury that it couldn't be determined. The clinical diagnostic became to denominate "Minimal Brain Injury". Later, it changed by a concept with less organisms and more functional as "Minimal Brain Dysfunction" that curiously inferred a maximum neurologic confusion.

In 1960, it took relevance in "Hyperkinetic Child Disorder" concept. That makes an emphasis in the excessive motor activity disorder. So then, it appears for the first time this disorder in the Psychiatric Diagnostic Classifications (1968) which in a simple paragraph it describes "The Hyperkinetic Reaction of the Childhood" highlighting in its benign character (usually it tends to disappear in the adolescence)

In 1970, it started to distinguish the Attention Deficit Hyperactivity Disorder, recognizing that in 1980 a subdivision of the disorder "Attention Deficit Disorder with or without Hyperactivity" and the Attention Deficit Disorder without

Hyperactivity is not recognized as a clinic entity, stay in a minimal category (“Attention Deficit Undifferentiated”).

“Children have a significant lack of attention conforming to the age, self-control, and behavior according to standardized rules (how to obey, self-control, and solve problems)” (Barkley, Guidelines For Defining Hyperactive In Children: Attention Deficit Disorder With Hyperactivity , 1982)

The first systematic description about the basic characteristics of the disorder was taken by Still in 1902 (Barkley, Guidelines For Defining Hyperactive In Children: Attention Deficit Disorder With Hyperactivity , 1982) this British Doctor observed that some of the children that were analyzed had lack of attention, excessive motor activity, definitely resistant discipline, impulsive and aggressive behavior.

He was impressed by the difficulties of those children to maintain attention. According to Still, he mentioned that those symptoms had a physical sub-tract and it is not caused by intellectual deficiency, inadequate education, or a disorganized familiar environment, considered as a chronic disorder. Actually, it is used the denomination “Attention Deficit Hyperactivity Disorder” (Still, 2006) . This disorder is frequently found in elementary school so that it is important for teachers know how to deal with this kind of students.

Also, teachers as professionals have to develop the English learning process with ADHD students. Educators make decisions and take actions regarding what to teach, how to teach, when to teach, and where to teach (DuPaul & Stoner , 2003) so that it is important to emphasize a class with ADHD students because they have to learn in a different way taking in consideration the methodologies that catch their attention and improve their English learning process.

According to the “NASP” Position Statement on Attention Deficit Hyperactivity Disorder (2011) “When a student does not respond to initial supports, then a multi-method, multi-setting, multi-informant evaluation can be conducted as part of diagnosis and treatment” (National Association of School Psychologists, 2011). Multi-method design – this is the conduct of two or more research methods, each conducted rigorously and complete in itself, in one

project. The results are then triangulated to form a complete whole. (Pastor, 2003) . Teachers must apply the use of two methods to achieve one goal in one strategy class to make the student or students with this disorder understand and absorb the knowledge.

“Meaningful observations can be drawn from convergence among reports, and thus, there is a lack of meaning inherent in divergence among reports. Indeed, we even have a term for this interpretation: Converging Operations” (Garner W., Hake H. & Eriksen C., 1956) multiple informants are the evaluations that researchers (therapist) or teachers use to assess or examine behavior and to understand and know more about the ADHD students.

## **THE DEVELOPMENT OF STRATEGIES THAT INFLUENCE ADHD STUDENTS' PROGRESS**

In order to develop strategies that influence students with ADHD in class, it was necessary to describe different strategies such as the use of Critical Thinking, the development of their experiences through Project Based Learning, the way they learn through Task Based Learning, how they feel while using Total Physical Response and the reinforcement of their opinions and learning using cognitive and social constructivism as a basis of the study. Then the characteristics of each of them was involved with ADHD students and teachers in class, developing and creating a new idea of teaching English to ADHD pupils. As Ramirez and Pamplón said that “ In general, the studies about learning activities, strategies and teaching methods that were identified report that the use of a variety of cognitive learning strategies and teaching techniques enhances learning in an integral way.” (Pamplón & Ramírez, 2013) So that there were involved games and interaction activities that work to ADHD students. While ADHD scholars were interacting with these methodological strategies, it can be mentioned that the ones who created an efficient interest where activities that included Task Based Learning, Total Physical Response, Cognitive and Social Constructivism.

## **TIPS FOR TEACHERS AND STUDENTS IN ORDER TO IMPROVE THE ENGLISH LEARNING PROCESS OF ADHD STUDENTS**

Teachers that deal with ADHD students have to take in consideration tips for teaching them and improve their English learning process. Also, these tips have to be applied according to the characteristic of each ADHD pupil.

First, it has to be mentioned the time in their activities. Time is crucial to them, because it is difficult to concentrate in class so that results as a minimal period of attention. The teacher has to plan and program the development of every activity taking as something important the time that ADHD students will use.

Second, order and organization is correlated to the time that ADHD scholars use. The organization of an ADHD pupil has to start from their notes in every period of class including their personal daily activities. Teachers and parents should involve the student in a cycle in which they do not forget what they have to put in order so that the students will enhance their order and organization.

Third, emphasizing rewards and privileges. The educator has an important role in this tip because is the one who involves ADHD pupils to the classroom and their progress in learning from basic tasks such as erasing the board to make them feel proud of their progress even if it is minimal. In that way, ADHD students will create a social interaction in class and will reinforce their skills.

Finally, applying these tips in class will improve the abilities of the teachers to manage a classroom, ADHD students will feel comfortable while they are learning, and also these will make them enhance their English learning in class.

## **THE APPLICATION OF METHODOLOGICAL STRATEGIES IN CLASS**

The methodological strategies that we applied with our students were based in our experiences with them, so that we cannot give a general result. Each teacher has to explore their own methodological strategies that work with their pupils, but talking about students with ADHD, methodologies change according to their learning process. In our research project, the use of constructivism, task based learning, and total physical response was implemented to improve their English in the way they learn at school. Games like "Thought and Action" and

“Listen the Dialogue” make the students increase their cognitive side. Also, those tasks reinforce their critical thinking that is the main goal of the activities. Scholars are focused in what the class is about because they are producing and exposing to activities according to their needs; tasks that were developed through studies and methods helped teachers to maintain the attention of the ADHD pupils. “The students need to develop automaticity, that is, the ability to apply the strategies automatically when they are faced with questions to which the strategies apply” (Welkes, 2008) Evaluating and making ADHD students produce with these kind of methodological strategies lend teachers to create a routine in which ADHD pupils are exposed to any situations and are able to solve them in a proper way in the classroom.

## **THEORIES AND ACTIVITIES THAT INVOLVE STUDENTS WITH ADHD**

The activities that were applied to ADHD students were the ones that involved games and interactive exercises such as thinking about something and then act, watching a card and describe the characteristics using vocabulary words, listening to dialogues and draw dictation. These tasks enhanced the English learning process of ADHD scholars and also they included methodological strategies related to Cognitive and Social Constructivism, Total Physical Response and Task Based Learning. Consequently, it is essential to analyze those learning theories in order to have a better idea of them, especially in the classroom.

## **CONSTRUCTIVISM**

Piaget was one of the creators in the theoretical system that realizes all the faces of the human cognitive development. Basically, constructivism is a model that maintains a person, even in cognitive and social aspects of behavior. It is an own construction that develops daily as a result of an interaction of those characteristics. Constructivism is focused in the person, in their preview experiences that make new mental constructions. As Gale cited Piaget “I think that knowledge is a matter of constant, new construction, by its interaction with reality and that it is not performed. There is continuous creativity” (Gale, 2015) what Piaget tried to say is that learning is an active process in which new concepts or ideas are constructed by accomplished results or past knowledge.

Constructivism provides an alternative epistemological base of the objectivistic tradition. Constructivism, like objectivism, holds that there is a real world that we experience. Nonetheless, the argument is that meaning is imposed on the world by us, rather than existing in the world independently of us. There are many ways to structure the world, and there are many meanings or perspectives for any event or concept. (Thomas M. Duffy, 1992) Also, it is mentioned by Fosnot because he described that “Constructivism can be thought of as a “theory of knowing” (Fosnot, 1996) due to it examines the way in which we know and learn. As we examine factors related to the construction of knowledge, we find two focal points: the cognitive constructivism and the social constructivism point.

### **SOCIAL AND COGNITIVE CONSTRUCTIVISM**

As Adelman and Lynn mentioned that “Cognitive constructivists focus on the cognitive processes associated with constructing knowledge as individuals make sense of new information with which they are confronted. Social constructivists concern themselves with the social and cultural processes at work” (Sharon Adelman & Trina Lynn, 2008) the learning instruction means that the learning process or knowledge can be arranged, in which can be provided some content, methodologies and objectives in the learning process.

The difference can be literal, but involves pedagogical, biological, geographical, and psychological implications. For example, in the development with students in class, from the constructivism theory may be by creating a favorable context of learning, where each student reconstructs their own learning with the rest of the group. Moreover, we can emphasize Vygotsky when he said that “A child's greatest achievements are possible in play- achievements that tomorrow will become his average level of real action and his morality” (Michalis Kontopodis, 2011). In the learning process the curricular objective will not have grades without cooperation. However, it can be mentioned an example from the instruction that will be chosen a content to teach and optimized the way we learn by using methodological strategies and specific objectives. Nowadays, both theories are mixed. The instruction from the learning takes more relevance in the educational system.

As the ones who gave important descriptions about constructivism it can be cited Jean Piaget and Lev Vygotsky contributions. Piaget focused in how the knowledge is built from the interaction with the environment. As referred by Chomsky when he cited Piaget “Children have real understanding only of that which they invent themselves, and each time we try to teach them something too quickly, we keep them from reinventing it themselves.” (Massimo Piattelli-Palmarini, 2013).

On the other hand, Vygotsky is based on how the environment allows an inside reconstruction as he referred that “Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them” (Vygotsky, 1978). The instruction of learning rises from the conductible psychological applications, where the process specifies the conductible mechanism to program the learning process.

## **TASK BASED LEARNING (TBL)**

Task based learning has its beginning in 1950 with some little communities analyzed that were involved in psychomotor tasks where the development of the communication is relevant. (Lifelong Learning Program, 2011) This method take those principles as a base theory to the development of its methodology, having the “task” as a vehicle to expand cognitive process in the learning process of a second language, it leaves in second place the instructional learning of the grammar to increase a method more natural that associates communicative situations, where students deal and increase their world with the world that is around them. (Instituto Tecnológico y de Estudios Superiores de Monterrey). Some of the main purposes of task based learning are to increase students self-teem. Focused in giving the scholars the opportunity to develop spontaneous interactions, etc.

Additionally, TBL is defined by processes with specific objectives and it is described by Long in the way that “Tasks are the real-world activities people think of when planning, conducting, or recalling their day. That can mean things like brushing their teeth, preparing breakfast, reading a newspaper, taking a child to school, responding to e-mail messages, making a sales call, attending a lecture or

a business meeting, having lunch with a colleague from work, helping a child with homework, coaching a soccer team, and watching a TV program. Some tasks are mundane, some complex.” (Long, 2014) It is a method of transforming the learning process based in the teacher to a learning process based in the pupil. The students do not have just the possibility to learn through the transmission of knowledge by the teacher and they have an active position in the construction of their knowledge.

### **TOTAL PHYSICAL RESPONSE (TPR)**

It is a teaching method around the coordination of speech and action. It teaches language through physical activities. TPR involves the connection with the memory could be stronger if it is establish through a verbal repetition or through association of a motor activity. (Total Physical Response) The goal of this method is to develop an oral characteristic in the second language in beginner’s levels. It is focused in the development of comprehending more than learning speaking; it progresses in the meaning more than the form and it tries to minimize the stress in the English learning process with physical activities and games.

The conception of the learning process responds to the conductive approach based on the stimulus-response. The grammar is taught as inductive because the method requires that at first the attention is focused in the meaning. The basic linguistic unit is the sentence and it follows lexical and grammatical criteria at the moment the learning elements are chosen. The imperative exercises and the execution of directions from the teacher are basic activities that increase the knowledge already learned.

This method is engaged to English teachers as an additional language and as a learning method to any other language. The students respond physically to the commands of the teacher. It is hoped that the scholars learn happily and that is why it used a lot of funny activities and physical movement. It is a great resource to help them to comprehend the development of a class or specific objectives like Amidon when he described that “Teaching is defined as an interactive process,

primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities". (Oña, 2014).

### **CLASSROOM APPLICATIONS USING METHODOLOGICAL STRATEGIES**

The methodological strategies that we applied with our students were based in our experiences with them, so that we cannot give them a general result. Each teacher has to go through their own methodological strategies that work with their students, but talking about ADHD pupils methodologies change according to their learning process. In our research project, the use of constructivism, task based learning, and total physical respond were used to improve the English learning process in students with ADHD. Games like " Thought and Action" and "Listen the Dialogue" make the scholars increase their cognitive side. Moreover, those tasks reinforce their critical thinking that is the main goal of the activities. Students are focused in what the class is about because they are producing and exposing to activities according to their needs; activities that were developed through studies and methods helped teachers to maintain the attention of the ADHD pupils. "The students need to develop automaticity, that is, the ability to apply the strategies automatically when they are faced with questions to which the strategies apply" (Welkes, 2008). Evaluating and making ADHD pupils produce with these kind of methodological strategies let teachers create a routine in which ADHD students are exposed to any situations and are able to solve them in a proper way in the classroom.

### **DEPENDENT VARIABLE**

### **PRINCIPAL COMPLICATIONS THAT MAY APPEAR WITH ADHD STUDENTS IN CLASS AND HOW TO IMPROVE THEM**

Students with Attention Deficit Hyperactivity Disorder tend to have problems in the classroom because most of the time they frequently change their mood; they could be from a simple laughing to crying easily. They are explosive and misbehavior. Being focused on frustration feelings, and lack of tolerance in problems. They always persist that their demands must be done and in order to treat these complications it is essential to mention the involvement of the family and teachers in the management of these situations.

