

LUDIC-DIDACTIC PROPOSAL FOR TEACHING AND LEARNING ENGLISH TO CHILDREN WITH
ADHD (AN ATTENTION DEFICIENCY HYPERACTIVITY DISORDER) FOCUSED ON SPEAKING
AND WRITING IN THE SCHOOLS FRANCISCO JOSE DE CALDAS AND RAFAEL TELLO



Universidad
del Cauca

DAYANA ALEXANDRA BRUGES GUETIO

TANIA ZULEY TUNUBALÁ ESCUÉ

CRISTIAN DAVID MUÑOZ

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BACHELOR DEGREE PROGRAM MODERN LANGUAGES ENGLISH AND FRENCH

SANTANDER DE QUILICHAO, CAUCA, COLOMBIA

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TANIA ZULEY TUNUBALÁ ESCUÉ

CRISTIAN DAVID MUÑOZ

Project for obtaining the degree of B.A in Modern Languages, English and French

Chairperson: Mg. MAURICIO MANRIQUE

UNIVERSITY OF CAUCA

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Acknowledgements

First, we want to thank God for being with us in this process, for allowing us to carry out and finish this beautiful project surrounded by very nice people. Thank you to our families for encouraging us to go ahead and do not give up despite the obstacles that there were in our path.

Thank Mg. Carmelina Encarnación who started this proposal with us, to Mg. Mauricio Manrique who took up and continued this process, and thank to the teachers who have always been guiding us.

Thank you so much to, Cristian Saldarriaga since he was part of this project and, our beautiful students who were the object of this research. Thanks for the support to the schools Francisco José de Caldas and Rafael Tello and their psychologists and teachers, and in general thanks a lot to all people who contributed their bit to this wonderful project.

God bless you.

Resumen

En esta investigación se propuso la adaptación de materiales didácticos y actividades lúdicas enfocadas en las habilidades del habla y la escritura del idioma para los niños con TDAH. Tuvo como objetivo describir las experiencias de aprendizaje en el inglés de dos niños identificados con tdah mediante la implementación de la propuesta lúdico-didáctica en las escuelas Francisco José de Caldas y Rafael Tello, desde un enfoque cualitativo relacionado con estudio de caso puesto que solo se llevó a cabo con dos estudiantes de diferentes instituciones. Los instrumentos empleados fueron las entrevistas semi-estructuradas, la observación y el diario de campo los cuales ayudaron a cumplir con los objetivos propuestos. Como resultado de la implementación de la propuesta, se evidenció que los materiales didácticos y las actividades lúdicas si pueden influir de manera apropiada en el proceso de aprendizaje del inglés en los niños con TDAH dado que son entretenidos para la enseñanza hacia ellos.

Palabras claves: TDAH, habilidades del habla y escritura, enseñanza, aprendizaje, adaptación, material didáctico, actividades lúdicas.

Abstract

This research proposed the adaptation of didactic materials and playful activities focused on speaking and writing skills the language for children with ADHD. It aimed to describe the learning experiences in English of two children identified with ADHD through the implementation of the playful-didactic proposal in the schools Francisco José de Caldas and Rafael Tello, from a qualitative approach related to case study since it was only carried out with two students from different institutions. The instruments used were semi-structured interviews, observation and field diary which helped to meet the proposed objectives. As a result of the implementation of the proposal, it was evident that the didactic materials and the playful activities if they can influence in an appropriate way the process of learning English in children with ADHD since they are entertaining for teaching towards them.

Key words: ADHD, Speaking and Writing skills, Teaching, Learning, Adaptation, Teaching materials, Ludic activities.

Introduction

In today's world, according to child psychologist Acevedo (2003), there have been many cases of children with deficiencies or difficulties in learning and of which some are not treated because they are not identified. One of the causes of the lack of identification of some special educational needs, maybe due to the fact that the teachers must attend between thirty-five and forty students per room according to the Colombian Technical Standard NTC 4595-of 2015 second edition of the Ministry of National Education, which establishes that the maximum number of elementary and middle school students per class A is forty students, making the work of the teacher more difficult, and more if there are students with ADHD in the classroom, since they need more attention and a type of special methodology, therefore the present research had as its main purpose the adaptation and implementation of some teaching materials and ludic activities for the teaching of English in children with Attention Deficit Hyperactivity Disorder (ADHD) in the third grade one of the school Francisco José de Caldas and in the third grade to the school Rafael Tello, of the municipality of Santander de Quilichao; with the primary idea of giving certain tools to teachers for the development of English classes with children ADHD and that these do not interfere with the functioning of the classes so that it allows an integration of children.

This ludic-didactic proposal aims to facilitate the teaching of English through the adaptation of teaching materials and ludic activities for meaningful learning in children with ADHD, of those schools teaching them English in an entertaining way. As mentioned above, for the development of this research was supported by the Institución Educativa Francisco José de Caldas and the Institución Educativa Instituto Técnico sede Rafael Tello, located in the municipality of Santander de Quilichao to the north of the department of Cauca; given that it is in these institutions that the cases of children with ADHD were found.

For this work we took into account some previous studies that served as support throughout this process, one international and the other national. The international, it was research proposed by Clares (2012) in Spain, whose aim was to teach English appropriately and at the same time, to bring out the greatest potential of these children with ADHD, and the national, made by García, Gómez, and Rodríguez (2010) at the Universidad Libre de Colombia, who proposed the implementation of a series of games selected as an innovative strategy for children with ADHD.

The theoretical framework addressed different authors and theories that explained what was attention deficit, teaching, teaching methods, learning, learning styles, etc. Vygotsky (n.d.) was cited in the field of teaching and learning since researchers were in constant contact with students and they needed to be actively involved in the implementation of the proposal. Similarly, Ausubel (1963) was taken into account with his theory of meaningful learning since the researchers imparted with some knowledge and the children modified and reconstructed those they already had. On the other hand, theories were used about the teaching materials proposed by Nerici (1973), and previous studies to know what had worked with the children with this special educational need, and finally, we talked about the most important topic “the Attention Deficit Hyperactivity Disorder” (ADHD) of which different authors and institutions were found. Among them, we can mention Hoffman (n.d.), Bourneville (1987), Demoor (1901) and Romero and Lavigne (2005), in its book *Learning Difficulties: Unifying Diagnostic Criteria*; and entities such as the National Institute of Mental Health (2009) and the American Psychiatric Association DSM-IV and DSM-V.

The methodology of this project was based on the qualitative approach and the case study, since the researchers were immersed in the students' natural environment, it also counted on their active participation and the implementation was only made with two students. Data collection was done using an observation format which was held during each session with the two children to see if their

academic performance in English was progressing. Interviews also were conducted, one for teachers who are in constant contact with the children and one for OPE I (Orientación del Proceso Educativo) pre-service teachers who were with the children in the previous semester 2019-1. These interviews were done for the purpose of comparing data and validating information, and also focused on the development of speaking and writing skills in their English learning process.

1 Justification

In Colombia, the General Education Act, Act 115 of 1994, articles 21 and 22 mentions the learning of a foreign language as one of the specific objectives in both primary and secondary education; in addition, article 23 states that the foreign language is a compulsory and fundamental area because it will be within 80 per cent of the curriculum. This Act also refers to inclusion, in more detail in articles 46, 47 and 48, which state that education is also for people with physical or cognitive limitations, among others, and that institutions should provide educational and therapeutic assistance to ensure that the academic and social process of these people is favorable. For this reason, it can be seen that it is a requirement to learn a foreign language, such as English which, apart from being the universal language, is intended to be implemented as the second language of the country, but, in reality, teaching and learning are given as a foreign language. During this process, a heterogeneous student population has to be confronted which makes the process a little more difficult because they have very diverse needs, for that reason, for some people with attention deficit disorder with hyperactivity ADHD, it is a challenge to learn a new language because they fail to focus their attention for a long time.

The research project was carried out in the Francisco José de Caldas and Rafael Tello schools located in the urban area of the municipality of Santander de Quilichao in the north of the department of Cauca. The target population was an eight-year-old boy and a nine-year-old girl who were in third grade and were identified with ADHD, even they are registered in the Integrated Enrolment System (SIMAT) which, according to the Ministry of National Education, defines that:

Es una herramienta que permite organizar y controlar el proceso de matrícula en todas sus etapas, así como tener una fuente de información confiable y disponible para la toma de decisiones. Es un sistema de gestión de la matrícula de los estudiantes de instituciones oficiales que facilita la

inscripción de alumnos nuevos, el registro y la actualización de los datos existentes del estudiante, como la consulta del alumno por Institución y el traslado a otros. [It is a tool that allows to organize and control the enrollment process in all its stages, as well as to have a source of reliable and available information for decision making. It is a system for managing the enrolment of students from official institutions that facilitates the registration of new students, the registration and updating of existing student data, such as the consultation of the student by institution and the transfer to others.]

Given the above and adding that the researchers are students of the Bachelor Degree Program in Modern Languages English and French (BDPMLEF), this work could be very relevant because the proposal is to present another way to help children with ADHD learn English in school and to help future English teachers learn another teaching mechanism when faced with a learning context with children with this special educational need. It can also be a tool for teaching in the Modern Language Program OPE (Orientación del Proceso Educativo).

2 Description of the Problem

According to the preamble Colombia's Political Constitution of 1991, it mentions that "In the exercise of their sovereign power, represented by their delegates to the National Constituent Assembly, invoking the protection of God, and in order to strengthen the unity of the nation and ensure to its members life, peaceful coexistence, work, justice, equality, understanding, freedom, and peace within a legal, democratic, and participatory framework that may guarantee a just political, economic, and social order and committed to promote the integration of the Latin American community, decree, authorize, and promulgate the following:"; based on what was said before, nowadays it is common to see, as in educational institutions, and especially in primary schools, there is a great diversity of children, that is, that the students can be from different ethnicities, places of origin, some with high motivation others with low, others with different social classes or children with special educational needs, because of Law 115 of 1994, which states that education is an inclusive service for all children, including children with special educational needs; each one with great potential and great intellectual ability, but because of some learning difficulties, in this case ADHD, many of them are seen as undisciplined children who do not want to study and, in most cases, teachers take them out the classroom, tell them off, and as an alternative, they exclude them from other classmates by placing them at the end of the class or in a corner of the classroom. Although there are specialized educational institutions for children with ADHD, these are not available for most children, because of their high cost.

In accordance with the Institute of Neurology of Colombia, the ADHD is a chronic disorder that begins in childhood after the age of five, which can have a genetic, neurochemical and environmental origin. In addition, it is between the age of 6 to 18, that ADHD is reflected in poor academic performance, despite the generally great potential. Some of their evident manifestations in

the classroom are difficulties concentrating, being disorderly, losing their school supplies, forgetting to do homework, not being able to sit in class, talking nonstop at inappropriate times, presenting great difficulty in waiting for shifts, among others; causing them to be seen as undisciplined students and not understood.

On the other hand, the Ministry of National Education, with the Colombia Bilingual Program, which despite proposing the teaching and learning of English as a second language (L2), is actually taught as a foreign language; that is why it has been a great challenge for many English teachers to teach it to children with ADHD and in this situation, they need more tools or strategies to develop the potential of these children.

Although there are several specific methodologies for these children such as short ludic activities, visual materials, practical exercises using tactile materials that can help with their learning process, as the International University of Valencia proposes in its article Specific activities for children with ADHD (2016); some teachers do not have the knowledge or experience to apply these materials or activities, that's why they assign them other types of tasks or extra jobs, so that, they do not interrupt the classes.

The research question that was the common thread of this proposal was as follows:

What happens when students with ADHD from Francisco José de Caldas and Rafael Tello schools are taught with adapted teaching materials and ludic activities?

3 Objectives

3.1 General objective

- To describe the learning experiences of two children from institutions through the implementation the ludic-didactic proposal.

3.2 Specific objectives

- To identify methodologies used by educational institutions in third and fourth grade for the two children with ADHD.
- To select and adapt teaching materials and ludic activities, for their implementation.
- To analyze the difficulties and preferences in learning English with the ludic-didactic proposal.

4 Constraints

The following limitations could be faced in the development of research:

- The period for the implementation of the proposal that is scheduled as a maximum eight sessions and at least six sessions, which could vary due to the academic calendar of both researcher and researched.
- Lack of attendance of these children for health reasons, as demonstrated in the report of absences in previous school years.
- Failure of teachers to implement the project because of some work stoppage, strike or cessation of activities during class time.

5 Reference Framework

5.1 Previous studies

To develop this research, different types of studies that contain objectives related to the ludic-didactic proposal for the teaching of a foreign language in children with ADHD were consulted, but we highlight the Clares' proposal (2012) which it is international order and she focuses her work as a "TDAH y el aprendizaje de inglés en la escuela: Una propuesta metodológica" which was done in the city of Murcia, Spain that aims to teach a second language to children with ADHD in the most appropriate way without interfering with the functioning of the class.

At the national level, the proposal of García et Al. (2010) who propose their work, "Los juegos en inglés una posibilidad para que los niños con TDAH mejoran su aprendizaje", made in the city of Bogota, Colombia, whose objective is to promote the learning of English in children diagnosed with ADHD through the implementation of a series of selected games.

5.2 Contextual framework

As previously stated, the environment where the research was carried out was in the urban center of the municipal capital of Santander de Quilichao in the north of the Department of Cauca, at the Francisco José de Caldas and Rafael Tello schools. For the interest of future readers of this project, a brief summary of the history of each school was done:

Francisco José de Caldas School: this school began in 1912 in a rural area, first it was called Escuela Centenario de Niñas and by an ordinance of 1927 it rose to the urban category. In 1953 it was moved diagonally to the church La Santísima Trinidad; in 1964 it was moved to its current headquarters. In 1995, this school, in agreement with the Centennial School for Boys and in favor of the municipal administration of Doctor Aldemar Ríos Bermúdez, expanded the coverage of basic secondary education and began to consider as an institution. Later, thanks to resolution 0287 of

February 2000, La Escuela Centenario de Niñas changed its name to Liceo Francisco José de Caldas. Subsequently, on October 2000, by resolution 1943 and decree 1043 from the Ministry of Departmental Education, The Centennial School of Men is joined to the Liceo Francisco José de Caldas constituting Institution under the administration of César Negret Mosquera, Governor of the Department. Finally, thanks to Resolution No 0566 of March 2003, nowadays, it is recognized as Institución Educativa Francisco José De Caldas.

This school is located on Carrera 12 with Calle 10 9-84 in the Centenario neighborhood. Its pedagogical model is traditional as explained by Rovira (n.d.) it is also known as a traditional teaching model or traditional educational model, which acts as if the student was just a sponge to receive information and the teacher was the source to obtain it, basically, there is a noticeable difference between the student and the teacher since this system allows him to impart his knowledge in a standard way.

The vision of the school is as follows:

Ser reconocidos como una institución con excelente oferta educativa, de dinámica innovadora en los diferentes procesos pedagógicos cuyos egresados impacten de manera positiva en nuestra sociedad ya sea en el campo educativo o laboral. [To be recognized as an institution with an excellent educational offer, an innovative dynamic in the different pedagogical processes whose graduates impact of positive way in our society whether in the educative or labor field.

Its mission is:

Contribuir de manera sentida, en la formación de un nuevo ciudadano que tenga saber, claridad en el saber y en el saber hacer, que sea ético, cuyo desempeño ayude a la construcción de una sociedad más tolerante, justa, equitativa, pluralista y donde se respete la diferencia. [To contribute in

a meaningful way, in the formation of a new citizen who has knowledge, clarity in knowledge and know-how, that is ethical, whose performance helps to build a society more tolerant, just, equitable, pluralistic and where difference is respected.]

Thanks to the collaboration of the institution's psychologist, it was possible to identify that there were six cases of ADHD in the school, and each of them was in different grades; however, five students were under observation and one student was reported at the SIMAT, therefore, this student was our case study.

Institución Educativa Instituto Técnico sede Rafael Tello: Its mission is:

Formar personas integra, comprometidas en la construcción y vivencia de paz, en el contexto de un sistema educativo institucional democrático, participativo, pluralista, sostenible y con actitud científica para la consolidación de un mundo mejor. [To form people of integrity, committed to building and living peace, in the context of a democratic, participatory, pluralistic, sustainable, and scientific Institutional Education system for the consolidation of a better world.]

Its vision is:

En el transcurso de los próximos 10 años, la Institución Educativa Instituto Técnico de Santander de Quilichao, continuará liderando procesos educativos de calidad que potencialicen la formación de personas:

- Trascendentes, con principios y valores desde una concepción humanista.
- Autónomas y competentes.
- Asertivas y generadoras de paz.
- Socialmente comprometidas.

-Con capacidad para aceptar y respetar las diferencias.

-Con un desarrollo humano y científico sostenibles.

-Con capacidad de hacer y transformar su entorno.

-Generadoras de procesos investigativos que propendan por el bienestar social mediante el uso y apropiación de estrategias pedagógicas acordes con las exigencias y retos del siglo XXI.

[Over the next 10 years, Institución Educativa Instituto Técnico of Santander de Quilichao, will continue to lead quality educational processes that empower the formation of people:

- Transcendent, with principles and values from a humanist conception.

- Autonomous and competent.

-Assertive and peace-builder.

-Socially engaged.

- With the ability to accept and respect differences.

- With sustainable human and scientific development.

- With the ability to make and transform your environment.

- Generating of research processes that promote social well-being through the use and appropriation of pedagogical strategies in line with the demands and challenges of the 21st century.]

5.3 Theoretical framework

This part explains the basic concepts and theories on which the project was based. Topics such as learning, ludic activities, teaching materials and mainly ADHD were considered. In order to justify the development of this work, the concepts and explanations were addressed in a clear way so that children with ADHD can understand that they face many obstacles in learning because, sometimes they do not know that they suffer from this special educational need, or sometimes in the institution where there are children with this characteristic, it is also difficult to give them full attention because approximately each teacher is responsible for 40 children.

5.3.1 **Attention deficit disorder.** At this point it is important to clarify that different concepts can be found to name attention deficit, however, the most frequented is Attention Deficit Hyperactivity Disorder (ADHD), thus, it is this one that will be used during the implementation of the proposal.

Some authors such as H. Hoffman (1845) described in the middle of the 19th century, a student with attention deficit and hyperactivity that is reflected mainly in the school stage and sometimes causes low academic performance and dropout. Hoffman's descriptions of ADHD are recounted in a book he wrote for his son that was very successful. In this book, he describes the child with ADHD as an unfocussed, hyperactive, and impulsive child.

Then, in 1987, Bourneville represented them as "unstable children" who were distinguished by an exaggerated physical and psychic restlessness, a destructive attitude, with a slight mental retardation. In 1901, J. Demoor pointed out the presence of children who need to move constantly and who associate a clear attention difficulty. (García, R, n.d.)

The National Institute of Mental Health (2009) mentioned that “ADHD is a common childhood disorder and can affect children in different ways. ADHD makes it difficult for a child to concentrate and pay attention.”

Another definition of ADHD is as follows:

TDAH es un término específico que se refiere a un grupo de trastornos escolares y no escolares, que se manifiestan como dificultades significativas para el aprendizaje y la adaptación familiar, escolar y social. El TDAH puede darse a lo largo de toda la vida de la persona, pero se manifiesta de forma particularmente álgida en el periodo vital comprendido entre el nacimiento y la adolescencia. Este trastorno es intrínseco a la persona que lo padece, es decir, que es debido a una alteración neuropsicológica que provoca disfunciones en los mecanismos de Control Ejecutivo del Comportamiento, que afecta de modo directo a los procesos psicológicos de atención sostenida, memoria de trabajo, autorregulación de la motivación y el afecto, internalización del lenguaje y procesos de análisis y síntesis, directamente implicados en las tareas de enseñanza-aprendizaje y adaptación escolar. Aunque el TDAH puede ocurrir conjuntamente con otros trastornos (por ejemplo, deficiencia sensorial, discapacidad intelectual, trastornos emocionales graves, dificultades específicas de aprendizaje) o con influencias extrínsecas (por ejemplo, diferencias culturales, deficiencias o inadecuaciones educativas, instrucción inapropiada o insuficiente), no es el resultado de estas condiciones o influencias. (Romero y Lavigne, 2005, p. 92). [ADHD is a specific term that refers to a group of school and out-of-school disorders, which manifest as significant difficulties in learning and family, school and social adaptation. ADHD can occur throughout a person’s life, but it manifests particularly strongly in the life span between birth and adolescence. This disorder is intrinsic to the person suffering from it, that is, it is due to a neuropsychological disorder that causes dysfunctions in the mechanisms of Executive

Behavior Control, which directly affects the psychological processes of sustained attention, working memory, self-regulation of motivation and affection, internalization of language and processes of analysis and synthesis, directly involved in teaching-learning tasks and school adaptation. Although ADHD may occur along with other disorders (e.g., sensory deficiency, intellectual disability, severe emotional disorders, specific learning difficulties) or with extrinsic influences (for example, cultural differences, educational deficiencies or inadequacies, inappropriate or insufficient instruction) is not the result of these conditions or influences. (Romero and Lavigne, 2005, p. 92).]

5.3.1.1 Symptoms. The American Psychiatric Association (APA) in its fifth version of the DSM proposes the following aspects to identify children or adolescents with ADHD.

To know what the symptoms of ADHD are, you must consider that you have 3 nuclear symptoms: lack of attention, hyperactivity, and impulsivity. However, it is necessary to know the difference between a child who has ADHD and another who does not.

The DSM-V proposes some criteria for establishing a diagnosis of ADHD, and the following criteria were taken into account for the analysis:

Attention Deficit Hyperactivity disorder

A. either 1 or 2:

1. Six (or more) of the following symptoms of inattention have persisted for a least 6 months to a degree that is maladaptive and inconsistent with developmental level:
 - a. often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
 - b. often has difficulty sustaining attention in tasks or play activities.

- c. often does not seem to listen when spoken to directly.
 - d. often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions.) (APA, 2014a, pp. 33 - 34)
2. Six (or more) of the following symptoms of hyperactivity-impulsivity have persisted for a least 6 months to a degree that is maladaptive and inconsistent with developmental level:
- a. often fidgets with hands or feet or squirms in seat
 - b. often leaves seat in classroom or in other situations in which remaining seated is expected (APA, 2014b, pp. 34 - 35)
 - d. often has difficulty playing or engaging in leisure activities quietly (APA, 2014c, p. 35)
 - f. often talks excessively (APA, 2014d, pp. 35)
 - i. often interrupts or intrudes on others (APA, 2014e, pp. 35)

Attention-Deficit/Hyperactivity Disorder not otherwise specified

this category is for disorders with prominent symptoms of inattention or hyperactivity-impulsivity that not meet criteria for Attention-Deficit/Hyperactivity Disorder. (APA, 2014a, pp. 35)

5.3.2 **Teaching.** The teaching proposed by Vygotsky (n.d.) cited by Mena (2009) mentions that the student is like a:

Sujeto activo que participa de una sociedad y cultura determinadas. El objetivo de la enseñanza no es que el estudiante aprenda, sino que se desarrolle como ser humano en convivencia social. Es decir, su fin es el sujeto en su proyección social y cultural. (p.31) [Active subject participating in a given society and culture. The aim of teaching is not for the student to learn, but to develop

as a human being in social coexistence. That is, its end is the person in its social and cultural projection.]

In this model, the student, the teacher, the context, and the knowledge are the four important elements that form a balanced relationship. Here “los estudiantes reconocen su importancia a nivel individual y social” [Students recognize their importance at an individual and social level] (Mena, 2009, p.31) and educators are learning mediators in children and young people (Mena, 2009, p.31).

5.3.2.1 Approaches. Richards and Rodgers (1986) mention that, according to Anthony's model, one approach is “el nivel en el que se especifican las suposiciones y creencias sobre el lenguaje y el aprendizaje de idiomas” [The level at which assumptions and beliefs about language, and language learning are specified]. There are four main approaches which are:

- **Behavioral approach:** In this approach, learning takes place when the behavior is evident in a person either through positive or negative reinforcements. Its biggest contributors are John B. Watson, Ivan Pávlov, B. F. Skinner, E. L. Thorndike y Albert Bandura.
- **Cognitive approach:** It replaces behaviorism in the 1960s and says that learning is given through cognitive processes and influences meaningful learning, i.e. information enters, processes and leads to certain outcomes, where behavioral changes it only indicates that it happens in the learner. Its contributors are: Marriner David Merrill, Charles Reigeluth, Robert Mills Gagné, Jerome Bruner y Roger Schank.
- **Constructivist approach:** Learning is an active and contextualized process where knowledge is given from how students learn. Its contributors are: Lev S. Vygotsky, Jean Piaget, John Dewey y Jerome S. Bruner.

- **Humanistic approach:** It is an approach in which learning is focused on the student and the role of the teacher is to facilitate such learning. Its contributors are: Abraham Maslow, Carl Rogers y Malcolm Knowles.

5.3.2.2 Teaching methods These are ways of teaching children certain subjects. Taking into account that students have different intelligences, methods were created that allow them to approach how they learn something, that is, procedures that try to facilitate their learning. For children with ADHD, the following methods are considered.

5.3.2.2.1 Types of methods

- **Direct method:** This procedure arises in the middle of the nineteenth century, from the need to acquire knowledge in a new language, briefly and efficiently; where the Grammar-Translation method was displaced even though it lacked dynamism and practice. Richards and Rodgers (1986) mention that teachers should promote the natural learning of students within the classroom.

- **Situational method:** This method was born in Britain as a result of the advance of the oral approach. According to Palmer and Hornby (s. f.), this refers to the teaching of students based on their real context that is, to guide their learning to according to the environment that surrounds them, making them develop their ability to speak in a particular language.

- **Total Physical Response (TPR):** This procedure aims to teach a language by means of speech and physical activity. Asher (1977) explains that the movements in the teaching of students, decrease the tension that they can feel in front of a language or new topic, favoring their learning.

- **Communicative method:** It is a method of teaching in which its purpose is for students to use their ability to relate and communicate in a particular language.

5.3.3 **Learning.** The human being, during his life trajectory, is in a learning process through his experiences. However, there are many theories about how the human being acquires these knowledge, such as the theory of learning by Vygotsky (n.d.) who states that:

Learning is a social activity, and not just a process of individual realization as it has so far been sustained; an activity of knowledge production and reproduction through which the child assimilates the social modes of activity and interaction, and later in school, in addition, the foundations of scientific knowledge, under conditions of social orientation and interaction. (p. 1)

Accordingly, learning is a socially constructed process, since in most situations knowledge is built on experience and social interaction.

5.3.3.1 **Meaningful learning.** The proposal of this research will be supported by significant learning which according to Ausubel (1983) cited by Mena (2009) says that:

At the time when the initial meanings of the signs or symbols of the concepts are established in the process of forming concepts, new meaningful learning will provide additional meanings to them, and new relationships will be acquired between previously acquired concepts. (p. 35).

In addition, Ausubel can distinguish three types, which are: learning representations, which is the most elementary form of learning as the person gives meaning to a symbol by associating it with an object of reality; the learning of concepts, in this case the symbol relates it to an abstract idea something that can have a more personal meaning in most cases; and, finally, the learning of propositions, is the one who uses the two above types to achieve more elaborate learning, that is, knowledge is given by the logical combination of concepts (Torres, n.d.).

This is a theory in which he explains how an individual can acquire and store ideas and at the same time build others. A child, for example, during his first years of life can acquire a lot of information, but it is through time that, from what he has learned, he can build more meanings.

5.3.3.2 *Learning styles.* Considering that learning is presented in different ways in each student; in this case you will see how the senses influence learning, that is why it is important to know learning styles (VAKOG) which are visual, auditory, kinetic, olfactory and gustatory; and which, because of their different combinations, children learn differently.

However, it must be clarified that, of all these styles, the most influential are the visual, auditory and kinetic; since the other two, the olfactory and gustatory ones are presented during the first years of life because the child uses them as a survival mechanism, as evidenced by a research carried out by professors Rita and Ken Dunn. According to this research, it can be decided that children around the age of 5 and 7, can perceive the world through the combination of these three senses: sight, hearing and touch; and that, from 7 years onwards, these children may be more prominent in some of them (Hearn, I. and Garces, A., 2003, p. 14).

- Visual children: they are those who react when they do very well in reading and writing because they learn through drawings and schemes. They're very observant and orderly.
- Hearing children: learning occurs when they receive oral explanations and when they can explain that information to another person.
- Kinetic children: manifest in two ways, one external, those children who experience emotions; and the other internal, those who have the need to touch or move to receive information.

