



Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas

“Perceptions to identify Attention Deficit Disorder students at two elementary Schools in Puebla: Psychologists’ suggested characteristics to an English Language Novice Teacher”.

Thesis submitted to obtain the degree in

Licenciatura en Lenguas Modernas

by

Luis Daniel Leal Tejeda.

Thesis director

Doctora Verónica Sánchez Hernández

Heroica Puebla de Zaragoza

March 2019



“Perceptions to identify Attention Deficit Disorder students at two elementary Schools in Puebla: Psychologists’ suggested characteristics to an English Language Novice Teacher”.

This thesis has been read by the members of the thesis committee of

Luis Daniel Leal Tejeda.

And it is considered worthy of approval in partial fulfillment of the requirement of the
degree of

Licenciatura en Lenguas Modernas

Thesis director

Dra. Verónica Sánchez Hernández

Committee Member

Committee Member

Mtra. Gisela Cuatlapantzi Pichón

Mtro. Yonatan Puón Castro

Benemérita Universidad Autónoma de Puebla
March 2019

Acknowledgments

I would like to thank my parents, they were supporting me all these years, and they were all good and patient in despite the fact that I was difficult and irritant. I would like to thank Phd Verónica Sánchez Hernández for agreeing be my mentor, to Professor Yonatan Puón Castro and Professor Gisela Cuatlapanzti Pichón for collaborate in this investigation.

Thanks to teacher Cirilo Santiago for help me up when I need it the most, to Ph.D. Alfonso Felipe Diaz Cardenas to recommend me with Maria Magdalena Espinoza Cabrera, to Maria Eugenia Calderon Mira for agree to participate.

Dedication

I would like to dedicate this thesis to my olds: my dad, Arnulfo Hipolito Leal and my mom Marisela Tejada Espinoza. To Jocelyn Avila Hernandez, thank you for helping me when I need the most and be there for me, I don't know what I would have done if you were not with me at that moment.

And of course, to the real and good tutor and readers to agree to conclude this project and me, because it is necessary to recognize my patience with some of these negligent irresponsible workers of the faculty that postponed my degree during all these years.

“Where I was, I had wings that couldn't fly

Where I was, I had tears I couldn't cry

My emotions frozen in an icy lake

I couldn't feel them until the ice began to break”

The tears of the Dragon.

Table of Contents

CHAPTER I: INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Significance of the Study	2
1.3 Purpose of the Study	2
1.4 The Context of the Research.....	3
1.5 Background of the Researcher	3
1.6 Research Questions.....	4
CHAPTER II: LITERATURE REVIEW	5
2.1 Introduction.....	5
2.2 Learning	5
2.2.1 Learning Problems	6
2.2.2 Learning Strategies.	8
2.3 Teaching.....	9
2.3.1 Teaching Methodologies that Support ADD	10
2.3.2 The Audio-Lingual Method	11
2.3.3 The Natural Approach and Learning	12
2.3.4 Total Physical Response Approach	14
2.3.5 Inner Speech.....	16
2.4 Attention Deficit Disorder (ADD).....	18
2.4.1 Causes of Attention Deficit Disorder.....	21
2.4.2 Suggested Teaching Methodology for Elementary Students with ADD.....	24
2.4.2.1 McEwan’s Logical Model.....	25
2.4.2.2 Logical Model.....	28
2.4.2.3 Selective Attention.....	29
2.5 Attention Deficit Disorder in Mexico	29
CHAPTER III: RESEARCH METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research Methodology	31
3.3 Context of the Research	32
3.4 Participants.....	33
3.5 Instruments.....	33
3.6 Description of the Overall Procedure.	35
3.7 Data Analysis	36

3.8 Conclusion	38
Chapter IV: RESULTS	39
4.1 Introduction.....	39
4.2 Obtained Results	39
4.2.1 School 1 Question 1 (Private School): How ADD is defined?.....	39
4.2.2 School 1 Question 2 (Private School) What characterizes Children with Attention Deficit Disorder in these Particular Contexts?	40
4.2.3 School 1 Question 3 (Private School): How do Teachers in these Particular Contexts Approach these Children in Terms of Teaching Strategies or Practices?	41
4.2.4 School 1 Question 4 (Private School): What Strategies are applied to teach English to Students with Attention Deficit?	41
4.2.5 School 2 Question 1 (Public School): How ADD is defined.....	42
4.2.6 School 2 Question 2 (public school): What characterizes children with Attention Deficit Disorder in these particular contexts?	42
4.2.7 School 2 Question 3 (public school): How do teachers in these particular contexts approach these children in terms of teaching strategies or practices?.....	43
4.2.8 School 2 Question 4 (public school): What strategies are applied to teach English to students with Attention Deficit?	44
4.3 Answer to research question	44
4.3.1 Conclusion.	46
CHAPTER V: CONCLUSIONS	47
5.1 Introduction.....	47
5.2 Findings and Significance of the Study	47
5.3 Limitations of the study	50
5.4 Further research	51
List of References	52
APPENDIX A.....	55
APPENDIX B	61
APPENDIX C	67
APPENDIX D.....	73

Abstract

The importance of enabling students to develop competent skills, demand that there be “winners and losers” (Goldstein & Goldstein 1998 p. 546) hence, students tend to attribute failure to lack of ability experiencing these situations, causing disinterest and therefore, poor academic achievement. This could disconcert teachers since they are making a great effort to teach and their work has no results. By contrasting the two participants, the comparison among strategies used by professors demonstrate that the use of dynamic activities and an adapted curriculum help to construct and maintain attention. This study is aimed to perceive the main characteristics of Attention Deficit Disorder students by consulting two elementary schools focused on treating this problem.

CHAPTER I: INTRODUCTION

1.1 Introduction

Attention Deficit Disorder (A.D.D) could be defined as a neurological syndrome that causes impulsivity, distractibility and hyperactivity. It affects all ethnicities, socioeconomic status, levels of education, ages and gender (Hallowell & Ratey, 1994). It is a common situation that face English novice professors of *Lenguas Modernas/Licenciatura en la Enseñanza del Ingles* (Modern Languages/ Bachelor's Degree in English Language Teaching, henceforth LEMO/LEI) and it would be useful to familiarize them with this problematic in order to enable them to recognize when is ADD. Previous research demonstrates the importance of identifying these students and use "effective educational methods" (McEwan 1988) that could help students to assimilate the class by using accurate strategies to focus on what is important avoiding the "irrelevant details" (Levinson, 1992, p. 57).

For that reason, it is important for language teachers, especially novice teaches to be informed about Attention Deficit Disorder as well as appropriate strategies to identify these cases and prepare as well teaching lesson for the children with this condition. Teachers need to be prepared in any case, to make the class interesting and participative; teachers must strive to make their students attentive and interested in the class by following a set of principles and strategies.

1.2 Significance of the Study

The significance of this investigation is concerned with teachers who had experienced difficulties in the classroom with students who have Attention Deficit Disorder. It is important to mention some characteristics, identified by psychologists, which could be helpful to know at the time to teach to students who are easily distracted and have low academic achievement in the English Language class.

Currently, the author of this research thinks that students of the English Language Teaching Bachelor are not aware about strategies that could be applied to ADD students in elementary schools. And the most important: the new generations of ELT are not aware about some features which may help teachers to identify and help students who have this disorder.