Family should have clear and well defined rules as giving short orders one by one. To provide an organized environment, the children effort has to be recognized, increase their self-esteem, avoid overprotecting them and do not be manipulated by their whim, always accomplish their punishment and reward, give them little responsibilities, accept them how they are, notice that the work they have is a lot and it is necessary constancy and reinforce their strengths.

Teachers need to understand and be informed about students with this disorder, sit them in the correct place far away of distracters, give them simple orders, establish eye contact with them while they are talking to a student, give them the next task after they finished the last one, do not let them left task unfinished. Teachers cannot require everything at once. If the student deserves to be congratulated after finishing a task or after trying good handwriting do it. Avoiding everything at once will discourage the student.

## **PROBLEMS AND COMPLICATIONS IN PARENTS, TEACHERS AND ADHD WITH STUDENTS**

The factors that involve problems and complications in ADHD students start from their family to the teachers in class. ADHD scholars need special attention in class in order to feel comfortable while learning, so that the teachers have an important role in this process, because if they are not supported enough by their educators, they will be in constant complications in the way they learn or socialize with their partners. Also, they need to be treated correctly by their parents so that they internalize and reinforce their feelings and socialization. Nevertheless, parents tend to demand a lot of attention in their studies leaving aside their feelings or their needs.

As a result, we can describe that all of them are important in the development of their learning process, so that we cite CADDRA when they mention that “Building the child's confidence and sense of confidence, by discovering and reinforcing those things they enjoy and/or do well, is part of working with a child who has ADHD.” (Canadian Attention Deficit Hyperactivity Disorder Resource Alliance, 2011) That is why everything that we do help ADHD children will definitely work on them providing benefits not just in the academic section but also in their life.

## **THE ROLE AND INVOLVEMENT OF PARENTS, TEACHERS AND THERAPIST WITH AN ADHD STUDENT**

The role of parents, teachers and therapist is crucial in the development of their progress in ADHD students so that is why in order to enhance their skills it has to be emphasized three important pedagogical perspectives: As relatives, teachers, and therapist.

### **THERAPIST**

The therapist has to guide their parents with the disorder the students suffer. They have to give them conductible tips to be applied with their children, re-teach difficulties in learning process. Therapists have to train the students with ADHD to solve problems; social abilities, teach them relaxing techniques because sometimes it may appear problems with people.

In general, those children just need to be conscious of their difficulties, limitations, in fact that Attention Deficit Hyperactivity Disorder is an entity.

### **FAMILIES**

At the beginning of the process, parents tend to be disoriented; the future of an ADHD student who has no professional treatment is unpredictable. It is difficult to have a diagnosis; it requires a lot of information and observation of an experimented therapist

Families are the ones who are going to support their progress at home, comprehending their doubts and problems such as helping them at home, working with them, spending time that will please them, etc. Parents with ADHD kids may feel disoriented at the beginning because they have to observe without unnecessary alarmism their children's behavior. If they are really worried they have to make a diagnostic test to facilitate a treatment.

### **TEACHERS**

The educators are the ones who commits the cultivation of the values by giving them an egalitarian treatment so when they become adults, they will have the same rights to be prepared in different situations. So the mission of a school is to be a supporting area in which students with ADHD socially interrelate.

In the investigation about the behavior of children with ADHD, it is going to be observed their manner and changes in cognitive development. The egocentrism may disappear gradually in order to situate in the positions of the others. Furthermore, it is important to mention that their progress may start with the comprehension of rules and regulations, such as paying attention in class, working individually or in groups, participating correctly, so in that way we can be in accordance to what Barkley said that “Children with ADHD experience significant social difficulties. It is estimated that approximately 50–60% of ADHD children experience rejection by their peers” (Barkley, Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment, 1990) establishing about equity concept, reciprocity and solidarity, that means, main rules about morality in which students have to treat others as they want to be treated.

Children with Attention Deficit Disorder predominate if they belong to the distractive kind of student, but they are quieter than the ones that are hyperactive (ADHD), and it is more frequent that in their early years of primary their problems are unnoticed. However, in intermediate years of primary, the problems are noticed like excessively distracted, passive and disorganized students. Children with this problem cannot pay attention to the teacher’s instructions and this may result difficult for them to begin with an activity, develop homework and accomplish projects. The numerous instructions that an exercise requires to be done may include things like: taking notes in class or at home, having the appropriate material, being concentrated in an activity in class or at home, giving the assignment in the proper place, remembering to give the activity to the teacher the next day, taking the activity out and giving it to the teacher on time. This can result as a complete challenge for children with ADHD because it is difficult for them to have organization and being concentrated.

In advance levels of primary, socialization acquires major importance for the student. According to Clinical Child Psychology Psychiatry “Classroom behaviors of children with ADHD associated with being disliked by peers include being off-task, disruptive, help-seeking, defiant, and unable to exhibit self-control” (Clin Child Psychol Psychiatry, 2009) . Researches about social behavior in children with Attention Deficit Hyperactive Disorder, particularly are the ones who are hyperactive, it often happens that misfit to their partners in class by the

reasons of their dominance, disorganized and immature behavior. They may not know how to infer hints given by the others and may be impertinent in the relationships with their partners, ignoring social manners like, waiting for a turn, being in a good mood with himself or herself, sharing games and others. The academic frustration and repeated failure, social rejection, teachers and relatives' criticisms through the years in primary create self-esteem problems, anxiety or depression.

### **CAUSES AND CONSEQUENCES OF ADHD STUDENTS IN CLASS**

ADHD is a disorder relatively frequent. The prevalence takes place between scholars. The disorder is more frequent in children making the relation boy/girl of 2/1 – 4/1, nonetheless, this can make an infra-diagnostic of girl cases, in which predominates the disorder in inactive type, of more difficult diagnostic. By the end of the adolescence they establish a balance in relation of boy/girl of 1/1.

Attention deficit hyperactivity disorder (ADHD) is one of the most frequent causes of school failure and social problem in childhood. The disorder appears in the childhood and can persist and manifest in adulthood.

### **CAUSES AND CONSEQUENCES**

It is a neurological disorder in which it had proposed the genetic origin factor. (In other words, inherited, not acquired during life). However, it cannot be dismissed the influence of factors that occurs during the gestation, birth or childhood development. The genetic factor is demonstrated, that ADHD is seven times more frequent in siblings between 11 and 18 times than in twin siblings.

It is suspected that environmental toxins and some studies, no conclusive, shows for example a dye used in the feeding industry. Although the origin of the disorder actually it is not linked to those causes, it is a fact that long periods of exposure to toxins agents can induce symptoms that mimic the common attributes of ADHD. Since in each class exists one or two students with ADHD and the problem interferes significantly in the development of the student who has the disorder, this constituted an important problem for them and to the rest of the students.

Although, the symptoms can persist until media adulthood in a 40 – 60% in the cases, period in which it manifests because of difficulties in interpersonal, working, and social relations and their high comorbidity with dissocial personality, medicine dependence and alcoholism in others behavior disorders. Comorbidity defined as "Two or more diseases occurring in the same individual" (Pliszka, 2009) Approximately in a 20% of the cases in which ADHD persists in adulthood will show this comorbidity, because of the information already mentioned, it is necessary the different definitions that will be describing continually.

### **HYPERACTIVITY DEFINITION**

- It is a student with a lot of energy inside, hardly ever the student get tired, it is necessary a lot of patient and dedication to understand this kind of problem, besides to find the origin to treat them opportunely and to accept that the student is hyperactive.
- The student with a high potential of energy that the teachers should attempt and facilitate ways to develop their energy.
- Students or adults that sometimes were born and had been in an incubator because of prematurity, etc. an hyperactive student can be thinking in four or five things at the same time, that is why they do not catch almost anything, they are intelligent students but they need help to develop their intellectual capacity.
- A qualifying more or less benign that we can relate to those students sometimes represents a motor skill activity higher than normal. The use of a popular term does that we relate the hyperactive student with misbehavior.
- A systematodologic table in neurological base that can degenerate important problems, but little by little related with misbehaved student who we referred and in some cases, it can be related to behavior problems.

### **EFFICIENT PRINCIPLES TO TEACH A STUDENT WITH ADHD**

It has been written a lot about educative programs that can used to students with ADHD, or the characteristics of the teachers that can help to obtain a better academic development.

Although there are no students with ADHD that are the same and need precisely the same kind of learning environment, there are some principles that help in their learning process.

## **APPLICATION OF STRATEGIES TO DEVELOP THE ENGLISH LEARNING PROCESS OF ADHD STUDENTS**

One of the common problems in teachers with ADHD students is the management of their progress in learning. Nevertheless, it is important to emphasize that ADHD scholars have a lot of energy that can be used in a correct way that it is why educators have to develop different strategies in order to expand their English learning process. Teachers need to know that in order to apply strategies that will develop the way they learn at school, ADHD children should have reinforcements and privileges in class.

### **REINFORCEMENTS AND PRIVILEGES IN CLASS**

Talking about reinforcement is not just to talk about homework. We can let them erase the board, distribute the material, or allow them to move in class that is something they need. Maintaining them busy or making them feel they are useful, will let them to be responsible and work better with their partners. Furthermore, teachers should include as reinforcements and privileges extra time for their evaluations and giving them public congratulations like positive comments, or in private to other teachers letting the students listen in class.

- **Give them extra time for their evaluations**

Teachers need to realize that even if an ADHD student give their best, they need an extra help for a test or evaluation from the teacher. Giving them an extra short time to finish their activities will let them think without the pressure of a regular test.

- **Give them a public congratulation as positive comments, or in private to other teachers letting the students listen**

Encourage our students is the best way to success our goals with them. Make them feel confident with the class, students and with their own work will improve their social and cognitive skills.

## **THE CLASSROOM MANAGEMENT OF ADHD STUDENTS IN CLASS**

Teachers that have ADHD students in their classroom should have in their mind that these children are in constant movement and they cannot concentrate at all, so that it is essential to describe rules of maintaining the order in class, avoiding answering and making them feel humiliated. As a result, if we apply these to ADHD pupils, their learning will increase considerably and it will make them progress in the classroom.

- **Maintaining the Order in class**

The teachers should make an effort to maintain the order in class, it is convenient that the teacher sets to the hyperactive student limits in the classroom and parents impart similar expectations about the scholar behavior when they are at home.

- **Avoid answering and making them feel humiliated**

Treat them with respect and do not make them feel useless is the key to a great job. Desist to remark their weaknesses as weaknesses, talk about them as little characteristics that will be improved step by step.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 TYPE OF RESEARCH DESCRIPTION**

The qualitative and quantitative methodologies are the approaches that emphasizes this research project because involves determination and attitude of the educators to adapt methodological strategies into their classrooms in order to practice and investigate the important factors in that help ADHD students and to elaborate a short teacher's guide to enhance their English learning process. In agreement with the nature of the variables and the objective of the project, the investigation is cuali – quantitative or mix method, because it combines information with descriptions about qualities of the object.

According to the purpose, the investigation is applicable because it is going to contribute to solve how methodological strategies influence the English Learning Process in Children with Attention Deficit Hyperactivity Disorder (ADHD) from sixth graders at “Centro Educativo Miraflores”. The project is co-relational as the result of the relation between the methodological strategies in the English learning process in ADHD students. The project is descriptive, it is going to give minutely details in each of the aspects that are going to be developed during the project and how the changes of the production will be oriented to the community reality; the investigators are going to find a possible solution to solve the specific problems of the situation.

This chapter introduces an overview of methods, techniques, research instruments and the sample selection. The methods and techniques that were applied in data collecting and the data analysis will be expanded in this section. Also, the results and findings of the analysis will be described at the end of this section.

### **3.2 METHODS AND TECHNIQUES**

This research project is based on the methodological aspects that can be included in the process of data collection. It means the kind of field research. It will develop the English learning process in the sixth graders students with ADHD at “Centro Educativo Miraflores”, applying some methodological strategies influence the English learning process in students with ADHD. The method used in this research was developed by mix method because combines the techniques of quantitative with the techniques from the approach qualitative. Those methods are used to investigate the importance of how methodological strategies influence the English learning process with students with ADHD at Centro Educativo Miraflores.

The goal of this research project and its development, data collection methods are mostly based on the qualitative analysis, using and analyzing the results by basic statistics of surveys given to parents, teachers and students. The analysis of a qualitative method was used to interpret the results through observations in order to recognize and understand the problems and results. Students were observed and involved in the procedure of the methodological strategies’ implementations, it is fundamental to be shown in numbers, graphics, and statistics.

Empirical research is a form of developing and increasing knowledge using direct and indirect observation. It is based on the experience and some empirical evidence that can be analyzed quantitatively or qualitatively which must be defined and accountable through a compilation of data and evidence.

Scientific method means an association of techniques for investigating phenomena, achieving new knowledge, or improving and integrating previous knowledge through checking bibliographies, according on the theoretical framework to support the research project over recognizing and prestigious authors.

Examining and the observations techniques allow us to know how methodological strategies influence the English learning process in students with ADHD at Centro Educativo Miraflores; all those techniques have an important role inside the research project helping in an easy way to continue working with these students and recognize future cases. In this research project, the group was

chosen from Centro Educativo Miraflores. What were the reasons? Principally, there was a lack of knowledge in the school, specifically in sixth grade with a group of students with ADHD. Although teachers with this kind of students have not a guide to engage their classes they are willing to improve their academic knowledge and acquisitions, so it was easy access to the established questions after the surveys.

### **3.3 RESEARCH INSTRUMENTS**

The research instruments that were used in this project were:

- Students, teachers, parents, directors' surveys
- Class observation
- Methodological strategies
- Rubrics
- Evaluation process.

The surveys were applied to parents to make them notice how much they are informed about the disorder and if they have ever seen a therapist who helps with the development of ADHD scholars.

The surveys applied to the teacher were to undergo the doubts of the educative community about the English learning process of the children with ADHD and what kind of difficulties educators can be exposed with students with this disorder. The surveys employed with the directors were applied to recognize if they have a program about how teachers should deal with ADHD pupils in daily classes.

Class observation was taken into consideration, to analyze the class environment and how students and teachers behave in class, and observe the kind of methodological strategies that can or cannot be applied in class to work with students with this disorder.