For this reason, these learning styles were a key point in our research because of it help us to identify the learning styles of children with attention-deficit and thus adapt teaching materials and ludic activities.

5.3.3.3 *Main influential characteristics of a person in learning a foreign language.*

Learning is an activity of production and reproduction of knowledge and that depending on the person its process varies, that is, that the learning would be given as a fast or slow process.

Moreover, it must be said that in this process there are characteristics of a person involved in the way he learns a foreign language, aspects that can influence the individual in a positive or negative way; motivate him or, on the contrary, discourage him.

The main factors that could be involved in learning a foreign language are:

- **Age:** Without a doubt, a factor of great importance at the time of learning a foreign language.

Authors such as Penfield, Roberts, and Lamendella (1977) say that in the first years of a person's life between 8 and 9 years, the brain presents a greater plasticity and flexibility that allows it to assimilate new codes. In addition, phonological capabilities make it possible to hear and produce sounds correctly. However, this condition deteriorates after age 11 or 12.

- **Motivation:** This factor plays a very important role and not only in learning a foreign language but also in acquiring a second language because the person who wants to learn a different language always has great expectations of how to learn it. According to Goleman (1996) quoted by Larrenua, R (2014) states that "Emotions hinder or enhance our ability to think, to plan, to undertake the training necessary to achieve a long-term goal, to solve problems, etc., and, in the same vein, set the limits of our innate mental abilities and thus determine the achievements we will achieve in our life. And to the extent that they are motivated by enthusiasm and taste in what - or even by an optimal degree of anxiety- they become excellent stimulus for achievement".

- **Personality:** With respect to this factor, André-Marie Manga (2008) says that each human being has unique characteristics that make them different and that these aspects can have both a positive and a negative impact on the learning of a foreign language. In addition, the personality

adopts some characteristics of the behavior that the student develops when studying a foreign language. For example, a student whose personality is extroverted will have better oral expression when speaking the foreign language, unlike a student whose personality is introverted, will be delayed in the learning process.

- **Aptitude:** According to the influential factors in learning a foreign language (n.d.) says that aptitude refers to the ability of students to, learn elements and associations, find the links between words, analyze the language being studied grammatically and which is capable of deeply assimilating the phonology and phonetics of the foreign language.

5.3.4 **Theory of behavior.** This theory studies human behaviors through certain stimulus or rewards that help human beings achieve their goal (Skinner, 1957 quoted by Brown, 2000); Brown (2000) mentions “a behaviorist might consider effective language behavior to be the production of correct responses to stimulus. If a particular response is reinforced, it then becomes habitual, or conditioned. Thus children produce linguistic responses that are reinforced” (p. 22).

5.3.5 **Chomsky in the language acquisition.** Chomsky (1964) cited by Brown (2000) indicates that language acquisition is not analyzed by looking at human behavioral stimulus and responses alone. He explains that learning in every human being is different but that the learning of certain language skills is innate in children since they have a unique way of understanding a language, and this is what he calls Language Acquisition Device or LAD (Chomsky, 1965, cited by Brown, 2000).

5.3.6 **Learning of the vocabulary.** Brown (2001) mentions that it is important to learn vocabulary when it is taught within a context as learners can associate and apply new words to a meaningful context.

5.3.7 **Accuracy and Fluency.** Accuracy, as suggested by the British Council, evidences the ability to properly use vocabulary, grammar, and the necessary punctuation such as verbal forms, articles, and prepositions. He also reiterated the constant need for this capacity in formal written works since, if you have many spelling faults, this could be understood as a lack of professionalism. British Council argues that one way to improve accuracy is to read texts, articles, books, magazines, etc. as they use the most correct grammar and vocabulary to provide the reader with the right information.

On the other hand, British Council proposes that fluency is the sequence and efficiency to speak. Some grammatical errors may occur at the time of communication, but they must be very minimal so that this does not hinder what is intended to be understood. This ability is important in an oral presentation as it presents its perspective in a simple and brief way. Fluency can contribute to good socialization without mistakes ideas.

5.3.8 **Krashen's Hypothesis.** Krashen (1982) cited by Brown (2000) proposes the model of the monitor which deals with the acquisition and learning of a second language and contains five hypotheses. Two of these five scenarios will be taken into account: the natural order scenario and the monitor scenario.

5.3.8.1 **Natural order hypothesis.** What is proposed in this hypothesis is the acquisition of the rules of both the first language and the foreign language must be acquired in a natural way (Krashen, 1982, cited by Brown, 2000).

5.3.8.2 **Monitor hypothesis.** Krashen (1982) cited by Brown (2000) mentions that this hypothesis is used by the learner to edit or make corrections in his learning process and clarifies that this hypothesis does not happen in the acquisition of a language.

5.3.9 **Socio-affective factor.** According to Brown (1973), he mentions that the social factors are: empathy, introversion/extroversion, and aggression. These aspects can play a role in a student's learning of a foreign language within a society.

5.3.9.1 *Social factors*

- **Empathy:** It is the affinity of one person to identify with another.
- **Introversion/Extroversion:** these factors mention a person's ability to deal with the environment, for example, introversion (undesirable behavior) is the feedback that a person has on himself /herself, while extroversion is socializing with others, it is more friendly.
- **Assault:** It is an unwanted behavior that can hurt or harm a person.

5.3.10 **Willingness to communicate.** As Reinders Notes (2016)

It is a concept that has recently begun to receive considerable attention in research into the acquisition of a second language and in the practice of language teaching, because it brings together different factors that explain why students get involved in communication in the target language.

That is, when teaching an L2, teachers strive to encourage students to communicate. But it has been kind of hard because some students are not motivated to communicate. That is why the goal of WTC is to get students to develop this ability in a second language either in or out of the classroom.

Because of the above, as foreign language teachers one of the goals is to achieve the development of communicative competence, but, although there are clear objectives for programming and attempts to carry out communication activities, Students often do not reach this competition. One reason may be that more time is needed than is usually predestined in the classroom, but another may have to do with affective factors.

5.3.11 **Cognitive factors.**

5.3.11.1 *Automaticity.* Brown points out that the principle of automaticity is the fluency of language from a subconscious process, and that it can only be achieved without thinking too much about the forms or rules of language. (p. 56)

5.3.11.2 *Meaningful learning.* In this process, for language to be given in the long-term it is necessary that learning to be provided in a realistic context as they relate everything to sounds, words, or structures in the most relevant aspects of their daily life and thus, ceases to be a memory learning to a meaningful learning (Brown, p. 57)

5.3.11.3 *Anticipation of rewards.* All human beings are led to behave in a certain way, whether for some purpose that is to be achieved and that, in a future, whether long or short, the results of such motivation are seen. In this case, Brown mentions how a learner can fulfill his purpose with different rewards whether tangible or intangible so that they can learn a foreign language. (Brown, p. 58)

5.3.11.4 *Intrinsic motivation.* Learners can be intrinsically motivated as they are very curious when they learn something new, for this reason, this motivation must be taken into account when teaching the foreign language, and there is no greater reward than the learner's own motivation (Brown, p. 59).

5.3.12 **Adapting classroom materials.** Islam and Mares (2003) who mention that the adaptation of materials is necessary to provide more opportunities to communicate in some language, besides they express that not all the material is fully developed, that is to say that the material must be intended to suit the needs that the student has, in the same way, they affirm that these are a fundamental part for the class to have success.

For this reason, we took into consideration this theory to adapt the following teaching materials and ludic activities for teaching and learning English focused on speaking and writing skills in children with ADHD.

5.3.12.1 **Ludic activities.** The selection and adaptation of ludic activities was made according to González (n.d.) cited by García et Al. (2010), who says that anything that is different, entertaining and out of the routines is of interest to children with ADHD, this is why a series of games are presented that involve movement, concentration, and attention for learning a second language, in this case, English. It is also important to mention that the ludic activities were focused on the development of speaking skill.

- **Relay game (also known as relay race).** Fabris (2017) says that a “Relay Race is a fun game that gets your whole ESL / EFL class using new vocabulary and language targets quickly. By emphasizing cooperation and more importantly fun, a Relay Race is all but guaranteed to be a class favorite.” In other words, this game helps to learn new words in an entertaining way.

This is an activity where the children will be once in line and lined up touching with their hands the back of the partner in front, with their legs wide open so that they can pass under, the signal is given and the last passes under everyone’s legs and puts the first and so on until they reach the goal and there they must place the flashcards of the body parts in the figure of the human body.

- **Omitting numbers.** Also known as ESL Buzz by TEFL Handbook Team. They explain that omitting numbers is a useful resource to teach numbers for beginners, that's why, in this activity the children must take into account the numbers, mainly the multiples of each number. Then, the teacher should say what number or multiple must be replaced by the word BOOM, they will make a circle and so the game will start, for example, in the hall this activity will be carried out and the condition is that they do not say the number five or their multiples, so, one, two, three, four, boom, six, seven, eight, nine, boom, eleven, twelve, thirteen, fourteen, BOOM... etc. It can be said that the word BOOM can be changed by the name of a fruit, a color, a place or an animal, depending on the purpose of the activity.

- **Broken phone:** according with Daphne Tan (n.d.) mentions that "this is a little game I have used to help students with their listening practice and it develops pronunciation awareness." For this activity, the children must form two groups and make two lines, then the teacher will choose two people who will be first in the ranks to say the word he or she tells them, this word will be said by each child to his or her other partner in the ear until he or she reaches the last and the latter student must go and say the word to the teacher, and if the word corresponds to what the teacher said initially, then this group will be the winner.

- **Memory:** ESL Activities (2020) states

This memory game makes an excellent test of memory skills as you place cards with words and definitions or pictures face down on the desk in an organized fashion. The students try to find a match by choosing one card, then the corresponding one.

For this game, will also form two groups, the teacher will bring a billboard in which there will be small images, such as, fruits, numbers, family members, feelings, etc., evidently there will be two equal images, will be in different order and vice versa to memorize when the others become visible.

Then the first group will tell the teacher which images to flip and if they hit repeat the turn and if it is not the turn of the other group, whoever has the most hits will be the winner.

- **Snakes and Ladders:** TEFL Lemon (n.d.) mentions that “Snakes and Ladders is an excellent TEFL classroom tool for language acquisition.” This activity is a billboard that has 16 squares, in some squares there are some questions about the subject that are teaching in classes, the questions go in an interspersed square, there are two snakes and these are the ones that make the player back, there are also two ladders, which are for the player jump many squares.

- **Environment and Pollution:** Rusiana and Nuraeningsih (2016) says that

Traditional games are games that are played by certain community for generations. The games are some for children and the rest are for adults. Traditional games in each area are different on the rule showing its characteristics. The purposes of playing traditional games are to get amusement, spending spare time, and to be sociable. (pp. 195 - 196)

First, the teacher will choose two students, one will be Environment and the other will be Pollution, and then she will tell the students some words about the vocabulary of the topic they are teaching in classes. Environment will ask others "Are there some flowers?" And if there are any flowers in the group, the students will answer "Yes, there is", then he or she must run, if the Environment catch him/her, he or she will be of this group but if the environment does not catch him/her, he or she will be from the opposite group.

5.3.12.2 Teaching materials. Like ludic activities, the selection and adaptation of teaching materials was made taking into account Nerici (1973) cited by Madrid (2001), who proposes that the teaching material tend to represent reality by facilitating learning, since it is a bridge between what is taught and what is learned and what is taught in the real world. Many specialists can use different terms concerning materials, often they will find them as means, teaching resources or teaching materials, but in general, there is talk of a resource that teachers use to facilitate teaching and learning, in this case, that of a foreign language.

These materials are important because if the material is adequate, it benefits the teaching and learning process since it more easily represents and illustrates what is to be taught, allowing students to learn in a different and entertaining way. In this case, in the learning of a language, the curricular materials are of great help, since according to Madrid (1996) the learning can be carried out in an intuitive and subconscious way by the effect of the “input” used in curriculum materials. This is because the learning of a language takes place through different processes as personal, global and meaningful that has a close relationship with the interests and needs of the subjects who learn it.

That said, Breen and Candlin (1987) propose criteria for the selection and development of curricular materials:

- Objectives and contents of the curriculum material: the proposed aims of instruction, what they offer to apprentices, and what they omit.
- Proposed tasks for learning: work sequence that establish, type of tasks that suggest: variety, clarity, adequacy.
- Variety of teaching resources and materials: Adaptation of materials to the needs and interests and expectations of students.

- Adaptation of materials for learning English at the desired level: sequencing, structure and continuity
- Adaptation of materials to generate the desired learning processes: autonomous learning, learning by discovery, construction of learning, content-based learning, cooperative learning.

For the development of the writing skill of children with ADHD, some board games together with worksheets were adapted for the teaching materials since these facilitate the concentration for the fulfillment of the proposed task in classes.

- **Let's match!** in this worksheet there will be on one side the letters of the alphabet, in the middle the respective pronunciation and on the other side there will be images of each letter.

Children should relate lyrics to pronunciation and color images.

- **Seven differences:** according to TWINKL (n.d) a “Spot the Difference games can be used by ESL/EFL teachers to practice functional language such as there is/there are, prepositions of place and the present continuous tense.” To play this game, the teacher will give each student a sheet of paper on which there will be two very similar images, but with some differences, the child will have to find the seven differences and write them.

- **Word search:** Nicuesa (2019) tells that “Las sopas de letras también pueden ser instrumentos de aprendizaje de otro idioma. En este caso, el niño está familiarizado con el ejercicio en sí mismo, pero sale fuera de su zona de confort habitual por el contexto del idioma. [Word searches can also be tools for learning another language. In this case, the child is familiar with the exercise itself but is outside of his usual comfort zone due to the context of the language.]” The children will receive a sheet of paper on which there will be a word search, at the beginning of this there will be an instruction that will tell them what to look for, they will have to find the words and write them.

- **Puzzles:** according to Swartz (2018) a “Puzzle play is a great time to build cognitive and fine motor skills, but it can also be a time to build social, emotional, and language skills when caregivers use time with puzzles thoughtfully.” To do this activity, his material will be made in pairs and it is the parts of the house, after putting it together, they should write these parts in English. The puzzle not only develops cognitive and fine motor skills, it also contributes in the social, emotional and language part when used in a reflective way.
- **Domino,** this material contains 24 tokens, in these there is an image and some words, a token has the word of the following image and so on.
- **Maze,** this material is about a worksheet which the students should find the way and in this process, he or she look at a picture related to the topic vocabulary taught and they should write some sentences.

5.4 Legal framework.

This section of the work aims to offer a vision of the legal norms of Colombia regarding the inclusion of education and equality of children with special educational needs.

To begin with, it must be borne in mind that our rights and duties as citizens are governed by the Colombian National Constitution of 1991, and it is worth noting what article 13 says

All individuals are born free and equal before the law, will receive equal protection and treatment from the authorities, and will enjoy the same rights, freedoms, and opportunities without any discrimination on account of gender, race, national or family origin, language, religion, political opinion, or philosophy. (Oxford University Press., 2005, p. 6)

In 2009, The decree 366 was issued regulating the organization of the pedagogical support service for the care of students with disabilities and exceptional abilities or talents in the framework of education inclusive. This was aimed at improving the lives of many students who have a disability, whether mental or physical, by providing them with strong support so that they can access education as other children in our country do.

In 2017, The decree, 1421 was issued regulating the provision of education to the disabled population in the framework of inclusive education. The purpose of the latter was to provide education for the disabled population, so that they could have the same guarantees as others.

In addition, Act 115, which provides for the General Education Act, was adopted in 1994, and Article 46, Chapter I, Title III, provides for integration with the educational service. Education for persons with physical, sensory, psychological, cognitive, emotional or exceptional intellectual abilities is an integral part of the public educational service.

6 Methodological Framework

6.1 Approach

The approach used for this research is qualitative, according to Sandín (2003):

La investigación cualitativa es una actividad sistemática orientada a la comprensión en profundidad de fenómenos educativos y sociales, a la transformación de prácticas y escenarios socioeducativos, a la toma de decisiones y también hacia el descubrimiento y desarrollo de un cuerpo organizado de conocimientos. [Qualitative research is a systematic activity oriented to the in-depth understanding of educational and social phenomena, the transformation of socio-educational practices and scenarios, decision-making and also towards the discovery and development of an organized body of knowledge.]

It is for this reason that research uses this approach because the project or proposal will be developed with the contact of its participants, that is to say, that there will be constant interaction between researchers and students with ADHD.

6.2 Method of investigation

6.2.1 **Case study.** For this research in the educational area, researchers will observe the reality of learning these children with ADHD in detail, that is, they will observe how they learn English, difficulties and thus help them to identify the problems affecting the parties involved in the process of learning this foreign language and to take action in search of possible solutions.

Robert Yin (1989) cited by Chávez (2012, p.142), defines the case study as “una investigación empírica que investiga un fenómeno contemporáneo en su contexto real, donde los límites entre el fenómeno y el contexto no se muestran de forma precisa, y en él, que múltiples fuentes de evidencia son utilizadas. [empirical research investigating a contemporary phenomenon in its real context,

where the boundaries between the phenomenon and the context are not accurately displayed, and in it, that multiple sources of evidence are used.]”

Similarly, Hamel (1993) cited by Montaner (2018) indicates that:

La potencia y justificación investigadora de un estudio de caso se fundamenta en el supuesto de que lo global se refleja en lo local o, en otras palabras, en la naturaleza holográfica de la realidad, describiendo cualquier proceso de una unidad de vida en sus diversas interrelaciones con su escenario cultural. [The power and investigative justification of a case study is based on the assumption that the global is reflected locally or, in other words, on the holographic nature of reality, describing any process of a unity of life in its various interrelationships with its cultural scenario.]

The present study was important in this proposal because it was observed, described and analyzed the English learning process in two children with ADHD during the implementation of the material designed and proposed specifically for them taking into account reference theories.

6.3 Population

The population of the study in which this proposal will be implemented will be an eight-year-old boy from the Rafael Tello school, and a nine-year-old girl from the Francisco José de Caldas school, both from the third grade. In addition, these students are diagnosed with ADHD and are therefore in SIMAT. This is in order to implement the material proposed by the researchers and to be sure that everything researched and proposed can work.

6.4 Instruments.

For this qualitative approach project and to achieve the proposed objectives, data collection will be done through interviews, observation and the field journal.

6.4.1 **Interviews.** Considering Hernandez et al. (2010) an interview “se define como una reunión para conversar e intercambiar información entre una persona (el entrevistador) y otra (el entrevistado) u otras (entrevistados). [is defined as a meeting to converse and exchange information between one person (the interviewer) and another (the interviewee) or others (interviewed)]”.

For this reason, in order to identify the methodologies used by the institution, interviews will be conducted with teachers who are always in contact with students with ADHD which will take place at the beginning of the process, and, therefore, some interviews will be made to the practitioners of the previous semester (2019-1). This will be done in order to collect information will allow researchers to have an indication of which methodologies are used for these children by the teachers. (Appendix 12.2 and 12.3)

With the help of these tools, all the information will be collected to design the ludic-didactic proposal that children with ADHD need for meaningful learning through foreign language tasks.

6.4.2 **Observation.** Through this tool, we knew about the context in which children with ADHD from both schools found themselves.

In addition, we will know the place that children with ADHD occupy in the room and what is the relationship of those children with the rest of the group, how their classmates react to this behavior and mainly how is the English learning process in these children and what strategies institutions use to give a solution. Likewise, objective number two could be concluded, which is the selection and adaptation of ludic activities and teaching materials since behavior will be analyzed when learning the foreign language taking into account motivations, whether they like it or not, whether they pay attention when carrying out the proposed activities or how they react to it, whether those materials or activities were of great assistance in the learning of the foreign language. (Appendix 12.4)

It should be clarified that the observation or any intervention that the researchers make will be made with the respective accompaniment of the teacher who is in the hours of English.

The materials used and the activities to be developed with children with ADHD are related to the subjects that the teacher in charge of the course, be a teacher holder of the school or a student of OPE, has planned with the proviso that this material and these activities respond to the proposed research.

6.4.3 **Field journal.** As Schon (1987) cites by Ferraro (2000), the field journal is a resource,

El cual consiste en un acto reflexivo al finalizar de cada clase por parte de los investigadores a cargo, donde deberán consignar las reacciones de los estudiantes observados en los diferentes momentos de la clase con el fin de perfeccionar el trabajo del docente. [Which consists of a thoughtful act at the end of each class by the researchers in charge, where they must record the reactions of the students observed at different times of the class in order to improve the work of the teacher]

To meet the third objective, which will analyze the preferences and learning difficulties of children with ADHD, At the end of each session the field journal will be made where each researcher will describe everything that happened during the session. In particular, the preferences and difficulties of students will be detailed through questions that will be asked to students in general, paying attention mainly to the child with ADHD. In addition, a photographic record shall be kept of each of the proposed activities. (Appendix 12.5)

In the analysis of results, data from interviews, observation and the field journal will be compared to assess the problem more objectively and comprehensively, and improve the strategy for learning English as a foreign language in children with ADHD.

7 Data analysis

7.1 Interview analysis

The main criterion to be followed was to interview the teachers who teach to these children with ADHD and to know what methodologies they use with them and how the behavior is in the different areas of learning, in the case of the area of English, it was important to interview the pre-service teachers of the last semester of the Modern Languages Program who had taught at the schools mentioned previously.

It was estimated that fifteen teachers participated in the interview, however, in the case of the school Francisco José de Caldas, some teachers were reluctant to participate in the project by arguing that they were so busy with their job and didn't have time to answer that interview, mainly, the English teacher that school has, therefore, the only teacher that cooperated was the third grade director. On the contrary, at the school Rafael Tello, the teachers were willing to make their contribution in the project, except one of them. With respect to the pre-service teachers, they were two, the first one was in eighth semester and the other one was in ninth semester. In total, eight people were interviewed, of whom four were selected: the two pre-service teachers and the two third grade directors since they know very well how the process has been during teaching and learning in these children.

After meeting with interview participants, it is important to stress that the type of interview that was used was the semi-structured interview since the questions may be flexible, but at the same time, they did not lose the research guideline. Besides, the main objective of these interviews was to know what methodologies are used by teachers when teaching children with ADHD, and they answered the interviews by writing. In addition, they all gave their signed informed consent to be

participants in this project where both parties agreed to use the information given exclusively for the investigation. (Appendix 12.2 and 12.3)

Now, to identify what methodology was used to teach these children, some questions were divided in different categories to do the respective analysis. In the interviews that were done for school teachers, it was divided in four categories, first, the method that teachers used. With respect to this category, they expressed that they didn't use a specific method since it was impossible to use only one. However, one of the teachers said that the student with ADHD of the Francisco José de Caldas school didn't have this special educational need.

In the second category, it was questioned how was the role both teachers and the two students with ADHD. In this case, they mentioned that their role is as a guiding that help them to go ahead and for that reason they deal with children by the same way. On the other hand, according with the roll of the two students with ADHD, in the case of the student 1 the teacher said that she was very distracted because she liked to talk with other classmates, however, in most cases, she didn't have a good relationship with her classmates. In the same way, with the student 2, the teacher said that he was so aggressive, undisciplined and he worked when he wanted, avoiding the rules established in class.

In the following category, the teachers answered about what the strategies and the resource they used to teach to these two children, to which they noted that they worked according with their pedagogical knowledge since they didn't have the specialty to work with these children, and what they were trying to do was keep them busy most of the time. For that, they used some flashcards, photocopies, audiovisual media and other resources that they believed appropriated for them.

Finally, the last category was about how the teachers evaluated the speaking and the writing and they mention that the student 2 was evaluated through stories, images and descriptions. While the student 1 didn't have this special educational need the teacher replied, and the for that reason, this student 1 didn't have any problem to participate and to be evaluated about the competences of the concerning topic.

Now, these are the analysis of the interviews carried out with the pre-service teachers. In these interviews, also it was important to divide the questions in some categories, the first one was about the knowledge that they had about special educational needs that may occur in the classroom. So, the pre-service teacher replied that they are clear that in any classroom there may be a learning difficulty because not all children learn in the same way, but just as you can find these children you can also find the lack of teaching resources in some educational institutions. Therefore, it is important to use a methodology with which a teacher can balance those two parts and help children during the teaching and learning process. Regarding Attention Deficit Disorder with hyperactivity, they mentioned that they did not know much about the issue because they only recognize it by the acronym ADHD but not as a case that they have known in depth.

As in previous interviews, they were also asked about the roles they and the children played during English class. In the case of them as teachers, they tried to be very understanding and very attentive, being the same generating a trust with both children with ADHD and other classmates. Regarding the role of the two children with ADHD, in the case of student 1, she was very participatory so that he had not realized the special educational need that she presented. While with student 2, he was very energetic and when he got bored, he got distracted and bothered his classmates.

The following category, it was about the difficulties in their teaching process and what strategies resources they used during their internship. In the case of student 1, the most difficult thing was to manage the girl's relationship with her classmates, since they bothered her a lot and, on several occasions, she was distracted by talking to her classmates. However, he did not use an exclusive material for the girl with ADHD, since during the classes she was attentive and the activities he performed were songs, videos and different games that caught the attention of the girl. In the other case, the most difficult thing the teacher found was to create strategies to teach children with ADHD, so the materials he used were word search, videos, coloring drawings. And according to this, he rectified that if in the case of the child with ADHD, he was kept busy to learn a foreign language, in the same way with the others; therefore, like the other teacher, he also did not use a material exclusive to the child with ADHD.

Finally, the last category was how they evaluated the communicative competence, but in special, the writing and speaking skill. With student 1, what he did was that the classes were very didactic and, in this way, he performed different tests both oral and written, in terms of speaking skill, the students did readings or role plays and, in this way, knowing what level they were at. While, in writing skill, he performed short tests to evaluate what the children had assimilated from the subject. With Student 2, the way he evaluated communicative competence was through drawings and blanks to complete words which were used for writing skill, and repetitions to practice pronunciation in speaking skill.

To conclude, with these interviews we realized the methodology used for teaching these children with ADHD were several since there are not a method in which both the teachers and the pre-service teachers have gotten a good level in these two children. Besides, none of them were clear about what

ADHD was, so it allowed them to work equally with all children, even those with special educational needs.

7.2 Action stage

To carry out the implementation of this research, in this action stage was important to select and to modify five ludic activities and five teaching materials, taking in account that the ludic activities were selected for the speaking skill and the teaching materials were for the writing skill. These were developed during five sessions in the following order:

<i>Session</i>	<i>Activity/Material</i>	<i>Skills</i>	<i>Competences Related with ADHD</i>
1	A relay game	Speaking	Social skills, i.e. turn taking
2	Word search	Writing	Concentration and building vocabulary
3	Omitting numbers	Speaking	Practice phonics or grammar lessons
	Puzzle	Writing	Motor skills, concentration and comprehension skills
4	Let's match	Writing	Comprehension skills, concentration,
5	Memory game	Speaking	Concentration, social skills and vocabulary
6	Environment vs pollution	Speaking	Social skills, motivation and concentration
	Domino	Writing	Concentration, Social and motor skills
7	Snakes and ladders	Speaking	Vocabulary, concentration and social skills
	Maze	Writing	Concentration, practice grammar lessons

To evaluate the two students with ADHD and the other students of both schools, the researchers used two rubrics, one to the speaking skill and the other one to the writing skill. In the categories of the speaking skill rubric are represented on a scale from one point to five points (1 to 5), which are ranked so: from one point to one point nine tenths (1,0 to 1,9) is an **unacceptable level**, from two points to two points nine tenths (2,0 to 2,9) is a **need improvement level**, from three points and three points nine tenths (3,0 to 3,9) is a **good level** and from four points to five points (4,0 to 5,0) is an **excellent level**. These categories were **Accuracy, Pronunciation, Vocabulary, Fluency, Class Participation (affective factors) and Achievement of the task**.

On the other hand, in the writing skill rubric the categories of **grammar, coherence, punctuation, vocabulary and spelling**, are on a scale from one point to five points (1,0 to 5,0) which were ranked so: from one point to two points five tenths (1,0 to 2,5) is an **unacceptable level**, from two points six tenths to three points five tenths (2,5 to 3,6) is a **need improvement level**, from three points six tenths to four points five tenths (3,6 to 4,5) is a **good level** and from four points seven to five tenths (4,7 to 5,0) is an **excellent level**.