1.3 Purpose of the Study

The purpose of this study is to identify the main features of ADD students within English Language classes at a particular context in order to suggest some possible teaching strategies and practices, described in ELT methodologies (Chapter II).

The interest of the researcher of this study emerged as he was diagnosed with ADD and as English professors, in this case, from LEMO/LEI were not related with strategies to deal with, ADD students, and previous investigation commonly denominate them as disruptive students. As a proposal, it would be helpful that English language teachers become familiarized and have notions of how to identify students with this deficit. In certain

situation, English language teachers can help ADD students to organize their cognitive domain by using sophisticated cognitive tasks of comprehension, applying analysis, synthesis and evaluation which, specifically, are stated in Bloom's Taxonomy (1956). In the following sections the context and the reasons to do this research are described.

1.4 The Context of the Research

In this research, two specialized elementary schools on ADD participate with some interviews. The schools are located in Puebla City, they are: the first, is a private institution with a population of 350 students. The second is a public institution that is in charge of all students with academic difficulties in the urban area of Puebla.

Both schools are similar since they treat learning problems and apply diverse strategies in reduced or extended groups. This is one of the reasons these institutions were selected. The access, availability and willingness to open their doors to this research were remarkable. Additionally, these schools were consulted in order to obtain detailed information about teaching strategies to students with this problem.

1.5 Background of the Researcher

I am interested in familiarizing novice teachers with the most common features to recognize children with ADD within English Language Classes because this study could help them to identify and be prepared at these scenarios since I have been an ADD student since I was in

elementary school and I felt affected, irritated and frustrated during most of my study time at schools because of the incorrect identification of my symptoms,

From my own point of view, professors who taught me in my childhood were easily uninterested in the English language learning process of students. Their lack of knowledge about children with ADD did not let them apply different strategies and methodologies to teach the English Language. In addition, in this scenario, I consider that education in Mexico is conditioned to fulfill a program instead of building knowledge.

1.6 Research Questions

The following are the questions that guided this investigation:

1. How ADD is defined by experienced participants?
2. What characterizes children with Attention Deficit Disorder in these particular contexts?
3. How do teachers in these particular contexts approach these children in terms of teaching strategies or practices?
4. What strategies are applied to teach English to students with Attention Deficit Disorder in these contexts?

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

This chapter aims to present some of the literature review, which helps the reader to understand main concepts for the development of this research. In addition, the following section reviews the key literature that supports this study. First, the learning section will define learning, learning problems and learning strategies. Then, the teaching section will define teaching and teaching methodologies that support ADD will be defined such as: The Audio-Lingual method, The Natural Approach and Learning, Total Physical Response Approach and The Inner Speech. Then, the Attention Deficit Disorder and the causes of it will be described; besides the last section describes some suggested teaching methodologies that fit the necessities of kids with ADD, such as: The McEwan perspectives (1998), The Logical Model of Goldstein & Goldstein (1998) and The Selective Attention of Levinson (1992). Finally, Attention Deficit Disorder in Mexico will be explained as a problem that affects academic achievement of children in elementary school.

2.2 Learning

According to Anderson and Ausubel (1965) the process of “learning takes place in human organisms through the meaningful process of relating new events or items to already existing cognitive concepts or propositions- hanging new items on existing cognitive pegs”. (Anderson & Ausubel, 1965 mentioned in Brown, 1994, p. 83). In other words, the assimilation of new information connects us with new meanings. Nevertheless, an accurate

distinction of representative concepts such as songs or propositions are related to an incorporated concept within a given individual cognitive structure on a “non-arbitrary and substantive basis” (p.83). Thus, this theory refers to learning as something assumed when new information is assimilated. This is in order to take a new meaning that permits storage or the establishment of a new knowledge. In other words, the new information permits people to familiarize with new topics and subjects, but sometimes this process does not succeed in classrooms as teachers expect.

Particularly, students with Attention Deficit Disorder present a “complex difficulty”, it causes cognitive and behavioral unbalance which is related to a low academic achievement (Narvarte, 2008, p.11). As a consequence, ADD, it influences the development of their classes, thus learning problems emerge. Furthermore, different reasons cause problems during the development of the learning process in a classroom. In the following section, learning problems are defined.

2.2.1 Learning Problems

Low academic achievement is the result of several learning problems that any children can have has a direct connection with the Attention Deficit Disorder (ADD). For instance, some of the actions that can manifest ADD in the classroom are: having difficulties following directions, oppositional defiant disorder and conduct disorder, anxiety or mood disorders, thought disorders, depression and restlessness, and finally bipolar disorders, also students might have difficulties deciding which hand to use for writing, (McEwan, 1998).

Furthermore, “students with ADD often changes b with d ”, they have problems to say the time in an analog watch, in arithmetic’s they cannot do simple additions and have to count with fingers since they cannot reflect a mathematical problem and thus, learning sequences (Wender, 1987, p.16).

Additionally, Wender (1987) signalizes that most ADD children show certain level of emotional problems, not necessarily psychological. Wender (1987) establishes that children with ADD experiment over reactivity and excessive attention during pleasant activities. For instance, ADD children may lose control of themselves in a non-pleasant and exciting activity such as visiting a mall or going to a circus; conversely, they tend to overreact when they are irritated or angry during frustrating activities. It is clear that not only children but also adults tend not to tolerate frustration or disappointment very well. Furthermore, this feature of anger and disagreement are straightly linked to this case. According to Wender (1987), ADD toddlers are not able to manage failure and tend to be immature, however, Wender claims that this disorder tends to evolve depending on the age, some of the symptoms tend to diminish fortunately, “just as bedwetting disappears with age” (p.24). Consequently, Attention Deficit Disorder (ADD) is an impediment to maintain concentration that seriously interferes with the expectations of “cognitive and behavioral development” (Narvarte, 2008, p.15). Consequently, it is significant to know about learning strategies for ADD students to acquire knowledge; some of these learning strategies are explained in the following section

2.2.2 Learning Strategies.

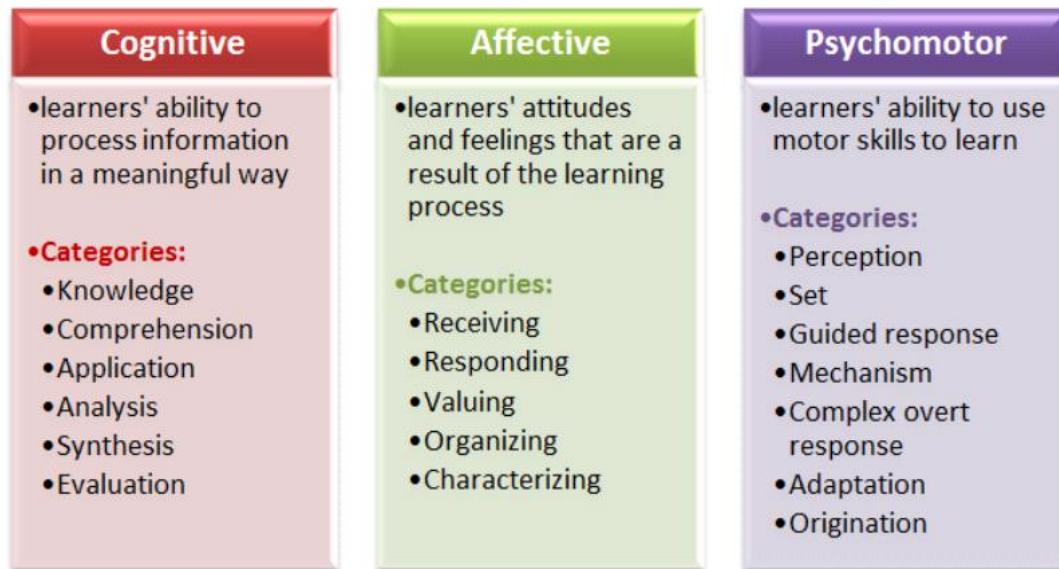
In order to provide suitable strategies to manage Attention Deficit Disorder (ADD) Cohen (1998) mentions that strategies are the “processes which are consciously selected by the learner” (p.4), these strategies are important since they involve the aspects in which the learner works better at learning something, particularly in this research, learning a new language. For instance, Celce Murcia & Hilles, (1988) claims that language instruction must be built since the nature of language itself, for example: mother tongue. In other words, in order to teach a second language, it is necessary that the student has an adequate structure in their mother tongue.