Methodological strategies were easy to choose with the already class observations to apply with ADHD students. Researchers analyzed and recognized several methodological strategies that can work and develop the English learning process with students who have ADHD.

Bibliographical sources were used to support empirical study through theoretical research. It benefits a lot the development of an effective process and enriches scientific content by substantial and relevant criteria based on a certain group of authors who have contributed in their scientific theories.

The application of rubrics are crucial because they help to get a well-structured research project supplying a measurement system, a complex project and it is combined with several instruments of evaluation in order to recognize learning problems and find strategies to influence English learning process in students with ADHD.

The direct and indirect observation were used in the project to obtain the fundamental details to establish the prior necessity that is presented in sixth grade at “Centro Educativo Miraflores”

Also, surveys were developed to prepare the instrument of the investigation to recognize, justify, execute, and design this investigative project. The observation is one of the manifestations, like the experimentation of the applicable and descriptive method.

### **3.4 RESEARCH POPULATION AND SAMPLE**

It is concluded as a complete set of elements (people) that possess some common characteristics defined by the sample criteria established by the researchers. The population for this study consist of 5 students, 9 teachers, 5 parents from sixth grade, 2 directors, and the psychologist from Centro Educativo Miraflores

## CHART 2. POPULATION AND SAMPLE

Subject	Population	Sample	Percentage	Type of Sample
Students	5	-	100%	-
Teachers	9	-	100%	-
Parents	5	-	100%	-
Director	1	-	100%	-
Psychologist	1	-	100%	-

## 3.5 SOURCES, RESOURCES AND TIMELINE

### 3.5.1 SOURCES

The sources applied in this research project involve:

- Humanistic Sources
- Bibliographic Sources

### 3.5.2 RESOURCES

The previous source is placed in Centro Educativo Miraflores, located at the north of Guayaquil in the period 2015-2016

**3.5.3 TIMELINE**  
**CHART 3. TIMELINE**

ACTIVITY LIST	MONTHS																			
	MARCH				APRIL				MAY				JUNE				JULY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Schedule of Activities		x												x				x		
Developing Activities			x	x	x	x				x	x				x				x	
Web Pages Revision		x	x				x				x							x		
Class Observation				x	x					x				x					x	
Objectives of the Activities							x	x										x		
Theoretical Foundations										x	x									x
Activities Selected									x	x	x		x	x						x
Elaboration of the guide					x	x	x		x	x			x				x			
Application Tools/ Guide								x	x	x	x				x					x

**3.6 DATA ANALYSIS METHODS**

Two aspects of data were used in this study. Data manage to quantify independent variables was collected through the application of a designed-surveys. The dependent variable for the study was each teacher’s experience. The different situations that teachers with ADHD students went through and the different type of activities based in the methodologies that we were using over the project. This information was collected by the researchers that analyzed the different methodological strategies that will improve the English learning process in students with ADHD.

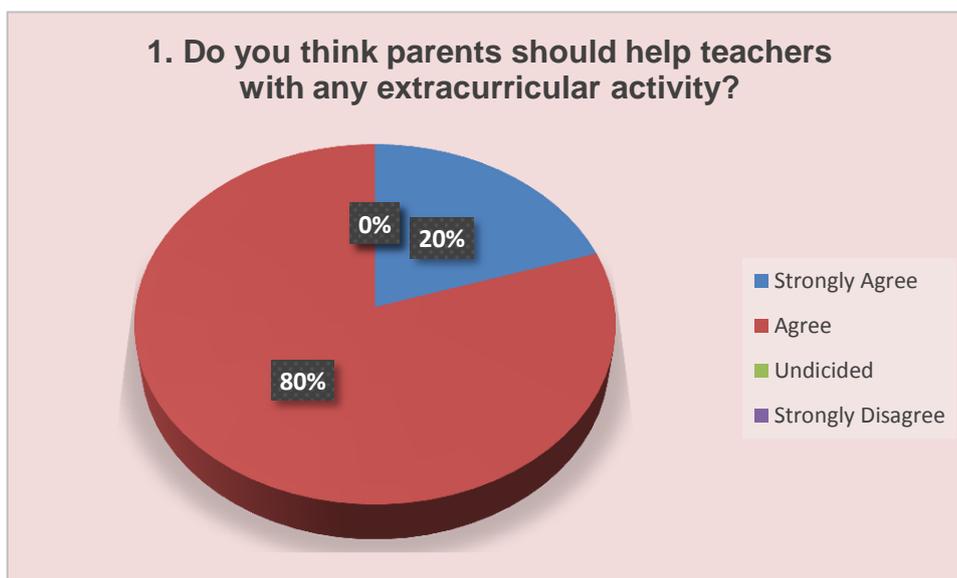
### 3.7 RESULTS/FINDINGS: PRESENTATION AND ANALYSIS

#### PARENT'S SURVEY

TABLE 1. PARENTS EXTRACURRICULAR ACTIVITIES

1. Do you think parents should help teachers with any extracurricular activity?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	4	80%
	Strongly Agree	1	20%
	Total	5	100%

Graphic 1  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

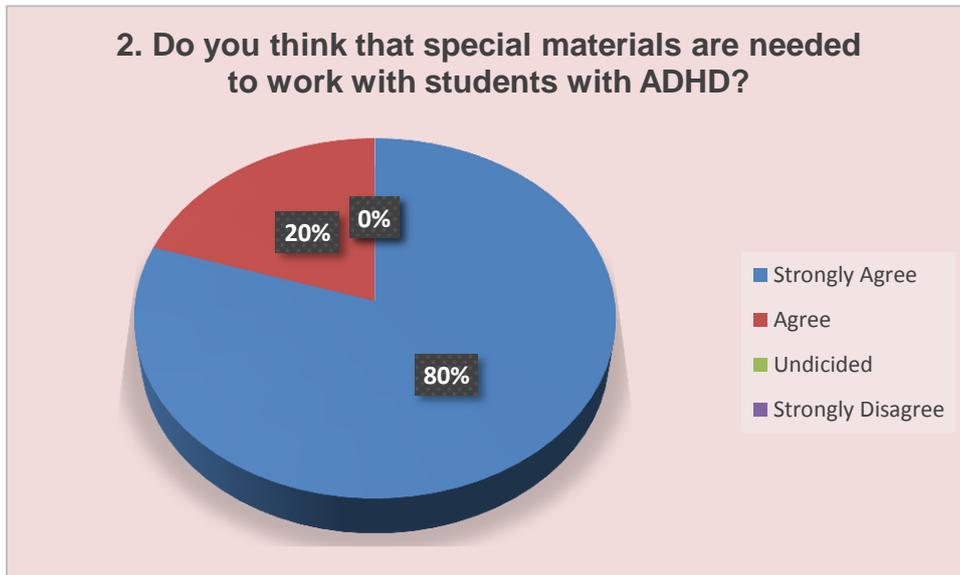


This chart shows in this case the 80% of parents agree about the question and the 20% students strongly agree to work with it.

**TABLE 2. ADHD SPECIAL MATERIALS**

2. Do you think that is needed special materials to work with students with Attention Deficit Hyperactivity Disorder?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	1	20%
	Strongly Agree	4	80%
	Total	5	100%

Graphic 2  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

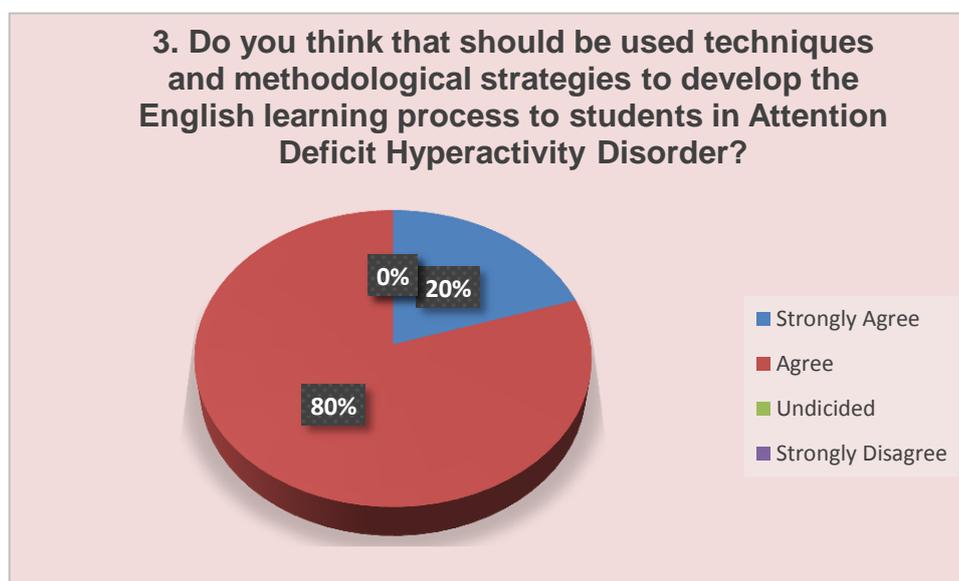


This chart shows in this case the 80% of parents strongly agree about the question and the 20% of parents agree to work with it.

**TABLE 3. METHODOLOGIES IN THE ENGLISH LEARNING PROCESS**

3. Do you think that should be used techniques and methodological strategies to develop the English learning process in students with Attention Deficit Hyperactivity Disorder?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	Total	5	100%

Graphic 3  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya

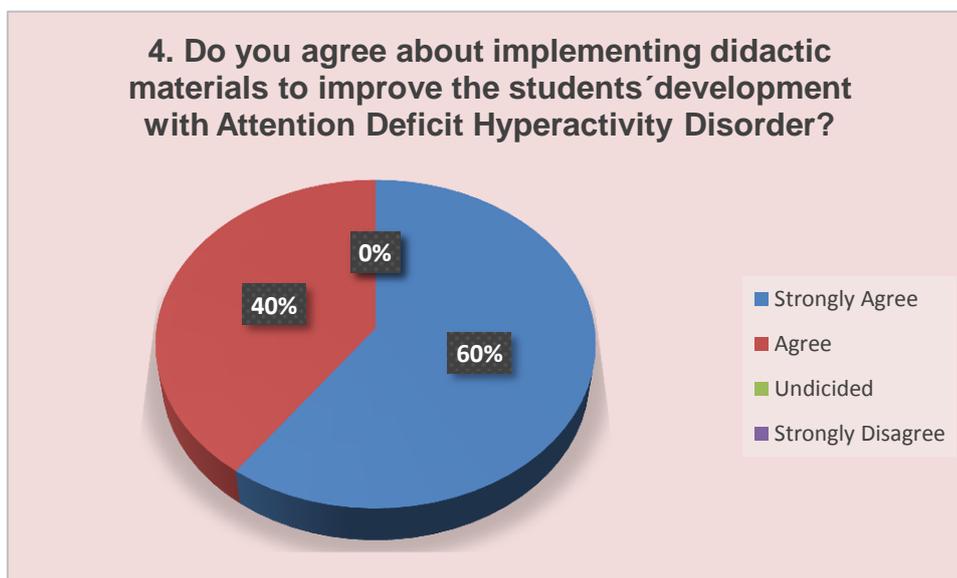


This chart shows in this case the 80% of parents strongly agree about the question and the 20% of parents agree to work with it.

**TABLE 4. IMPLEMENTING DIDACTIC MATERIALS**

4. Do you agree about implementing didactic materials to improve the students' development with Attention Deficit Hyperactivity Disorder?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	Total	5	100%

Graphic 4  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya

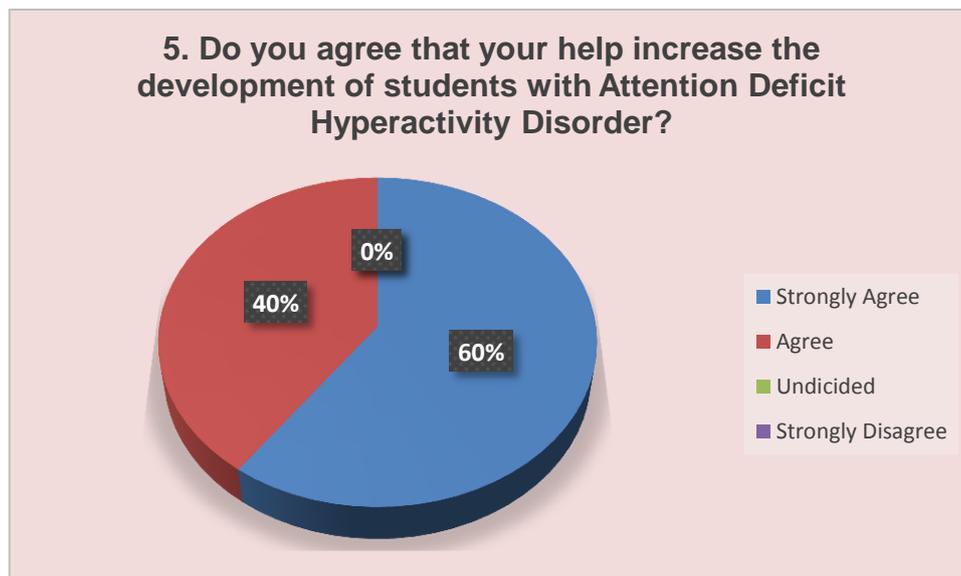


This chart shows in this case the 60% of parents strongly agree about the question and the 40% of parents agree to work with it.