7.2.1 Session 1

In this lesson plan, the teacher began the class with an activity that aimed to know the names of the students. The activity was that the teacher had to spread a bedsheet in the middle of the classroom, then the students had to do two groups and stand on opposite sides of the bedsheet. Then, one student from each group had to stand in front of the sheet, without being seen by the opposite group and before the sheet would fall, the student had to guess the name of his partner saying for example “His name is Jesus”.

Next, the teacher gave some classroom rules for having a good behavior, those rules were:

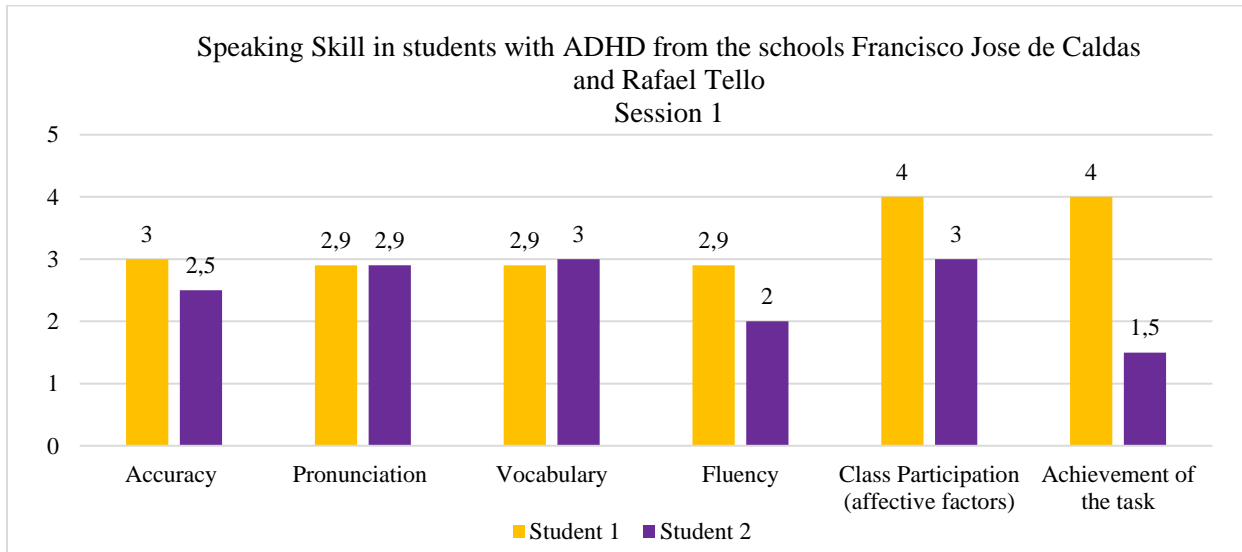
- Be respectful
- Raise your hand
- Listen to the teacher and your classmates
- Follow Instructions
- Do your homework
- Work in groups

Afterwards, she made another activity which was to give a review of the topics that students have seen in English classes. The ludic activity was “**Relay game with Word Search**”, this was about making two groups and choosing a name for it, then they had to organize themselves in lines, the first student of each line had to take a paper out of a bag, in the bag there were papers with vocabulary of pronouns, adjectives, animals, colors, numbers, body parts and parts of the house and they had to pronounce the word. Then, the student had to look for the word in the word search which was a billboard that was stuck on the board. For the implementation of the proposal the relay game was used as a ludic activity, the adaptation that was made to this was that the child of each group that went to the front had to read the word that was taken out of the bag, this word could be a part of the house, animals, colors, body parts, fruits and adjectives. The student then had to look for it in the letter soup that was stuck on the board and after finding it, the turn would be for the next partner. (Appendix 12.12).

In the case of student 1 of the school Francisco José de Caldas, during the ludic activity she had an active participation, she was very excited; she took out the word "Living room" which she did not pronounce well since she said /livinrum/ instead of /'lɪvɪŋ,rʊ:m/ and although she knew this was a part of the house, she did not know what it meant. Finally, the student 1 managed to find the word.

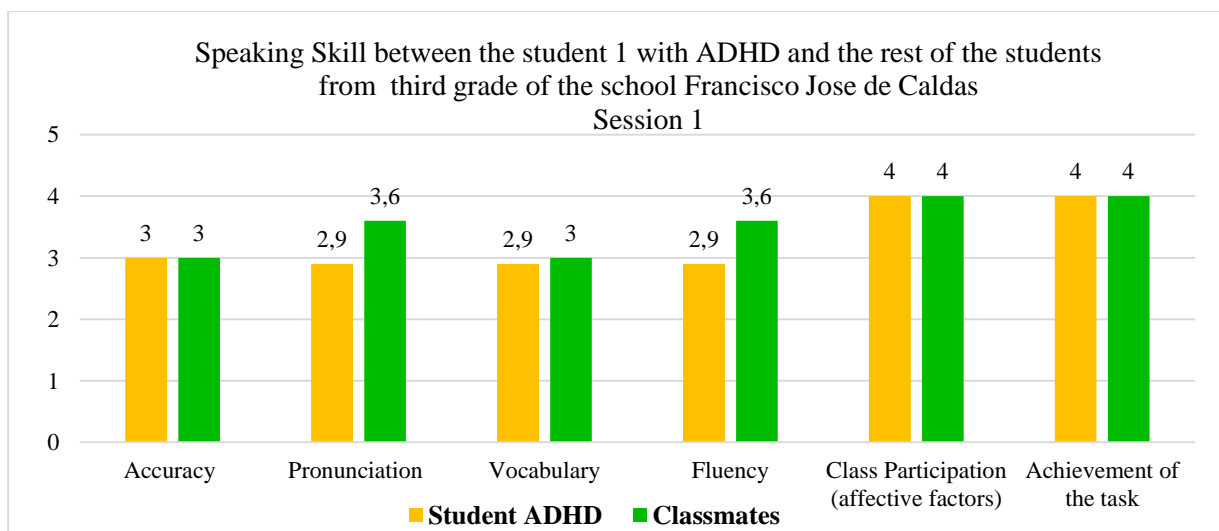
In case of the student 2 of the school Rafael Tello, he took out the word “Bathroom” but he did not know what that word meant. Then, the teacher asked to the others who said that they had not seen the house parts, so the teacher took out all the words of this topic and she asked again the

student 2 to take out a paper, on this paper was written the word "Banana", the student did not pronounce the word correctly and his participation was regular and he could not find it.



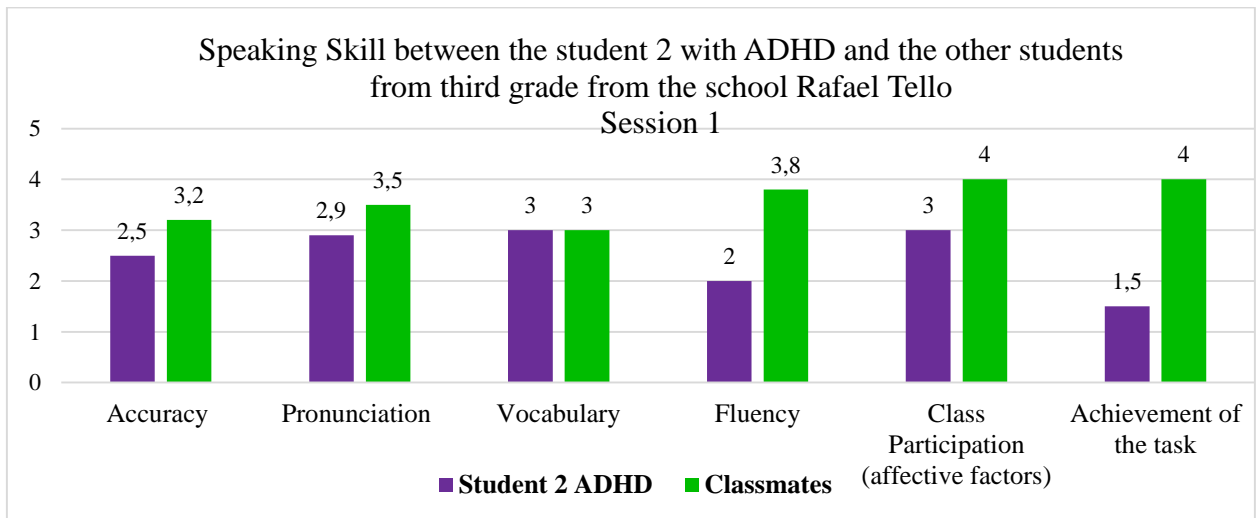
Graph 1. Results of the relay game between the students with ADHD

According to the results of the first session, the average of speaking of the student 1 got a score of three points three tenths (3,3) by ranking in a good level. On the other hand, the student 2 had two points four tenths (2,4) who was ranked in a need improvement level.



Graph 2. Results of the relay game between the student 1 and the other students

In the graph 2 shows the results of the first session between the student 1 with ADHD and the other students, in comparison to the average of speaking of the student 1 with ADHD and the classmates, the two subjects were placed at a **good level** since the student 1 with ADHD had three points three tenths (3.3) and the classmates had three points five tenths (3.5). However, the group led in the categories of pronunciation, vocabulary and fluency with a difference between 1 to seven tenths, but in the categories of accuracy, class participation and Achievement of the task, both the group and the student 1 got the same score.



Graph 3. Results of the Relay Game between the student 2 with ADHD and the other students

In the graph 3 are the results of the first session between the student 2 with ADHD and the other students, the student 2 with ADHD was placed at a **need improvement level** since he got two points five tenths (2.5) while the classmates were placed at a **good level** because they had three points five tenths (3.5). In this case, all the categories were led by the group with a difference of more than one point.

To conclude, we can say that students with ADHD showed a little interest in the ludic activity, they were enthusiastic when doing the activity. However, one of the two students got carried away by the excitement and began the mess in the hall. Even though, their intrinsic motivation was a key issue to apply and teach the topic and in according with Silva et Al. (2015) “the effect of physical activity on children's attention, researchers found that intense exercise has a beneficial effect on children with ADHD. It can improve their attention and may help their school performance.” In contrast, with this activity, the behavior of these students, mainly, in their English learning process was evident that the two children had lack of one component of the factor cognitive that Brown (2000) mentioned before, that is, automaticity.

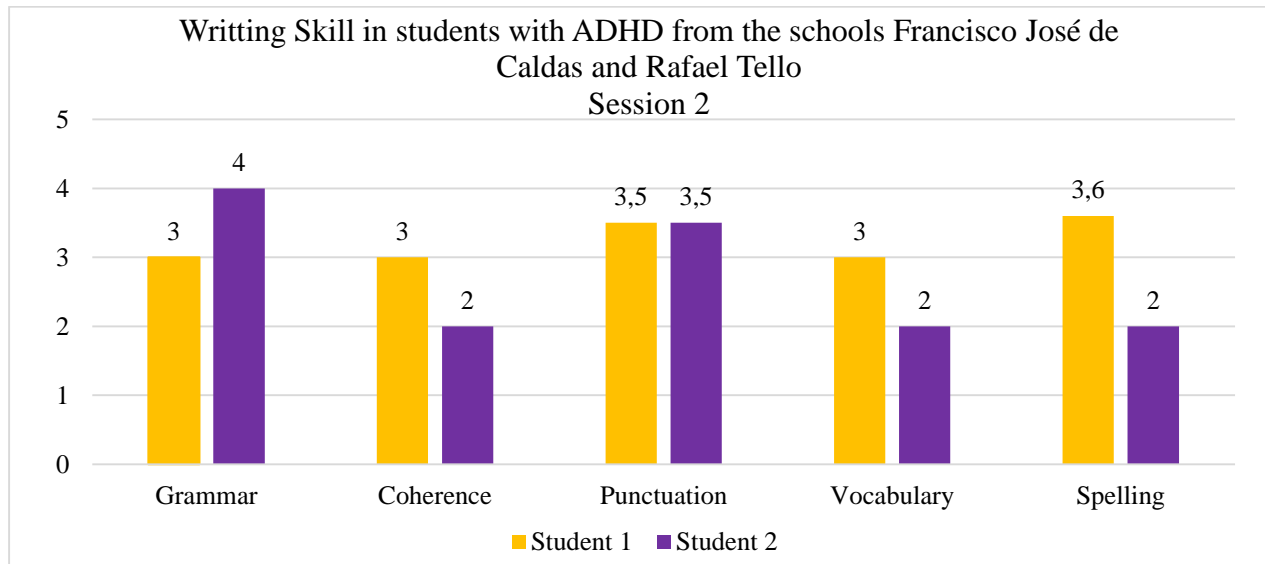
7.2.2 **Session 2**

In this second lesson plan, to start the class, the teacher made an ice-breaker which was intended to motivate students for the English class. The ice-breaker was about a game called "Hot Potato" which was that the teacher had to deliver an object to a student and this had to pass it on to others and when the teacher said Stop, the student who had the object in his hands had to answer a question from the teacher about the last class. For example: “How do you say -perro- in English?”, this question was related to the review of the topics they had seen in English classes.

Then, the teacher delivered a worksheet in which there was a word search, that word search was part of the teaching materials, therefore, that was modified. The modification of that word search was children had to write a word according to what the rest of the sentence said, that word could be a part of the house, an animal, a color, a body part, a fruit or an adjective. Besides, they should match each sentence to the correct image and finally they should search the Word in the word search. (Appendix 12.14)

In the case of Student 1 of school Francisco José de Caldas, she made the word search, she made small mistakes like “Living room” this word she wrote without “g”, the word “kitchen” she added another letter after “t” but it was explained to her in detail, she understood and corrected it. On the other hand, the student 2 of the Rafael Tello found all the word in the word search, however, he didn’t complete all the sentences. In spite of that, he was concentrated in his coursework.

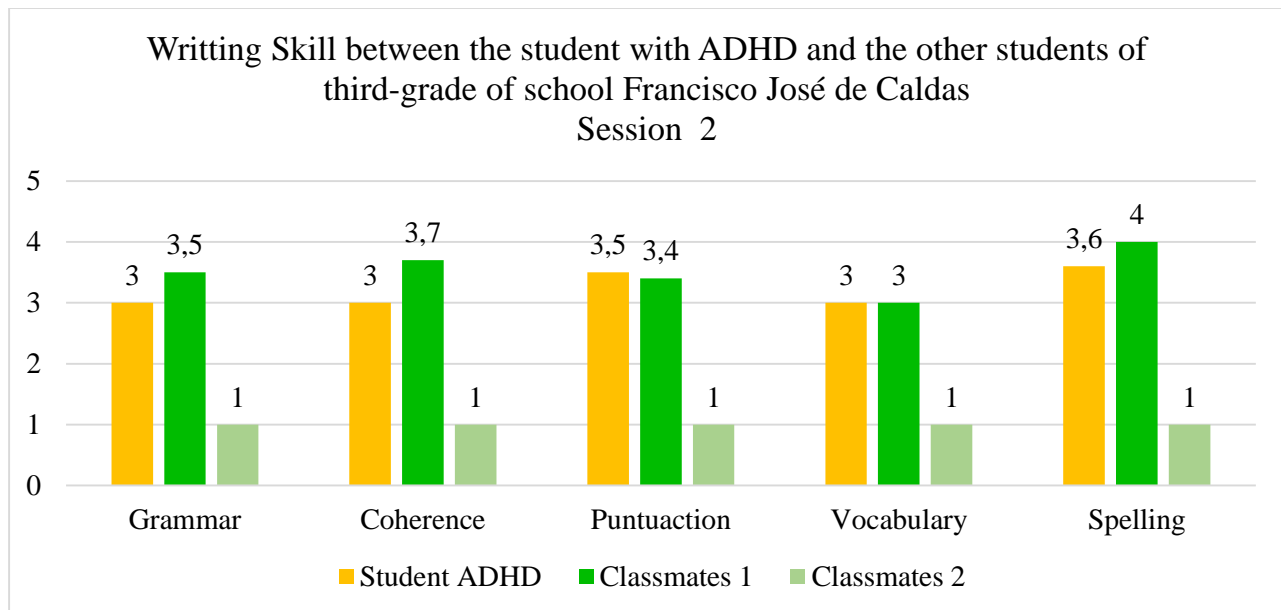
Finally, the teacher explained about Simple Present Affirmative and she made some examples on the board with the help of the students and then, she chose some students for writing on the board, some sentences. Also, she wrote some verbs on the board so that the students wrote them in their notebooks, those verbs were: Run, walk, play, eat, sing, dance, cry, scream, laugh, smile, go, come, watch and jump.



Graph 4. Result of the word search between the two students with ADHD.

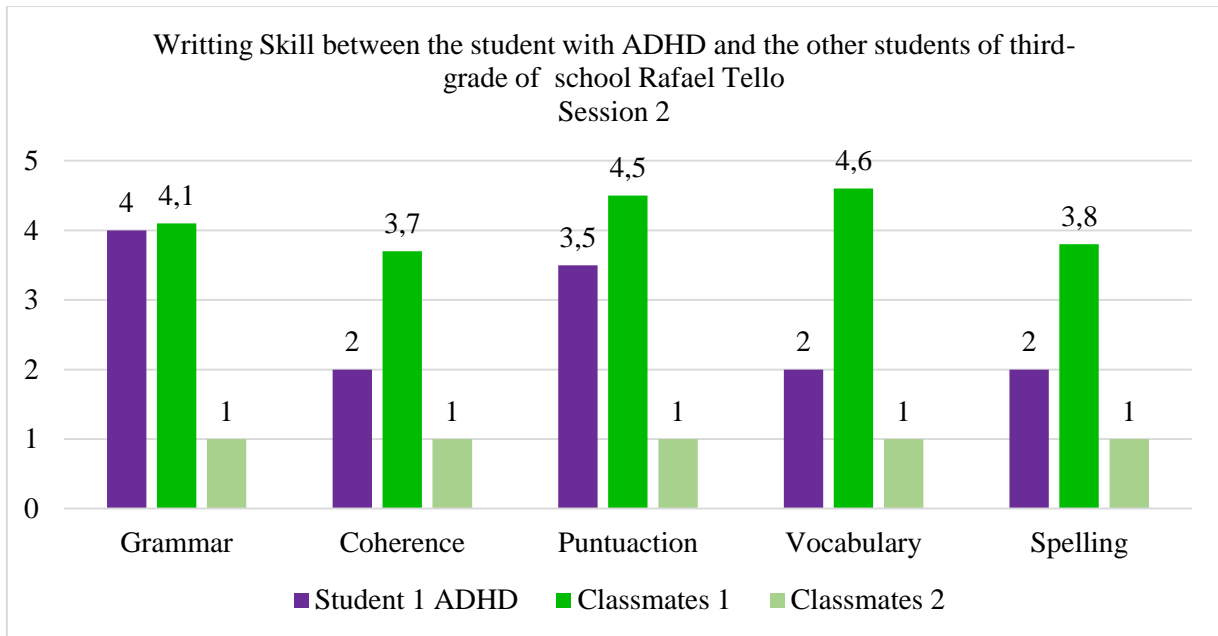
As a result of this first analysis, the goal is to improve of speaking and writing skill, since in both cases, the students was on a scale of 2,8, that means, on a need improvement level.

With this activity, the process of the student 1 in the coherence, vocabulary and spelling categories were grater with a difference of one point (1,0) to one point six tenths (1,6). On the other hand, in the category of grammar, the student 2 lead with a score of four points (4,0) and the difference is about one point (1,0), while in the category of punctuation both students got the same score, three points five tenths (3,5). As a final result, the student 1 got a score of three points two tenths (3,2) and the student 2 got a score of two points seven tenths (2,7) by ranking both students in a **Need improvement level**.



Graph 5. Results of the word search between the student 1 and the other classmates

As a result, between the student 1 and her classmates, both ranked in a **Need improvement level**, but the difference was about three tenths (0,3) by allowing the group lead with a score of three points five tenths (3,5). In the categories of grammar, coherence and spelling, the group lead with a difference of four tenths (0,4) to seven (0,7), while in the punctuation category, the student 1 lead with a difference of one tenth. On the contrary, both the student 1 and the group got the same score of three points (3,0) in the category of vocabulary.



Graph 6. Results of the word search between the student 1 and the other classmates

On the contrary, at school Rafael Tello, the group was ranked in a **Good Level** with a score of four points one tenth (4,1) and the student 2 got a score of two points seven tenths (2,7). In this case, all the categories were led by the group with a difference between one tenth (0,1) to two points (2,0). This evidences as the group.

To conclude, as Petersen (2019) says “To start with, these activities are associated with an imminent, well-defined reward: winning the game or solving the puzzle. Everything you do is a step toward getting that reward.” And these cases were no exception, since for the English learning process of these children, it was important to use some rewards as Brown (2000) mentioned before, so that the two children fulfill with the purpose of the material. Besides, in this second session we identified some social factors such as empathy and introversion/extroversion that can be influencing in the learning process of the two children with ADHD.

7.2.3 Session 3

In this third lesson plan, the teacher started the class with an ice breaker called "Bananas of the world united". First the teacher sang the song and then the students repeated what she said and did.

The song said:

"Bananas of the world united

Peel Banana, Peel, Peel banana

Slash Banana, Slash, Slash Banana...

Slide Banana, Slide, Slide Banana...

Smash Banana, Smash, Smash Banana...

Shake Banana, Shake, Shake Banana..."

Next, the teacher made a ludic activity called "Omitting numbers" which is part of the ludic-didactic proposal and it was intended to review, hear how pronounced the verbs and correct them, if necessary. She wrote numbers from 1 to 35 on the board and she locked up the multiples of the three with the red marker, then she explained that the numbers that were locked up could not tell them and had to change the name of the number by a verb, like that:

1-2-**3**-4-5-**6**-7-8-**9**-10

11-**12**-13-14-**15**-16-17-**18**-19-20

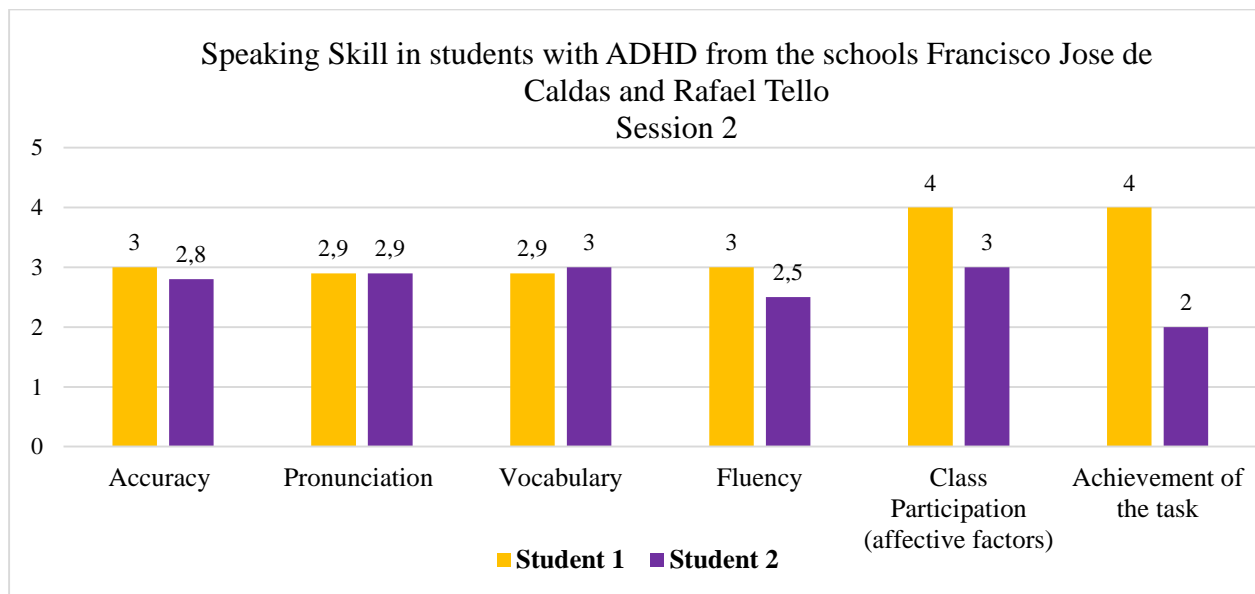
21-22-23-**24**-25-26-**27**-28-29-**30**

31-32-**33**-34-35...

That ludic activity was carried out by lines so that all students had the opportunity to say a verb. The ludic activity did not have a modification or something like that because this activity was invented by one of the researchers.

In case of the student 1 of school Francisco José de Caldas, she was happy to participate in the activity, she pronounced bad the verb “go” but the other verbs that she pronounced were good. Sometimes, she was distracted so the teacher had to recover her attention.

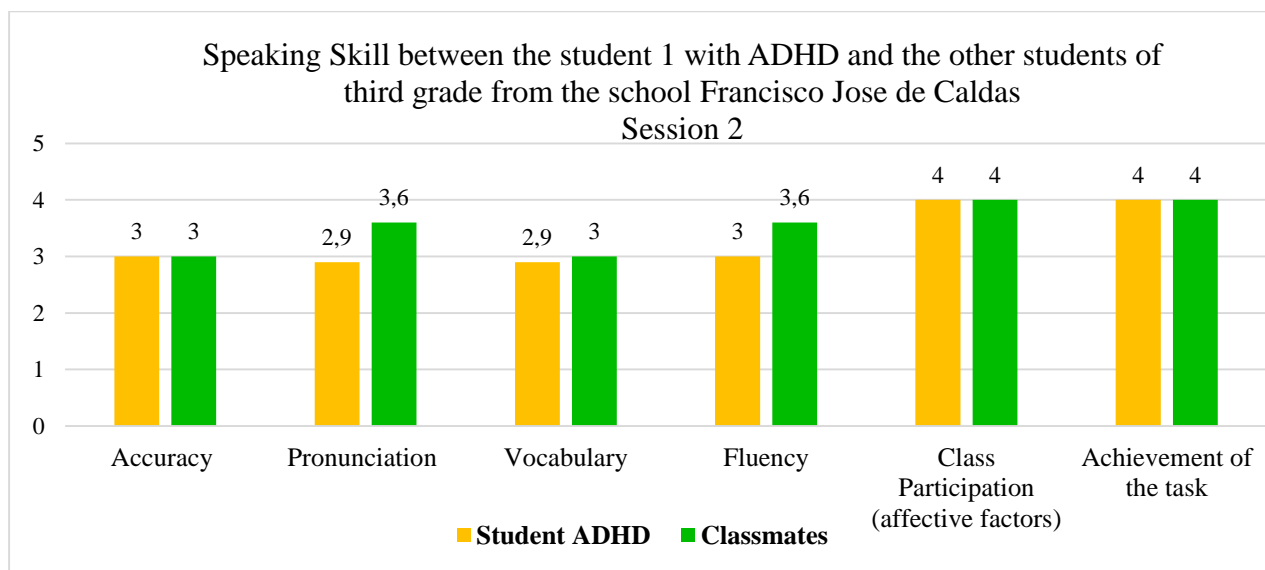
In the same way, the student 2 of school Rafael Tello was excited to participate in this activity. So, when it was his turn at the first time, he said the number 32, then, in another turn he said the number 3 and didn't say the verb, but he realized the mistake and said work but his pronunciation was /wor/ instead of /'wɜ:k/.