According to Fry, Ketteridge and Marshall (2008, p.8), “it is unfortunate, but true, that some academics teach students without having much formal knowledge of how students learn”. In occasions, professors take for granted how students learn by following an established program that is not responding to the students’ needs. This study focuses on the teaching-learning process of the English Language and students with Attention Deficit Disorder, since learning styles are the specific characteristics that differentiate individuals, strategies are the manner in which the problem is “attacked” (Brown H. 2000 p. 122).

In addition, Bloom’s Taxonomy (1956) establishes that there is more than one type of learning; as a consequence, the author identified three major parts of educational activities: First, the cognitive domain, which deals with the recall or recognition of knowledge and the development of intellectual abilities and skills. Second, the affective domain that describes changes in interest, attitudes and values and the development of appreciations and adequate adjustments. And third, the manipulate or motor-skill area is related with manual or physical

skills. Figure 2.1 has a literal description of the elements taken into account for Bloom's taxonomy (1956):

Figure 2.1 Taken from Commonwealth of Learning (2017)



In other words, for this researcher, Bloom's taxonomy (1956) is related to the teaching process that is why this is a section of the literature review; furthermore, the acquisition of knowledge process goes together with the teaching process. In order to provide more information about the teaching process, the following part of the chapter describes it in a deeper way.

2.3 Teaching

According to Lamb and Geiger (2012) teaching “involves presenting knowledge and modeling its structure in such a way that it can be accurately acquired and reproduced. The

instructor is the transmitter of knowledge and the learner is a receiver” (p. 3276); this could be assimilated as a standard tuition communicated through the class experience aimed by specific purposes.

Furthermore, the concept of "teacher" (Mialaret, p.29) has been eventually supplanted by the concept of pedagogical team, composed of a group of educators working in the same established educational community (official school for example). The perceived environment, as well as the reputation of it, is the result of the movements and operations taken by the teachers and responsible of this institution. For this reason, it is important to manage a good schooling that would be followed according to procedures and forms that would be planned and arranged into a set of activities that should cover a period of classroom time that hopefully become adapted to students with problems of focus attention.

2.3.1 Teaching Methodologies that Support ADD

According to Shipley (1964) a teaching method is the possible combination of thoughts to enlighten students in order to promote superior mental abilities, specifically, “the way we treat subject matter and the way we treat children constitutes the method” (p.13). Additionally, Mialaret (2004) suggest that teaching methodologies are how the situation involves the manner of doing and applying a strategy automatically that follows principles in order to adapt the current situations based on the group or individual of the context where professors teach.

Regarding the preparation of a meaningful and effective didactic method, it is required to define specific goals to achieve and its periodization, as well as to choose the means adequately and adapt the evolutionary psychology of the student. In this case, by teaching ADD students it is necessary to involve students and make the class participative and dynamic, in order to arise their attention. For instance, Shipley (1964) claims that there are several ways to give a class correctly. The outdated “assign, study and recite” (p.21). Thus, methodologies are eventually changing as quickly as new schools emerge. Once one method is inefficient another would adapt to improve teaching in the classroom.

To sum up, the notions of “procedures and forms” are straightly related with methodologies (Soler-Balada, 2004. p.40). The following subsection of this chapter will present the more related methodologies that are suitable and could be adapted to teach students with Attention Deficit Disorder (ADD). In order to do so, the audio-lingual method, the natural approach, the total physical response approach, and inner speech are presented in the following section of this Chapter II.

2.3.2 The Audio-Lingual Method

This methodology was developed during the Second World War in the U.S for military purposes (Larsen-Freeman, 1986; Krashen & Terrell, 2000) at the time that people needed to learn foreign languages. In contrast with the Grammar Translation Method, this method does not prepare people to use the target language, this methodology failed since methods in

which students never engage in real communication cannot be expected to produce students able to communicate using the language they study (Krashen & Terrell, 2000).

The essential rule of audio-lingual method is that language performance consists of a set of habits in the use of language structures and patterns. It is not necessary to understand grammar and grammar rules. To achieve the goal, the classroom activities were presented mainly in dialogs that represent real communication and series of “pattern drills” whose principal objective is to introduce structures and vocabulary (Krashen & Terrell, 2000, p.14). They mentioned that, the dialogs were manipulated and unconsciously became habits for students. As a consequence, students applied the new structure acquired in guided semi-free conversations. This method was then replaced by new teaching approaches. One of them was the Natural Approach, which is described in the following section.

This researcher believes that this teaching method would be straightly beneficent since the essential rule of audio-lingual method is the linguistic and learning domain at the time. In other words, as Krashen and Terrell (2000 p. 20) mentioned, “a set of habits in the use of language structures and patterns” can motivate ADD students to acquire English language, at least, during the class.

2.3.3 The Natural Approach and Learning

According to Krashen and Terrell (2000 p. 20) “comprehension precedes production”, so acquisition is the basis of production. The following figure demonstrates this assumption.

Figure 2.2 The Natural Approach
(adapted from Krashen and Terrell, 2000, p. 20)

$$\text{Natural Approach (NA)} = \frac{\text{Reading}}{\text{Listening}} = \frac{\text{Writing}}{\text{Speaking}}$$

In other words, according to Krashen and Terrell (2000), comprehensible reading promotes writing by the assimilation of comprehensible and accurate listening; moreover, speaking could be produced since the output is preceded by the rules of language learning. The starting point in language instruction is to help acquirers to understand what has been said to them. Acquisition is founded in production ability; the acquirer must understand messages while this process takes place (Ibid, 2000). “Production is allowed to emerge in stages” (p.20). These stages correspond to non-verbal communication. For instance, short answers, combination of one, two or three words can be enhanced into sentences and finally more complex and accurate discourses.

Specifically, the goal of the natural approach is the basic interpretation of communicative skills that are used in ordinary activities, such as the conversations that take place in schools, grocery store, the radio and so on (Brown, 1994). However, syllabi are designed in topics rather than grammatical structure (Krashen & Terrell, 2000). Krashen and Terrell (2000) highlight that teachers’ tasks must be focused on providing comprehensible input, students analyze it, in the “silent period” (p.20). Thus, when students feel confident they speak. In other words, the teacher is the provider of interesting and stimulating variety of classroom activities that foster attention to students; for instance, these activities could be puzzles, commands, games, skits and small group work (Brown, 1994).