**TABLE 5. HELPING ADHD STUDENTS**

5. Do you agree that your help increase the development of the students with Attention Deficit Hyperactivity Disorder?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	Total	9	100%

Graphic 5  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya

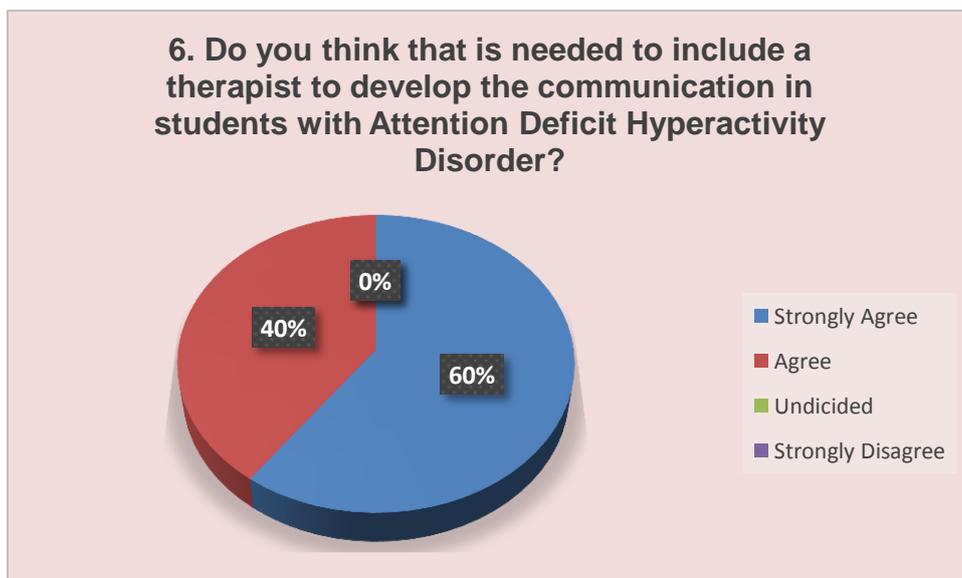


This chart shows in this case the 60% of parents strongly agree about the question and the 40% of parents agree to work with it.

**TABLE 6. THERAPIST INCLUSION**

6. Do you think that is needed to include a therapist to develop the communication in students with Attention Deficit Hyperactivity Disorder?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	Total	5	100%

Graphic 6  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

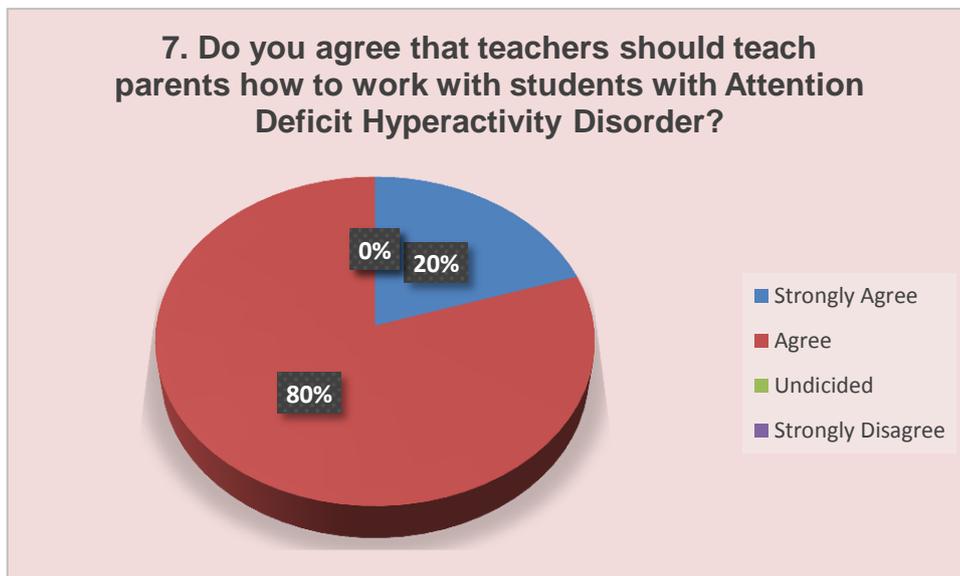


This chart shows in this case the 60% of parents strongly agree about the question and the 40% of parents agree to work with it.

**TABLE 7. TEACHERS TRAINING PARENTS**

7. Do you agree that teachers should teach parents how to work with students with attention deficit hyperactivity disorder?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	4	80%
	Strongly Agree	1	20%
	Total	5	100%

Graphic 7  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

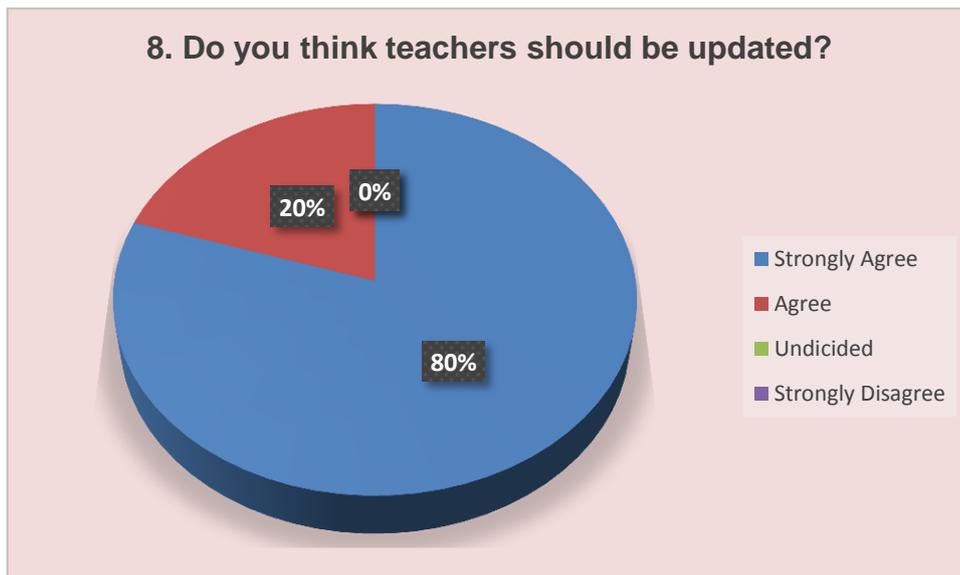


This chart shows in this case the 80% of parents strongly agree about the question and the 20% of parents agree to work with it.

**TABLE 8. UPDATED TEACHERS**

8. Do you think teachers most to be updated?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	1	20%
	Strongly Agree	4	80%
	Total	5	100%

Graphic 8  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

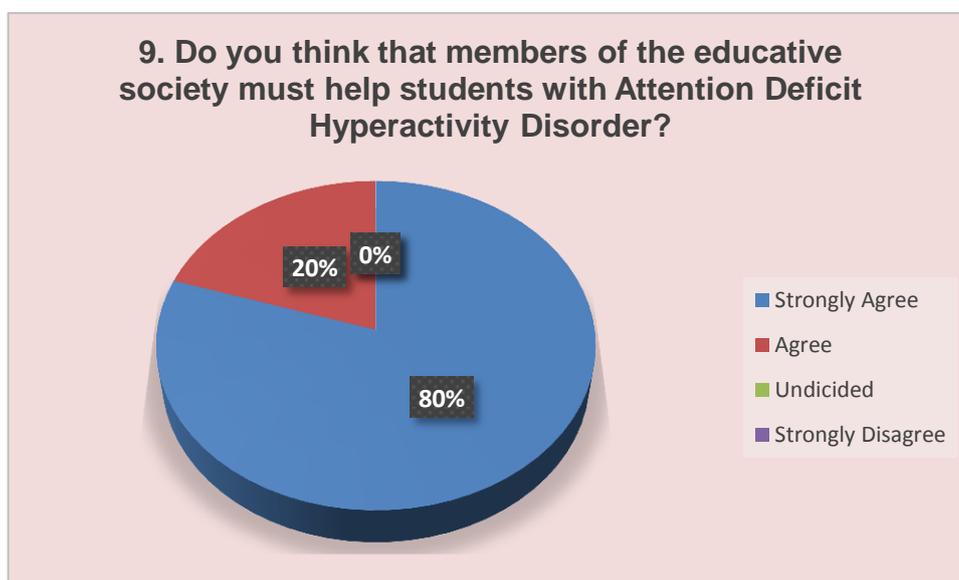


This chart shows in this case the 80% of parents strongly agree about the question and the 20% of parents agree to work with it.

**TABLE 9. INSTITUTION HELP**

9. Do you think that members of the educative society must help students with Attention Deficit Hyperactivity Disorder?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 9	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	1	20%
	Strongly Agree	4	80%
	Total	5	100%

Graphic 9  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

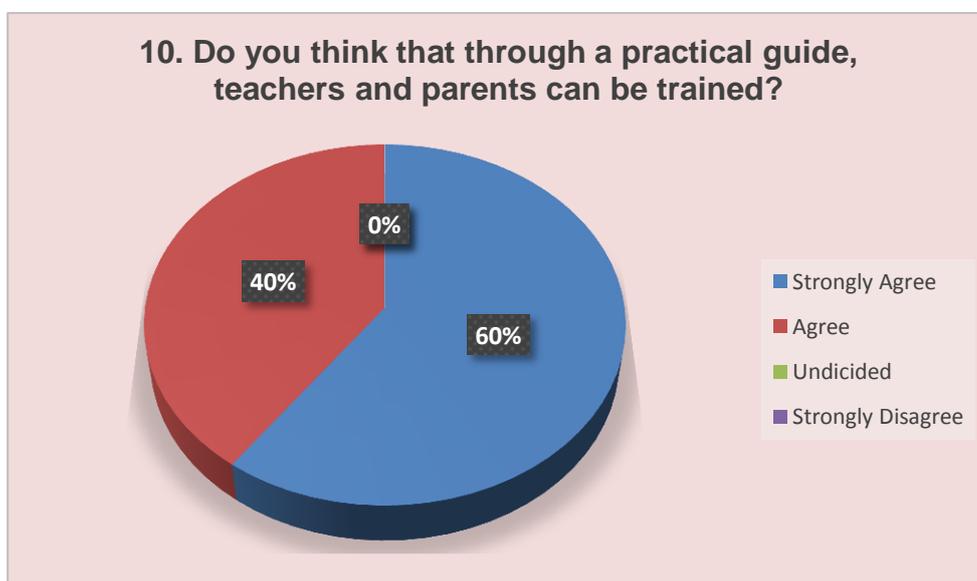


This chart shows in this case the 80% of parents strongly agree about the question and the 20% of parents agree to work with it.

**TABLE 10. TEACHER'S GUIDE HELP**

10. Do you think that through a practical guide, teachers and parents can be trained?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 10	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	Total	5	100%

Graphic 10  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.



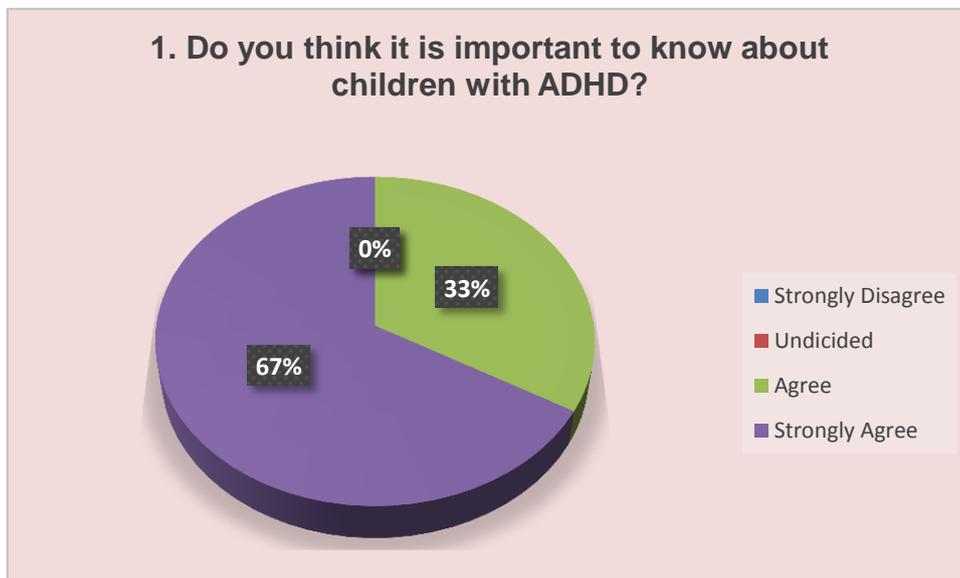
This chart in this case the 60% of parents strongly agree about the question and the 40% of parents agree to work with it.

## TEACHER'S SURVEY

**TABLE 11. ADHD IMPORTANCE**

1. Do you think it is important to know about children with ADHD?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item  1	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	3	33%
	Strongly Agree	6	67%
	Total	9	100%

Graphic 11  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

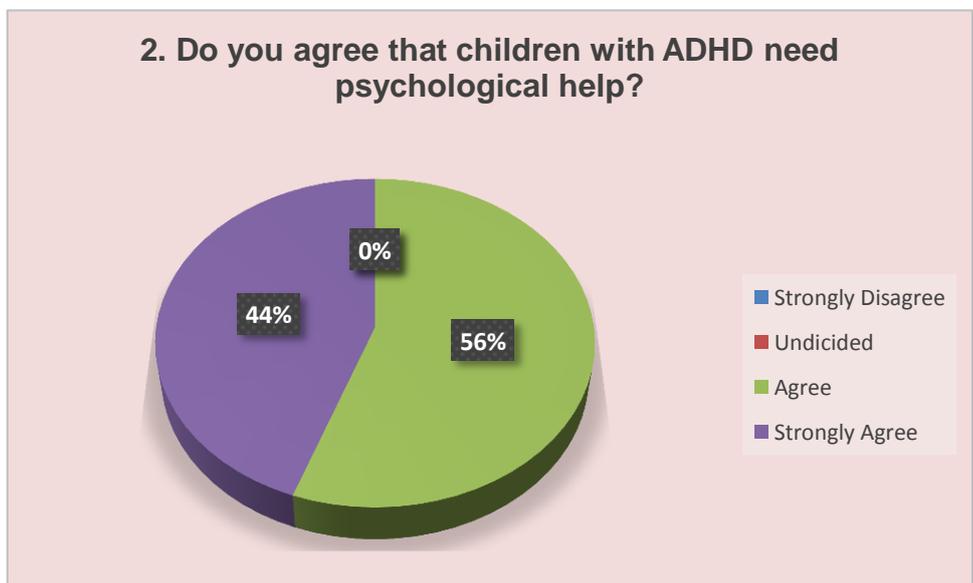


This chart shows in this case the 67% of parents strongly agree about the question and the 33% of parents agree to work with it.