Graph 7. Results of the Omitting numbers activity between the 2 students with ADHD

In the graph 7, the results of the speaking skill of student 1 was ranked in a Good level with a score of three points three tenths (3,3) and the student 2 was ranked in a Need Improvement level with a score of two points seven tenths (2,7). In the Accuracy category the difference was about two tenths by leading the student 1 with a score of three points (3,0). In the case of the pronunciation category both students got the same score two points nine tenths (2,9). In vocabulary category, the difference between both students was really small, but the student 2 lead with a score of three points

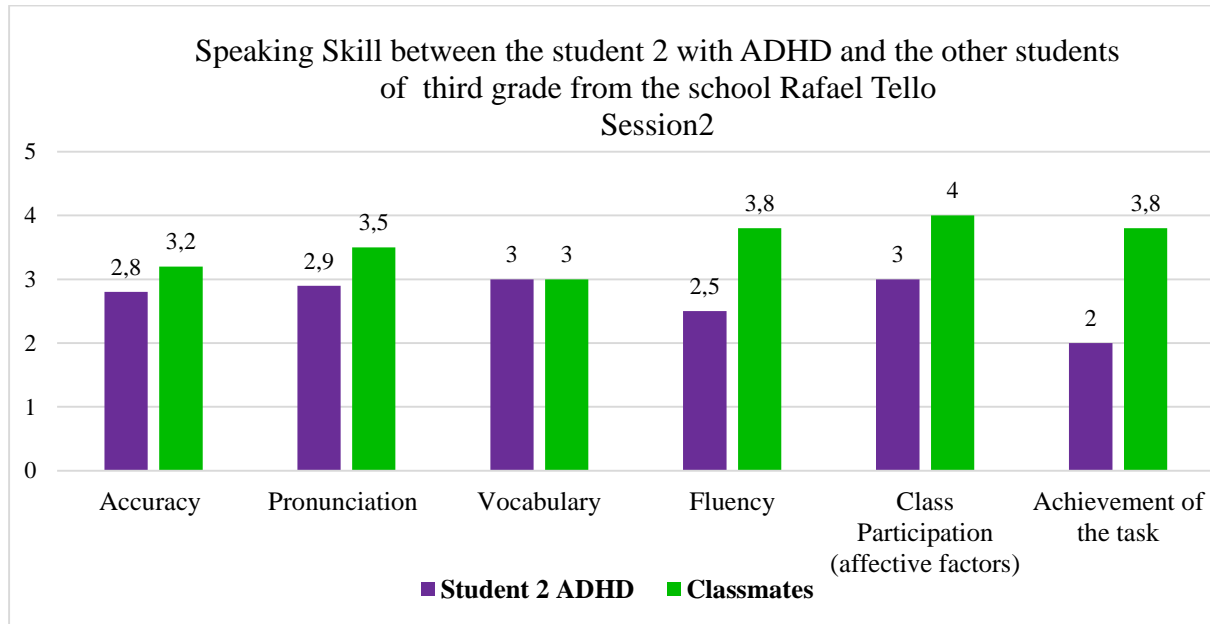
(3,0) while the student 1 got two points nine tenths (2,9). In the fluency category, the students lead with a difference of five tenths by getting three points (3,0). As you can see, in those categories both students were ranked in a Need Improvement Level. On the other hand, both Class Participation and Achievement of the task categories, the student 1 lead with a score of four points (4,0) by ranking in a good level, while the student 2 got a score of three points (3,0) in the first one and two points (2,0) in the second one, this means that the students 2 was a Need Improvement Level.



Graph 8. Results of the Omitting numbers activity between the student 1 with ADHD and the other students

As it can be verified in the graph 8, these are the results from the student 1 and her classmates when the ludic activity was applied. As you know the student 1's score was three points three tenths (3,3) with a Good level. In comparison with the group, both were in the same level. However, the group was who lead with a score of three points five tenths (3,5). In the Accuracy, Class Participation and Achievement of the task categories, the group got the same score that the student

1, but the group lead in Pronunciation, Vocabulary and Fluency categories with a difference between one tenth to seven tenths.



Graph 9. Results of the Omitting numbers activity between the student 2 with ADHD and the other students

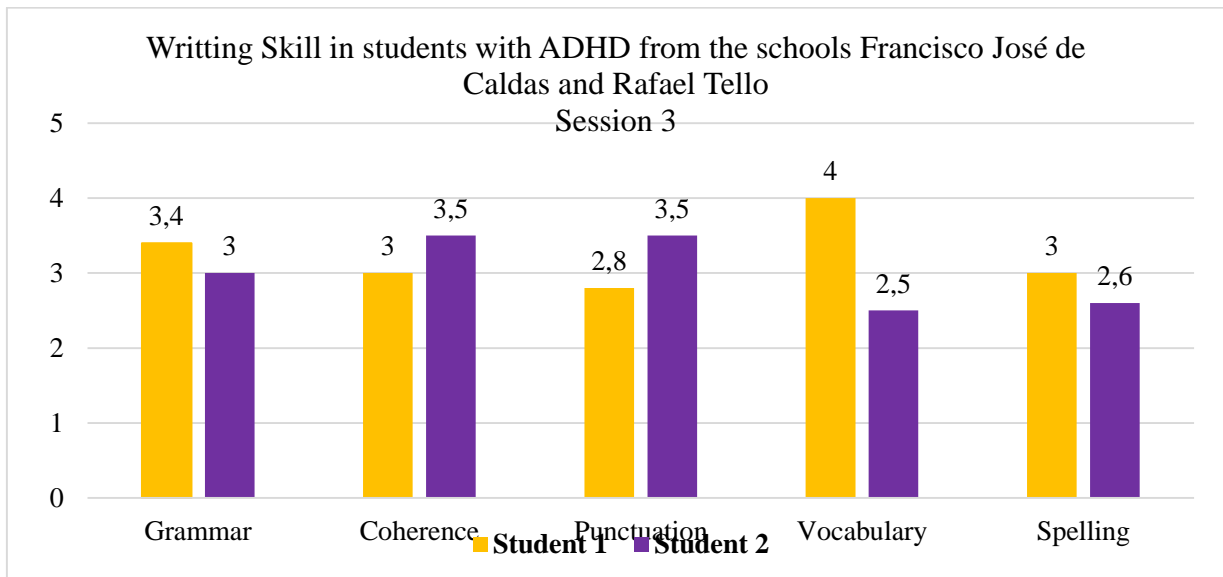
In the case of the students 2 and his classmates, the group got a score of three points five tenths (3,5) by ranking in a Good level. As a result, in most of the categories the group lead with a difference between one tenth to one point eight tenths, except in the Vocabulary category since the group got the same score of three points (3,0) as the students 2.

Afterwards, the teacher did a review about the topic of simple present affirmative with some examples to carry out the next activity.

Finally, the teacher gave them some puzzles which were selected and modified to implement the material proposed. With this material the students should write some sentences in simple present affirmative. The modification was: in pairs, the students have to complete the puzzle where there

were twelve images of the actions verbs and each one was **enumerated**. Each student had another worksheet where there were 6 numbers, and each number concerned to an image of the puzzle. With that, they have to write the example. (Appendix 12.16)

In case of the student 1 of school Francisco José de Caldas, she quickly assembled the puzzle however she had trouble writing the sentences, she wrote “thy” instead of “they”, in other sentences she did not add “s” to the verbs that were with third persons and she added “s” to a verb that was with “they”. In contrast, the student 2 with ADHD completed the puzzle but he didn’t do it quickly since he was distracted because of Halloween day. Besides, he was not able to complete the worksheet. In one sentence that he wrote, he made a mistake, instead of writing “she plays” he wrote “she playks” adding the letter “k” in the verb.



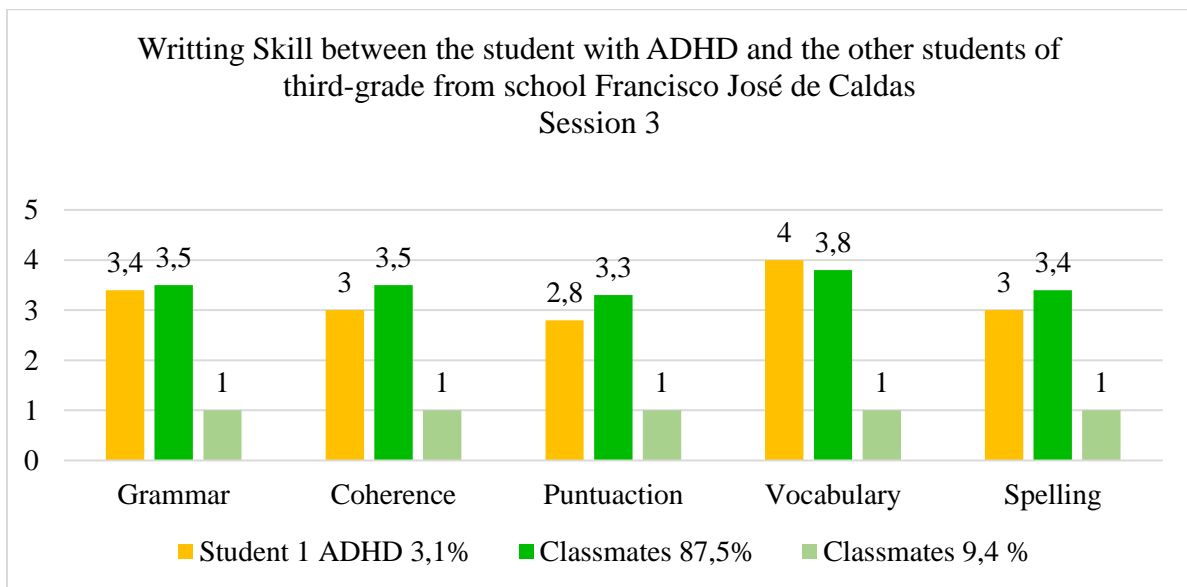
Graph 10. Results of writing skill of the students with ADHD

In the graph 10 shows the result of the writing skill of the students with ADHD. The results in the third session, in the categories of grammar, coherence, punctuation and spelling both students with ADHD had a need improvement level, however, in the category of vocabulary the student 1 had a

good level while the students 2 remains in the same level. On the other hand, in the categories of coherence and punctuation the student 2 led with a difference between 5 and 7 tenths.

In general, the student 1 was on a scale of 3,2 by ranking in a good level. While the student 2 has 3,0 by ranking in a need improvement level.

Now, the results both the students with ADHD and each group are compared to see the level of them.



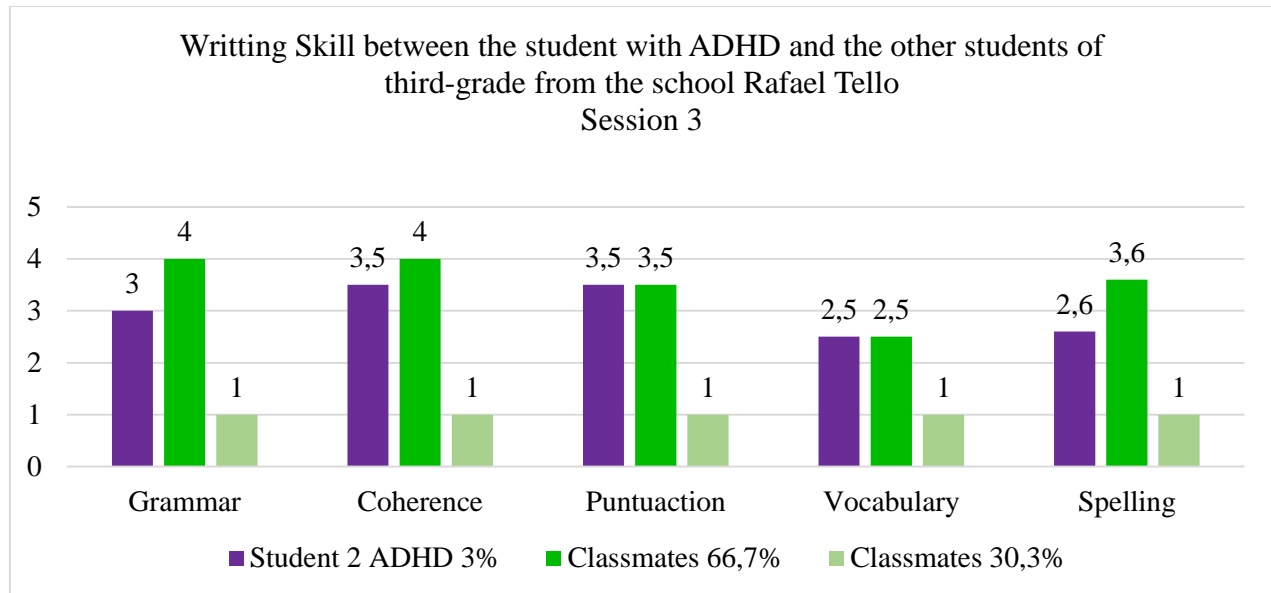
Graph 11. Results of puzzle between the student 1 with ADHD and the classmates

In the graph 11 the results are compared between the students 1 with ADHD and the other 31 students. As you know, the student 1 with ADHD was in a **good level** and represent the 3,1% of the group.

In the categories of grammar, coherence, punctuation, vocabulary and spelling, the classmates that represent the 87,5% of the group had the same level of the student 1 with ADHD with a difference between one or two tenths, except in the case of vocabulary where the student 1 led with two tenths. This group are ranking in a **good level** with a score of 3,5. In contrast, the students that

represent the 15,2% of the group, they didn't anything, so they were ranking in an **unacceptable level** with a score of 1,0.

As a general result, the group got a score of two points three tenths (2,3), so they are ranking in a **need improvement level**.



Graph 12. Results of puzzle between the student 2 with ADHD and the classmates

In this case, there are 33 students in the group, including the student 2 with ADHD who represented the 3%. As a result of the implementation of the puzzle in this group, two groups were identified, the first one represented the 66,7% of the group and the second one, the 30,3% of the students.

By comparing the results of the teaching material between the first group of students and the student 2 with ADHD, the group led in the categories of grammar, coherence and spelling, with a difference between four to ten tenths, while in the categories of vocabulary and punctuation both the first group and the student 2 got the same results. This group had a score of three points five tenths (3,5) by ranking in a **need improvement level** as the student 2 with ADHD.

In contrast, the second group who didn't want to participate or to achieve the objective of the class, they got a score of one point (1,0) in an **unacceptable level** and these students represented the 30,3% of the group. As final result of the group in general, they got a score of two points three tenths (2,3) by ranking in a **need improvement level**.

As a conclusion of this activity, it was noted that both the students with ADHD and the other students liked this teaching material. the reason was because the puzzle was entertaining for them, mainly, for the students with ADHD. This is because they learned in a different way the topic and it is evident in the results. Petersen (2019) argues that "Games and puzzles are a natural fit for the ADHD brain. I'd guess games and puzzles are especially likely to lure out the ADHD brain's ability to hyper focus."

7.2.4 Session 4

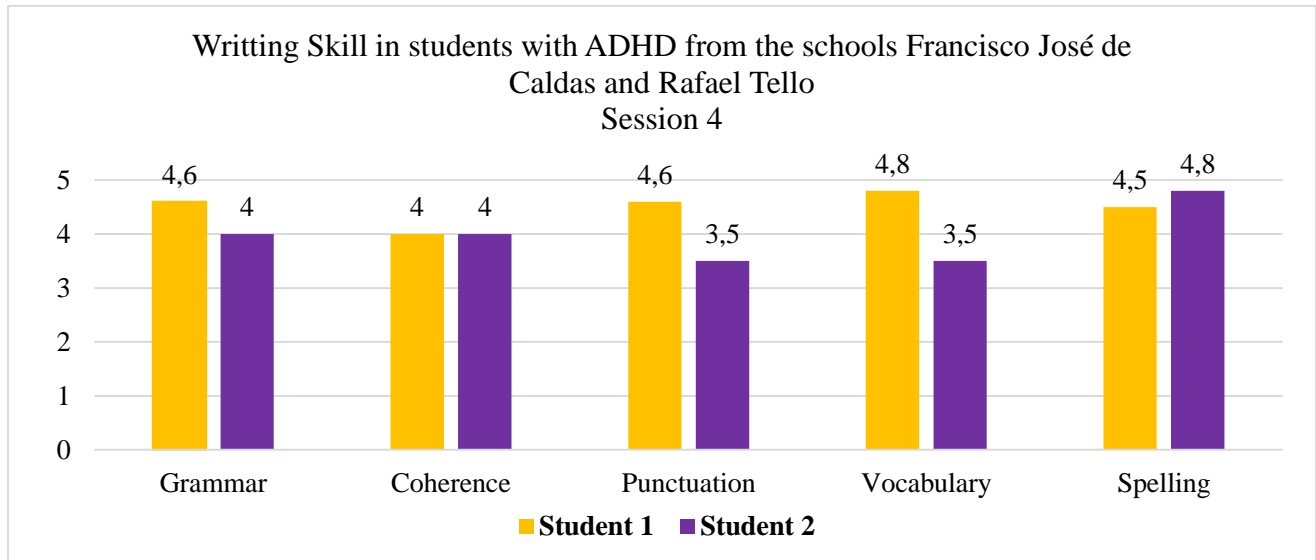
The objective of this session was to learn the simple present negative. To achieve this, it was necessary to review the Simple Present Affirmative, then, to explain the topic and finally, the teaching material: let's match.

In both groups, the teachers did a review of the last topic to continue, the teachers and the students made some sentences to clarify the topic. Then, the teachers explained the main topic with some examples in context. Then, the students made several sentences with the help of the teacher. In the case of the student 1, he participated in this activity and understood the topic, on the contrary, although the student 2 was distracted and did not participate a lot, he understood the topic in comparison with other students who expressed they do not like English classes.

Thereafter, in both groups, the teachers gave them a worksheet which it was selected and **modified** to implement the teaching material proposed (Appendix 12.18). In this worksheet, there

were eight verbs in a box and then, they had to complete the word, for example, the verb SLEEP was in the box and in the list the word to complete was like this S_ _ _ . When they completed all the verbs, they must link with the corresponding image and finally, to write a sentence in simple present negative.

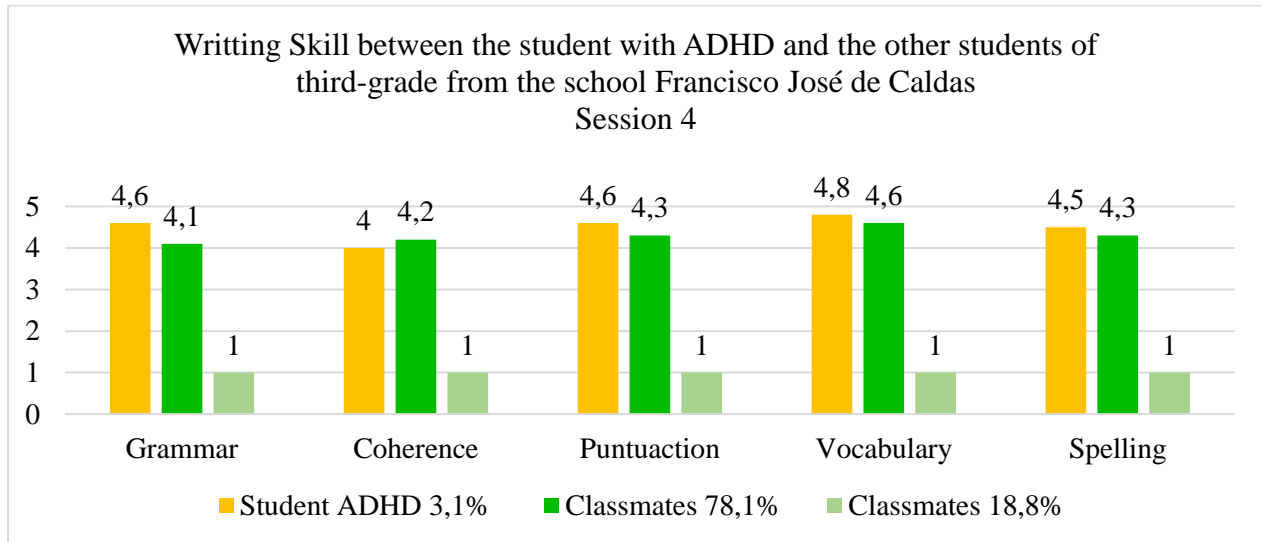
However, the students of third grade from the school Rafael Tello had not yet understood the topic of the simple present negative, so the teacher asked them to write the sentences in the affirmative form.



Graph 13. Results of teaching material between the students with ADHD

In the graph 13 the results were positive because both the student 1 and the student 2 got good scores since the difference between them was about five tenths. In the categories of grammar, punctuation and vocabulary, the student 1 led with a score of four points six tenths (4,6) and four points eight tenths (4,8); while the student 2 led in the category of spelling with a score of four points eight tenths (4,8). In the category of coherence, the score was equal with four points (4,0).

In general, the student 1 got a score of four points five tenths (4,5) and the student 2 got a score of four points (4,0), both were ranked in a **good level**.

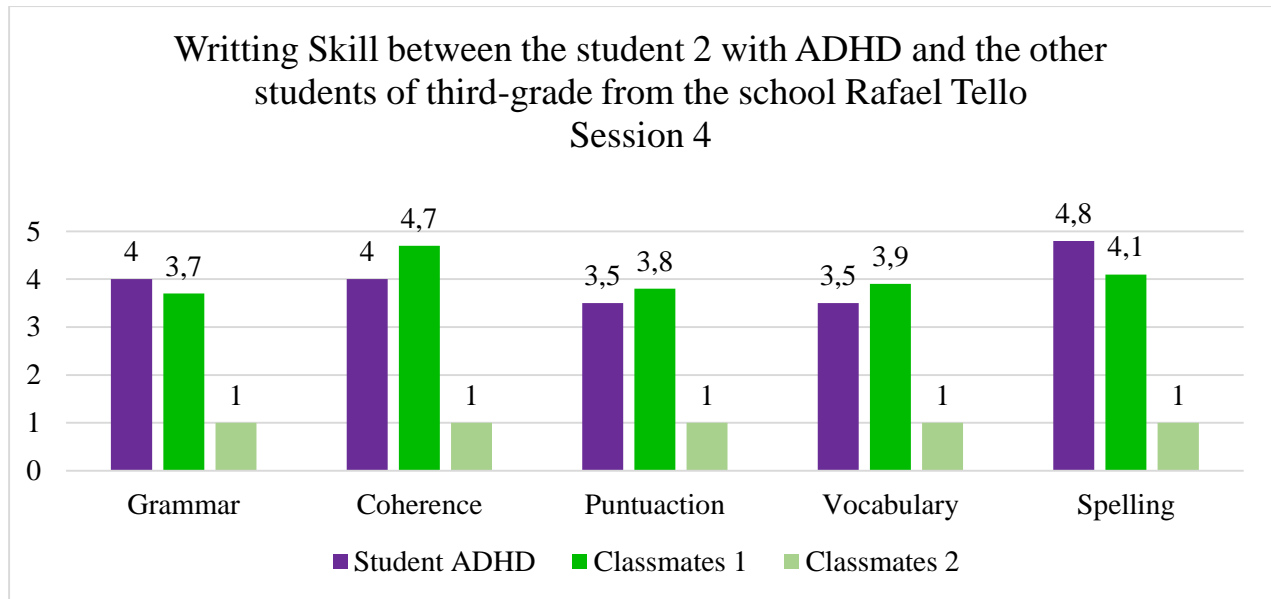


Graph 14. Results of the material between the student 1 with ADHD and the classmates

In the case of this group, most students, that is, the 78,1% of them, got good scores. While the rest of the students who represent the 18,8% did not achieve the objective and for that reason they got a score of one point (1,0).

Furthermore, it's clear to see how the level of the student 1 is better than the group because she led in the categories of grammar, punctuation, vocabulary and spelling with a difference between two to five tenths. While in the category of coherence both got the same score.

As a result, most students got a score of four points three tenths (4,3) by ranking in a **good level**, however, the student 1 with ADHD had four points five tenths (4,5). The difference is about two tenths.



Graph 15. Results of the material between the student 2 with ADHD and the classmates

In this case, as a result of the worksheet “*let’s match*”, the 81,8% of the students got good results, while the other group identified, the 15,2%, got one point 1.0 by ranking in an “**unacceptable level**”.

In the graph 15 the categories of grammar and spelling was leading by the student 2 with ADHD with a difference between 3 to 7 tenths, and in the other categories, most students led, overcoat, in the category of coherence. This percentage of students got a score of four points (4,0) by ranking in a **good level**. In general, the group was ranked in a **need improvement level** with a score of two points five tenths (2,5).

In conclusion, during the teaching process, we identified these children with ADHD was learning the vocabulary within a meaningful learning according to Brown (2000) when he said it’s important to teach in a realistic context where they can associate the new words to a specific context. This was possible due to the material was interesting for them, since we can evidence some cognitive and social factors as intrinsic motivation, anticipation of rewards and empathy that help the two children

to achieve the goal not only with the material but also themselves could conclude the activity without to get distracted a lot.

7.2.5 Session 5

In this final session, the objective was to review the topic of the last classes. For that, the teacher work with two videos. To start, the students watched a video about the action verbs. Then, the students represented the actions by using the mime.

After that, the teachers did the ludic activity, in this case was a memory game which was selected and modified to implement the proposal. The objective of this game is to find couples with the same topic. The material are flashcards with different pictures. Generally, the flashcards are on the floor and the students are around them. However, the modification was to do the game on a cardboard and the flashcards were in a pocket which was enumerated from one to twenty. In this case, the topic was the verbs and as there were twenty flashcards, ten of them were writing verbs and the others ones were the picture of each verb to do a couple between word and picture. The student who guessed the couple should make a sentence with the corresponding verb. (Appendix 12.20).

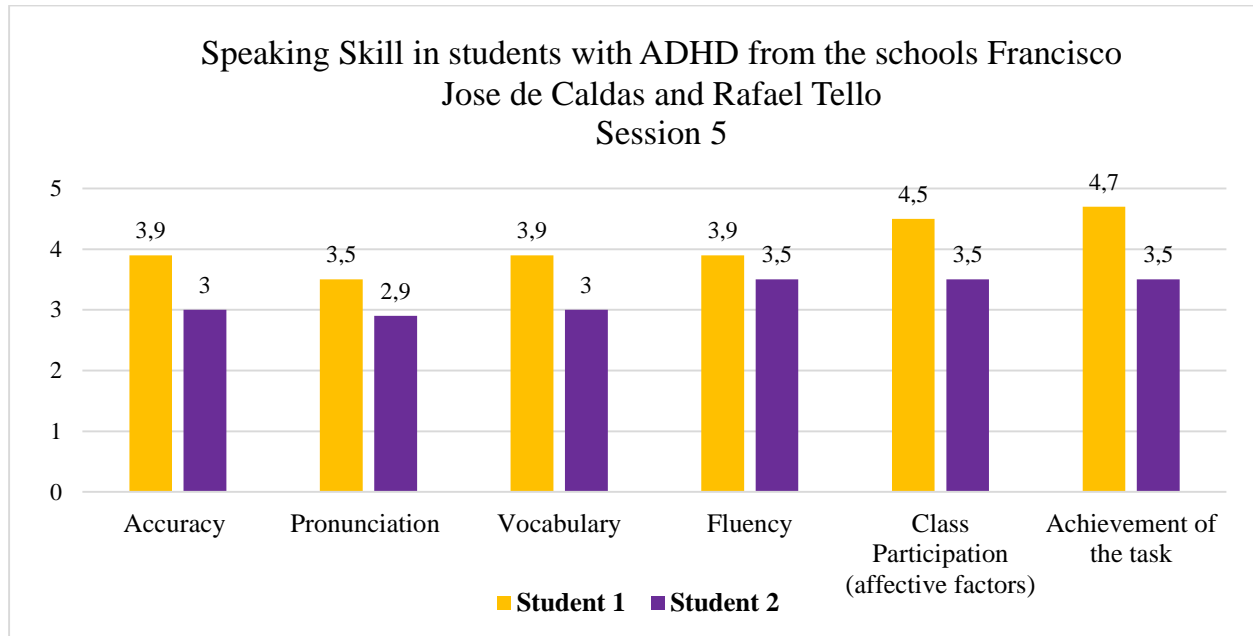
In the third group from Francisco Jose de Caldas, the student 1 with ADHD guessed the verb GO and she said:

- *We go/ We don't go*

But she should say "They go" instead of *we go*.

In the same grade but in the school Rafael Tello, the student 2 with ADHD guessed the verb JUMP, and he said *I jump/I don't jump* instead of say *she jumps/ she doesn't jump*. And the pronunciation was not the correct, the pronunciation should be: / 'dʒʌmp/, but he pronounced /yum/.