At the time of teaching to students with “the absence to maintained attention and disruptive behavior” (Narvarte, 2008 p. 15), this method is crucial to manage attention in the classroom, since the goal of the natural approach is the basic interpretation of communicative skills that are used in ordinary activities (Brown. 1994). In other words, in the Natural Approach, by following instructions ideas are intended to be taught to students that constantly distracted and have attention problems at school and consequently low academic achievement. As mentioned before, it is necessary to adapt and provide simple but meaningful material that could aid to complement with comprehensible input, such as puzzle, games and group activities which promote a positive environment where they feel confident to speak.

2.3.4 Total Physical Response Approach

According to Brown (Asher, 1977 in Brown, 2000), Asher has found the approach of Total Physical Response (TPR) since he had noticed that children’s acquisition of a foreign language seems not to develop listening skills before they speak and their listening is followed by physical responses. Also, this approach is known as “the comprehension approach” because of the importance of listening comprehension according to Larsen-Freeman (1986, p. 109).

According to Asher (in Harmer, 1989), motor activity takes place in right-brain functions that should precede left-brain language processing. That idea was focused on listening comprehension during early language instruction which was conceived by

observing how children acquire their mother tongue. Furthermore, babies spend most of the time listening to people around them before they could say a word and when they felt ready they speak (Larsen-Freeman, 1986).

Asher (1977) mentioned in Hammer (1989) also mentioned that, in classes of foreign languages, students often felt anxious, defensive and the necessity of device a new method with which students do not get stressed, listen and act, like if the students were in an orchestra, and the teacher was the director (Brown, 2000). A typical TPR class employs the imperative mood, in other words easier commands that learners could associate. During a class performance with this method, more complex syntax is incorporated, and the imperative vocabulary increases the difficulty of the class too. Nevertheless, this method has its limitations since it is effective in beginning levels but loses distinctiveness as learning progress in their performance (Brown, 2000).

Since Total Physical Response is conceived as the “stress free” method (Brown, 2000, p. 107), the author of this research thinks that Total Physical Response is a relaxing method where a student will be able to learn English in the same way they speak Spanish; in other words, this student will acquire the language by speaking freely, listening to the teacher and then do as the professor does. As a matter of fact, this method can be taken as a teaching method to ADD students since they experience disruptive behavior and low concentration achievement. Thus, this method could be applied successfully, since students are unable to be quiet during long periods of time; “their excessive activity and vocalization put the teacher on notice that there is a child who won’t be ignored for long” (McEwan 1988, p.98).

2.3.5 Inner Speech

Concerning Vygotsky's theory, spoken language is a logical process of interaction with other individual that is able to internalize speech (iconic representations used as tools) and that internalization of thought is developed into language (See Figure 2.3). This method is characterized as the ability of “thinking words” (De Guerrero, 2005). The lower mental behaviors are gradually improved by social interaction (Vygotsky 1981 in Dixon-Krauss, 1996). For instance, speech itself has transformational properties from its social origins to egocentric speech and then into inner speech. In the case of teaching with students with ADD, the social interaction could benefit students who are distracted since the principal function of words is social and they are formed in social behavior what provides interaction by using the language.

Figure 2.3 Process of Inner Speech
(adapted from De Guerrero's, 2005, p.?)



In addition, attention, as higher psychological processes involve logical memory, and rational thought. It is originated in the social sphere that is the result of interpersonal relationships that people maintain with others by using “cultural, physical and symbolic tools available in the social world” (De Guerrero, 2005, p.10). For example, children improve their abilities by interacting with other people. Also, children listen and produce a response that is essential to develop “higher psychological functions” (p. 10) in early life as an interpersonal activity that foster better communication skills. In the samples of appendix C and D of this research, we might notice that it is necessary to learn with peers in order to establish communication in the second language by sharing and clarifying ideas; as Reiser (2012) claims “working collaboratively enables learners to work to their strengths” (p.1339).

2.4 Attention Deficit Disorder (ADD)

Unlike other common recurrent disorders such as depression, mania and schizophrenia, ADD is an anomaly of recent description (Galicia-Castillo, 2015). For instance, Hallowell and Ratey (1994, p.6) describes ADD as “a neurological syndrome whose classic defining trial of symptoms include impulsivity, distractibility and hyperactivity”. As a consequence, disruptive behavior is a notorious manifestation of these children that lead them to fail at school.

Furthermore, the *Diagnostic and Statistical Manual of Mental Disorders, DSM-V* (American Psychiatric Association, 2013, p.59) defines Attention Deficit Disorder as a “prevalent pattern of inattention and/or hyperactivity-impulsivity” that interrupts development or function, characterized by inattention. They established that if six or more of the following symptoms persisted during the previous six months in an average, it does not correspond into an ordinary development pattern. Thus, it could affect academic, social or occupational activities. As a consequence, an elementary student with ADD must have the following ADD characteristics:

- Recurrent predisposition to not pay attention to details which leads to constantly committing errors.
- Recurrent predisposition to not pay attention into assessment or customary activities.
- Apparently, he/she seems not to listen when he/she is spoken
- Recurrent predisposition to not follow instructions and consequently scholar assessment or customary activities leave incomplete.
- Difficulty to organize assessment or activities into tasks and meet the deadline (inefficient time management).

- Recurrent predisposition to feel bothered or unresponsive by starting mental effort tasks (reviewing long articles or preparing a report).
- Recurrent predisposition to lose necessary items to develop activities (pencil, books, school or working supplies).
- Recurrent predisposition to easily distracted by external stimuli. (daydream, rambled into unrelated thoughts).
- Recurrent predispositions to be unable to recall customary activities (pay the bills, go to appointments, do the homework). (p.60)

According to the American Psychology Association (2013), these enlisted symptoms are not exhibited as a defiant negativism behavior into ordinary activities that lead in failure and hostility. At least five symptoms should be displayed in order to consider some characteristics from the Attention Deficit Disorder. The suitable signalization of this list of characteristics requires an ethical and appropriate detection of the symptoms.

Crichton (1798, in Galicia Castillo, 2015) mentioned that it is the inherent inability to maintain an average amount of attention in a target and separate it from an impression to pick another one. Besides, Galicia Castillo (2015) suggest that the average attention on these ADD people can cause deterioration to the person who deals with this syndrome. Supposedly, the symptoms standing out in an early period of life lead terrible consequences in daily life and education, even though this condition could “diminish with age” (American Psychiatric Association, 2013, p.60).

ADD affects all ethnicities, socioeconomic status, levels of education, ages and gender (Hallowell & Ratey, 1994). Additionally, ADD is not a learning disability of cognitive issues (Goldstein & Goldstein, 1998) McEwan (1998) mentioned that several

authors denominate this as “interchangeability” (p.3) where hyperactivity, undifferentiated attention remains constant Furthermore, according to Mendoza-Estrada, (2005) the inability to maintain or focus attention is what causes a deficient learning process, affecting cognitive organization that negatively influences potential capabilities and performance in academic and ordinary activities. For instance, ADD students have difficulties to start homework, to follow instructions and failure at ordinary activities that ordinary children could easily do, leading them to low self-esteem.

In addition, according to Galicia-Castillo (2015) this ADD behavior could affect teacher esteem by dealing with students that dare not to pay attention to the structured and organized class that they prepared previously, since students with this syndrome are commonly related by an unusual defect of "moral control" (p. 41). The assumption that these children could be identified by right or wrong reactions which can be straightly related to cognitive relationship with environment, moral consciousness and preferences is the opinion of the author of this investigation. In other words, distractibility is caused by an alteration on the cognitive relations that are resulted by this syndrome which may cause impetuosity and the inability to construct attention.