**TABLE 12. PSYCHOLOGICAL HELP**

2. Do you agree that children with ADHD need psychological help?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	5	56%
	Strongly Agree	4	44%
	Total	9	100%

Graphic 12  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

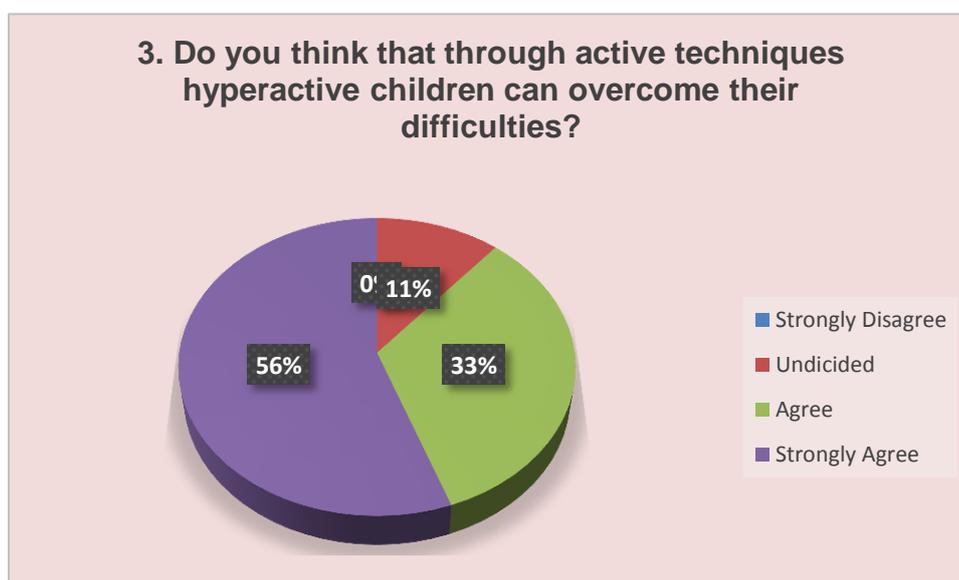


This chart shows in this case the 44% of parents strongly agree about the question and the 56% of parents agree to work with it.

**TABLE 13. ACTIVE TECHNIQUES**

3. Do you think that through active techniques hyperactive children can overcome their difficulties?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	1	11%
	Agree	3	33%
	Strongly Agree	5	56%
	Total	9	100%

Graphic 13  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

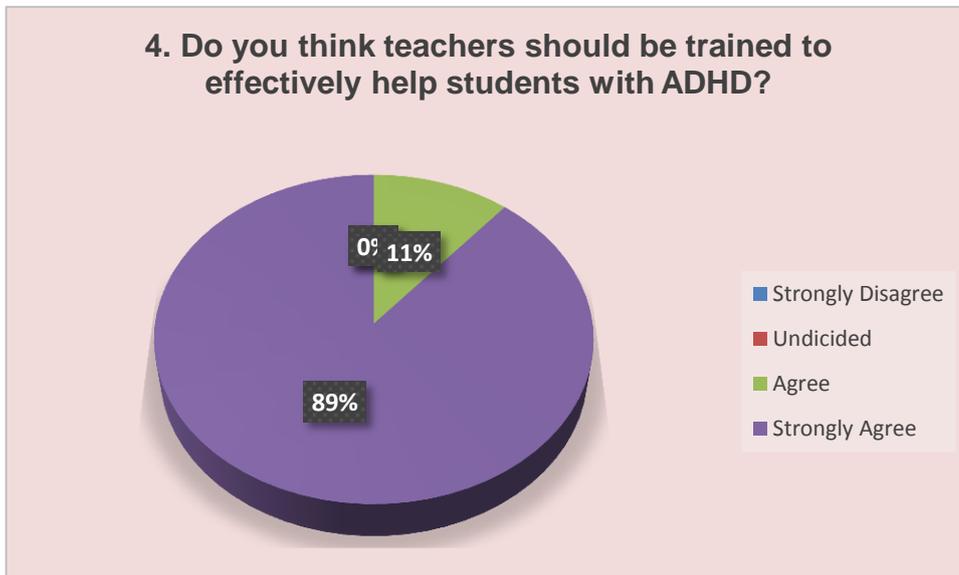


This chart shows in this case the 56% of parents strongly agree about the question and the 33% of parents agree to work with it and the 11% strongly disagree about agreeing to the question.

**TABLE 14. TEACHERS TRAINING**

4. Do you think teachers should be trained to effectively help students with ADHD?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	1	11%
	Strongly Agree	8	89%
	Total	9	100%

Graphic 14  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

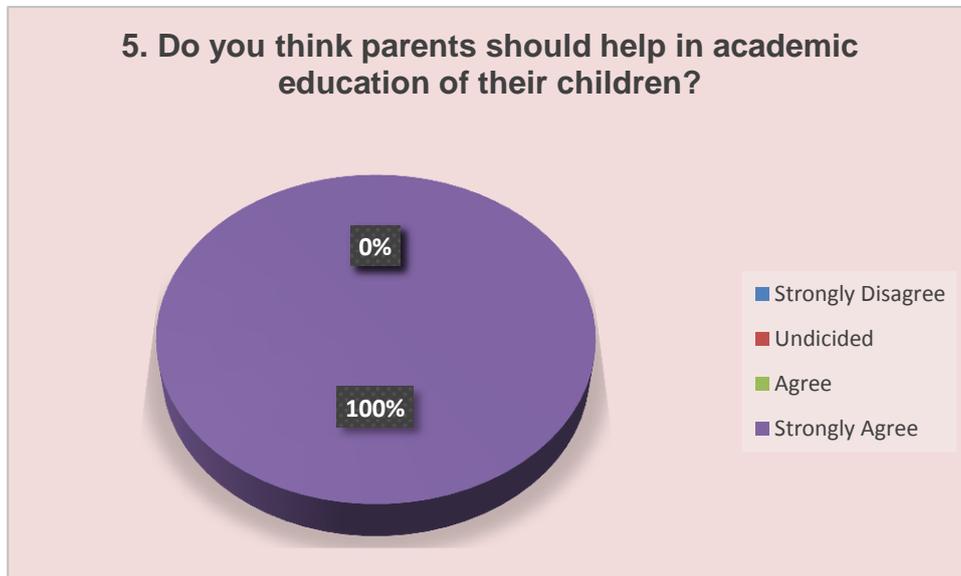


This chart shows in this case the 89% of parents strongly agree about the question and the 11% of parents agree to work with it.

**TABLE 15. PARENTS ASSEMENT**

5. Do you think parents should help in academic education of their children?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	0	0%
	Strongly Agree	9	100%
	Total	9	100%

Graphic 15  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

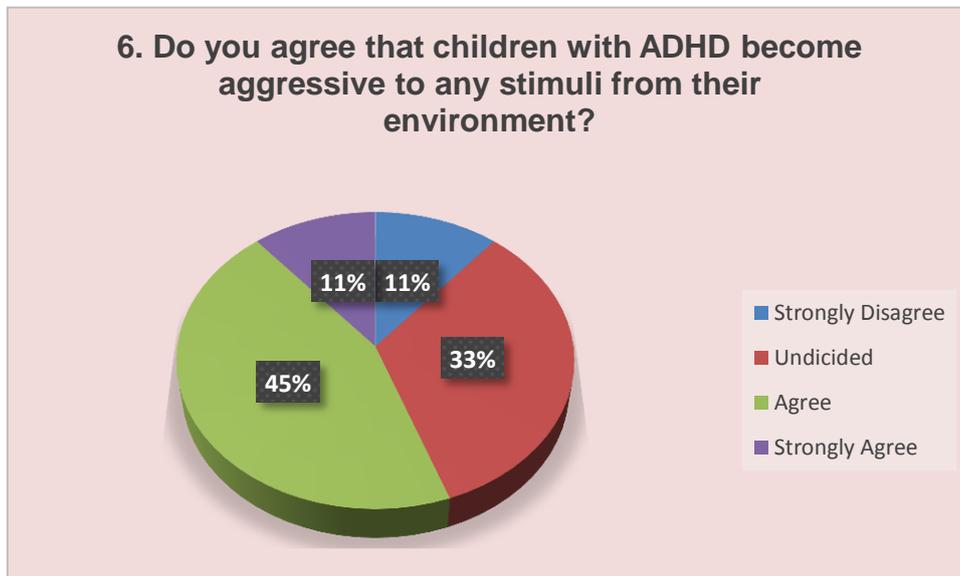


This chart shows if parents at "CEM" think they should help in academic education of their children, and the 100% says that all they agree with it.

**TABLE 16. ADHD ENVIRONMENT**

6. Do you agree that children with ADHD become aggressive to any stimuli from their environment?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Strongly Disagree	1	11%
	Disagree	1	11%
	Agree	3	33%
	Strongly Agree	4	45%
	Total	9	100%

Graphic 16  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

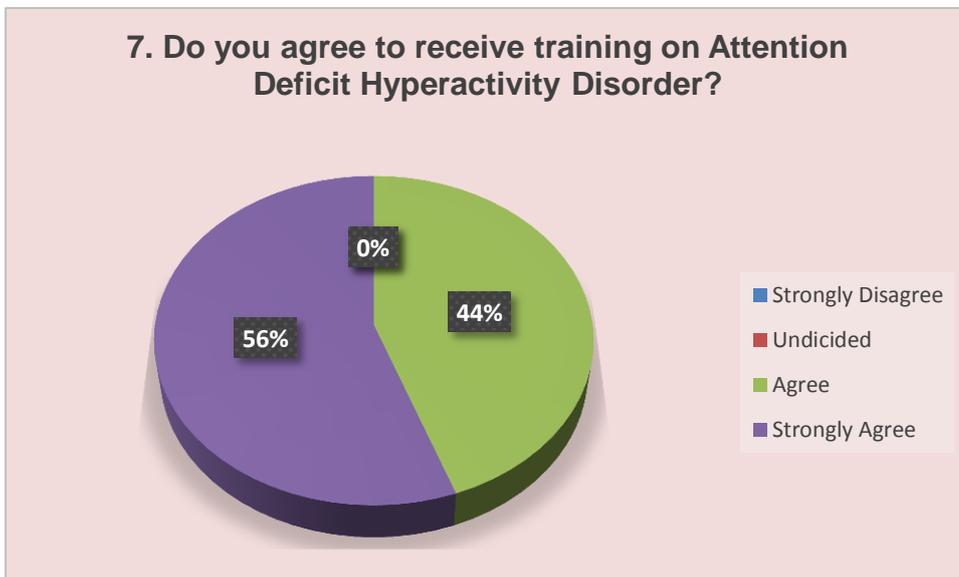


This chart shows in this case the 11% of parents strongly agree about the question and the 45% of parents agree to work with it, the 33% were undecided and the 11% strongly disagree about agreeing to the question.

**TABLE 17. ADHD TRAINING**

7. Do you agree to receive training on Attention Deficit Hyperactivity Disorder?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	5	44%
	Strongly Agree	5	56%
	Total	9	100%

Graphic 17  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

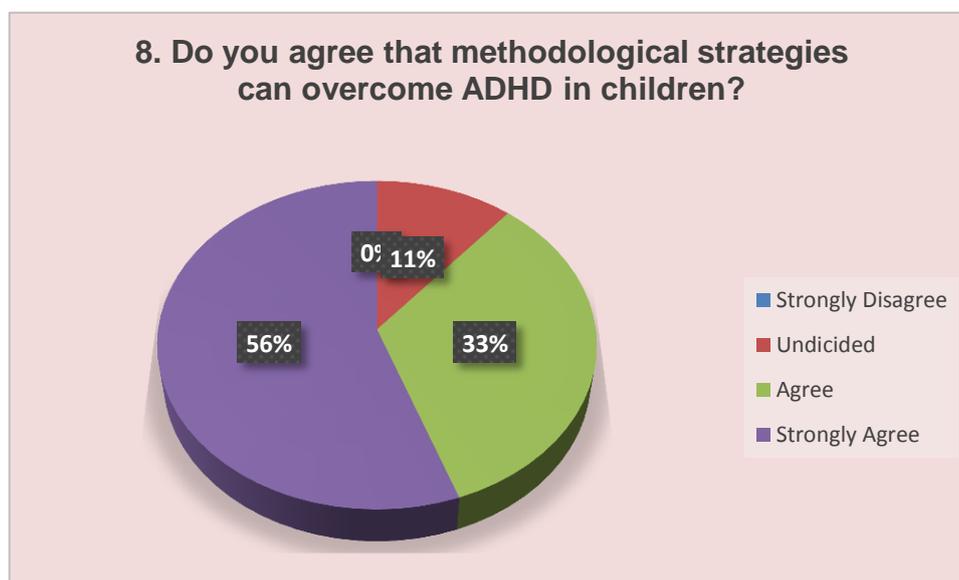


This chart shows in this case the 56% of parents strongly agree about the question and the 44% of parents agree to work with it.