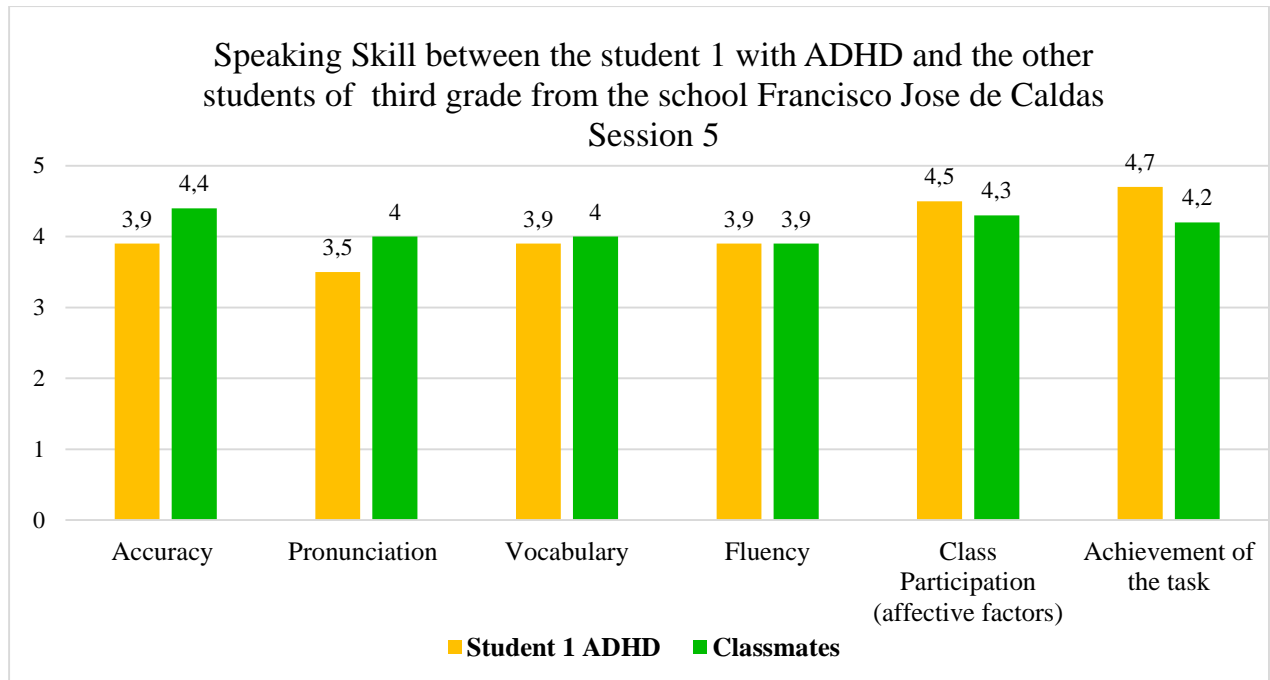
As a final activity, the students watched some videos that were related with the topic. One of them, it was a song, so they sang and learned it. At the same time, they practice the pronunciation.



Graph 16. Results of the Memory Game between the students with ADHD

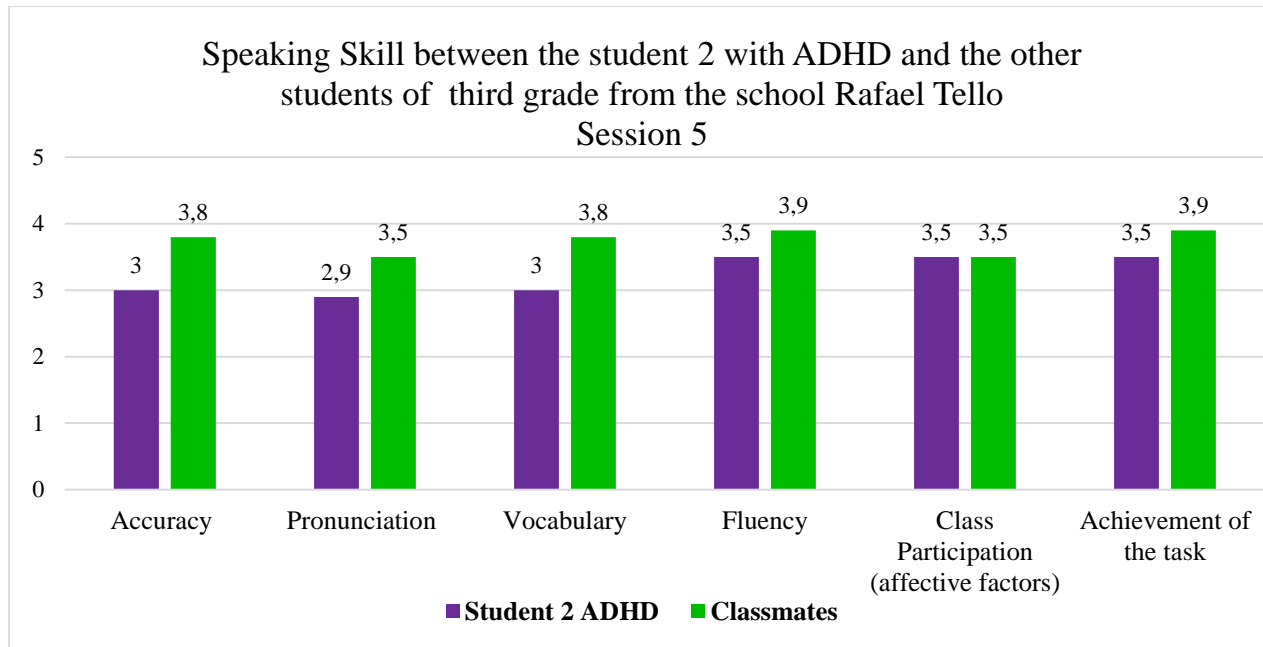
In the graph 16 it's remarkable the difference that there are between the two students with ADHD in the implementation of the ludic activity.

In all the categories the student 1 with ADHD led with more of four tenths. In this case, she was ranked on an *excellent level* with a score of four points one tenth (4,1). On the other hand, the student 2 with ADHD got a score of three points two tenths (3,2) by ranking in a *good level*. Besides, in the categories of **class participation** and **achievement of the task**, the student 1 excelled with more of four points five tenths (+4.5), while in the case of the student 2, in all the categories, did not get more of four points (-4.0).



Graph 17. Results of the Memory Game between the Student 1 with ADHD and the other students.

In the graph 17, the group of students of third grade from the school Francisco José de Caldas got good results since, in comparison with the student 1 with ADHD, in the categories of accuracy, pronunciation and vocabulary, the group led with a difference between 1 to 5 tenths, while in the categories of Class Participation and Achievement of the task, were led by the student 1 with ADHD, with a difference between two to five tenths. However, in the category of fluency both got the same points. Thus, the group got a score of four points one tenth (4,1), by ranking in the same level that the student 1 with ADHD, an **excellent level**.



Graph 18. Results of the Memory Game between the student 2 with ADHD and the other students.

As a final result of speaking skill in this group, in the graph 18 it's significant the results both the student 2 with ADHD and the rest of students because in both cases, they got positive points in comparison with the first ludic activity. Although in the categories of accuracy, pronunciation, vocabulary, fluency and Achievement of the task, the group led with more of three points five tenths (+3,5), in the category of Class participation, both got the same points. In general, the group was ranked in a **good level** with a score of three points seven tenths (3,7)

To conclude, this activity was very attracted to the students with ADHD and both the other students and them could achieve a good level in their speaking skill. Richland (2018) argues that the Memory Game “is so simple, yet so powerful. It really helps kids with ADHD increase their attention span and memory”, but in this case, the Memory Game not only was a help for the memory skill but also for the speaking skill which it was important to achieve an improvement. With this

activity, the two students showed their intrinsic motivation and acquired the vocabulary within the context as Brown (2000) proposed, so that, to create in them a meaningful learning which could use it and to surpass themselves motivating to communicate in the foreign language.

7.2.6 **Session 6**

This section aimed to teach vocabulary and things that are related to the environment. Teachers began the class by singing a song to motivate students for English class, then students had to repeat the song. The song was “Boomerang Chili-Chili”, this said:

*“Hands up, Chili-Chili
hands down, Chili-Chili
turn around, Chili-Chili
touch the ground, Chili-Chili
Come on _____
Don't be afraid,
show us how you boomerang”.*

In the school Francisco Jose de Caldas, the students of fourth grade didn't like the song because they had to make some funny move and they felt ashamed, so the teacher had to sing again, the song of “Bananas of the world united”. However, in the school Rafael Tello, the students of third grade liked so much the warm up, they were very excited for making a new activity.

Next, the teachers introduced the topic by asking questions such as “What do you think the word ENVIRONMENT means?”, “What is the environment for you?”, “How could you take care of the environment?” and “Why do you think pollution occurs?”

In the school Francisco Jose de Caldas, some students of fourth grade answered that the word “environment” was “envidia” since they mentioned that the two words were similar in their

pronunciation, it means, they are compared the word in English with the words in their first language. On the other hand, in the school Rafael Tello, the students of third grade thought that “Environment” was “mundo, planeta, tierra”.

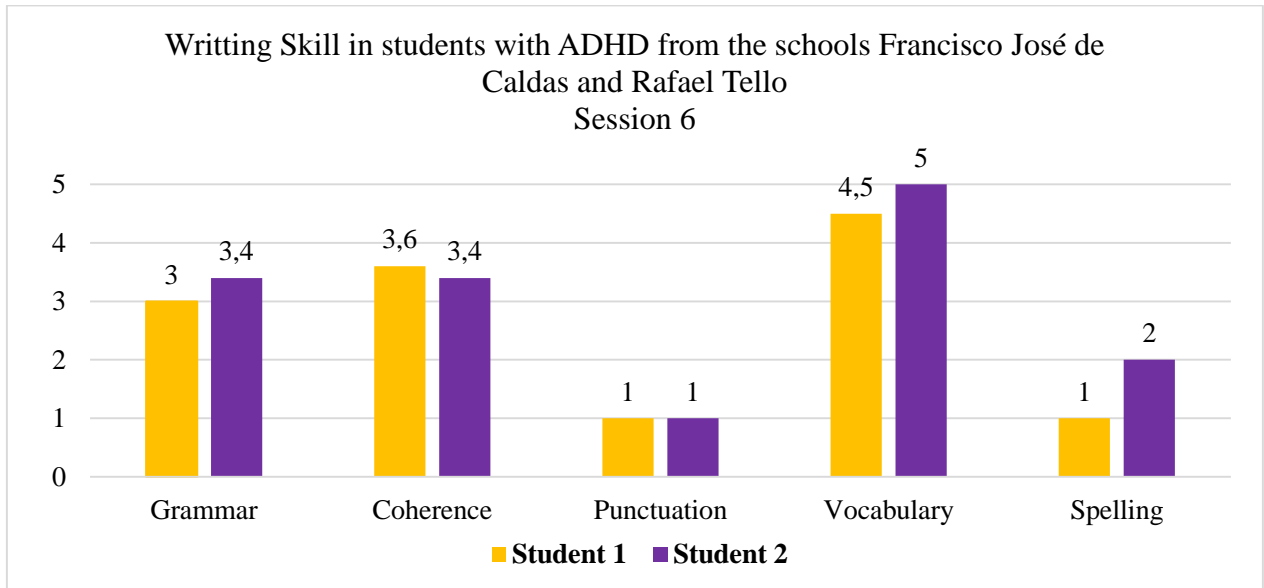
Then, the teachers taught some words of the environment using some pictures, which were, tree, plants, animals, flowers, creeks, mountains, nature, pollution, garbage, etc. and the students had to write the vocabulary in their notebooks.

Later, the teachers carried out the teaching material called Environment’s Domino, which was named so after the modification made to the classic domino. The purpose of this material was to practice the writing of the words of the topic seen in class. The material consists of that the students had to make groups of four people, then the teachers gave them a domino. This domino was about The Environment’s vocabulary, the topic that they learned in class, after that they made the domino, they had to pick the pieces up and they had to write on a sheet the words they remembered of the domino. (Appendix 12.23)

With respect to Student 1 of school Francisco José de Caldas, at first, she didn’t understand the dynamics of the game because, until then, she hadn’t played the classic domino. After the teacher explained, she and her group quickly made the domino and were the first group to finish. It’s possible that by wanting to be the first group to finish, they won’t pay attention to the words written on the domino because when student 1 wrote on the sheet the words he remembered, she wrote seven words, of which three were not understood, And the other four, she had spelling errors, just as she pronounced them, wrote them down.

As for student 2, the boy had to hand out the chips but he didn’t do it, so his group, they took away the dominoes and started the game. The boy didn’t want to make the dominoes.

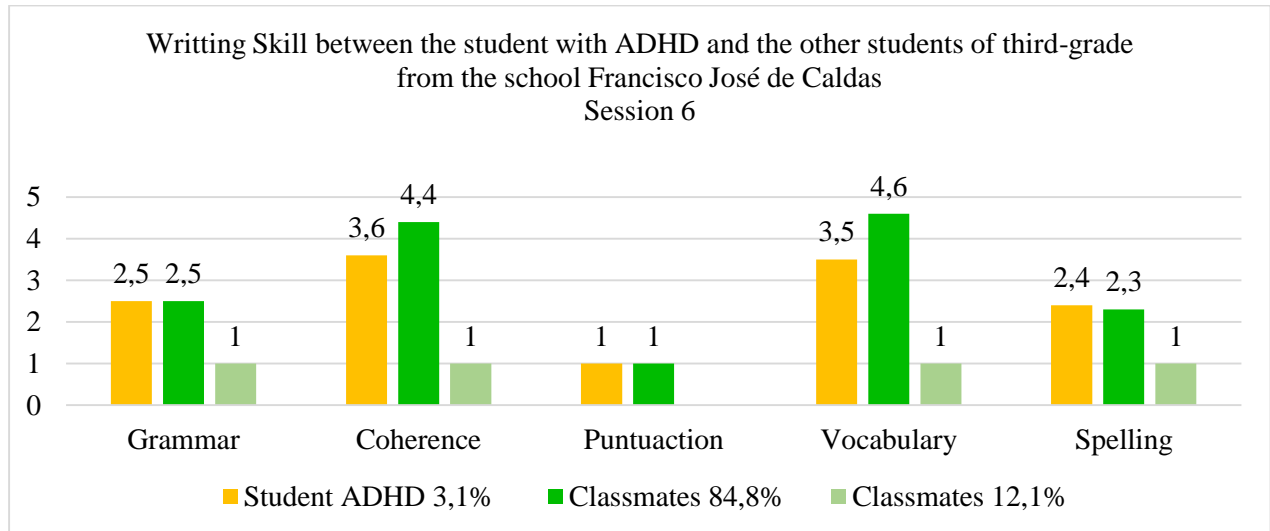
In the following graphs, they show the results that the students with ADHD got in this activity between themselves. For this activity, the category of **Punctuation** was not evaluated.



Graph 19. Results of the domino between the two children with ADHD

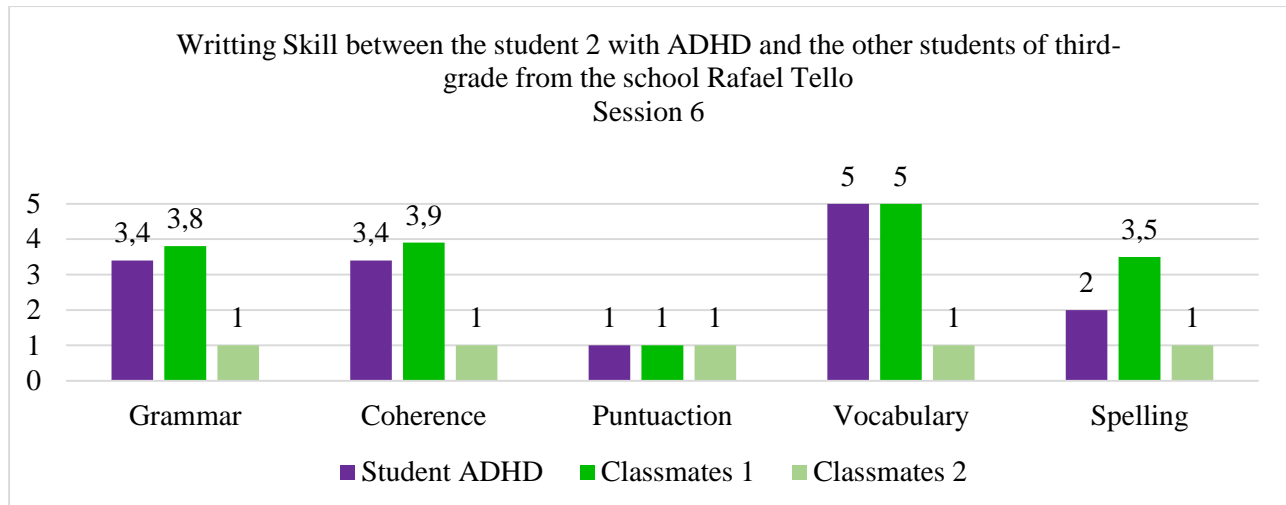
As a result of the domino activity, both students with ADHD ranked in a **Need Improvement level** since the student 1 got three points (3.0) and the student 2 three points five tenths (3.5). It's interesting to see how in the category of vocabulary both students got a great grade by indicating that with this activity they could remember more easily the vocabulary to learn, but the difference between them only was of five tenths (0.5), by allowing student 2 to lead with five points (5.0). however, both students had some mistakes in the spelling of some words by ranking the student 1 with a score of one point (1.0) and the student 2 with two points (2.0). In the case of the coherence category, the student 1 lead with a difference of two tenths with a score of three points six tenths (3.6), while in the grammar category, the difference was four tenths by leading the students 2 with a score of three points four tenths (3.4).

Now, the next graphs demonstrate the difference of the results between the students with ADHD and their classmates.



Graph 20. Results of the domino between the students with ADHD and the other students.

In this graph, it's important to see how to begin again the process, the level of the other students is low. While the student with ADHD is the same. In the category of grammar both got two points five tenths (2,5), while in the categories of coherence and vocabulary the group lead with a difference of 8 to 10 tenths, and in the spelling the difference was one tenth (0,1). As a final result, the student with ADHD got tree point (3,0) and the group three points four tenths (3,4), by ranking in a **need improvement level**.



Graph 21. Results between the student 2 with ADHD and the other students

At the graph 19, in the categories of grammar and coherence, the group lead with a difference of four and five tenths with a score of three points eight tenths (3,8) to grammar and three points nine tenths (3,9) to coherence. Both the student 2 whit ADHD and the group got five points (5,0) in the category of vocabulary, this could indicate that the activity was a good activity to increase the vocabulary in them. But in spite of they remember the vocabulary, there were some mistakes in the spelling, however, the group lead in this category with three points five tenths (3,5). The results in comparison with the students 2 and the classmates show that the group is ranked in a **good level** with a score of four points one tenth (4,1) while the student 2 got a score of three points five tenths (3,5) by ranking in a **Need improvement level**.

On the other hand, the ludic activity, which was to practice the pronunciation of the vocabulary of the environment, the teachers chose a student to be “environment” and another student was “pollution”, then the teachers said to the rest of the students, in their ears, one word of the vocabulary seen in class. When the groups were already formed, “environment” would ask to group if there was any “elephant” “flower” etc. and if “environment” guessed who was “elephant” or “flower”, it would take him/her, but if “environment” did not guess, it would belong to “pollution”.

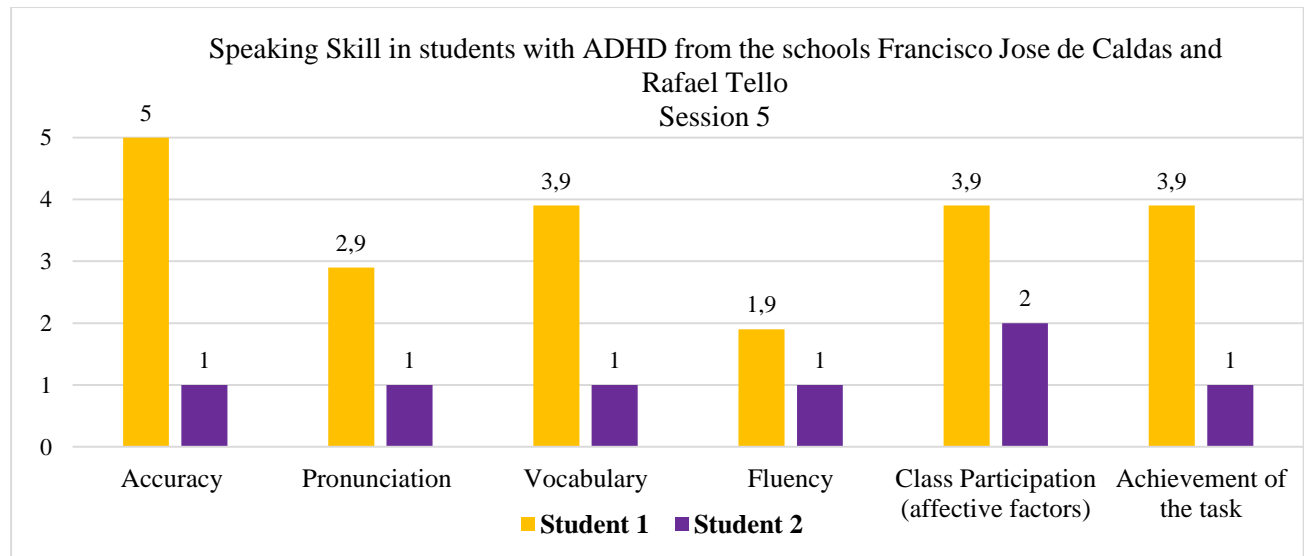
At the end, there would be two groups, one of the “environment” and the another one of “pollution”, they would pull of each side and the group that fell, would lose. (Appendix 12.22)

With respect to Student 1 of school Francisco Jose de Caldas, she was “environment” and another student was “pollution”, when she asked for pears, she pronounced “andenpers” instead of saying “are there pears?” but in general terms, she enjoyed the activity and she improved her pronunciation of “are there” because she had to say many times.

On the contrary, Student 2 of school Rafael Tello, he didn’t want to do the activity like the other students, all the students chose to change the game because they didn’t find it interesting. Instead, they preferred a game called "Virus".

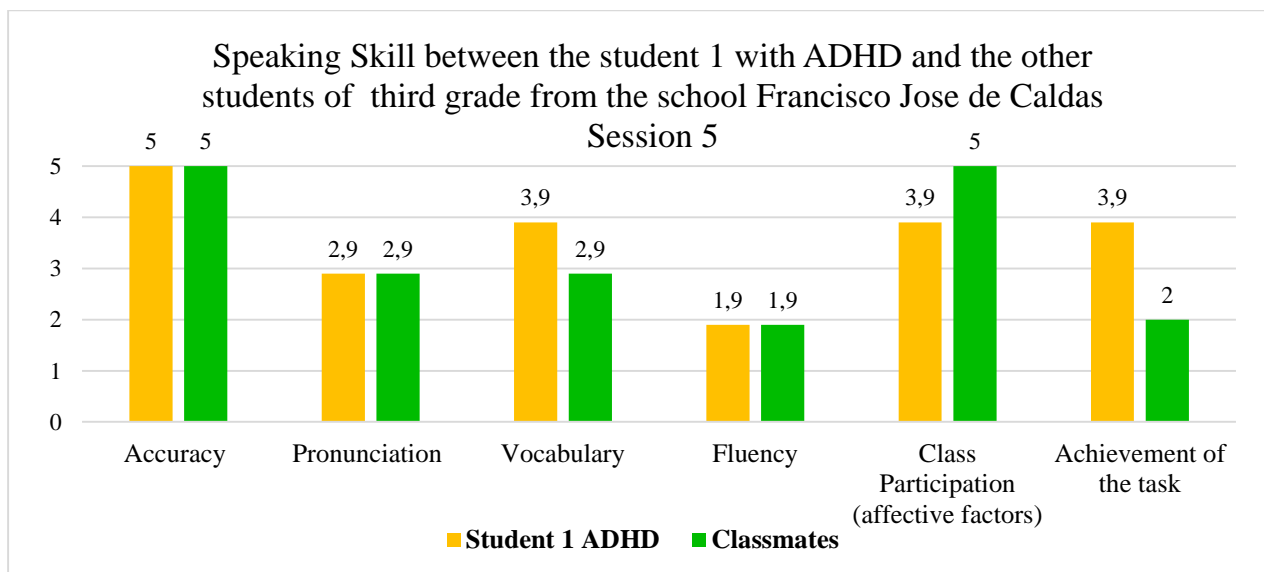
Finally, teachers gave a worksheet on which there was a landscape. Children had to color and name the things on that sheet.

Now, the following graphs show the results of the speaking skill with the activity mentioned before. First, the results between the two students with ADHD and then, in contrast with their classmates.



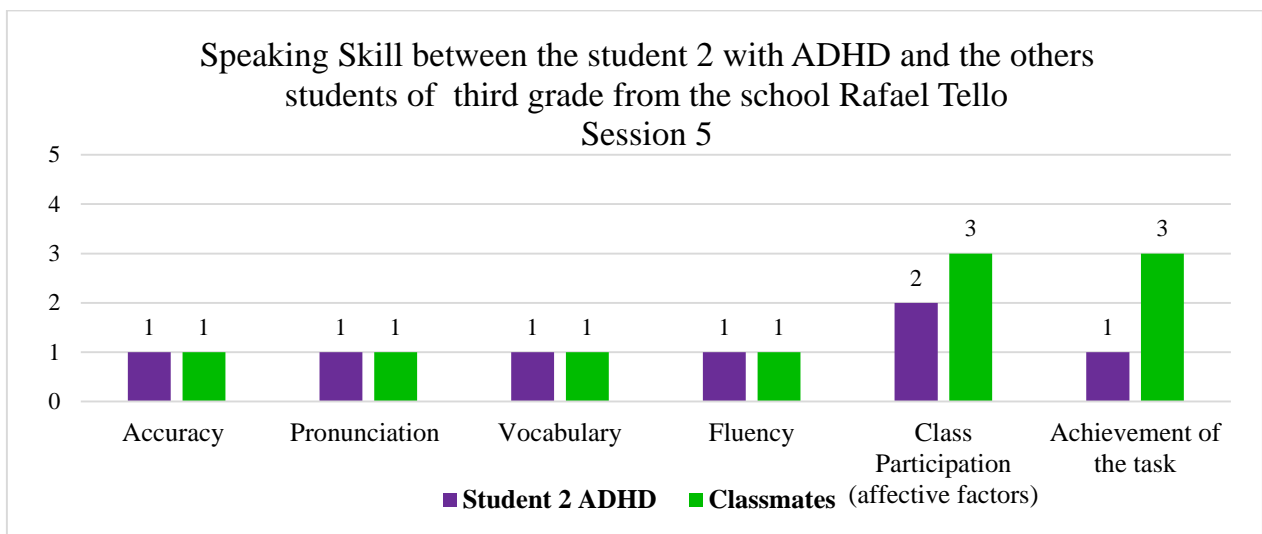
Graph 22. Results of the ludic activity “environment vs. pollution” between the two children with ADHD.

In graph 20, you can see the level of student one, but not student 2, this is because the child did not find that motivation for which the ludic activity attracted him. And although the reward was used to see if he reacted, he was not interested and, although at first he wanted to participate, then he flatly refused to do so. Therefore, they only obtained, the results of student 1. In the case of the girl, if she was motivated to perform the ludic activity, obtaining a score of three points with three tenths., placing her at a level of improvement. The category where she released was accuracy with a score of 5 points, while, in the category of vocabulary, class participation and accomplishment of the tasks were at a good level. On the other hand, in the pronunciation category there is a level of improvement while in fluency at an unacceptable level.



Graph 23. Results of the ludic activity “environment vs. pollution” between the students 1 and the classmates.

As for the results obtained with the other students in student group 1, they also scored the same three-point three tenths, although not in all categories they were the same result. On the part of the other students, the categories where they excelled were in accuracy and class participation with five points and with a difference of one point in terms of the second. In the category of pronunciation and vocabulary they obtained two points with nine tenths and finally in the fluidity category they obtained a point with nine tenths and in achievement of the activities I obtained two points, in the latter, student 1 led with a difference of a point with nine tenths.



Graph 24. Results of the ludic activity “environment vs. pollution” between the students 2 and the classmates.

In contrast, with student 2 and his group, it can be said that the category of participation and accomplishment of the tasks the students excelled with a score of three points, in contrast to the child with ADHD who by not wanting to perform the activity got two point in the category of class participation. However, with the other categories because, even if the other children demonstrate their results, it is not possible to compare them since with student 2 the objective was not achieved

as such. In general, with this proposal, the students with ADHD always were in the **Need improvement** level, although in some categories they showed to stand out with a good level.

By way of conclusion, the ludic activity was not appropriate because they experiment a difficulty to pay attention when they participate in these activities and as a result, they found it difficult to achieve the task. Even though as Petersen (2019) had mentioned before that the game is attractive to them, in general, we observed that there was not an intrinsic motivation in which Brown (2000) mentioned to achieve the objective of the class, and therefore, they were not motivated to communicate. That's why, to develop this ludic activity we recommend that it's important to be patient by implementing the activity and to give and to repeat the instructions and, in this way, the children with this special educational need or any other can understand the objective of proposal. On the contrary, with the domino we got good results since according to Brain Balance Center (n.d.) mentions that "table games assist with improving academic focus in kids and are great fun." And it was evident the vocabulary that they have learned during the classes.