On the other hand, Hallowell and Ratey (1994) mentioned that Attention Deficit Disorder (ADD) is a neurological syndrome that causes “impulsivity, distractibility and hyperactivity or excess energy” (p.6). That according to Mendoza (2005) ADD could be defined as a “neurological alteration” (p.16) that is located in the frontal lobe, which is in charge of maintaining attention on ordinary daily life activities

This behavior is natural in children, at certain levels; this may vary according to the age and the intensity of the symptoms. Besides, ADD could be measured by comparing demeanor of children (Galicia-Castillo, 2015). For this researcher, it is important to be able to prepare an appropriate intervention while giving EL classes, in order to differentiate students with real ADD who are unable to control their impulses from the students who had not been taught to control themselves and behave. In the following subsection, some possible causes and teaching methodologies for this disorder are described.

2.4.1 Causes of Attention Deficit Disorder

In this part of Chapter 2 some causes of the ADD disorder are enlisted. First, Hallowell and Ratey (1994) mentioned that a brain injury can cause symptoms of inattention, hyperactivity and impulsivity. Furthermore, Hartmann (1997, p. xii) explains that “less than 5% of the cases of children with ADD are due to a brain damage”, as a consequence this brain damage causes the use of more glucose on people with ADD.

Second, according to McEwan (1998) metabolism of ADD people employs lesser energy of brain than ordinary people. In 1973, according to Feingold, the ingredients of junk food were the cause of the hyperactivity (Feingold, 1973 in McEwan, 1988, p.10). This meant that an additive free diet of junk food reduced ADD symptoms.

On the one hand, authors like Hartmann (1997) mentioned that ADD is an inherited condition. Additionally, Wender (1987) explains that Attention Deficit Disorder is the consequence of an “inborn temperamental difference in the child” (p.27). Wender mentioned that this problem could be corrected by “the change in the family’s attitude about that child”

(p. 76), thus expectations on the minds of parents could influence in the perception of results, nevertheless, a healthy diet is recommended in the adequate development of children.

This controversy has given multiple point of view of the predicament in daily life of people who racked with this syndrome. Hartmann makes an allegorical semblance of ADDer as “hunters”, since their nature is watchful and vigilant, quality inherited in their gene pool from our primitive ancestors hunters, that is the reason why they are always scanning the situation, that is , the reason of distraction (Hartmann, 1997, p.35). Generally, Rosas’ (2009) research claims that there is not a single factor that could be attributed to the origin of ADD. The main biological factors interact in a complex manner and ranging from genes to neural circuits of the nervous system. According to Rosas, this produces the decrease of self-control mechanisms and affects brain functions directly related to attention, perception and anticipation. Moreover, Rosas mentioned that (2009, p.26) “attention deficit disorder is a malfunction of brain chemicals”. In other words, children with ADD do not produce enough dopamine that is a neuron-transistor related with pleasure whose purpose is to send information to the brain's frontal area. It houses the functions of concentration and attention:

Neurons that are electrically excitable cells that processes and transmits information by electrical and chemical signaling release dopamine, which is the molecule or neurotransmitter that carries information from one neuron to another. The dopamine receptor neuron receives information and may send attention-concentration. (The most important substances for these functions are dopamine and norepinephrine that is a hormone too.) When dopamine binds to receptors, it creates an enzyme that destroys and recaptures. Some medications prevent dopamine to be destroyed very quickly and this more time in contact with the receiver, allows the child to have longer periods of attention. (p.26)

Regarding the previous quote, this is the result of a “neurological immaturity” that is the result of structural alterations in the midst of neurons, especially in the frontal lobe. The same “neurological immaturity” problem that causes other disorders, converting auditory information in a learned behavior acquired by most people about the time they become proficient with language, approximately at the ages of two and five (Mendoza, 2005 p 20.). People with ADD experiment a strong necessity of high and stimulated emotions to feel satisfied, this could be reflected in drug abuse, maniacs and obsessions.

In addition, the cognitive development of a ADD child can be affected by some causes. Generally, the cognitive development is understood as an “active process that requires facilitation social for optimal progress”; however, in this framework Vygotsky (1978) deduces the idea that language is a necessary component in cognitive development (in Garton, 1994, p. 96). Besides, language is specially treated as a cognitive system of representation, a system mediating cognitive development. The language, in a Vygotskian framework, is essential for any knowledge representation enabling cognitive development.

These perspectives of the role of language as communication and cognition as representation, offered by Piaget and Vygotsky, can be compared and contrasted through the role of language as a system of representation. On the one hand, Piaget mentioned (in Garton, 1992) conceived representation language as defending the supremacy of thought, making the language necessary. Thus, thinking becomes more abstract to specify a mental representation to enable efficiency and allowing cognitive development. On the other hand, Vygotsky argues that verbal communication is possible because of a linguistic representation. That is, the linguistic representation emerges only because of the demands of

the human communication. Garton (1992) mentions that “social interaction allows expression through speech, representation of social and cultural attitudes” (p.96).

In other words, while taking English language classes, the production of language and interaction with peers is necessary in the construction of new ideas, since cooperate with partners “enable learners to work to their strengths” (Reiser 2012 p. 1339). Nevertheless, since this study is based on teaching methodologies to teach children with ADD, these children might be the most vulnerable to being “abused, scholar refusal and social isolation” (Rosas 2009 p.78), not only by their classmates but by their teachers. The researcher of this thesis believes that it is important to integrate them since “social interaction allows expression through speech, representation of social and cultural attitudes” (p.96). It is necessary to investigate teaching methodologies that could be applied to students with ADD in order to integrate them and attend to their needs as any other ordinary student in an elementary school.

2.4.2 Suggested Teaching Methodology for Elementary Students with ADD

Methodology to teach students with ADD has been developed based in the meaningful learning theory of applying what has been taught. Goldstein and Naglieri (2011) points out that learning is straightly related with changes in behavior and cognition as an outcome of experience. In other words, familiarization of new information requires direct participation with topics. Instruction and assimilation of knowledge requires guidelines in order to

assimilate acquisition. For instance, interventions ought to be aimed according to academic, emotional and behavioral needs within the teaching environment.

To be clearer, theories such as McEwan's, logical model and selective attention are described to illustrate how a teaching methodology for ADD people in general should be performed. The author of this research believes that it is necessary that teachers observe their relation with students (not only with ADD) and involves them in the class development.

2.4.2.1 McEwan's Logical Model

According to McEwan (1988, p.104-105), to be a successful teacher it is required to have an "optimal emotional and psychological health." Thereby, the following six areas where an efficient teacher must work:

Guard Student's Self-esteem

Teaching is a delicate issue in which students with this syndrome are susceptible to fail and their self-esteem could be affected. Talented teachers would prevent these situations and build skills in students in order to help them to deal with frustration.

Build up Student Strengths

Identify those things they are capable and recognize them of their skills. This could motivate them to feel special.

Pace Students Work

It is demonstrable that ADD students have difficulties to do what professors ask them to do. (Production Deficit) This could be caused by the lack of motivation originated by their incapacity to maintain the rhythm of the class. In this case, the more recommendable is monitoring the assessments and determining when a process has been accomplished or acquired, by talking of teaching purposes. If is not possible to reduce the amount of work, then divide the assessment into smaller parts in order to succeed. Talented and skilled teachers will measure the issue of accuracy versus productivity and aid student in the previous task they could complete before addressing the next exercise.