**TABLE 18. METHODOLOGICAL STRATEGIES IN ADHD**

8. Do you agree that methodological strategies can overcome ADHD in children?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly Disagree	0	0%
	Disagree	1	11%
	Agree	3	33%
	Strongly Agree	5	56%
	Total	9	100%

Graphic 18  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

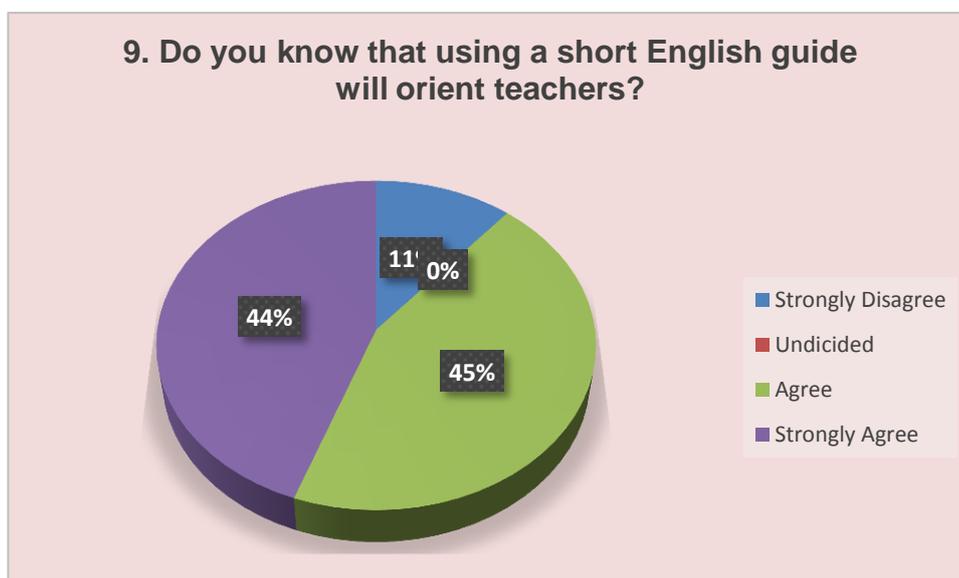


This chart shows in this case the 56% of parents strongly agree about the question and the 33% of parents agree to work with it and the 11% strongly disagree about agreeing to the question.

**TABLE 19. ENGLISH GUIDE ORIENTATION**

9. Do you know that using a short English guide will orient teachers?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 9	Strongly Disagree	1	11%
	Disagree	0	0%
	Agree	4	45%
	Strongly Agree	4	44%
	Total	9	100%

Graphic 19  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.

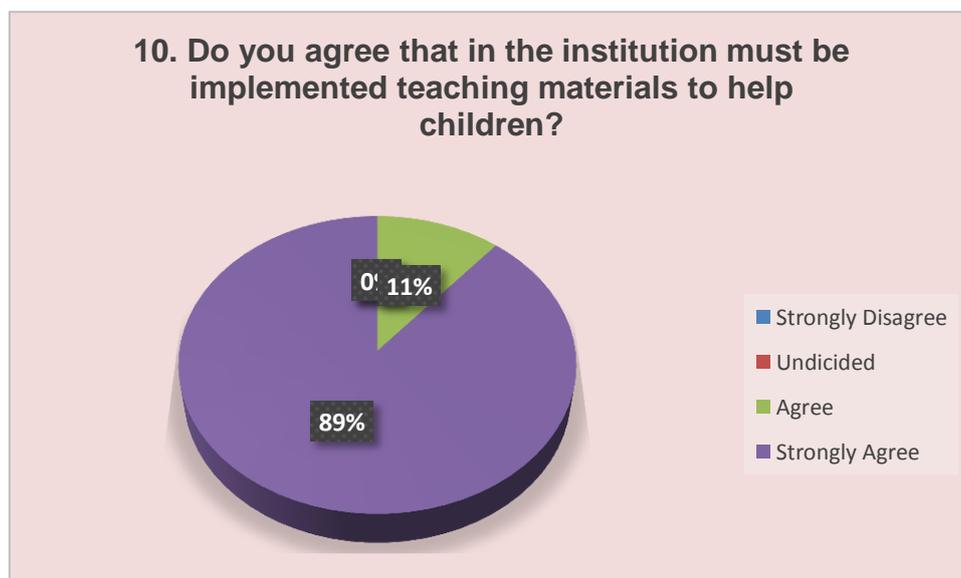


This chart shows in this case the 44% of parents strongly agree about the question and the 40% of parents agree to work with it and the 11% strongly disagree about applying the question.

**TABLE 20. IMPLEMENT TEACHING MATERIALS**

10. Do you agree that in the institution must be implemented teaching materials to help children?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 10	Strongly Disagree	0	0%
	Disagree	0	0%
	Agree	1	11%
	Strongly Agree	8	89%
	Total	9	100%

Graphic 20  
 "Centro Educativo Miraflores"  
 Elaborated by: Joseph Maldonado – Steven Montoya.



This chart shows in this case the 89% of parents strongly agree about the question and the 11% of parents agree to work with it.

## **CHAPTER 4**

### **PROPOSED PROJECT PLAN**

#### **4.1 TITTLE**

“PRACTICAL GUIDE FOR TEACHERS WITH ADHD STUDENTS”

#### **4.2 JUSTIFICATION**

The present research was elaborated to English students at Centro Educativo Miraflores where there is not a guide or a program that teachers with ADHD pupils can follow to improve the way they learn. The practical short guide has activities which help them to improve their English learning process of scholars with ADHD for that reason it was necessary to apply different methodological strategies to those students to realize and recognize the different methods and activities that we can implement with them. The researches thought that was important to contribute with activities for ADHD students. There are six activities that can be applied or adapted to any English class and that can develop and improve the English learning process in the classroom. As a result, ADHD students can practice their social and cognitive skills with their classmates in order to prepare them for everyday life.

#### **4.3 OBJECTIVES: BROAD AND SPECIFIC**

##### **BROAD**

To use methodological strategies to improve the English learning process in students with ADHD at six grade at Centro Educativo Miraflores.

## **SPECIFIC**

To look for methodological strategies to improve the English learning process in students with ADHD.

To analyze the different selected activities to work with ADHD students in order to obtain student's participation to develop the English learning process in class.

To provide a useful short practical guide with activities based in methodological strategies in order to improve the English learning process in students with ADHD.

### **4.4 CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN**

The practical teacher's guide contains many activities which will increase the development of the English learning process to scholars with ADHD. Applying some activities based on methodological strategies already researched we will create a funny environment where ADHD children will learn in a good way with tasks that were created based on their needs.

One of the activities that develop their cognitive and social skills is "Thought and Action" that is a group of activities where students learn to analyze first and then talk. This activity is focused in the constructivism ADHD students give their opinion about a topic already given by the teacher. They create their own point of view and then they defend their opinion in front of the class against their classmates' thoughts.

Another example of an activity that was emphasized in constructivism is "Truly Free". Students produce their own opinion of any topic. In this activity students talk about different topics where they develop their own way to see the world; what is really important in their life and the real meaning of truly free.

"Task based learning" is a methodological strategy that develops their responds in front of situations and that is where listening to dialogues can take an important role. It involves this methodology because ADHD pupils listen a short phrase that they have to transmit to their classmates. ADHD students respond to a

direction and they learned through this task that infers to be a good listener and the importance of the lexical variations of giving information and directions. Also, a good example of using TBL in an activity called “Watch a Card” where we develop the responds of the students describing the card to their classmates. They learn to tell details of a card in order to express a good description to their partners.

One of the most meaningful activities that involves TPR is “Draw Dictation” where scholars answer and describe by drawing what their classmate is telling them. They learn vocabulary through descriptions according to what their classmates are describing to their partners. Even though, they acquire how to infer through looking a picture, creating and imagine a whole picture in their mind for their classmate drawing. Total physical Response is one of the best methodological strategies that we can use if we want our students produce in their own unique way, a clear example of that is “More or Less Projective Card” in which pupils are able to respond in many different ways about the cards they see. They start to infer what would happen next or what did just happen in the picture. They produce their own opinion and act as they were the character in the card.

#### **4.5 THE PROPOSED PROJECT PLAN**

### **PRACTICAL GUIDE FOR TEACHERS WITH ADHD STUDENTS**

#### **PHASES OF DIDACTIC GAMES**

##### **Introduction:**

Follow the steps or actions that will help to play the game, including arrangements that enable the rules and games.

##### **Development:**

During the development of the game, students produce their performance according to the rules already established.

## **Conclusion:**

The game ends when a player or a group achieve the goal according to the rules, or when a group collects the majority amount of points, showing a strong manage of the topic and development of abilities.

Teachers who dedicate to create didactic games have to keep in mind psychological characteristics of the students who the games are for. The didactic games are design fundamentally to learn and develop abilities in specific determine content of the different subjects; the majority part is used in the consolidation of the knowledge and the development of abilities.

The didactic games allow the increase of capacities of students in taking decision, the advance of the capacity of period analysis, which promotes the habits and abilities to evaluate the information and taking collective decisions.

### **1. THOUGHT AND ACTION**

In some groups could exist people that prefer going to the front to solve the activity; some others prefer analyze the activity before acting.

This activity resides in providing discussion about attitudes of the members in front of the thought and the action.

Teacher divides the class in two groups. A subgroup defends the necessity of taking fast actions and the other one argues about the necessity to analyze before acting, from each subgroup is chosen a student to give his point of view, in just a minute, and shows his observations. From five to ten opinions are enough to make the groups have a clear idea.

### **2. LISTENING DIALOGUE**

Listening to a dialogue is a technique that demonstrates the difficulty of receiving and transmitting messages

Teacher organizes the group in a circle or in columns. Each student relays his or her neighbor secretly at the ear in a quiet way a message already received from his or her classmate.

The message must be short and by the end of the circle, the last listener says in a loud voice the message that he received, and the first listener will say the original message as it was received. This comparison will make the groups analyze about the communication mechanism inside and outside of the groups.

Students discover the “misunderstanding” and realize the result of gossips or problems at the time of transmitting directions or communicating information to people.

### **3. WATCH A CARD**

The goal is almost the same as the last game, however in this activity, imaginary elements could have an important role.

Two students see the same picture or card in front of the whole class. The student who saw the picture call a classmate and describe him how the picture was, this student tells a third classmate and makes the same that the first student did.

### **4. MORE OR LESS PROJECTIVE CARD**

Teacher presents a card to the whole class. Each student made their own description in a story in which indicates what happen before, what is happening now, and what will happen.

The class shares all the stories and discusses the differences of each one.

The goal of the activity is the perspective of the diversity and the imaginary ghost through motivation and many projections.

NOTE: in this activity is important the use of flashcards and the analysis of the reasons.

## 5. DRAW DICTATION

The objective of this activity is to show daily the difficulty of transmitting ideas that for some people are clear, and a group of circumstances that can operate as a transmitter or as a receiver.

This exercise is really simple and fun, it has as a goal to show graphically the difficulty of the communication. The adversity is based in each student, has their own way to see everything and everybody, listen to others, their own way to understand. It shows the complication to express something, even if it is simple.

One sees clearly that when someone speaks everybody will understand, and it is not.

### **This exercise has three stages:**

One student reads and the other one takes notes. At the same time everybody can draw what they realize. The student who is drawing is not allowed to make questions.

The student who is reading sees the draw and, even if the student who is taking notes cannot ask, can correct him and tries to make the draw represents as much as possible the image that he wants to transmit.

The activity is repeated once again, the exercise is similar to the last one and try to mix girl with boy to understand the difference of perception, and even if the exercise can be repeated for third time would be great. The teacher repeats the activity; it must be the same image.

The final analysis will help to show conclusions, which is the main goal of the activity.

- The simple model could be the next one.
- An oblique line.
- Perpendicular at the top, the same longitude of the last one.
- Join the two ends.

- Perpendicularly, fence the first angle.
- Perpendicularly fence the second angle, etc...

It could be the dictation of a simple house, or you could invent any kind of draw, avoid to increase the difficulty.

## **6. TRULY FREE**

### **Opportunity:**

Class or meeting.

### **Objective:**

Understand and know about a really important thing as freedom.

### **Motivation:**

On a few minutes discuss and share student's ideas about: freedom, oppressed, degradation.

### **Small Groups:**

Each student comments:

- A moment of my life I felt free.
- A moment of my life I felt oppressed.
- A moment of my life I oppress someone.

#### **4.6 VALIDATION OF THE PROPOSED PROJECT PLAN**

Categories and items of the survey were validated by Lcda. Elvia Bernabe in cooperation with the nine teachers and five ADHD students from sixth grade at Centro Educativo Miraflores. This course is our beginning for the development of the ADHD students. ADHD students learn, practice and discuss about the different topics of the English class. For example, when one of the researchers visited the class, the researcher explored and faced the different behavior of each ADHD student.

The first stage of validation of the proposed project plan was completed in July. This researcher visited the class and administered the content applying some activities based on methodological strategies, at that moment we thought they will be perfect for ADHD students but in fact they took their time to develop and produce the different activities that we applied in class. The students had to analyze and answer with their own opinion about different topics that were described by the teacher.

After the first stage, researchers were able to reject some activities that were considered as possible exercises that could work with ADHD pupils and to get a change to others type of activities that fix correctly according to the needs. For that reason, researchers needed to go back to the methodologies that were selected. Other of the aspects that were taken on the process of selecting activities were the different kind of interests that ADHD scholars have and from that point of view, they adapt, select, and apply strategies that improved their English learning process.

The second stage of validation was completed by the end of September. To avoid taking time from the different regular teacher from the sixth grade at Centro Educativo Miraflores, the kind of activities and possible activities were applied in the different breaks that students had every day. Obviously, the activities and tasks were co-related with the topic of the unit or week but no one of the ADHD students get mad of continuing learning because they were getting fun from all the activities that the researchers prove and develop on them. A lot of activities were applied but just some of them were selected by the researchers as the ones that improve the English learning process in students with ADHD.

As a result, those activities with several methodologies that were considered by the researchers, only three of them were chosen and six tasks were collected to be the ones which improve the English learning process in students from the sixth grade at CEM. By the end of the stages and the using of the practical short guide for teacher with ADHD students, researchers could realize a really huge change in the way they produce and absorb information from their classes. The improvement is the result of many hours and analysis of each student applying activities based on methodologies according them.

#### **4.7 IMPACT/BENEFITS OF THE PROPOSED PROJECT PLAN**

The major part of the educative system that will have a great benefit are ADHD students which will be helped and reinforced through the practical guide to understand and comprehend in a better way the different topics that in a beginning were difficult to understand or catch while learning English. Moreover, the different activities include ADHD students' needs, they will be able to develop their own critical thinking in order to enhance their cognitive and social skills. All those benefits like: increasing their performance in class would be a reality if teachers at CEM apply them in their class with their ADHD pupils.