7.2.7 **Session 7**

The purpose of the class was to learn places around town using directions and some prepositions of place. The teachers started the class using a warm up for encouraging the students for the English class, the warm up was a song about the directions in a city:

The directions rap said:

How do I get to the restaurant?

How do I get to the swimming pool?

How do I get to the restaurant?

How do I get to the swimming pool?

Go straight ahead, keep going, keep going, keep going Go straight ahead, keep going, keep going, and stop!

Turn left, turn right

Take the 1st on the left and then stop!

Turn left, turn right

Take the 2nd on the left and then stop!

Turn left, turn right

Take the 3rd on the left and then stop!

Turn left, turn right

Take the 4th on the left and then stop!

How do I get to the cinema?

How do I get to the supermarket?

How do I get to the cinema?

How do I get to the supermarket?

Go straight ahead, keep going, keep going, keep going Go straight ahead, keep going, keep going, and stop!

Turn left, turn right

Take the 1st on the right and then stop!

Turn left, turn right

Take the 2nd on the right and then stop!

Turn left, turn right

Take the 3rd on the right and then stop!

Turn left, turn right

Take the 4th on the right and then stop!

In both schools, the students of third grade showed interest in the song, they were very excited because the song was a rap and this was a little fast and they wanted to follow the voice of the singer. The song was song by EnglishThroughMusic Madrid (2015).

Before giving the subject of the class, the teachers asked the children, what places were in Santander. Then, the teachers showed some pictures with the places around town and they gave some examples using the directions and the prepositions of place. The students had to write the directions and the prepositions of place in their notebooks.

Next, the teachers began the ludic activity called “Snakes and Ladders” which was modified in some squares of the game, writing questions related to the subject of the class. The ludic activity had sixteen squares, in some squares there were snakes, ladders and questions like “How do you say ___ in English?”, “Where is ___?”, “How do I get to ___?”, and “What is it?”. To do the activity, the children had to do five groups of five people and a group of seven people, they had to use a die for moving themselves and they had to answer using a map. (Appendix 12.25)

In the case of the student 1 of the school Francisco Jose de Caldas, she fell into the first square that had the question “How do you say “Iglesia” in English?” and she answered “Shark”, she

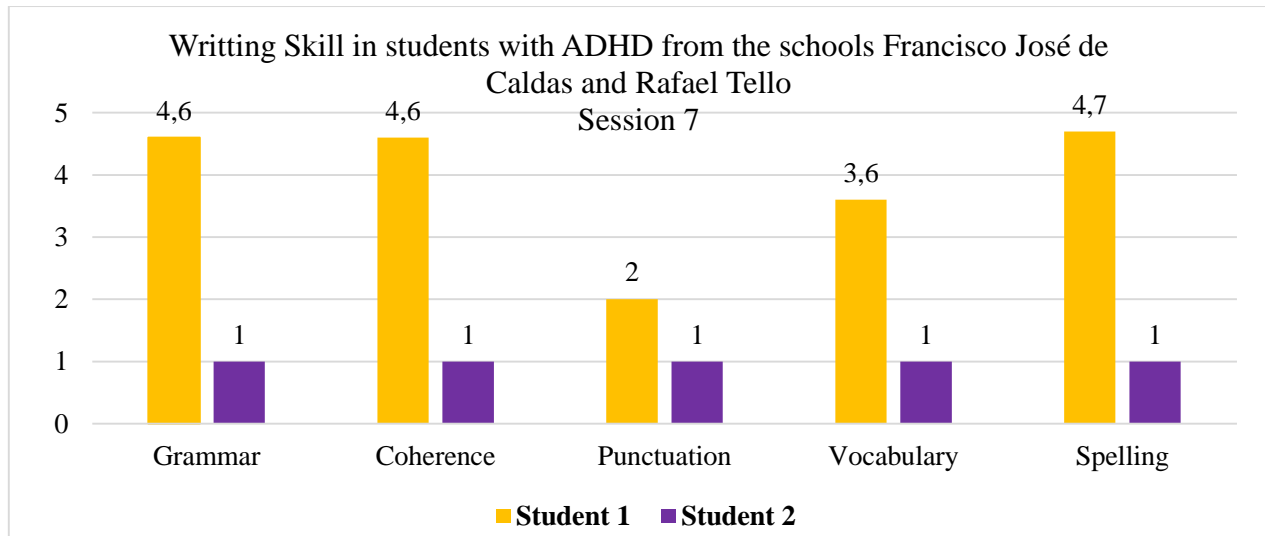
confused the word. Then she fell into the another square that had the question “How do I get to school” and using the map, the teacher placed her in Gas station and she answered “go ahead, go ahead, go ahead, turn left, go ahead, go ahead, go ahead, turn red, go ahead, the school in front of park” she made mistake pronouncing the word “Turn right” she pronounced “Turn red”. She enjoyed the ludic activity, and she was able to integrate well with her group.

On the other hand, during the ludic activity, the student 2 was happy in front of the activity and he obeyed them in his own way. He enjoyed to participated but he tried to do everything pretty quickly, sometimes he did it because he wanted to be free or to be able walking around the classroom. When answering the questions of the game, the student 2 knew the vocabulary but he only answered when the teacher asked him alone, despite that, his pronunciation was regular since in some words he got an idea about the pronunciation, but most of the words he pronounced them as they were written.

Afterwards, the teachers delivered the teaching material, which was a worksheet, on top had a map, in the middle there was a maze and on the bottom there were some lines for the children to write the sentences. The teaching material consisted of students having to do the labyrinth and make sentences with the places that there were within it using the prepositions of place. (Appendix12.26)

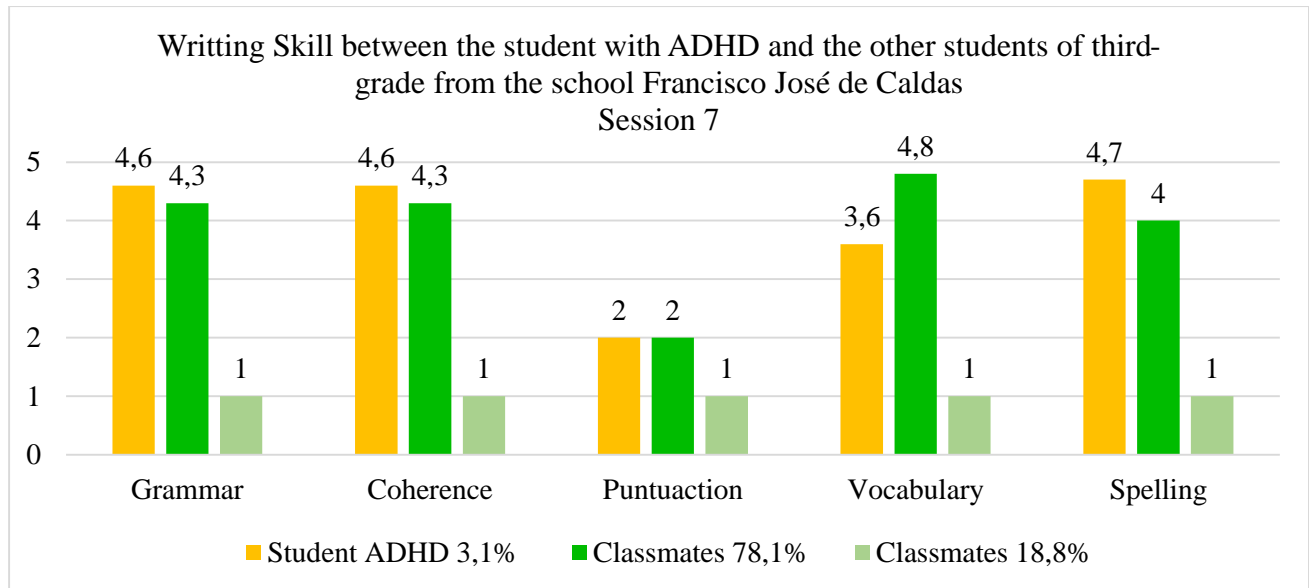
In relation to student 1 of the school Francisco Jose de Caldas, she made four sentences, she only made a sentence well which was "The hospital is near the park" and the other sentences, she made them incomplete. Her writing is understandable and she takes into account the capital letters at the beginning of each sentence.

On the contrary, the student 2 of the school Rafael Tello, he only completed the maze and he refused to perform the activity, that is, he didn't want to write any sentences. Therefore, with this student the teaching material couldn't be evaluated by using the rubric.



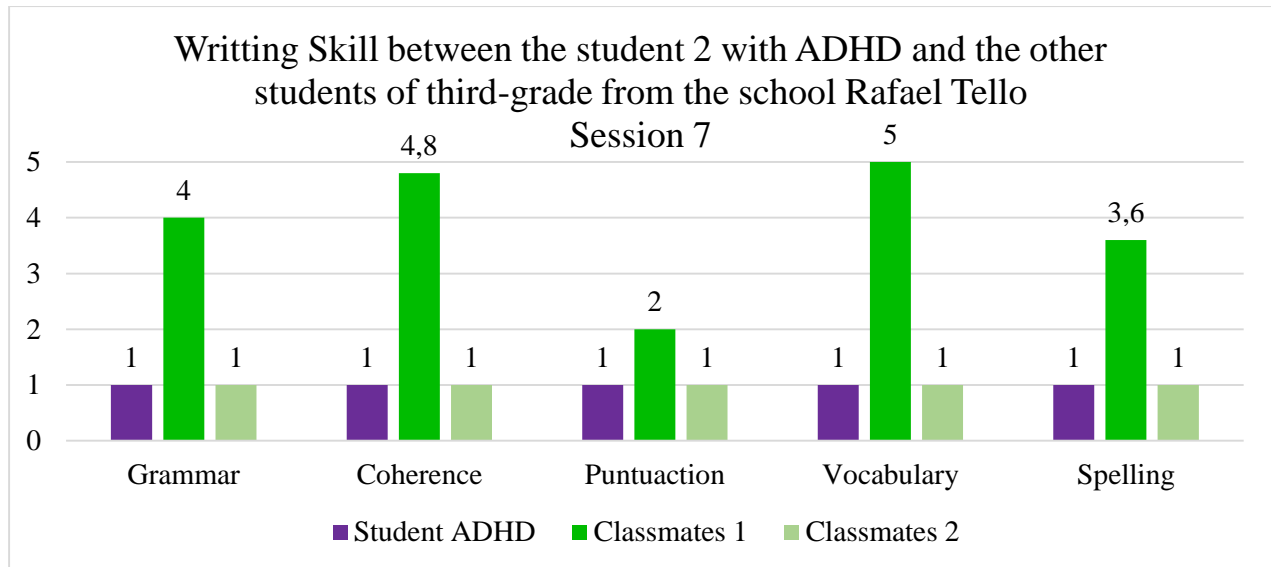
Graph 25. Results of the teaching material between the two students with ADHD.

According with the graph 22, only the results of the student 1 could be evidenced and in all the categories she led with a difference from two points to four points. In general, the student 1 got a score of three points nine tenths (3,9) by ranking in a **Good level**. While the student 2, as he didn't anything, his average was one point (1,0) by ranking in an **Unacceptable level**.



Graph 26. Results between the Student 1 with ADHD according with the teaching material.

In this graph, it can be seen that, although the difference in the final result is about one-tenth leading student 1 with three points nine tenths, the level of both student 1 and her classmates were at Good level. According to the categories, student 1 led in grammar, coherence and spelling, with a difference of three to seven tenths, while the other children led in the vocabulary category with four points eight tenths. And they got the same score on the punctuation category.



Graph 27. Results between the student 2 with the other classmates.

In contrast, with student two, his peers led in all categories with a score of three points eight tenths, this is because student 1 did not want to perform the activity and could not analyze the results that were expected to be obtained.

As a conclusion in applying this teaching material, even though this was attractive for the children, in terms of its development and achieving the objective of the class, this not happened. We suggest in other to get better results to use a bigger classroom where the kids can move freely and be focus on the rules and the information given by the teacher.

8 Findings

In this part of the research, we present the findings that were reached after implementing the seven sessions of the ludic-didactic proposal to children with ADHD of the two public schools of the municipality of Santander de Quilichao, Cauca, in the northern department of Cauca; these findings were obtained through the topics of speaking and listening, interviews, field journal formats, and observation format.

Due to the instruments we use for data collection, it was possible to highlight aspects such as Problems of pronunciation, fluency, and fulfillment of tasks; mixing Spanish with English, that is, Spanglish; shortfalls in vocabulary.

It should be emphasized that, during the implementation of the proposal, in other words, the application of the teaching materials and the realization of the recreational activities; the students showed great participation in most of the sessions. However, they forgot the pronunciation of the words of some topic and resorted to their mother tongue, which is Spanish.

For the demonstration of the findings, it was divided into two parts. Firstly, we mentioned ADHD in children and the characteristics of both; secondly, the reaction that children with ADHD had to the ludic-didactic proposal.

ADHD and its learning environment

As we have already mentioned, in our case study we found two children who had Attention Deficit Hyperactivity Disorder, better known by its acronym ADHD. As you know, ADHD comes in three different ways, and in collaboration with the psycho-counselors, we were able to figure out which one each of the children had. With student 1, it was evident that ADHD was present with the predominance of attention deficit, which was manifested during the sessions by not carrying out the

work accurately, distracting themselves with some of their classmates, and avoiding paying attention to what was developed with the ludic-didactic proposal.

In the case of student 2, he presented mixed ADHD, that is, he demonstrated inattention as well as hyperactivity and impulsivity. At the time of giving the class and explaining the material of the session, the child was at his desk and in the blink of an eye, he would stop from his post and go to the back of the classroom to bother or talk to his classmates, Or, on occasion, he would wander around the room taking objects without permission and hiding them anywhere. The group director, on the other hand, seeing what he was doing, drew his attention so that he would be placed at his desk.

While the proposal was being implemented, we realized that the environment of the two children with ADHD was not the same because the relationship of student 1 with some of her classmates was complicated because they bothered her and she didn't like that situation so sometimes she reacted abruptly, Besides, when teamwork was needed, most children refused to work with the girl with ADHD, making her feel a little bad. However, the researcher who gave the class did not allow it and made everyone work together, and so in the last activities, empathy, the socio-affective factor that Brown proposes (1973), was strengthened and allowed to take a better environment for both the girl with ADHD, the peers and the English teacher, and thus successfully finish the last activities. Even the researcher noticed that in other areas the same thing happened as the children commented to her.

On the other hand, with student 2 it was the opposite. Both teachers and their classmates knew the situation of him, allowing him to create a good atmosphere and that empathy was reflected. When the classes were given, the children were motivated to participate, however, at first it was a little difficult to attract the attention of the child with ADHD and avoid distraction, but with the help of their peers who in one way or another collaborated explaining the issue, helped him to

concentrate and with the proposed material, they did not leave him alone and supported him to work as a team. A clear example is evidenced by the memory game, the ludic activity that the whole group enjoyed, mainly the child with ADHD. Although at times he would stop and annoy his other classmates, those in his group called him so that he would be the one to participate by answering or choosing the cards.

Regarding the other two factors that Brown (1973) raises, in the introversion and extroversion in the two cases of children with ADHD, introversion was reflected in some teaching materials and ludic activities, while most of the time extroversion was better reflected. On the other hand, we can say that the aggression was presented but not by a behavior where the student was forced to react in this way, but it is due to ADHD which shows a certain aggressiveness without them being aware of the consequences they can bring.

Reaction to the ludic-didactic proposal.

It is important to note that in most sessions the students with ADHD found it difficult to carry out a task and not because they did not want to do it but because of the deficiencies to which the child is prone to this disorder, avoiding paying attention, not following orders, showing restlessness at their desk, interrupting classes, talking excessively and being impatient.

According to teaching materials and ludic activities, were selected 5 of each of which were adapted so that both children with ADHD and peers could develop them according to the theme of the session carried out and many of the behaviors expressed above were evident during implementation, but despite this, our goal was to see how the two children with ADHD reacted to it both in their learning and in their behavior.

In the teaching materials were implemented the word search, the puzzle, let's match! the domain and the maze. At the time of realization, a positive response was observed mainly on the part of the two children with ADHD because they concentrated by performing them putting into practice the vocabulary they already knew and the new topic they were learning. However, what if they were a little difficult was to write or complete the sentences they were to perform. Despite this, they demonstrated the previous knowledge of the topics that would develop during the next classes.

As for the ludic activities were carried out the following: relay game, omitting numbers, memory game, environment vs. pollution, and snakes and stairs. When applying these activities, it was evident that in some the two children with ADHD were motivated to do it, while in other students, they refused to participate. This mainly happened with student 2 who in the game of relays and the environment vs pollution, it was not very motivating for him, even his classmates either, because they refused to participate and as an alternative, the researcher who was in charge of giving the class had to change it to another one in order to conclude the session.

On several occasions, students with ADHD used their mother tongue to pronounce a few words of English, for example, with student #1, the word they, she would say /ɪ/ instead of saying /eɪ/. Even if she didn't pronounce the word "people" correctly, she said people instead of saying pi:pəl. With student 2, the word Apple, he said /aple/, instead of saying /ɪæpəl/. And although at the time they were corrected, they did not assimilate it until these words were part of the activities.

It should be mentioned that they did not understand the subject being taught with theoretical examples but rather through the activities, they showed more affinity to the subject when it became a game; in the part of the teaching material, they both took a little longer than the other. However, the answers of student 1 were better than those of the rest of the room, on the other hand, the answers of student 2 were not as good as those of his classmates.

Additionally, in the learning styles of the two children with ADHD and the implementation of the proposal, we could realize that by nature their style was more visual than kinesthetic and auditory, therefore, both the teaching material and the ludic activity helped the child in this process generating a different environment for learning the foreign language. In addition, apart from using our proposal, other resources were used such as videos that in general were more attractive to the child who has ADHD.

Relatively, in the acquisition-learning of English as a foreign language, it was observed that in the two children with ADHD, the hypothesis of the natural order was reflected in the acquisition of vocabulary and this happened when we applied the ludic activity, because in a certain way, the two children, with the exception of two activities mentioned above, participated without problem, although with a bit of fear when responding to their peers, then, teacher were asked alone and they responded using their previous knowledge and what was acquired during each session. It should be noted that at the time of speech on most occasions they read or said the words as they were written, something that naturally occurs when you learn the first language, but did not prevent them from coming to understand by answering well to the teacher's question. Whereas, when applying the teaching material, the hypothesis of the monitor was reflected more precisely since they knew the grammatical rules that were being used to develop the writing exercise that the teaching material posed, although with some lack in the grammatical structure.

9 Conclusions

Based on the data obtained through the various instruments and the analysis made through the rubrics and took into account our objectives, it was concluded that:

- In the institutions, the teachers are not training to teach these children with ADHD or any other special educational need, for that reason, we didn't find a specific methodology that the teachers can use to this process.
- The implementation of teaching material and recreational activities allowed student 1 to understand a little better the topics seen in classes, while student 2, a small improvement was noticed, which we hope is an indication that their learning of a new language is more enjoyable.
- The use of this proposal, which dealt with ludic Spanish activities appropriate to the English area, showed that they are effective in learning or correcting the pronunciation of some foreign language words in the two children with ADHD.
- Having an environment where children can play as part of teaching English made both student 1 and student 2 feel motivated to learn.
- Having an environment where children can apply in their lives what they saw in class, made their meaningful learning more coherent, this applied to both children with ADHD.
- It was shown that the relationship between children with ADHD and the rest of the classroom can influence their learning and integration with their peers.
- The teaching material and the recreational activities were also accepted by the students who did not suffer from ADHD, showing that they liked to participate actively in the realization of the proposal.

- The previous studies that we took into consideration for this research project were international and national. In this way, we expect that this local research can be a tool for further studies.

10 Recommendations

Taking into account our continued interaction with the groups mentioned in this proposal, we make the following recommendations:

- Teachers in institutions must be psycho-educated so that they have the necessary tools to help intervene, not only with ADHD but with other special educational needs in a competent manner.
- Concerning the other subjects, it is recommended to use fun activities so that all students learn naturally.
- Adapt the materials that you're going to use in your classes.
- The institutions should certificate these children present a special educational need.
- Both teachers and parents must have a good interaction to help these children within their learning process.

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12 Appendixes

12.1 Format SIMAT and diagnosis

inscripción de alumnos nuevos por favor no cierre esta etapa.



SIMAT Sistema Integrado de Matriculas

Usuario: TRUJILLO GIL CARLOS ALFONSO
 Secretaría: SANTANDER DE QUILICHAO
 Calendario: A
 Año Lectivo: 2019
 Versión: Versión 7.0.8.06 generada en 20/10/2019 1:00 PM SIMAT_FRONT_11

Ayuda Administración Instituciones Estudiantes Proyecciones Inscripciones Matricula Reportes Estrategias Salir

Alumno - ConsultaAlumnosNovedades i.

INFORMACIÓN DEL ALUMNO

..DATOS DE IDENTIFICACIÓN ..

Número Único de Identificación: <input type="text" value="KARNAB438957691"/> Fecha del Estado: <input type="text" value="13/11/2018"/> País de Origen: <input type="text" value="COLOMBIA"/> Tipo ID: <input type="text" value="TI-TARJETA DE I..."/> Departamento de Expedición: <input type="text" value="CAUCA"/> Género: <input type="text" value="FEMENINO"/> Departamento de Nacimiento: <input type="text" value="CAUCA"/>	Estado Alumno: <input type="text" value="MATRICULADO"/> Fecha de vencimiento documento (dd/mm/aaaa): <input type="text"/> Número: <input type="text" value="1062301111"/> Municipio de Expedición: <input type="text" value="SANTANDER DE QUILICHAO"/> Fecha de Nacimiento: <input type="text" value="07/10/2010"/> Municipio de Nacimiento: <input type="text" value="SANTANDER DE QUILICHAO"/>
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NOMBRES Y APELLIDOS

Primer Apellido:
 Primer Nombre:
 Segundo Apellido:
 Segundo Nombre:

DIRECCIÓN RESIDENCIA

Dirección Residencia:
 Departamento Residencia:
 Zona:
 Correo electrónico:

Municipio Residencia:
 Teléfono:

INFORMACIÓN ACADÉMICA

Carácter:
 Tiene Matrícula Contratada:
 Especialidad:
 Contrato:

SELECCIONAR CAUCA-2019-ALIMENTACION ESCOLAR-ALMUERZO-COMPLEMENTO ALIMENTARIO AM/PM-OTROS-SGP - ASIGNACIÓN ESPECIAL PARA ALIMENTACION ESCOLAR-RECURSOS DE INVERSIÓN DEL MEN-A-04-02-2019

AFILIACIÓN AL SISTEMA DE SALUD

EPS Afiliado:
 Tipo Sangre y RH:
 IPS Asignada:
 ARS Afiliado:

DESPLAZAMIENTO

Población:
 Víctima del Conflicto:
 Fecha Expulsión (dd/mm/aaaa):
 Departamento Expulsor:
 Municipio Expulsor:
 Certificado:

AFILIACIÓN AL SISTEMA DE SALUD

EPS Afiliado:
 Tipo Sangre y RH:
 IPS Asignada:
 ARS Afiliado:

DESPLAZAMIENTO

Población:
 Víctima del Conflicto:
 Fecha Expulsión (dd/mm/aaaa):
 Departamento Expulsor:
 Municipio Expulsor:
 Certificado:

SITUACIÓN SOCIOECONÓMICA

Tiene SISBEN III:
 Nro. Carnet SISBEN:
 Estrato:
 Nro. SISBEN III:
 Nivel SISBEN:
 Fuente de Recursos:
 Beneficiario Hijos dependientes de Madre Cabeza de Familia:
 Beneficiario Héroe Nación:

TERRITORIALIDAD

Resguardo:
 Etnia:

DISCAPACIDADES Y CAPACIDADES EXCEPCIONALES

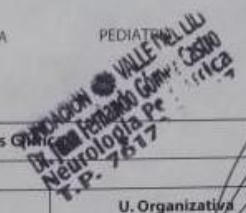
Listado Discapacidades:

DISCAPACIDAD AUDITIVA - USUARIO DEL CASTELLANO
SORDOCEGUERA
FISICA - MOVILIDAD
SISTÉMICA
MENTAL- PSICOSOCIAL

Apoyo Académico:

Listado Capacidades Excepcionales:

TALENTO EN ARTES Y/O LETRAS
TALENTO EN ACTIVIDAD FÍSICA, EJERCICIO Y DEPORTE
DOBLE EXCEPCIONALIDAD
TALENTO EN CIENCIAS SOCIALES O HUMANAS
NO APLICA

Diagnósticos				
F900 PERTURBACION DE LA ACTIVIDAD Y DE LA ATENCION Pág 2 de 2				
Análisis y Conducta				
<p>Se confirma TDAH mixto de base familiar. Se decide, tras analizar las opciones de manejo, realizar manejo modificador de conducta con T.Ocupacional encaminada hacia el control de atención y regulación de actividad, entrenamiento en rutinas, además psicología con énfasis en manejo de modificación de pautas y normas de crianza para ayudar a manejar conductas. Se recomienda además actividad deportiva que fomente la atención y la disciplina / seguimiento de pautas y normas (danzas, natación, artes marciales) Debe además retomar medicación, con ATX 18 mg/día vigilando tolerancia y respuesta. Se recomienda socializar las evaluaciones realizadas al colegio para así facilitar y modificar pautas de evaluación de aprendizaje. La educación formal en institución educativa debe reunir los siguientes requisitos: grupos pequeños y supervisión en clase, asesoría psicopedagógica y experiencia de institución en manejo de este tipo de desórdenes para realizar evaluaciones más cortas. Se cita a control 1 mes para ver respuesta. Recomendaciones y alarma</p>				
GOMEZ CASTRO, JUAN FERNANDO		NEUROLOGIA PEDIATRICA	PEDIATRIA	
Cédula: 0016795047		RM:76172497		
Valido como Firma Electrónica				
Ordenes				
Ordenes Generales				
Fecha	Código	Nombre	U. Organizativa	Responsable
21.06.2019	890275	CONSULTA DE PRIMERA VEZ POR ESPECIALISTA EN NEUROLOGIA PEDIATRICA	UT Neurología Pediatrica	NATHALY DIAZ RUBIO

12.2 Interview 1

Entrevista para profesores que están en permanente contacto con los niños que presentan TDAH

Nombre completo: Sandra Danyeli Ortega

Edad: **Asignatura:** Ciencias Naturales **Fecha:** 15 de octubre de 2019

1. ¿Qué método de enseñanza aplica usted durante sus clases?

R/ no hay un método específico, la niña no tiene dificultades cognitivas por lo tanto se trabaja igual que con el resto del grupo

2. De acuerdo con su experiencia, ¿Cómo considera usted que sea la mejor manera de fortalecer la habilidad escrita y oral?

R/ la niña no tiene estas limitaciones, en ocasiones, se queda sin escribir, pero es porque estaba hablando, pero por lo general, nunca se queda sin hacerlo.

3. Cuando se enteró de que el/la estudiante presentaba TDAH, ¿utilizo otro tipo de método?

R/ no, solo se realizaron las recomendaciones para los padres, para que inicien terapias con la niña, pero aún no se reciben reportes.

4. ¿Cómo ha sido su rol frente a los estudiantes, principalmente frente al niño/niña con TDAH?

R/ mi rol es como una docente orientadora del grupo. En la básica primaria, el docente tiene muchas responsabilidades.

5. ¿Cuál ha sido el rol de él/ella durante sus clases?

R/ atiende y respeta la clase, aunque su relación no es muy buena con algunos de sus compañeros.

6. ¿Cuál ha sido la mejor estrategia para enseñarle al niño/niña con TDAH?

R/ tenerla ocupada el mayor tiempo posible

7. ¿Cómo evaluá las competencias comunicativas en el niño/niña con TDAH?

R/ ella no está limitada en este aspecto, por el contrario, participa con frecuencia.

8. ¿Qué recursos didácticos utiliza al momento de enseñar?

R/ textos, fotocopias medios audiovisuales.

9. ¿Cuál ha sido lo más difícil al momento de enseñar?