Modify the Grading System

“What is the purpose of schooling? “Successful teachers will be able to answer this question by modifying their grading system in order to avoid destroying their self-esteem and self-confidence; instead, it is recommendable to adequate strategy per each case.

Help Students Socially

Communication through the group is important to integrate students in each case. When other students notice how does the ADD classmate is reacting, they will be able to treat that child from the form the adult role model in the classroom.

If the teacher integrates adequately the child in the group by taking proactive approach to behavior rather than impose their authority and use equative disciplinary methods, the student will be able to socialize and grow in an adequate environment.

Use of Effective Educational Methods

This is one of the most important assignment of the classroom, since teachers traditionally are willing to “teach the class”, instead of “teach the subject”. For example: When a student with ADD appears in the classroom, the teacher must establish a disciplined environment in which prudent and objective participation would be appreciated from the teacher. Supposedly, students will be more attentive and participative in the class if they feel accepted, engaged and part of the class. This could be exemplified by a quote of, Benjamin Franklin (1736-1783), one of the greatest emancipators of the United States, who said a statement related to this teaching methodology: *tell me and I'll forget, teach me and I may remember, get me involved and I'll learn*. It is important to get them involved in meaningful classes in order to succeed and obtain better results

2.4.2.2 Logical Model

Goldstein and Goldstein (1998) points out that the use of a Logical Model is used to intervene in a classroom in two sets: the first one is focused on change conditions, thoughts and feelings to establish rapport. The second aims to provide management consequences as well as foster the success of children in the classroom manipulating environmental factors. Therefore, there are three key goals to support this: *to start, to stop and to think* in a manner consistent with others. The aims of this activity is to coordinate students with others, to stop when everybody stops, to read when everybody is reading, to motivate and establishing an adequate framework to provide understood and facilitating educators.

This could be attained with these three steps: *Brevity*, as it is known, students with ADD are more able to distract, hence, the importance of being brief. *Variety*, this task should arise effort and motivation, since, students with this deficit experience flagging attention and forgetfulness. And, *Structure or Routine* which is a consistent routine enhanced by an organized set of activities provides a “focused environment”. For example, a professor who applies this theory can establish a routine in the classroom where all the students get involved in the procedures by coordinating in the activities that will be performed in the classroom.

This could be appreciated in an ordinary classroom when an exam is applied: students realize when they have to start, when everybody starts to answer the test and stops, also when everybody stops, or time is out. In short, these are brief but “meaningful activities”, however they cover the important aspects that summarize the main goals of the lesson and

consequently result in a “better classroom performance” (Goldstein & Goldstein, 1998, p. 551).

2.4.2.3 Selective Attention

Levinson (1992, p.56) expresses the view of “selective attention”, that is the ability to concentrate on what is important and filters what is not. This process is quite similar to manage a Television set: apparatus has to being turned on and turned in. Consequently, it starts the initial focusing. Almost unconsciously, we separate irrelevant details and attend what are important. After deciding whether the information we have selected is useful to our purpose; the next step is to respond to it until it will be the time to end. An illustrative example would be when a teacher arrives into the classroom: in certain schools it is customary, and it is well seen that students stand up from their chairs when the teacher enters the classroom. Thus, it is an automatic and unconscious behavior because it has been reinforced with routine in daily life. In other words, elective attention could be aimed into ordinary lessons lead by behaviorism, the process of stimuli as a positive reinforcement fosters motivation and avoids “irrelevant details” (Levinson, 1992, p. 57).

2.5 Attention Deficit Disorder in Mexico

It is important to take into account the setting where this research was carried out, since context influences culture, behavior, procedures and results. According to Sanchez-Encalada

and Damian-Diaz (2009), INEGI showed that in Mexico there were “15,494,276 children between 6 and 12 years” however, “at least 774 710 children” were “affected with this disorder” (p.158) of Attention Deficit (ADD). Therefore, the researcher of this study highlights that it is important to adapt strategies to teach students with ADD because it is essential for a better education and society for them. Specifically, this investigation takes place in Puebla City, one of the states with a high amount of universities and schools from the whole nation.

CHAPTER III: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the methodology of this research will be presented. First, the investigation is going to be defined as a qualitative study. Then, the context where the investigation took place is described as well as the participants for this study. Later, the overall of the research design and the instruments are going to be described in this section. Finally, the data analysis and conclusion of this research methodology chapter are set.

3.2 Research Methodology

This investigation was carried out, using methodology a qualitative paradigm by means of an interview. It is necessary to mention that the number of participants did not allow this study to make “generalizations” (Burns, 2010 p.106). This study is characterized as qualitative since it involves the collection of qualitative data or “related to behavior” (Kothari, 2004 p.3). According with Kothari (2004), “research methodology is a way to systematically solve the research problem (p.8). In this study, the research methodology is analytical because information, that already exists, was collected to identify specific features to recognize students with ADD. It was necessary to interview the participants first to 1) compare the experience (what type of experiences, specify) obtained from both perspectives the public and the private principals’ schools, and 2) consult professors who had experience with them and identify the typo strategies they use to treat children with ADD. Nevertheless, by

interviewing just two professors of different schools offer limited perceptions and a few information of details is important to this investigation.

3.3 Context of the Research

This investigation took place in a city in central Mexico, which is located 100 km southeast of Mexico City. This place is in constant transformation of urbanization. It is one of the most important industrial corridors and has the more concentration of universities in the country.

Despite the nearness of the capital, there are only three institutions focused on treating children with ADD, from which two coordinators were willing to participate in this case study. At the time this investigation was done, there was few information related with ADD in Mexico, despite of the recent reforms implemented by the outgoing government and the important ameliorations of the incoming government. ADD in specific was not considered but other cognitive and psychological deficiencies were treated separately from the classroom as in the public institution which is one of the participants in this inquiry.

The private institution was selected by recommendation of a tutor and the adaptation of teaching strategies in the curriculum used to teach students with ADD and the public institution that in a recent time is taking care of students with academic deficiencies. In the case of the public institution, this was selected since the availability and nearness and the vast amount of students whose attend to these kinds of government schools. Both institutions have their remarkable differences of context, resources and values that will be described in the following chapters.

3.4 Participants

Two participants were taken into account in order to compare their perspectives and strategies or techniques. At the time of the investigation, the first participant was the principal of a private school that works exclusively with ADD students. It was selected by a recommendation from psychologists related with the author of this research.

The second participant is a public department of the government that is in charge of taking care of students with several academic problems. This institution was selected because of availability and recommendation of the same professor to the author of this research. To accomplish this investigation, professors involved in this field were considered mainly because of their availability, ethics and their willingness to answer the questions of this investigation.

3.5 Instruments

For this research, it was necessary to design a semi structured interview for that reason it was necessary in the words of Burns (2010) “the aim of a semi-structured interview is to enable researchers to make some kind of comparison across your participants’ responses, but also to allow for individual diversity and flexibility” (p.75).

The questions of the interview were based on the specific needs for this investigation by considering the necessities of the investigation, it was necessary, first: to contrast the definitions of ADD and teaching strategies applied by professors involved with them in Puebla.