The social impact that this practical guide will have would be the acquisition of the knowledge, improving the different activities and strategies that scholars with ADHD at CEM will acquire with this project. Teachers will have a crucial support with the guide because they will not spend time looking for activities to apply in the classroom, the guide includes the different kind of activities with their main goal. Consequently, teachers can adapt the information of the activities according to their class make ADHD pupils achieve the main goal of the class that is improving their English learning process through these methodological strategies.

## CONCLUSIONS

The research project is directed to determine how methodological strategies influence the English learning process in students with ADHD. The way that let us to achieve this main goal was the use of surveys and methods of observation. Also, when you apply new methodological strategies in a classroom all the aspects change, because at the moment to introduce new methods you will find a group of interested people, anxious to work and learn; especially when they have never worked with those kind of methodological strategies before or when they do not have too much education about it.

It was necessary to get the institution permission to consider the causes and repercussions of some problems which affect ADHD students' knowledge and do field analyses to get some cases of study also discover a solution to influence the English learning process with students with ADHD through methodological strategies.

During a peer observation in the classroom, we found ADHD students talking or playing, teachers in some cases were annoyed and increment their tone of voice, due to a lack of interests and poor motivation in classroom. Talking about achievement in classes is the result of an unfulfilled potential knowledge of methodological strategies. Finally, it was appropriate to work with other resources to get more information such as interviewing the principal, teachers and all the people who belonged to this educational community.

It was necessary to know what teachers and parents consider about how methodological strategies influenced the English learning process in students with ADHD, and if they have ever listened about the practice of these methodological strategies. Surveys were applied to achieve information and results. As a conclusion, the school community does not have an entire idea about the influence of methodological strategies in the English learning process of students with ADHD. Implementing methodological strategies at sixth grade was indispensable to know how students with ADHD feel inside the classroom using methodological strategies.

At first, it was an arduous work to find specific methodological strategies which fill the necessities of students with ADHD. Then, the benefits of methodological strategies were explained and clear in order to improve the quality of English learning process in teachers. It facilitates their performance with a good classroom management and coordinated variety of activities by using the practical short English guide. At the end, we could see the progress of the ADHD students academically and the advantages that “Centro Educativo Miraflores” might accomplish with the use of this practical guide for students with ADHD.

## **RECOMMENDATIONS**

At the moment to implement the project at school it presented lack of knowledge or resources like strategies that the institution had in its classrooms. Students with ADHD need methodological strategies to increase their English learning process. The direct influence from their families and the environment of each student with ADHD. Teachers work with kids at the school to make students develop and increase their English learning process they need to be helped at home, the lack of interest or time from parents was one of the major problems we could find not just in these courses, in a big part of them.

All the previous readings were so essential to create central ideas to elaborate the whole work. All the methodologies and strategies applied help to elaborate a new way of education and open new windows in the world of having a student with ADHD.

Teachers must be flexible; they cannot demand an ADHD student to be quiet nor allow them to do what they want because ADHD students need to know limits and rules. It is convenient to have ADHD students close to and make them repeat the instruction loudly; making them questions and congratulate them when they are right. Also, educators have to be calm even if the situation is tough. Before losing your temper, it is correct to have a deep breath, and count until 10; if it is convenient you can leave for a minute and go back again to solve the situation in a good way. Always train yourself and involve the whole educative community to have a better management of students with this disorder.

Find positive behavior. The majority part of parents is focused on the negative behavior of their kids, because they are annoying. It is important to show the positive part of our students and make them do something great and congratulate them for that.

Students with ADHD must be disciplined but always finding a solution, never blaming them or labeling the student. The teacher has to use resources to help students in a good classroom and school's integration.

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# APPENDIX

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

**SURVEYS FOR TEACHERS**

**ENTREVISTA AL PSICOPEDAGOGO(A) / DIRECTOR(A)**

**1. ¿Conoce usted lo que es el TDHA en los niños?**

.....

**2. ¿Conoce usted si se necesitan estrategias especiales para ayudar a los estudiantes que padecen TDAH?**

.....

**3. ¿Cree usted que es importante ayudar a los estudiantes con TDAH?**

.....

**4. ¿Cree usted sería necesario crear una guía práctica con estrategias metodológicas para trabajar con niños hiperactivos?**

.....

**5. ¿Considera usted que es importante capacitar a los docentes para ayudar a niños con TDAH?**

.....

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

**SURVEYS FOR PARENTS**

**Objetivo:** Obtener información relacionada al uso de TICS

La información que solicitamos en la siguiente encuesta será manejada con confidencialidad, por ello no requiere sus datos personales. De antemano agradecemos su colaboración.

Conocer las interrogantes e inquietudes de la comunidad educativa sobre el proceso de enseñanza de los niños con trastorno por déficit de atención e hiperactividad

**INSTRUCTIVO**

**Lea detenidamente cada una de las preguntas, conteste con mucha sinceridad, marcando con una X en el casillero a su elección.**

**INFORMACIÓN GENERAL**

**EDAD**

**HIJOS**

**CARGO LABORAL**

**INSTRUCCIÓN**

**No. Alternativas**

4 MUY DE ACUERDO

(M.A.)

3 DE ACUERDO (D. A )

2 INDIFERENTE (I )

1 EN DESACUERDO

**Por favor consigne su criterio en todos los ítems.**

**Revise su cuestionario antes de entregarlo.**

No.	PREGUNTAS	OPCIONES			
		MA	DA	I	ED
1	¿Cree usted que el padre de familia debe ayudar a los docentes en cualquier actividad extra curricular?				
2	¿Cree usted que se necesitan materiales especiales para trabajar con los niños con trastorno por déficit de atención e hiperactividad?				
3	¿Cree usted que se deben utilizar técnicas y estrategias metodológicas para fortalecer la enseñanza de niños con trastorno por déficit de atención e hiperactividad?				
4	¿Está usted de acuerdo en que se implemente materiales didácticos para mejorar el trabajo de los estudiantes con trastorno por déficit de atención e hiperactividad?				
5	¿Está usted de acuerdo en que con su colaboración favorecerá el desarrollo de los estudiantes con trastorno por déficit de atención e hiperactividad?				
6	¿Cree usted que se necesita la intervención de especialistas para mejorar la comunicación en los niños con trastorno por déficit de atención e hiperactividad?				
7	¿Está usted de acuerdo que el docente debe enseñar al padre de familia como trabajar con niños que padecen trastorno por déficit de atención e hiperactividad?				
8	¿Cree usted que los maestros y maestras deben actualizarse?				
9	¿Cree usted que los integrantes de la comunidad educativa deben ayudar a niños con trastorno por déficit de atención e hiperactividad?				
10	¿Cree usted que por medio de una guía se puede capacitar a docentes y representantes legales?				

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

**SURVEYS FOR TEACHERS**

**Objetivo:** Obtener información relacionada al uso de TICS

La información que solicitamos en la siguiente encuesta será manejada con confidencialidad, por ello no requiere sus datos personales. De antemano agradecemos su colaboración.

Conocer las interrogantes e inquietudes de la comunidad educativa sobre el proceso de enseñanza de los niños con trastorno por déficit de atención e hiperactividad

**INSTRUCTIVO**

**Lea detenidamente cada una de las preguntas, conteste con mucha sinceridad, si gusta firme y si no, no se preocupe.**

**INFORMACIÓN GENERAL**

- CONDICIÓN GENERAL**
- FISCAL**
- PARTICULAR**
- FISCOMISIONAL**

<b>No. Alternativas</b>
4 MUY DE ACUERDO (M.A.)
3 DE ACUERDO (D. A )
2 INDIFERENTE (I )
1 EN DESACUERDO (E. D. )

Por favor consigne su criterio en todos los ítems.
Revise su cuestionario antes de entregarlo.

No.	PREGUNTAS	OPCIONES			
		MA	DA	I	ED
1	¿Cree usted que es importante conocer sobre los niños con TDHA?				
2	¿Está usted de acuerdo en que los niños con THDA necesitan ayuda psicológica?				
3	¿Por medio de técnicas activas se puede superar las dificultades en los niños hiperactivos?				
4	¿Cree usted que debe capacitarse para ayudar de manera eficaz a los estudiantes que padecen TDHA?				
5	¿Considera usted que el padre de familia debe ayudar en la formación académica de los niños con TDAH?				
6	¿Está usted de acuerdo en que los niños con TDHA se tornan agresivos ante cualquier estímulo de su entorno?				
7	¿Está usted de acuerdo en recibir cursos de capacitación sobre el trastorno por déficit de atención e hiperactividad?				
8	¿Considera usted que por medio de estrategias metodológicas se pueda superar el THDA en los niños?				
9	¿Considera usted que por medio de una guía se logrará orientar a los docentes?				
10	¿Cree usted necesario que en la institución se implemente materiales didácticos para ayudar a los niños?				

## LESSON PLAN “WATCH A CARD ACTIVITY”

	<b>CENTRO EDUCATIVO MIRAFLORES</b>			<b>AÑO LECTIVO</b> 2015 - 2016
	<b>PLAN DE DESTREZAS CON CRITERIO DE DESEMPEÑO</b>			
Artículo 11 literal I, Artículos 40 y 42				
<b>1. DATOS INFORMATIVOS:</b>				
<b>DOCENTE:</b>	<b>ÁREA/ASIGNATURA:</b>	<b>NÚMERO DE PERIODOS:</b>	<b>FECHA DE INICIO:</b>	<b>FECHA DE FINALIZACIÓN:</b>
Joseph Maldonado B (Steven Montoya V)	Language Art	7	3 – August - 2015	7 – August - 2015
<b>OBJETIVOS EDUCATIVOS DEL MÓDULO / BLOQUE:</b>		<b>EJE TRANSVERSAL / INSTITUCIONAL</b>		
Compare people, places, and events- Describe personal characteristics - Write a newspaper article -Define people, places, and things.		Interculturality		
		<b>EJE DE APRENDIZAJE / MACRODESTREZA</b> Listening, speaking, Reading, writing, text		
<b>DESTREZA CON CRITERIO DE DESEMPEÑO A SER DESARROLLADA:</b>		<b>INDICADOR ESENCIAL DE EVALUACIÓN:</b>		
Define people		Define people		
<b>2. PLANIFICACIÓN</b>				
<b>ESTRATEGIAS METODOLÓGICAS</b>	<b>RECURSOS</b>	<b>INDICADORES DE LOGRO</b>	<b>TÉCNICAS / INSTRUMENTOS DE EVALUACIÓN</b>	
<ul style="list-style-type: none"> <li>• D1</li> </ul> Student's book page 40 Read, look and write the names of the wrestlers using what we learn in superlative adjectives form. Invent a wrestler in the cut out 3b. <b>“Watch A Card Activity”</b> T. gives to each student a different mask and joins with a classmate. They have to describe to their classmate mask using the superlative to describe which is the ugliest, the funniest, etc.	<ul style="list-style-type: none"> <li>• Markers</li> <li>• pencils</li> <li>• Pens.</li> <li>• Notebook</li> <li>• Worksheets</li> <li>• pictures</li> <li>• board</li> <li>• student's book</li> </ul>	To Define people	<ul style="list-style-type: none"> <li>• Oral lesson</li> <li>• Writing lesson</li> </ul>	

## LESSON PLAN “MORE OR LESS PROJECTIVE CARD”

	<b>CENTRO EDUCATIVO MIRAFLORES</b>			<b>AÑO LECTIVO</b>
				2015 - 2016
<b>PLAN DE DESTREZAS CON CRITERIO DE DESEMPEÑO</b>				
Artículo 11 literal I, Artículos 40 y 42				
<b>1. DATOS INFORMATIVOS:</b>				
<b>DOCENTE:</b>	<b>ÁREA/ASIGNATURA:</b>	<b>NÚMERO DE PERIODOS:</b>	<b>FECHA DE INICIO:</b>	<b>FECHA DE FINALIZACIÓN:</b>
Joseph Maldonado B Steven Montoya V	Language Art	7	21 - sept- 2015	24 - sept - 2015
<b>OBJETIVOS EDUCATIVOS DEL MÓDULO / BLOQUE:</b>		<b>EJE TRANSVERSAL / INSTITUCIONAL</b>		
Compare people, places, and events- Describe person characteristics - Write a newspaper article -Define people, places, and things		Interculturality		
		<b>EJE DE APRENDIZAJE / MACRODESTREZA</b> Listening, speaking, Reading, writing, text		
<b>DESTREZA CON CRITERIO DE DESEMPEÑO A SER DESARROLLADA:</b>		<b>INDICADOR ESENCIAL DE EVALUACIÓN:</b>		
Ask about and describing people - Describe routines - Make comparisons - Describe routines - ask about and describing people - Compare people, places, and events- Describe person characteristics - Write a newspaper article -Define people, places, and things		Ask about and describing people - Describe routines - Make comparisons - Describe routines - ask about and describing people - Compare people, places, and events- Describe person characteristics - Write a newspaper article -Define people, places, and things		
<b>2. PLANIFICACIÓN</b>				
<b>ESTRATEGIAS METODOLÓGICAS</b>	<b>RECURSOS</b>	<b>INDICADORES DE LOGRO</b>	<b>TÉCNICAS / INSTRUMENTOS DE EVALUACIÓN</b>	
<ul style="list-style-type: none"> <li>• D3</li> </ul> <b>MORE OR LESS PROJECTIVE CARD ACTIVITY</b> T. shows a card to the students and they infer, describe the reason what they different people of the picture are doing what they are doing.	<ul style="list-style-type: none"> <li>• Markers</li> <li>• pencils</li> <li>• Pens.</li> <li>• Notebook</li> <li>• Worksheets</li> <li>• Pictures</li> <li>• Student's book</li> </ul>	To Define people	<ul style="list-style-type: none"> <li>• Oral lesson</li> <li>• Writing lesson</li> </ul>	