R/ en general esta labor no es fácil, cada día tiene sus propias dificultades para lo cual un docente nunca está preparado, pero siempre lo tiene que solucionar. Aun cuando se cree que tiene la mejor clase preparada, hay situaciones que te puede cambiar todo.

Entrevista para profesores que están en permanente contacto con los niños que presentan

TDAH

Nombre completo: Yolanda Manquillo Cerón

Edad: **Asignatura:** español y Ciencias Naturales **Fecha:** 15 de octubre de 2019

1. ¿Qué método de enseñanza aplica usted durante sus clases?

R/ yo aplico diferentes métodos, inductivo, deductivo, conocimientos previos, palabras normales.

2. De acuerdo con su experiencia, ¿Cómo considera usted que sea la mejor manera de fortalecer la habilidad escrita y oral?

R/ por medio de cuetos imágenes, descripciones, personificación.

3. Cuando se enteró de que el/la estudiante presentaba TDAH, ¿utilizo otro tipo de método?

R/ desde el grado primero

4. ¿Cómo ha sido su rol frente a los estudiantes, principalmente frente al niño/niña con TDAH?

R/ de acompañamiento, comprensión, tolerancia, al igual que sus compañeros de curso.

5. ¿Cuál ha sido el rol de él/ella durante sus clases?

R/ un niño con mucha agresividad, indisciplinado, que no acoge normas y trabaja cuando quiere.

6. ¿Cuál ha sido la mejor estrategia para enseñarle al niño/niña con TDAH?

R/ trabajo de acuerdo a mi conocimiento pedagógico, pero no tengo especialidad para trabajar con niños con este síndrome.

El estado hace muy poco acompañamiento para estos casos, falta más capacitaciones o que haya personal capacitado que maneje la educación especial, además, uno tiene muchos niños en el salón y ellos necesitan una educación personalizada.

7. ¿Cómo evaluá las competencias comunicativas en el niño/niña con TDAH?

R/ de forma oral y grafica especialmente.

8. ¿Qué recursos didácticos utiliza al momento de enseñar?

R/ laminas, objetos plásticos, tangibles, material reciclable.

9. ¿Cuál ha sido lo más difícil al momento de enseñar?

R/ al no tener la pedagogía adecuada para ellos, pocos recursos didácticos, solo los suministrados por la docente, la cantidad de estudiantes en el salón, el no ser docente de educación especial.

12.3 Interview 2

Entrevista para los estudiantes-educadores de la OPE que estuvieron enseñando en los grados terceros durante el semestre 2018-2

Nombre: Jhoan Camilo Urbano Cifuentes **OPE:** I

Semestre: VIII (2019-1) **Grado a cargo:** 3^a **Estudiante:** Student 2

1. ¿Usted tiene conocimiento de las dificultades de aprendizaje que se pueden presentar en un aula de clase?

R: las dificultades que se puedan presentar en el aula de clase son muchas, partiendo desde el déficit de atención de los estudiantes hasta la falta recursos de las instituciones educativas. por otra parte, una buena metodología puede hacer que esas dos partes no sean un problema y se llegue a una buena comprensión y enseñanza para los estudiantes.

2. ¿Tiene usted conocimiento sobre qué es el TDAH?

R: si es el trastorno de déficit de atención con hiperactividad.

3. ¿Cómo fue su rol frente a los estudiantes y principalmente frente a l niño/niña con TDAH durante sus prácticas?

R: mi rol como profesor fue muy comprensivo y de mucha atención.

4. ¿Recuerda cómo fue el rol del niño/niña con TDAH?

R: El niño tenía mucha energía, molestaba a los compañeros cuando se aburría, se distraía.

5. ¿Qué fue lo más difícil cuando enseñaba y se enfrentaba a estos niños?

R: lo más difícil fue crear estrategias de aprendizaje para niños con este trastorno.

6. ¿Qué recursos didácticos uso para enseñarle al niño/niña?

R: los recursos didácticos que use para enseñarle al niño fueron sopa de letras, videos, dibujos para colorear.

7. ¿Cómo evaluó las competencias comunicativas en el niño o niña con TDAH?

R: mediante dibujos, espacios en blancos para completar palabras, repeticiones.

8. ¿Cómo evaluó la habilidad escrita y la oral en él/ella?

R: en la habilidad de escritura se hicieron diferentes talleres de completar espacios en blanco donde el estudiante tenía que descifrar el dibujo. En la parte oral, siempre que veíamos los videos los hacia repetir a cada uno y la pronunciación de él era comprensible.

9. ¿Fue necesario crear un material o actividad exclusivo para el niño/niña con TDAH?

R: no utilice ningún material o actividad exclusivo para el estudiante, ya que si sabía que si podía tener un estudiantes totalmente ocupado y centrado en lo que debe hacer para poder llegar a aprender un segundo idioma porque no hacer con todos los estudiantes.

Si fue así, ¿Cómo reaccionaron frente a ello?

**Entrevista para los estudiantes-educadores de la OPE que estuvieron enseñando en los
grados terceros durante el semestre 2018-2**

Nombre: Kevin Yuseth Arboleda Ramos **OPE:** I

Semestre: VIII (2019-1) **Grado a cargo:** 3-1 **Estudiante:** student 1

1. ¿Usted tiene conocimiento de las dificultades de aprendizaje que se pueden presentar en un aula de clase?

R/ Sí, en el aula de clase se pueden presentar diferentes dificultades puesto que todos los niños no aprenden de la misma manera.

2. ¿Tiene usted conocimiento sobre qué es el TDAH?

R/ No, no me he informado sobre el tema.

3. ¿Cómo fue su rol frente a los estudiantes y principalmente frente a l niño/niña con TDAH durante sus prácticas?

R/ Mi rol frente a los estudiantes fue el mismo, desde el principio trate de formar lazos de confianza con cada uno de ellos.

4. ¿Recuerda cómo fue el rol del niño/niña con TDAH?

R/ La niña siempre fue muy participativa en mis clases, de modo que no me había enterado sobre su problema de atención.

5. ¿Qué fue lo más difícil cuando enseñaba y se enfrentaba a estos niños?

R/ Tal vez lo más difícil fue la relación de la estudiante 1 con sus compañeros, puesto que ellos le hacían bromas muy a menudo.

6. ¿Qué recursos didácticos uso para enseñarle al niño/niña?

R/ Canciones, videos y diferentes juegos.

7. ¿Cómo evaluó las competencias comunicativas en el niño o niña con TDAH?

R/ Las clases fueron muy didácticas de modo que al final realizaba diferentes test orales o escritos para evaluar el tema visto.

8. ¿Cómo evaluó la habilidad escrita y la oral en él/ella?

R/ Para evaluar la habilidad oral, yo hacía pasar tanto a la niña como a sus compañeros para ver en qué nivel estaban, y en la habilidad escrita eran pequeños test muy cortos para evaluar que tanto los niños habían asimilado el tema.

9. ¿Fue necesario crear un material o actividad exclusivo para el niño/niña con TDAH?

R/ No, no fue necesario puesto que la niña todo el tiempo fue muy participativa en mis clases.

10. Si fue así, ¿Cómo reaccionaron frente a ello?

R/ La estudiante siempre participó a la par con sus compañeros.

12.4 Formato de observación

FORMATO DE OBSERVACIÓN PARA LOS INVESTIGADORES

Student's name: Student 1 Teacher's name: Alexandra Bruges

Age: 9 Group: 3-1 Period: 4 Date: october 17th 2019 Session: 2

ASPECTOS A OBSERVAR	INDICADORES	OBSERVATION
1. Objetivos de la clase	<i>Lograr los objetivos propuestos para cada clase</i>	All objectives proposed in the lesson plan was fulfilled.
2. Rol del estudiante	<i>Factores sociales:</i> <i>Empatía</i> <i>Introversión/extroversión</i> <i>Agresión</i>	<p>Student 1 didn't show much extroversion, you could say she was a very participatory student responding to what the teacher asked, but sometimes when she had to speak out loud or go out on the board, she felt a little sorry, yet he went out and did or said what was right.</p> <p>As for the assault, student 1 wasn't aggressive at all, not missing one or two discussions with a partner, but that's it, it didn't go on to much more.</p>
3. Actividades lúdicas	<i>Cómo reacciona frente a la actividad</i> <i>Voluntad para comunicarse</i> <i>Automaticidad</i> <i>Anticipación a la recompensa</i> <i>Motivación intrínseca</i>	Student 1 reacted positively to the different recreational activities proposed by the teacher, she showed that she liked them quite a lot through the smile reflected on her face, When the teacher asked for something or requested some action in English like raising your hands, sitting, standing or clapping, Student 1 did it almost automatically, it was very hairy right now.
4. Materiales didácticos	<i>Cómo reacciona frente al material</i> <i>Aprendizaje significativo</i> <i>Anticipación a la recompensa</i> <i>Motivación intrínseca</i>	Student 1 really liked the surprise that the teacher brought a fomi puzzle to the class, worked as a couple with a partner and everything went well, looks pretty perfectionist, It took him a while to put it together, but he put every chip exactly as it was.

FORMATO DE OBSERVACIÓN PARA LOS INVESTIGADORES

Student's name: Student 1 Teacher's name: Alexandra Bruges

Age: 9 Group: 3-1 Period: 4 Date: November 7th 2019 Session: 4

ASPECTOS A OBSERVAR	INDICADORES	OBSERVACIÓN
1. Objetivos de la clase	<i>Lograr los objetivos propuestos para cada clase</i>	All the objectives proposed in the lesson plan were met.
2. Rol del estudiante	<i>Factores sociales: Empatía Introversión/extroversión Agresión</i>	It is possible to say that student 1 didn't have any problem to communicate with other classmates, however, when the teacher asked him things, sometimes, the student 1 answers with a little pity, was better quiet and didn't look for problems or was aggressive.
3. Actividades lúdicas	<i>Cómo reacciona frente a la actividad Voluntad para comunicarse Automaticidad Anticipación a la recompensa Motivación intrínseca</i>	Student 1 was always very willing to the activities proposed by the teacher. He always obeyed and showed that she did the activities with pleasure and in the best possible way. It took a lot of time to perform the activities, you see that you feel motivation when the teacher said she would rate the activity.
4. Materiales didácticos	<i>Cómo reacciona frente al material Aprendizaje significativo Anticipación a la recompensa Motivación intrínseca</i>	It was very noticeable the joy of student 1 when the teacher said she brought material to work, she was very motivated, however, when they had to work in pairs or groups it seemed that it was difficult for them to work because the other partners didn't choose her.

FORMATO DE OBSERVACIÓN PARA LOS INVESTIGADORES

Student's name: Student 2 Teacher's name: Tania Tunubala

Age: 8 Group: 3-a Period: 4 Date: october 24th 2019 Session: 2

ASPECTOS A OBSERVAR	INDICADORES	OBSERVACIÓN
1. Objetivos de la clase	<i>Lograr los objetivos propuestos para cada clase</i>	The objectives of the class given in session 2 by Tania were fulfilled as they were written in the lesson plan.
2. Rol del estudiante	<i>Factores sociales: Empatía Introversión/extroversión Agresión</i>	Most of the students were paying attention to the class except for the student 2, who showed total extroversión during the whole class, even though it was the second session given by Tania. Sometimes, the boy hugged the teacher Tania as if he had known her for some time and on the other hand, he assaulted his classmates as a game, but after finishing the class he was paying attention more and obeying the teacher.
3. Actividades lúdicas	<i>Cómo reacciona frente a la actividad Voluntad para comunicarse Automaticidad Anticipación a la recompensa Motivación intrínseca</i>	Student 2 was very happy and very confident with the dynamic hot potato, when it was his turn to throw the object to the other fellow dropping it on the ground with all intention to laugh at him. Student 2 didn't have any problem to communicate, on the contrary, he talked too much and when the teacher asked him he answered to him, in addition he kept talking to his classmates. About anticipating of reward, it was very clear the situation when the

		<p>group and in particular the student 2 were making a mess and did not listening to the teacher, and she reminded them about the happy faces stickers, she said that if they do the activity, she will put a happy face on their notebook, to which the students' response was a silence and an absolute order.</p> <p>When the teacher started talking about something new for them, (simple present structure) students paid close attention to the board and responded when the teacher asked about subject, verb or complement.</p>
<p>4. Materiales didácticos</p>	<p><i>Cómo reacciona frente al material</i></p> <p><i>Aprendizaje significativo</i></p> <p><i>Anticipación a la recompensa</i></p> <p><i>Motivación intrínseca</i></p>	<p>The children and especially student two were very happy when the teacher shows them that the next activity is an English word search. Most of them automatically took out coloring colors when they found the words in the soup.</p> <p>They pay attention to the teacher when she explained what they have to do in word search because it was new to them. Besides, they were happy because it was almost time for recess and they wanted to finish quickly to go to play or eat something.</p>

FORMATO DE OBSERVACIÓN PARA LOS INVESTIGADORES

Student's name: Student 2 Teacher's name: Tania Tunubala

Age: 8 Group: 3-a Period: 4 Date: october 31st 2019 Session: 3

ASPECTOS A OBSERVAR	INDICADORES	OBSERVACIÓN
1. Objetivos de la clase	<i>Lograr los objetivos propuestos para cada clase</i>	The objectives of the class were fulfilled as written in the lesson plan.
2. Rol del estudiante	<i>Factores sociales:</i> <i>Empatía</i> <i>Introversión/extroversión</i> <i>Agresión</i>	Student 2 walked around the room playing and talking with each partner who went along with it, sometimes speaking alone imagining games or things, showed total extroversion at all times.
3. Actividades lúdicas	<i>Cómo reacciona frente a la actividad</i> <i>Voluntad para comunicarse</i> <i>Automaticidad</i> <i>Anticipación a la recompensa</i> <i>Motivación intrínseca</i>	<p>The activity consisted in saying the numbers that the teacher had written on the board, and while everyone was making noise the teacher was asking how to say such a number, subject two was totally disconcerted during the activity.</p> <p>The director of the salon told them that if they were silent they were going to give each one a chocolate, but the children ignore their call, only some students were silent.</p>

<p>4. Materiales didácticos</p>	<p><i>Cómo reacciona frente al material</i></p> <p><i>Aprendizaje significativo</i></p> <p><i>Anticipación a la recompensa</i></p> <p><i>Motivación intrínseca</i></p>	<p>The teacher gave a puzzle to each couple of children and they all received it with joy and emotion. However, student 2 wasn't interested and while everyone was trying to put it together. The student 2 was talking and playing with a wig. The teacher called his attention and asked him to start the activity but the student 2 did not obey and continued to do what he wanted, unlike his partner who did complete the puzzle.</p> <p>The students should be doing the next activity given by the teacher but the vast majority were not doing it. It consisted of writing 12 sentences according to the puzzle, but it seemed that the children didn't want more class, were eager to go out and play with the characters representing their costumes.</p>
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12.5 Formato diario de campo

Field Diary	
Date:	
Class topic:	
Researcher	
Questions 1. How do you feel? 2. What do you like more? 3. How will you like English classes? 4. What is the most boring in English classes? 5. What makes you afraid in English classes? 6. What brings you joy ?	answers:
Situation	
Place-space	
Strategy used	
Persons involved	
Observations	

12.6 Speaking rubric (Reddy, 2007)

CATEGORY	UNACCEPTABLE (1,0 to 1,9)	NEED IMPROVEMENT (2,0 to 2,9)	GOOD (3,0 to 3,9)	EXCELLENT (4,0 to 5,0)
ACCURACY	Student does not understand as a result he/she cannot express his/her ideas.	Student understands a bit so that he is able to answer some questions but makes some mistakes.	Student understands thus he/she is able to share his/her opinion with the other people. However, student makes a mistakes in vocabulary and grammar.	Student understands very well and responds appropriately to the questions.
PRONUNCIATION	Student makes many mistakes to pronounce the words.	Student makes an effort for pronouncing good the words.	Student has very good pronunciation	Student pronounces excellent the words in your oral speech.
VOCABULARY	Student knows some word in the language.	Student does not use the adequate vocabulary to express his/her ideas	Student has a good vocabulary but he/she does not chose the appropriated words.	Student has an exceptional vocabulary in the language.
FLUENCY	Student cannot speak fluent, his/her speech is slow and he/she makes many mistakes.	Student is fluent in your speech but he/she does not end the sentences.	Student has a good fluency but he/she makes mistakes.	Student has a continuity and clarity in your oral speech. He/she does not have problems for expressing his/her ideas.
CLASS PARTICIPATION (AFFECTIVE FACTORS)	Student does not have a motivation to participate and shows fear to take part of the activity.	Student shows little interest to participate in class.	Student has a positive attitude although sometimes he/she makes a little mistake.	Student has motivation for participating all the time in the class.
ACHIEVEMENT OF THE TASK	Student does not complete the task.	Student small difficulties in doing task.	Student accomplishes the task with some mistakes.	Student satisfactorily accomplishes the tasks.

12.7 Writing rubric (Reddy, 2007)

CATEGORY	UNACCEPTABLE (1,0 to 2,5)	NEED IMPROVEMENT (2,6 to 3,5)	GOOD (3,6 to 4,6)	EXCELLENT (4,7 to 5,0)
Grammar	There are more of seven grammar errors	There are fewer four grammar errors	There are fewer two or three grammar errors	There is no serious grammar error
Coherence	Writing is not understood	Sometimes writing is complicated to read	Writing is clear to understand	Writing is easy to understand
Punctuation	Several punctuation and case errors	Few punctuation and case errors	Minor errors in punctuation and case errors, variety used	Correct punctuation and case throughout, variety used
Vocabulary	Related words or ideas mentioned: Limited basic vocabulary	Attempt to use new key words in description; goes beyond basic vocabulary	Related words or ideas correctly, uses a good vocabulary	Use almost all vocabulary and the words are correct.
spelling	Many spelling errors (ten or more errors)	Some spelling errors(five errors)	Few spelling errors (three or two errors)	No spelling errors

12.8 Formato de consentimiento informado para la Escuela

CONSENTIMIENTO INFORMADO PARA EL COORDINADOR DE LA ESCUELA

Yo, _____, coordinador de la escuela Educativa Francisco José de Caldas, identificado con cédula de ciudadanía No. _____, expedida en _____, aceptó que los grados terceros de esta institución del presente año, participen en la investigación Propuesta lúdico-didáctica para la enseñanza y el aprendizaje del inglés, enfocado en el habla y la escritura en niños con TDAH (Trastorno de déficit de atención e hiperactividad) en la escuela Francisco José de Caldas.

Afirmo que se me ha explicado que el objetivo general de la investigación es “Describir las experiencias de aprendizaje de los niños de la institución mediante la implementación de la propuesta lúdico-didáctica”.

Se tiene claro que, en términos generales, la participación de la Institución será el de dar cuenta de las metodologías que se emplean para ayudar a la enseñanza y al aprendizaje del inglés como lengua extranjera en niños con TDAH. Igualmente fui informado y estoy de acuerdo que la participación de la Institución en esta investigación es estrictamente voluntaria y que fue invitado a participar en ella por previo análisis que los investigadores hicieron con la psicóloga de la escuela acerca de los niños con dificultades de aprendizaje que se presentan en la escuela. Fui informado y estoy de acuerdo que la Institución tiene derecho a retirarse de esta investigación en cualquier momento y que el retiro no generará ningún tipo de sanción.

Se explicó que los beneficios que recibirá la escuela como participante en esta investigación serán muy importantes para los profesores con respecto a la enseñanza en los niños con TDAH. Igualmente, la escuela recibirá como beneficio la satisfacción de hacer parte de un proyecto para el desarrollo cognitivo de los niños con TDAH y al mismo tiempo para el aprendizaje de ellos en una lengua extranjera, la cual es el inglés. Se me ha aclarado de la misma manera, que de acuerdo con el diseño de la investigación y con las características del mismo estudio, no solo los estudiantes serán participantes de este sino también los profesores. Además, no se conoce ni se anticipa que puedan presentarse efectos adversos o riesgos que atenten contra los estudiantes como objetos de estudio. De todos modos, los investigadores se comprometen a minimizar al máximo los riesgos que puedan generar efectos adversos o molestias. Se entiende que no es posible compensar con dinero u otro tipo de recurso, malestares que en un momento determinado puedan sentir los participantes.

Se tiene claro que toda la información que se suministre y todos los resultados de las pruebas que se tomen son de carácter confidencial; que el acceso a la información y los resultados de las pruebas serán reservados y restringidos y no estarán disponibles para otros investigadores u otras instituciones, ya que los datos recogidos ayudarán a la adaptación e implementación de los materiales didácticos y las actividades lúdicas que se proponen para los estudiantes con TDAH.

Con relación a la custodia de los datos, avaló que sólo el director o directora de la investigación tendrá copia de los documentos y registros que se deriven de la investigación. En este mismo orden de ideas, los investigadores se han comprometido a usar los datos recolectados en esta investigación sólo para los propósitos y fines aquí descritos.

Por lo anteriormente expresado, certifico que he leído cuidadosamente este consentimiento informado y he comprendido los procedimientos y detalles descritos en el mismo. Doy fe de que los investigadores me han explicado claramente de qué se trata el estudio y han contestado mis preguntas de manera clara y comprensible. Por lo tanto, certifico que voluntariamente la institución acepta participar en el estudio de los investigadores, estudiantes del Programa de Licenciatura en Lenguas Modernas inglés-francés de la Universidad del Cauca, Sede Santander de Quilichao, también certifico que he recibido copia de este consentimiento informado.

Nombre de los Investigadores:

- _____

CC: _____

- _____

CC: _____

- _____

CC: _____

Nombre del coordinador de la institución

CC: _____

12.9 Formato de consentimiento informado para padres

CONSENTIMIENTO INFORMADO PARA PADRES

Yo, _____, identificado con cedula _____, padre o acudiente del estudiante _____ de la escuela Francisco José de Caldas, aceptó que el mi hijo(a) participe en la investigación Propuesta lúdico-didáctica para a la enseñanza y el aprendizaje del inglés, enfocado en el habla y la escritura, en niños con TDAH (Trastorno de déficit de atención con hiperactividad) en la escuela Francisco José de Caldas.

Afirmo que se me ha explicado que el objetivo general de la investigación es “Describir las experiencias de aprendizaje de los niños de la institución mediante la implementación de la propuesta lúdico-didáctica”.

Se tiene claro que, en términos generales, la participación de la Institución será el de dar cuenta de las metodologías que se emplean para ayudar al aprendizaje del inglés como lengua extranjera en niños con TDAH. Igualmente fui informado(a) y estoy de acuerdo que la participación de mi hijo (a) en esta investigación es estrictamente voluntaria y que fue invitado(a) a participar en ella por previo análisis que los investigadores hicieron con la psicóloga de la escuela. Fui informado(a) y estoy de acuerdo que mi hijo (a) tiene derecho a retirarse de esta investigación en cualquier momento y que el retiro no generará ningún tipo de sanción.

Se explicó que los beneficios que recibirá la escuela como participante en esta investigación serán muy importantes para los profesores con respecto a la enseñanza en los niños con TDAH. Igualmente, la escuela tendrá la satisfacción de hacer parte de un proyecto para el desarrollo cognitivo de mi hijo(a) quien tiene TDAH y para el aprendizaje de él(ella) en una lengua extranjera, la cual es el inglés. Se me ha aclarado de la misma manera, que de acuerdo con el diseño de la investigación y con las características del mismo estudio, no solo los estudiantes serán participantes de este sino también los profesores, pero de manera muy breve ya que a ellos se les harán entrevistas. Además, no se conoce ni se anticipa que puedan presentarse efectos adversos o riesgos que atenten contra los estudiantes como objetos de estudio. De todos modos, los investigadores se comprometen a minimizar al máximo los riesgos que puedan generar efectos adversos o molestias. Se entiende que no es posible compensar con dinero u otro tipo de recurso, malestares que en un momento determinado puedan sentir los participantes.

Se tiene claro que toda la información que se suministre y todos los resultados de las pruebas que se tomen son de carácter confidencial; que el acceso a la información y los resultados de las pruebas serán reservados y restringidos y no estarán disponibles para otros investigadores u otras instituciones, ya que los datos recogidos ayudarán a la adaptación e implementación de los materiales didácticos y las actividades lúdicas que se proponen para los estudiantes con TDAH.

Con relación a la custodia de los datos, avaló que sólo el director o directora de la investigación tendrá copia de los documentos y registros que se deriven de la investigación. En este mismo orden

de ideas, los investigadores se han comprometido a usar los datos recolectados en esta investigación sólo para los propósitos y fines aquí descritos.

Por lo anteriormente expresado, certifico que he leído cuidadosamente este consentimiento informado y he comprendido los procedimientos y detalles descritos en el mismo. Doy fe de que los investigadores me han explicado claramente de qué se trata el estudio y han contestado mis preguntas de manera clara y comprensible. Por lo tanto, certifico que voluntariamente mi hijo (a) acepta participar en el estudio de los investigadores, estudiantes del Programa de Licenciatura en Lenguas Modernas inglés-francés de la Universidad del Cauca, Sede Santander de Quilichao, también certifico que he recibido copia de este consentimiento informado.

Nombre de los Investigadores:

• _____

C.C. _____

• _____

C.C. _____

• _____

C.C. _____

Nombre del padre o acudiente:

• _____

C.C. _____

12.10 Formato de consentimiento informado para profesores

CONSENTIMIENTO INFORMADO PARA PROFESORES

Yo, _____, profesor de la Institución Educativa Francisco José de Caldas, identificado(a) con cédula de ciudadanía No. _____, expedida en _____, aceptó que los investigadores implementen la investigación Propuesta lúdico-didáctica para la enseñanza y el aprendizaje del inglés, enfocado en el habla y la escritura en niños con TDAH (Trastorno de déficit de atención con hiperactividad) en la escuela Francisco José de Caldas.

Afirmo que se me ha explicado que el objetivo general de la investigación es “Describir las experiencias de aprendizaje de los niños de la institución mediante la implementación de la propuesta lúdico-didáctica”.

Se tiene claro que, en términos generales, la participación de la Institución será la de dar cuenta de las metodologías que se emplean para ayudar al aprendizaje del inglés como lengua extranjera en niños con TDAH. Igualmente fui informado(a) y estoy de acuerdo que la participación de la Institución en esta investigación es estrictamente voluntaria y que fue invitado(a) a participar en ella por previo análisis que los investigadores hicieron con la psicóloga de la escuela acerca de los niños con dificultades de aprendizaje que se presentan en la escuela. Fui informado(a) y estoy de acuerdo que la Institución tiene derecho a retirarse de esta investigación en cualquier momento y que el retiro no generará ningún tipo de sanción.

Se explicó que los beneficios que recibirá la escuela como participante en esta investigación serán muy importantes para los profesores con respecto a la enseñanza en los niños TDAH. Igualmente, la escuela tendrá la satisfacción de hacer parte de un proyecto para el desarrollo cognitivo de los niños con TDAH y para el aprendizaje de ellos en una lengua extranjera, la cual es el inglés. Se me ha aclarado de la misma manera, que de acuerdo con el diseño de la investigación y con las características del mismo estudio, no solo los estudiantes serán participantes de este sino también los profesores, pero de manera muy breve ya que a ellos se les harán entrevistas. Además, no se conoce ni se anticipa que puedan presentarse efectos adversos o riesgos que atenten contra los estudiantes como objetos de estudio. De todos modos, los investigadores se comprometen a minimizar al máximo los riesgos que puedan generar efectos adversos o molestias. Se entiende que no es posible compensar con dinero u otro tipo de recurso, malestares que en un momento determinado puedan sentir los participantes.

Se tiene claro que toda la información que se suministre y todos los resultados de las pruebas que se tomen son de carácter confidencial; que el acceso a la información y los resultados de las pruebas serán reservados y restringidos y no estarán disponibles para otros investigadores u otras instituciones, ya que los datos recogidos ayudarán a la adaptación e implementación de los materiales didácticos y las actividades lúdicas que se proponen para los estudiantes con TDAH.

Con relación a la custodia de los datos, avaló que sólo el director o directora de la investigación tendrá copia de los documentos y registros que se deriven de la investigación. En este mismo orden de ideas, los investigadores se han comprometido a usar los datos recolectados en esta investigación sólo para los propósitos y fines aquí descritos.