The questions that guided this investigation were:

1. How is ADD defined?

It was significant to develop this research questions because, since it is important to define ADD according to the perceptions of professors involved with these students and make a comparison with the literature

2. What characterizes children with Attention Deficit Disorder in these particular contexts?

It was important to differentiate Attention Deficit Disorder from any other disorder such as: dyscalculia, autism, family problems that could be close to ADD that could be attached with the identification of the same symptoms.

3. How do teachers in these particular contexts approach these children in terms of teaching strategies or practices?

It would be important to know what type of teaching methodologies the psychologists, in this case, the participants of this study, recognize are beneficial to use while teaching to ADD children.

4. What strategies are applied to teach English to students with Attention Deficit

Finally, it was essential to distinguish among the teaching strategies implemented to teach English and the strategies for other subjects, they are similar but is a different situation in a private and a public school and the information collected is determining for this study.

3.6 Description of the Overall Procedure.

The first interview took place at the beginning of 2018 in the private school. It is a school specialized in students with ADD. The principal that answered the questions was running out of time, thus the interviewer was aware that the professor won't have enough time to answer the questions accurately. Nevertheless, despite the limitations of time and space, the answers were meaningful for the researcher. According to this researcher, this participant was too passionate and enthusiastic since she knows the clinical definition of terms in clinical psychology. In addition, she said, she protects the integrity of ADD students since other researchers have made inappropriate use of the information since she was too emotional to let an outsider made an inquiry of their children.

The second interview took place in the public institution. The psychologist, who was the principal of this institution agreed to answer the questions of this interview. She provided a suitable perspective of strategies with a large group of ADD and limited resources.

Finally, to schedule the interview with the principal of the private institution took one week. The principal of the public school was the most available to participate in this investigation, nevertheless, due to the demands of her job, the interview was scheduled a week in advance too.

3.7 Data Analysis

In order to carry out the data analysis, the researcher of this study needed to transcribe both participants' interviews (See Sample in Appendixes A, B). In addition, both transcriptions were translated from Spanish to English in order to provide the same information in English language to the readers. Then, one table was created for two purposes: first, to compare both participants' point of views by establishing characteristics to identify children with ADD and second to support this information with some literature review done by the researcher of this study.

Table 3.1 Comparison of Characteristics to Identify Students with ADD

Characteristics to Identify students with ADD		
Private School	Public School	Researcher Comments
<p><i>les cuesta trabajo seguir instrucciones, que les cuesta trabajo esperar turnos</i></p> <p><i>Son niños a los cuales les cuesta mucho trabajo iniciar un trabajo</i></p>	<p><i>Cuando los chicos ehm no comprenden las consignas...se pierden en el proceso de esa comprensión</i></p>	<p>According to the principals from both institutions, private and public, students with ADD do not tend to follow instructions correctly. "Recurrent predisposition to not pay attention to details which leads to constantly committing errors" (DSM-V American Psychiatric Association, 2013, p.59)</p>
<p><i>No puede estar en una atención selectiva. Le cuesta mucho trabajo.</i></p>	<p><i>Algún chispazo, alguna situación externa que le haya generado esa atención y el ya está pensando en otras cosas</i></p>	<p>In this comparison, it is perceived that external distractions are one of the most common things which impede that students with ADD pay attention to the class. "Recurrent predisposition to easily distracted by external stimuli" (DSM-V American Psychiatric Association, 2013, p.59)</p>

3.8 Conclusion

In this chapter, the information obtained from participants was compared with literature and will be analyzed in the next chapter. The necessity to adapt strategies that correspond to methodologies and be conscious of this problematic that affect academic achievement of students and teaching work is the objective of this research and finally the results will be explained in the next chapter.

Chapter IV: RESULTS

4.1 Introduction

This chapter presents the findings of this qualitative research that analyzes methodologies to teach students with attention deficit disorder by interviewing the professors involved in this field.

4.2 Obtained Results

In this section, the complete information obtained in the interviews is correlated with curricular adaptations and personalize the class to their needs that are verified in literature.

The following chart will show the characteristics identified according to the professors interviewed (See the sample of appendix A, B, C, D)

4.2.1 School 1 Question 1 (Private School): How ADD is defined?

According to the principal interviewed from the private school, ADD is originated at a biochemical level that is represented by a symptomatic triad (attention deficit, impulsivity and hyperactivity) that could be associated with hyperactivity, retarding the production of neurotransmitters and neuronal communication causing attention deficit in the compulsory attention, this is, all people go through subjects at school that they do not find agreeable or do not consider interesting at all, nevertheless, they study and get accredited or certified

accordingly. ADD students simply could not concentrate on any activity that is not pleasant for them.

This information is mentioned by Rosas (2009) who states that ADD could be explained as a neurological syndrome that causes impulsivity, distractibility and hyperactivity caused by a cortical neurological alteration that according to experts could be located in the “frontal lobe, which is in charge of maintaining attention on ordinary daily life activities” (Mendoza, 2005 p.16).

4.2.2 School 1 Question 2 (Private School) What characterizes Children with Attention Deficit Disorder in these Particular Contexts?

The Principal of this school mentioned that students with ADD have difficulties to wait turns, follow instructions, starting a job, this means: when other students have already finished their work, ADD students are about to start. Most of the times they could not finished their assessments, unless they like the subjects. It represents an effort to them; it can also be hard for them to write and therefore the acquisition of the literacy skills.

Also, this principal insisted that students with ADD have difficulties to follow and comprehend instructions; hence it is hard for them to wait for turns. This information is supported by DSM-V (American Psychiatric Association 2013 p.59) as they are recurrently predisposed to not follow instructions and then, their scholar assessment or customary activities are incomplete.

4.2.3 School 1 Question 3 (Private School): How do Teachers in these Particular Contexts Approach these Children in Terms of Teaching Strategies or Practices?

The participant of this school mentions that teachers who conventionally work with these students at this particular school, tend to have small groups since the hyperactivity of this students impedes the suitable classroom management at any case. In addition, it is recommendable that psychologist or pedagogues work with these particular cases since regular teachers (specifically in the Mexican context) most of the times obtain their jobs by recommendation; they do not have vocation to teach and most of the times tend to fulfill other activities related to politics instead of teaching and educating students.

Professors in charge make an individual personalized program and elaborate material based on diagnosis. They attend ordinary group classes, but every student has different activities related with the topic. McEwan (1988) and Brown (1994) mention that working in a controlled environment and ludic activities such as puzzle, games and group activities are helpful for ADD students.

4.2.4 School 1 Question 4 (Private School): What Strategies are applied to teach English to Students with Attention Deficit?

Regarding with the answers provided by the teacher interviewed of the private school, teaching English to students with ADD represents a considerable amount of effort that compel professors to work slowly. This could be attained by teaching vocabulary and reading small texts or listening to songs that are one of the most common strategies to teach English in that institution since students tend to fail in grammar. Production will be evaluated

according to mechanical considerations such as vocabulary, spelling, and punctuation, grammatical and syntactical issues that make them relevant in importance (Brown H, 1994, p 320)

4.2.5 School 2 Question 1 (Public School): How ADD is defined

By interviewing the principal of this school, the answers responded for this question mention that ADD it's a disorder that is related with three fundamental characteristics: attention, hyperactivity and impulse, that constitute a branch of features that can be observed in children and vary from case to case, some of them are hyperactive and others could not concentrate adequately. This is related to impulse control: to be sitting for a long time, to maintain attention in one thing and then separate to do something else.