## LESSON PLAN "LISTEN AND DIALOGUE ACTIVITY"

	<b>CENTRO EDUCATIVO MIRAFLORES</b>			<b>AÑO LECTIVO</b>
				2015 - 2016
<b>PLAN DE DESTREZAS CON CRITERIO DE DESEMPEÑO</b>				
Artículo 11 literal I, Artículos 40 y 42				
<b>1. DATOS INFORMATIVOS:</b>				
<b>DOCENTE:</b>	<b>ÁREA/ASIGNATURA:</b>	<b>NÚMERO DE PERIODOS:</b>	<b>FECHA DE INICIO:</b>	<b>FECHA DE FINALIZACIÓN:</b>
Joseph Maldonado B Steven Montoya V	Language Art	7	9 - nov - 2015	14 - nov - 2015
<b>OBJETIVOS EDUCATIVOS DEL MÓDULO / BLOQUE:</b>		<b>EJE TRANSVERSAL / INSTITUCIONAL</b>		
Ask and Answer about life experiences - talk about the theater - describe outdoor activities - discuss past achievements and experiences - talk about the past abilities and habitual actions		Interculturality		
		<b>EJE DE APRENDIZAJE / MACRODESTREZA</b>		
		Listening, speaking, Reading, writing, text		
<b>DESTREZA CON CRITERIO DE DESEMPEÑO A SER DESARROLLADA:</b>		<b>INDICADOR ESENCIAL DE EVALUACIÓN:</b>		
Ask and Answer about life experiences		Ask and Answer about life experiences		
<b>2. PLANIFICACIÓN</b>				
<b>ESTRATEGIAS METODOLÓGICAS</b>	<b>RECURSOS</b>	<b>INDICADORES DE LOGRO</b>	<b>TÉCNICAS / INSTRUMENTOS DE EVALUACIÓN</b>	
<ul style="list-style-type: none"> <li>• D3</li> </ul> <b>Listen and Dialogue Activity</b> T. makes students to make a big circle explain to the students that the teacher is going to choose any of the students a sentence and he has to tell the next one the same sentence until the end of the student the last student stands up and say what he listened	<ul style="list-style-type: none"> <li>• Markers</li> <li>• pencils</li> <li>• Pens.</li> <li>• Notebook</li> <li>• Worksheets</li> <li>• Pictures</li> <li>• Student's book</li> </ul>	To Ask and Answer about life experiences	<ul style="list-style-type: none"> <li>• Oral lesson</li> <li>• Writing lesson</li> </ul>	

## LESSON PLAN "THOUGHT AND ACTION ACTIVITY"

		<b>CENTRO EDUCATIVO MIRAFLORES</b>		<b>AÑO LECTIVO</b>
				2015 - 2016
<b>PLAN DE DESTREZAS CON CRITERIO DE DESEMPEÑO</b>				
Artículo 11 literal I, Artículos 40 y 42				
<b>1. DATOS INFORMATIVOS:</b>				
<b>DOCENTE:</b>	<b>ÁREA/ASIGNATURA:</b>	<b>NÚMERO DE PERIODOS:</b>	<b>FECHA DE INICIO:</b>	<b>FECHA DE FINALIZACIÓN:</b>
Joseph Maldonado B Steven Montoya V	Language Art	7	7 - dic - 2015	11 - dic - 2015
<b>OBJETIVOS EDUCATIVOS DEL MÓDULO / BLOQUE:</b>		<b>EJE TRANSVERSAL / INSTITUCIONAL</b>		
Ask and Answer about life experiences - talk about the theater - describe outdoor activities - discuss past achievements and experiences - talk about the past abilities and habitual actions		Interculturality		
		<b>EJE DE APRENDIZAJE / MACRODESTREZA</b>		
		Listening, speaking, Reading, writing, text		
<b>DESTREZA CON CRITERIO DE DESEMPEÑO A SER DESARROLLADA:</b>		<b>INDICADOR ESENCIAL DE EVALUACIÓN:</b>		
Ask and Answer about life experiences		Ask and Answer about life experiences		
<b>2. PLANIFICACIÓN</b>				
<b>ESTRATEGIAS METODOLÓGICAS</b>	<b>RECURSOS</b>	<b>INDICADORES DE LOGRO</b>	<b>TÉCNICAS / INSTRUMENTOS DE EVALUACIÓN</b>	
<ul style="list-style-type: none"> <li>• <b>D3 THOUGHT AND ACTION ACTIVITY</b></li> <li>T. Form groups with the whole class and in each group there will be a leader. A person who express the ideas of the group.</li> <li>S. join them to their groups and select the leader who will represent the ideas of the group.</li> <li>T. Ask your child what he thinks about a celebrity's behavior and why.</li> <li>S. think about the questions and share their ideas in group then the leader of the group goes to the front and answers the questions naming their favorite celebrity and how they act.</li> <li>T. help your child think about an issue, you might say, "I'm upset so many stars have gotten involved in drugs and try to be so skinny. This is not healthy,"</li> <li>S. give their opinion about drugs and how this is a bad example for the rest of the children</li> <li>T. present opportunities to discuss healthy approaches to eating, and the dangers of drugs</li> <li>S. once again the students discuss the different answers and examples that every group can share with the rest of the class then the leader shares the main idea of the group to add their opinion to the class.</li> <li>T. finish the class with a thought likes: "celebrities are held up as role models, it can be valuable to talk about them. A child looking at the cover of a popular fan magazine on a newsstand will no doubt spot a story about celebrity diets or drug use." To make students understand the importance to choose a good role model in their life.</li> </ul>	Markers pencils Pens. Notebook Worksheets Pictures Student's book	To Ask and Answer about life experiences	<ul style="list-style-type: none"> <li>• Oral lesson</li> <li>• Writing lesson</li> </ul>	

## LESSON PLAN "TRULY FREE ACTIVITY"

		<b>CENTRO EDUCATIVO MIRAFLORES</b>		<b>AÑO LECTIVO</b> 2015 - 2016	
<b>PLAN DE DESTREZAS CON CRITERIO DE DESEMPEÑO</b>					
Artículo 11 literal I, Artículos 40 y 42					
<b>1. DATOS INFORMATIVOS:</b>					
<b>DOCENTE:</b>	<b>ÁREA/ASIGNATURA:</b>	<b>NÚMERO DE PERIODOS:</b>	<b>FECHA DE INICIO:</b>	<b>FECHA DE FINALIZACIÓN:</b>	
Joseph Maldonado B Steven Montoya V	Language Art	7	30 - nov - 2015	4 - dic - 2015	
<b>OBJETIVOS EDUCATIVOS DEL MÓDULO / BLOQUE:</b>			<b>EJE TRANSVERSAL / INSTITUCIONAL</b>		
Ask and Answer about life experiences - talk about the theater - describe outdoor activities - discuss past achievements and experiences - talk about the past abilities and habitual actions			Interculturality		
			<b>EJE DE APRENDIZAJE / MACRODESTREZA</b> Listening, speaking, Reading, writing, text		
<b>DESTREZA CON CRITERIO DE DESEMPEÑO A SER DESARROLLADA:</b>			<b>INDICADOR ESENCIAL DE EVALUACIÓN:</b>		
Ask and Answer about life experiences			Ask and Answer about life experiences		
<b>2. PLANIFICACIÓN</b>					
<b>ESTRATEGIAS METODOLÓGICAS</b>	<b>RECURSOS</b>	<b>INDICADORES DE LOGRO</b>	<b>TÉCNICAS / INSTRUMENTOS DE EVALUACIÓN</b>		
<ul style="list-style-type: none"> <li>• D4</li> <li><b>Truly Free Activity</b></li> <li>Make small groups of students and each student answer the following questions.</li> <li>* A moment of my life I felt free.</li> <li>* A moment of my life I felt oppressed.</li> <li>* A moment of my life I oppress someone.</li> <li>Students share their ideas about the statements and answer to the different situations and experiences of their classmates.</li> </ul>	Markers pencils Pens. Notebook Worksheets Pictures Student's book	To Ask and Answer about life experiences	<ul style="list-style-type: none"> <li>• Oral lesson</li> <li>• Writing lesson</li> </ul>		

## LESSON PLAN "DRAW DICTATION ACTIVITY"

		<b>CENTRO EDUCATIVO MIRAFLORES</b>		<b>AÑO LECTIVO</b>	
				2015 - 2016	
<b>PLAN DE DESTREZAS CON CRITERIO DE DESEMPEÑO</b>					
Artículo 11 literal I, Artículos 40 y 42					
<b>1. DATOS INFORMATIVOS:</b>					
<b>DOCENTE:</b>	<b>ÁREA/ASIGNATURA:</b>	<b>NÚMERO DE PERIODOS:</b>	<b>FECHA DE INICIO:</b>	<b>FECHA DE FINALIZACIÓN:</b>	
Joseph Maldonado B Steven Montoya V	Language Art	7	11 - Jan - 2016	15 - Jan - 2016	
<b>OBJETIVOS EDUCATIVOS DEL MÓDULO / BLOQUE:</b>			<b>EJE TRANSVERSAL / INSTITUCIONAL</b>		
Draw conclusions - Sequence past events - Write a personal timeline			Interculturality		
			<b>EJE DE APRENDIZAJE / MACRODESTREZA</b>		
			Listening, speaking, Reading, writing, text		
<b>DESTREZA CON CRITERIO DE DESEMPEÑO A SER DESARROLLADA:</b>			<b>INDICADOR ESENCIAL DE EVALUACIÓN:</b>		
To draw and describe conclusions			Draw and describe conclusions		
<b>2. PLANIFICACIÓN</b>					
<b>ESTRATEGIAS METODOLÓGICAS</b>	<b>RECURSOS</b>	<b>INDICADORES DE LOGRO</b>	<b>TÉCNICAS / INSTRUMENTOS DE EVALUACIÓN</b>		
<ul style="list-style-type: none"> <li>D2</li> </ul> <b>DRAW DICTATION ACTIVITY</b> Teacher makes students join with a classmate. Each pair receives a card that just one of the pair will see. One of the students will describe the card that he receives and the other one will draw what his or her classmate is telling him/her. Teachers will notice each pair use the vocabulary learned and the use of superlatives. Then analyze vocabulary about health, describe the reading and circle t or f according to the reading. Follow the instructions to complete the chart below. Homework practice book page 35.	Markers pencils Pens. Notebook Worksheets Pictures Student's book	To sequence the different kind of events	<ul style="list-style-type: none"> <li>Oral lesson</li> <li>Writing lesson</li> </ul>		

**FIGURE 1. WATCH A CARD**



**FIGURE 2. THOUGHT AND ACTION**



**FIGURE 3. THOUGHT AND ACTION**



**FIGURE 4. MORE OR LESS PROJECTED CARD**



**FIGURE 5. TRULY FREE**



**FIGURE 6. LISTENING DIALOGUE**



**FIGURE 7. DRAW DICTATION**



<b>REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>		
<b>FICHA DE REGISTRO DE TESIS</b>		
<b>TÍTULO Y SUBTÍTULO:</b> Use of Methodological Strategies to Improve English Learning Process in Children with Attention Deficit Hiperactivity Disorder from Sixth Graders at "Centro Educativo Miraflores" School		
<b>AUTOR/ES:</b>  Joseph Jonathan Maldonado Bermudes Steven Rainiero Montoya Vizuetete	<b>TUTOR:</b> Msc. Maritza Mejía Arteaga	<b>REVISORES:</b> Msc. Giovanni Freire J. Msc. Lourdes Granizo V. MTEFL. Xavier Torres F. Msc. Janeth Mora J.
<b>INSTITUCIÓN:</b> Universidad Laica Vicente Rocafuerte	<b>FACULTAD:</b> Ciencias de la Educación Mención Ingles	
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<b>TÍTULO OBTENIDO:</b> Licenciado/a en Lengua Inglesa Mención en Enseñanza y Administración de Sistemas Educativos en TEFL.		
<b>ÁREAS TEMÁTICAS:</b> Educación		
<b>PALABRAS CLAVE:</b> Trastorno de Déficit de Atención con Hiperactividad		
<b>RESUMEN:</b> El objetivo principal del proyecto investigativo es desarrollar el proceso de enseñanza del idioma ingles en estudiantes con Trastorno de Déficit de Atención con Hiperactividad a través de estrategias metodológicas en el sexto de básica del Centro Educativo Miraflores. Para alcanzar esta meta, se establecieron objetivos para determinar las estrategias metodológicas que pueden ser aplicadas y desarrollar el proceso de enseñanza del idioma Ingles en estudiantes con este trastorno. Como parte de este proceso, actividades como; observación de clases, encuestas, entrevistas a profesores, directores y padres fueron aplicadas para saber las dificultades y deficiencias que ellos enfrentan. Luego de esto, analizando y comparando los recursos obtenidos con los instrumentos ya dichos. Hubo muchos factores que afectan el proceso de aprendizaje del idioma ingles en estudiantes con TDAH. El desarrollo de las estrategias metodológicas fue uno de los más importantes aspectos, muchos de ellos tenían que lidiar con el poco conocimiento que los profesores tenían en el momento de dar clases a este tipo de estudiantes. Sin embargo, después de trabajar con los profesores y estudiantes con TDAH, creamos un mejor ambiente y una mejor experiencia en clases usando las estrategias metodológicas. Finalmente, concluimos haciendo algunas recomendaciones para la institución para que puedan desarrollar el proceso de la enseñanza del idioma ingles en estudiantes con TDAH.		
<b>No. DE REGISTRO (en base de datos):</b>	<b>No. DE CLASIFICACIÓN:</b>	
<b>DIRECCIÓN URL (tesis en la web):</b>		
<b>ADJUNTO PDF:</b>	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO
<b>CONTACTO CON AUTOR/ES</b> Joseph Maldonado B. Steven Montoya V.	<b>Teléfono:</b> 0959444961 0959506408	<b>E-mail:</b> Joseph.94@hotmail.es stemontoya@gmail.com
<b>CONTACTO EN LA INSTITUCIÓN:</b>	<b>Nombre:</b> Ab. Michelle Vargas Aguilar	
	<b>Teléfono:</b> 2596500 ext. 221	
	<b>E-mail:</b> mvargasa@ulvr.edu.ec	

## Urkund Analysis Result

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