Por lo anteriormente expresado, certifico que he leído cuidadosamente este consentimiento informado y he comprendido los procedimientos y detalles descritos en el mismo. Doy fe de que los investigadores me han explicado claramente de qué se trata el estudio y han contestado mis preguntas de manera clara y comprensible. Por lo tanto, certifico que voluntariamente la Institución acepta participar en el estudio de los investigadores, estudiantes del Programa de Licenciatura en Lenguas Modernas inglés-francés de la Universidad del Cauca, Sede Santander de Quilichao, también certifico que he recibido copia de este consentimiento informado.

Nombre de los Investigadores:

• _____
C.C.

• _____
C.C.

• _____
C.C.

Nombre del profesor:

C.C.

12.11 Lesson plan 1

3.13. Expectativa del Desarrollo de la Clase

Hora	Tiempo	Nombre actividad	Patrón de interacción	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
7:45 – 8:10	25'	Remember me?	S – S	To know the students' names	Get your two teams to mingle together for a couple of minutes, and introduce themselves to each other. The two teams sit on either side of the bed sheet. Two leaders pull the bed sheet up, hiding both teams from each other's view. Then both teams select a player silently for the round, and both players move and sit facing the bed sheet in the middle. When the leaders can see that both players are ready, they drop the sheet so they can see each other. The first player to yell the other person's name wins a point for their team. Keep playing rounds until everyone has had at least one go.	Bed sheet Students' voice and board
8:10 – 8:40	30'	Break				
8:40 – 9:15	35'	Relay game	S – S	To review the topics' vocabulary seen in class	Split the class in two teams. Then, the students should name their team and should choose a person. The teacher, in a bag, will have some colors papers where the vocabulary will be written, such as personal pronouns, adjectives, animals, etc. The kid chosen will take a paper and then, he/she should search that word. The first kid who find the word, his/her team get a point.	Word search Markets Color papers Board
9:15 – 9:30	15'	Likes and dislikes	T - S	To recognize students' likes and dislikes about English Class.	The teacher has prepared some question about English Class. The student should make groups of five students and each group will have a question and they should write the answer.	Photocopy with the questions Pencils Eraser
9:30 – 9:45	15'	Auto evaluation	S – S	To evaluate themselves	The last minutes of class will be dedicated to reflect of the class and they should say how they behave and if they merit a smiley face.	Auto evaluation Billboard Smiley and sad face

12.12 Relay game with word Search

Name Activity: Relay Game

Activity type: speaking

Time: 35 minutes

Procedure:

Place the word search on the board. With this word search, the teachers will do a review about the previous knowledge.

Divide the students in two groups. The student with special educational needs will lead his/her group.

The teacher has a bag with some color papers that have the words for finding.

One member of both groups will have to take one paper, and the first one who find the word will win a point for his/her team.

WORD SEARCH

In this Word Search, you should find some words of topics that you have learned in English class such as parts of the house, animals, colors, body parts, fruits and adjectives.

Y	S	B	L	U	E	Q	W	T	H	Y	J	I	L
A	T	I	I	O	P	N	H	C	A	T	N	G	K
B	R	J	V	G	L	F	I	D	P	I	U	R	B
R	A	K	I	T	C	H	E	N	P	L	Y	E	A
E	W	K	N	N	R	T	O	J	Y	P	E	E	N
D	B	M	G	P	L	M	L	N	X	Z	L	N	A
T	E	B	R	A	B	B	I	T	M	N	L	J	N
S	R	W	O	R	E	Y	M	C	S	D	O	H	A
A	R	B	O	S	D	F	A	L	T	H	W	Y	Z
D	Y	D	M	T	R	F	P	L	N	E	I	P	W
C	B	N	P	Q	O	R	P	A	J	A	U	O	A
P	C	A	R	R	O	T	L	M	N	D	O	G	E
S	F	H	T	M	M	J	E	S	S	D	L	A	F
H	O	R	S	E	Y	K	T	R	M	P	E	A	R

12.13 Lesson plan 2

3.13. Expectativa del Desarrollo de la Clase

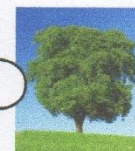
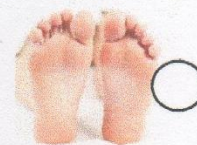
Hora	Tiempo	Nombre actividad	Patrón de interacción	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
7:45 8:05	– 20'	Ice-breaker	S – T	To motivate the students to begin the class.	Hot potato is an activity where the teacher will give an eraser or some object to the students and they will pass it one by one while the teacher is saying: “hot potato” many times. Finally, when teacher says “STOP”, the student who have the object in his hands should answer one question from the teacher about the last class.	Any object in the classroom like: markers, erasers, notebooks etc.
8:05 8:35	– 25'	Break				
8:35 9:05	– 30'	Word search	S – T	To practice the spelling of some words.	Each student will receive a worksheet in which there will be a work search with some words of topics that they have already learned in class.	Worksheet Pencil
9:05 9:35	– 30'	Simple Present Affirmative	T – S	To explain and solving questions about it.	Teacher will begin the topic asking students what they know about it. Then, the teacher will explain the structure of it in the board and she will give some examples.	Board and markers
9:35 9:45	– 10'	Auto evaluation	S – S	To evaluate themselves	The last minutes of class will be dedicated to reflect of the class and they should say how they behave and if they merit a smiley face.	Auto evaluation Billboard Smiley and sad face

12.14 Word search

Name: _____ Date: _____

WORD SEARCH

In this Word Search, you will find some words of topics that you have learned in English class such as parts of the house, animals, colors, body parts, fruits and adjectives. Then, match each sentence to the correct image.



Y	Z	B	L	U	E	Q	W	T	O	E	S	I
A	M	I	I	O	P	N	H	U	R	I	N	Q
B	H	A	X	S	E	V	E	N	K	I	Z	G
A	T	P	S	E	C	O	E	O	M	L	Q	R
N	G	P	Z	V	R	T	V	J	Y	P	R	E
A	B	L	A	E	N	N	E	B	E	Z	W	E
N	R	E	K	L	I	O	N	T	L	N	Y	N
A	Q	W	O	R	E	Y	G	C	L	D	R	H
R	H	J	O	S	D	F	D	A	O	D	H	Y
S	I	X	T	E	E	N	G	B	W	A	E	P
C	B	L	P	Q	O	R	T	G	J	F	A	O
G	I	R	A	F	F	E	P	Y	N	T	D	G
S	F	T	H	M	M	J	D	O	G	F	L	A

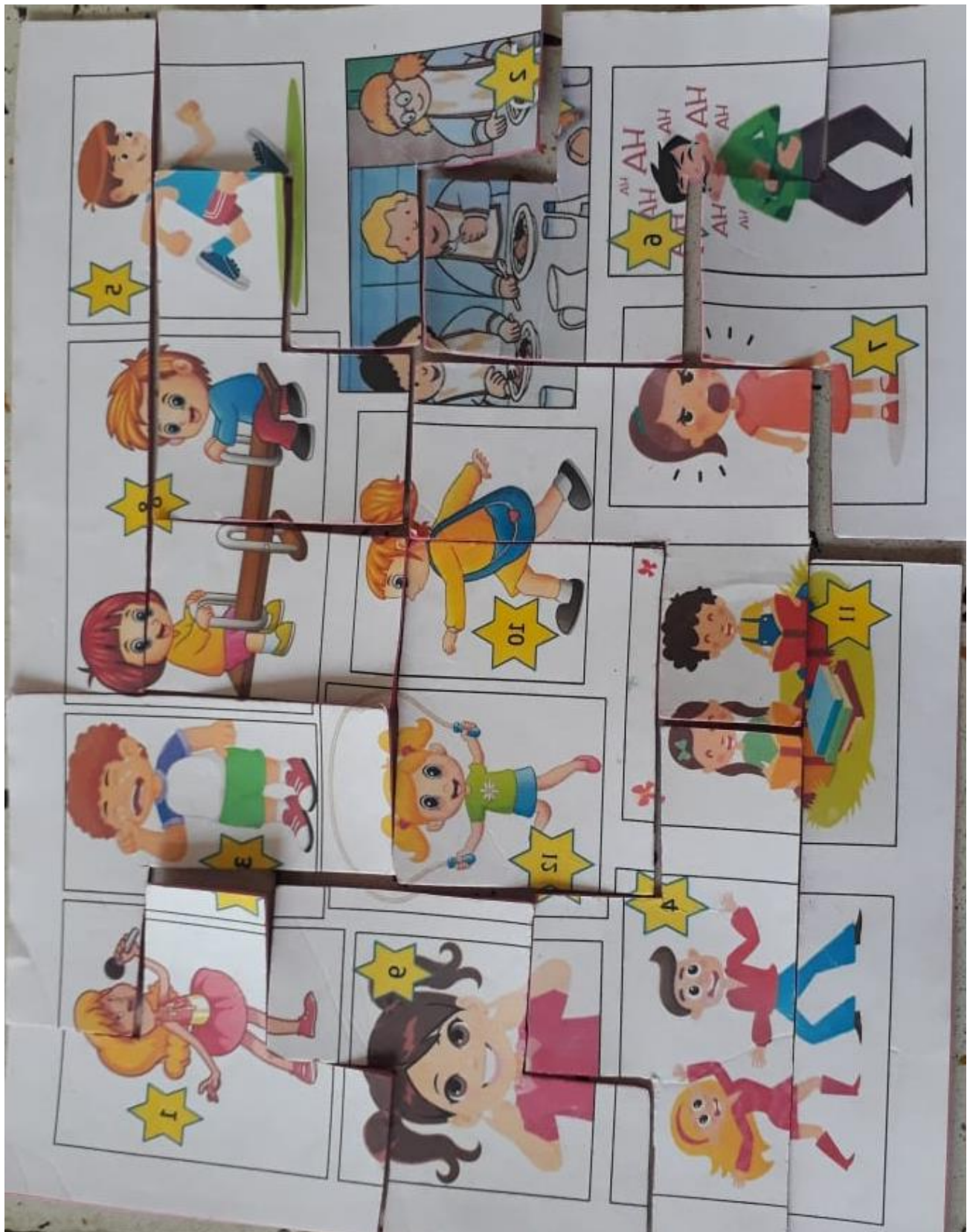
- The _____ is the king of the jungle.
- The _____ is the best friend of the man.
- _____ is the color of the sky.
- Inside of my _____, it's my brain.
- We can walk with the _____.
- The _____ is the favorite fruit of the monkey.
- The _____ is red.
- The _____ is the tallest animal of the world.
- The tree is _____.
- The rainbow has _____ colors.
- Eight plus eight equals _____.
- _____ is the color of the sun.

12.15 Lesson plan 3

3.13. Expectativa del Desarrollo de la Clase

Hora	Tiempo	Nombre actividad	Patrón de interacción	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
7:45 – 8:00	15'	Ice-breaker: Bananas of the world united	S – T	To motivate the students to begin the class.	The teacher will sing a song called “Bananas of the world united” and then students will repeat it. The song says: “Bananas of the world united Peal Banana, Peal banana Slash Banana, Slash Banana... Slide Banana, Slide Banana... Smash Banana, Smash Banana... Shake Banana, Shake Banana...”	Voice Body
8:00– 8:30	30'	Break				
8:30 – 9:00	30'	Omitting numbers	S – T	To practice the pronunciation some verbs.	In this activity the children must take into account the numbers, the multiples of the three and the finished ones in the number to be given, and they must replace the number with a verb in simple present. Each student must be sit in your place.	Voice
9:00 – 9:30	30'	Puzzle	S – T	To practice the spelling of some words.	Each student will receive a worksheet in which there will be a work search with some words of topics that they have already learned in class.	Worksheet Pencil
9:30 – 9:45	15'	Auto evaluation	S – S	To evaluate themselves	The last minutes of class will be dedicated to reflect of the class and they should say how they behave and if they merit a smiley face.	Auto evaluation Billboard Smiley and sad face

12.16 Puzzle



Name: _____ Date: _____

LET'S MAKE SENTENCES

According to puzzle, with the enumeration and subject of the picture, make sentences with the simple present negative.

1. _____

3. _____

5. _____

7. _____

9. _____

11. _____

12.17 Lesson plan 4

3.13. Expectativa del Desarrollo de la Clase

Hora	Tiempo	Nombre actividad	Patrón de interacción	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales	
7:45 – 8:00	15'	Review the simple present affirmative	S – T	To review the last topic.	The students make some sentences in simple present affirmative by practicing the last topic.	Board Markets	
8:00– 8:30	30'	Break					
8:30 – 9:00	30'	Simple Present Negative	T – S	To explain and solving questions about it.	Teacher will begin the topic asking students what they know about it. Then, the teacher will explain the structure of it in the board and she will give some examples.	Flashcards Board Markets	
9:00 – 9:30	30'	Let's match	S-T	To practice the writing of the simple present negative.	The student will receive a worksheet in which some verbs, they will write some sentences in simple present negative	Worksheet	
9:30 – 9:45	15'	Auto evaluation	S – S	To evaluate themselves	The last minutes of class will be dedicated to reflect of the class and they should say how they behave and if they merit a smiley face.	Auto evaluation Billboard Smiley and sad face	

12.18 Let's match

Name: _____ Grade: _____ Date: _____

Hi, Dear Student!

In this worksheet, you have to choose a word of a box, match it with the correct picture and make a sentence in simple present negative.

-Run	-Walk	-Sing
-Sleep	-Eat	-Laugh
-Dance	-Play	



S _ _ _





D _ _ _





R _ _





W _ _ _





S _ _ _





E _ _





L _ _ _ _





P _ _ _



12.19 Lesson plan 5

3.13. Expectativa del Desarrollo de la Clase

Hora	Tiempo	Nombre actividad	Patrón de interacción	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales	
7:45 – 8:00	15'	Action verbs	S – T	To review some action verbs	The teacher will show the students a video with which the students could review the action verbs and the pronunciation. The students listen the verbs and then, by means of the mime, they should represent that action verbs.	Video beam Computer Video: action verbs Voice and body	
8:00 – 8:30	30'	Break					
8:30 – 9:15	45'	Memory	S – T	To practice the pronunciation of the simple present negative	The teacher will bring a billboard in which there are some pictures. Students should guess What is the pair of each one. If they achieve to find the pair, they will say a sentence with the picture in simple present negative.	Billboard Flashcards	
9:15 – 9:30	15'	Videos	S – S	To learn the song and to practice the pronunciation	The students will watch some videos related to the action verbs and will learn the song "follow me". With these videos they will practice the pronunciation.	Video beam, computer Song -Follow me -Jump, run, and shout song -Friends song	
9:30 – 9:45	15'	Auto evaluation	S – S	To evaluate themselves	The last minutes of class will be dedicated to reflect of the class and they should say how they behave and if they merit a smiley face.	Auto evaluation Billboard Smiley and sad face	

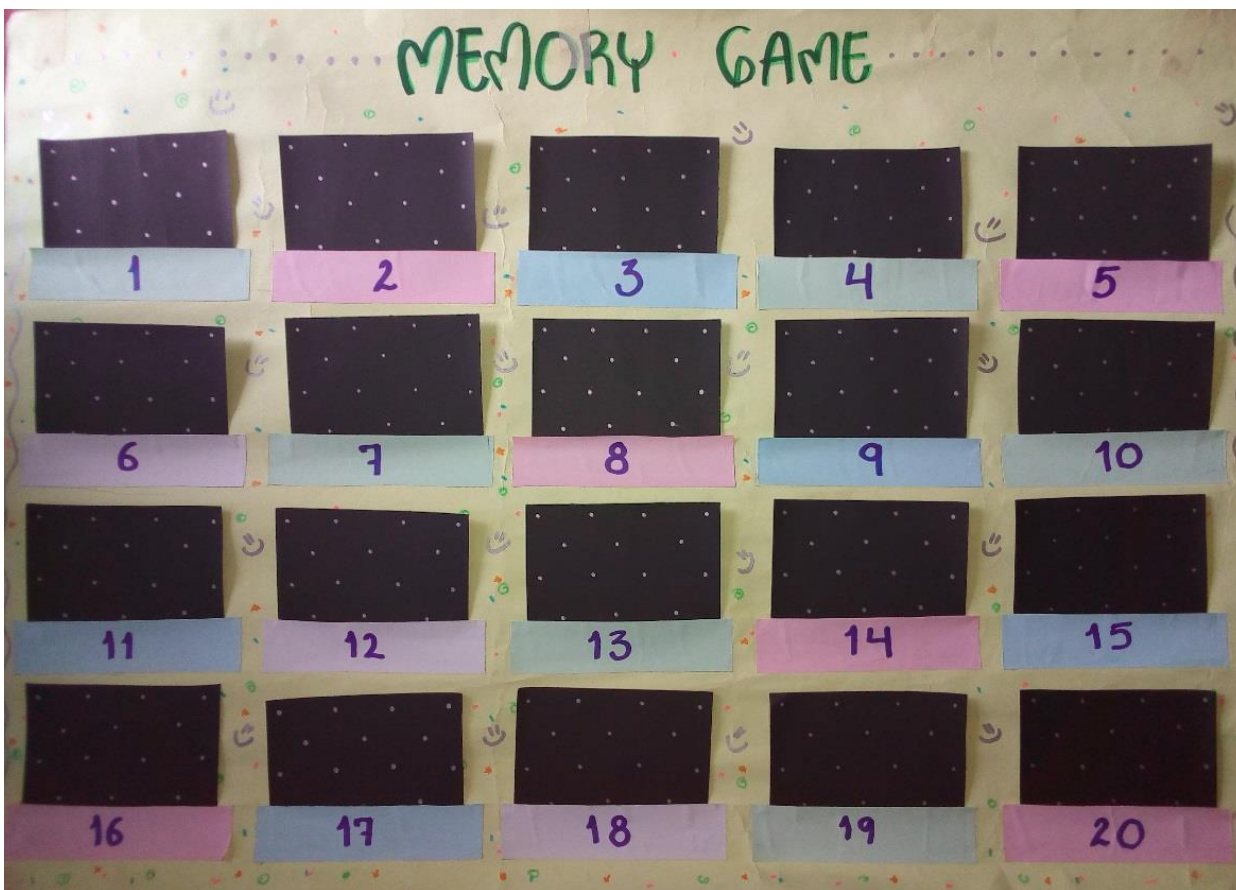
12.20 Memory game

Name activity: Memory Game

Activity type: Speaking

Time: 45 minutes

Preparation: there are 10 verbs, each one with its respective image.



Procedure:

Divide the students in groups of 4 members.

One member of the group should choose 2 numbers to find the verb.

If the student finds it, he/she should say a sentences with that verb in the affirmative and negative form of the simple present, by applying what they have already learned in English classes.

If the student can not find it, the other group will continue.

The group who has more points will win



12.21 Lesson plan 6

3.13. Expectativa del Desarrollo de la Clase

Hora	Tiempo	Nombre actividad	Patrón de interacción	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
7:45 – 8:00	30'	Vocabulary Review	T-S S-T	To review the vocabulary of the last class.	The teacher will ask questions like “How do you say _____ in English? Or What does mean the word _____ in Spanish?”. The students should answer to each one. The teacher will use some pictures if she/he wants.	Pictures Our voice.
8:00 – 8:30	30'	Domino's Environment	S – T	This is a teaching material for practicing the writing of the words of the topic seen in class.	The students will make groups of four people and the teacher will give them a domino. This domino is about The Environment's vocabulary, the topic that they learned in last class. When they make the domino, they will have to write a sentences in a sheet.	Domino Sheet
8:30 – 9:15	30'	Environment and Pollution	S-T	This is a ludic activity for practicing the speaking of the environment vocabulary.	In this activity, the teacher will choose a student to be “environment” and another student will be “pollution”, then the teacher will say to the rest of the students, in their ears, one word of the vocabulary seen in class, for example: one student would be “tree”, then “environment” will ask to group if there is any “elephant” “flower” etc. and if “environment” guess who is “elephant” “flower” will take him/her but if “environment” does not guess, it will be the turn for “pollution”. At the end, it will make two groups, the first one will be environment and the second one will be pollution, they pull of each side and the group that	Photocopy with the questions Pencils Eraser
9:15 – 9:30	15'	Auto evaluation	S – S	To evaluate themselves	The last minutes of class will be dedicated to reflect of the class and they should say how they behave and if they merit a smiley face.	Auto evaluation Billboard Smiley and sad face

12.22 Environment vs pollution

Adapted from “Angeles y demonios” traditional game

Before:

To do this activity, it's important to have explained to the students the use of There is and There are, and the vocabulary about environment and pollution

Procedure:

1. Two students will be the leaders, one of them, represent the environment, and the other is pollution. The other integrant will be all the vocabulary about environment. (In the case of the student with ADHD will be one of the leaders.)
2. Environment will arrive and ask if there is someone who represents water, flower, mountains, etc. If environment guesses, he/she should chase him/her.
3. The same process, the pollution should do it.
4. Finally, two groups have been formed, and to know which group is the winner, both teams would pull.

The winning group will be who don't fell.

12.23 Domino

Procedure:

1. Make groups of 4 integrants and each group have a domino.
2. Put the tabs face down and each integrant should take 7 tabs
3. Start who has “the environment” piece.
4. Finally, who achieve put all the tabs on the table, will be the winner.
5. After that, each integrant have to write the vocabulary that remember on a piece of paper.



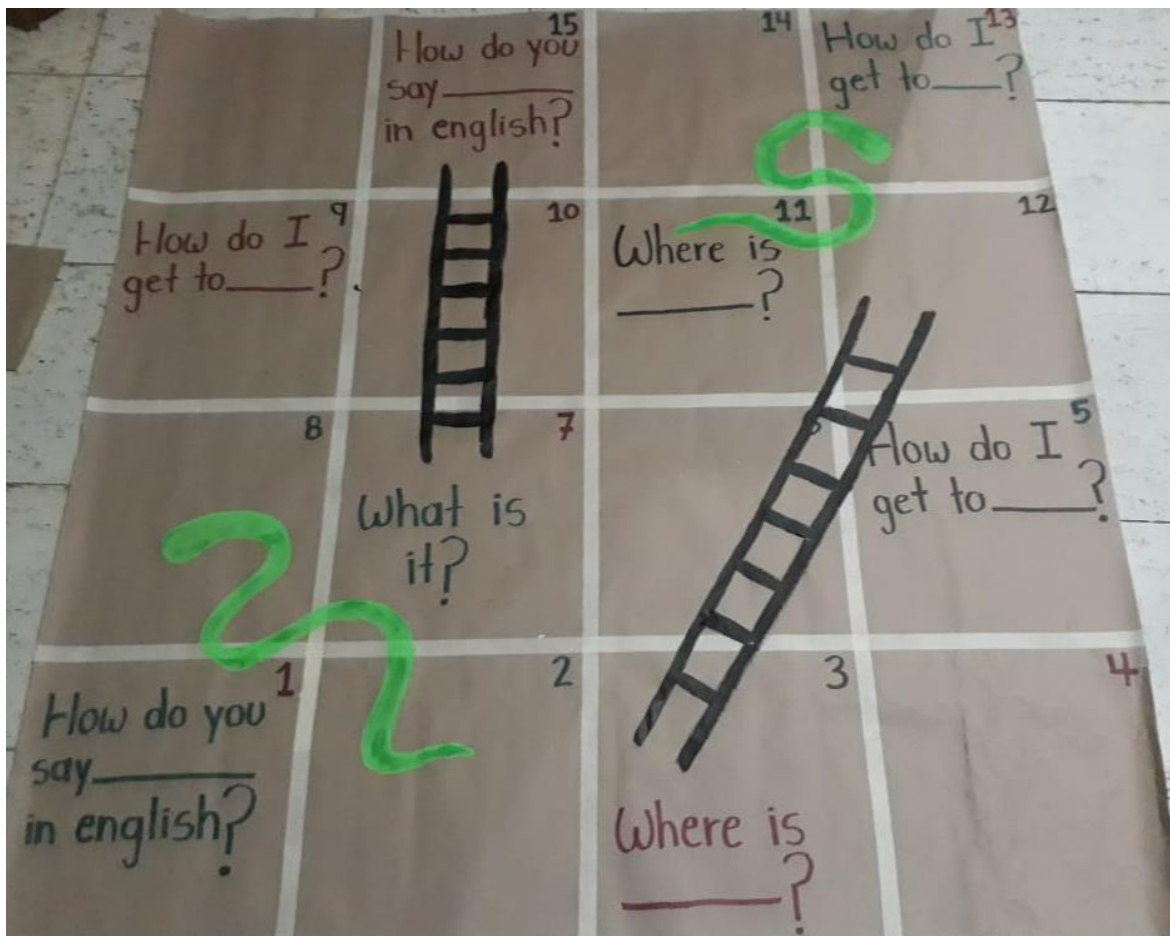


12.24 Lesson plan 7

3.13. Expectativa del Desarrollo de la Clase

Hora	Tiempo	Nombre actividad	Patrón de interacción	Objetivo de la Actividad	Descripción actividad	Recursos y Materiales
7:45 – 8:00	10'	Warm up	T-S S-T	To encourage the students for the english class.	The teacher will sing a rap song which is about the directions in a city.	Our voice Our body
8:00 – 8:30	20'	Places around town	T-S	To teach some places around town and directions.	To start, the teacher will ask the students what places there are in Santander. Then, she will show some pictures with the places around town and will give some examples using the directions. And they will write it in their notebook.	Pictures Whiteboard and markets
8:30 – 9:15	30'	Snakes and stairs	S-S	This is a ludic activity for practicing the speaking of the places around town and the directions.	In this activity, there will be a billboard on the floor in which it is drawn the game “snakes and stairs”, it has 16 squares and some squares have questions like “How do you say _____ in English? How do I get to _____? Where is _____, etc.” and the students will make six groups of six people. If a student makes a mistake in his answer, he or she will give his/her turn to another student of the group. Also, if an student arrives to snake’s head, he or she will lost.	Billboard with the game Our body
9:15 – 9:30	30'	Maze		This is a teaching material for practicing the writing of the words of the topic seen in class.	This material is a worksheet to have, in the superior part a map, in the middle a maze and the end a space for the sentences.	Worksheet

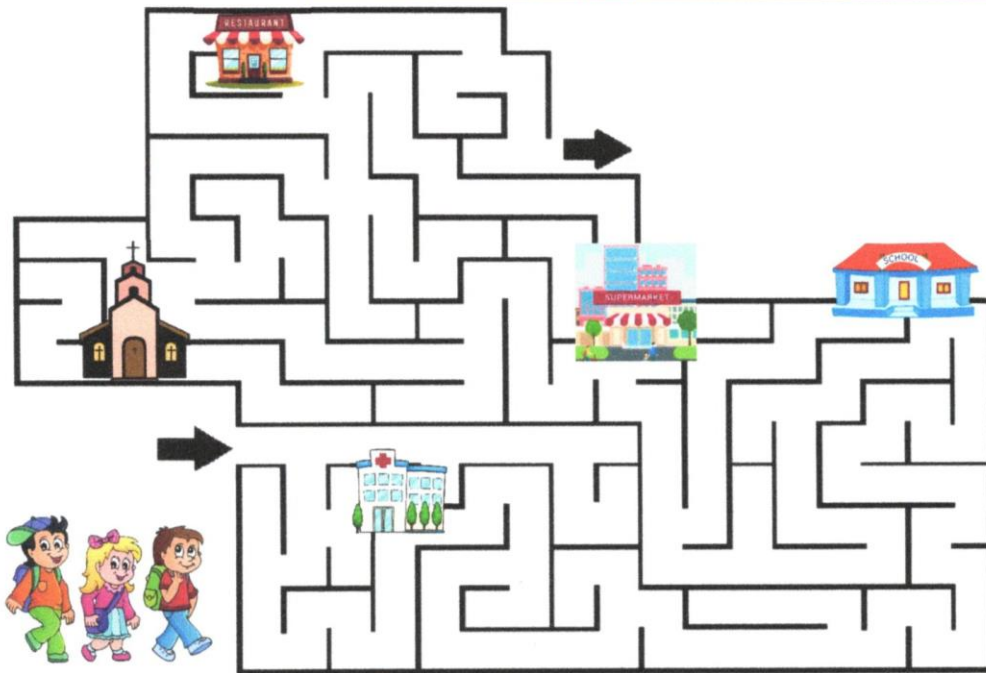
12.25 Snakes and stairs



12.26 Maze

IN THE CITY

Help the boy find the way to arrive at the city, then, write five sentences with the places that appear in the maze.



1. _____
2. _____
3. _____
4. _____
5. _____