These characteristics differ from the intensity of the symptoms that comes up by interaction in the classroom. As mentioned by Hallowell and Ratey (1994) Attention Deficit Disorder (A.D.D) is a neurological syndrome that causes “impulsivity, distractibility and hyperactivity or excess energy” (p.6).

4.2.6 School 2 Question 2 (public school): What characterizes children with Attention Deficit Disorder in these particular contexts?

According to the professors interviewed, there are differences in behavior observed by their classmates and lack of attention to indications. They sit, observing the class but they not do

any of the activities of the class and then, they are not able to complete the assessment. This is the most common feature of these students since they are unable to process the information and tend to play instead of paying attention. Hartmann (1997) compares this behavior with primitive “hunters” (p.35) an allegory to random behavior that is presented in their gene pool since they are watchful and scan their environment.

4.2.7 School 2 Question 3 (public school): How do teachers in these particular contexts approach these children in terms of teaching strategies or practices?

The principal of the public school that participated in this investigation mentioned that, specific observation and interview with parents in order to differentiate symptoms and make an accurate diagnosis is necessary. After that, they determine if they canalize the student with the neurologist or the paido-psychiatrist who is the psychiatrist of children so that they give the definitive diagnosis. Teachers must observe the scholar context and the students they are working with. In order to obtain better results, strategies are defined based on how long the child could pay attention during the class and teachers have to plan the class for a specific period of time in order to permit them have a few minutes of break, since attention must be started and concluded. It is necessary to adapt the class to the whole group. The activities must involve all the participants instead of dividing them into individual tasks. De Guerrero (2005) mentions Vygotsk’s theory that language (and also learning) is a constructive social process that is possible by interacting with peers. As Reiser (2012) mentioned “working collaboratively enables learners to work to their strengths” (p.1339).

4.2.8 School 2 Question 4 (public school): What strategies are applied to teach English to students with Attention Deficit?

According to the answers provided by the teacher interviewed of the public school, Teaching English to students with ADD is a difficult situation even though the student is hyperactive or not. If the child is in constant movement, professors need to adapt strategies in order to make learning easier by using ludic activities; children do not learn in the same way than adults, hence, professors have to make a thorough study comparing their strengths and difficulties, in order to potentiate them. This might seem difficult, but experience and practice enables the professor to work with them.

4.3 Answer to research question

According to the participants, ADD would be defined as illustrated in the tables below:

Participant 1 Private school	Participant 2 Public school
Delaying production of neurotransmitters originates the symptomatic triad of attention deficit, impulsivity and hyperactivity that is the result of insufficient neuronal communication. Students with this problem tend to experiment poor concentration in unpleasant subjects or activities.	ADD could be explained by three fundamental characteristics: attention, hyperactivity and impulse that constitute a branch of features that can be observed in children and it's relation with impulse control. According with professors interviewed, this is observable by interaction with peers in the classroom.

The characteristics of ADD in these particular contexts

Participant 1 Private school	Participant 2 Public school
<p>They have difficulties to wait turns and comprehend instructions, while their classmates already finished they are about to start copying the date, that irritate them and make them feel frustrated, causing they do something else instead the activity of the class</p>	<p>Comparing the observed behavior from them and their classmates when they do not comprehend indications. They are observing but without performing the activities since they are unable to process the information and tend to play instead of paying attention.</p>

The strategies implemented by teachers in these contexts in terms of teaching strategies or practices

Participant 1 Private school	Participant 2 Public school
<p>Professors in this institution use to work with individual personalized program and elaborate material based on diagnosis. This means: to assign individual activities to their students in the class that is for all of them. It is implicit that parents are aware that they have to collaborate with education of their sons.</p>	<p>Professors in public schools use to work with ludic activities that involve all participants of the class that is framed by students whose parents have been interviewed in order to work collaboratively.</p>

Strategies applied to teach English to students with Attention Deficit Disorder

Participant 1 Private school	Participant 2 Public school
Ludic and meaningful classes aimed in the basic: vocabulary and reading small text that they are going to relate by singing songs or reading small texts.	Professors use to work with ludic activities strategies in order to make learning easy, thereby they contrast their strengths and difficulties, in order to concentrate in their abilities.

4.3.1 Conclusion.

As it is exposed, the differences in techniques are straightly related with context and incomes. Students in the private schools receive a more personalized education rather than the public school, but they instead, receive a more integrative class that foster integration to the group. Nevertheless, integration of individual tasks would be helpful if the assimilation of learning would be ludic, in this case, by considering the characteristics of these students, by combination the techniques of private and public schools.

CHAPTER V: CONCLUSIONS

5.1 Introduction

The following chapter will conclude this inquiry about perceptions to identify students with attention deficit disorder according to the teachers interviewed throughout this investigation

5.2 Findings and Significance of the Study

Exploring the teaching strategies of two different schools that are focused on treating students with ADD is one of the most important aspects in this investigation. The methodologies implicated in the literature was contrasted by comparing the context of a private school, where parents pay for a tuition and then they are able to demand better education for their sons, and the public schools, where professors are forced to work with numerous students at the same time in a class or during the week. Professors in this situation have more work and less available resources. It is demonstrable that funding influence on the results and quality of teaching validates the information provided by the participants through interviewing, evidence that strategies and motivation in any context are crucial and in many circumstances are more significant than money.

Figure 5.2.1 Findings and Significance of the Study

Interview: Private School Participant 1	Teaching Strategies	Interview: Public School Participant 2	Teaching Strategies
<ul style="list-style-type: none"> • Work on small groups • Psychologist or pedagogues works with them <p>Professors in charge make an individual personalized program and elaborate material based on diagnosis. They attend ordinary group classes, but every student has different activities related with the topic.</p>		<ul style="list-style-type: none"> • Interview with the teacher and parents • Observe their behavior in class <p>By differentiating symptoms, observing the student's interaction, (how long do they pay attention) then professors are able to make an accurate diagnosis, they determine if they canalize with neurologist or the paido-psychiatrist, hence professors could plan</p>	
English Teaching Strategies			
<p>Work slowly starting with the basic: vocabulary and reading small texts, listening English songs.</p>		<p>It is a difficult task that enables evaluate if the students are hyperactive or not, evaluate their strengths and deficiencies in order to integrate them into the whole group and perform the class. This could be achieved by practice and experience.</p>	

It was necessary to remark the importance of pedagogical fundamentals at the time of teaching. When I studied the English Language Teaching undergraduate program at the language department, there were few notions of teaching management. Information provided was not enough in order to teach students with learning difficulties; therefore, it is one of the most important areas of opportunity in this program.

Adapting the class to the needs of students is one of the basic procedures to teaching in general. Adapting the structure of the class would provide an accurate understanding to the students with Attention Deficit Disorder with or without hyperactivity.

The most relevant contribution of this research is that, theory in occasions is exceeded by the circumstances and teachers may feel overwhelmed. Professors need to be prepared to solve the situation instead of just impose their authority, ADD students are ordinary students with learning problems that need to be treated, and it is the teachers' responsibility to help them if they have difficulties in the class.

These questions that guided this investigation were:

1. How would ADD is defined?

It was significant to develop this research questions because, since it is important to define ADD according to the perceptions of professors involved with these students and make a comparison with the literature

2. What characterizes children with Attention Deficit Disorder in these particular contexts?

It was important to differentiate Attention Deficit Disorder from any other disorder such as: dyscalculia, autism, family problems that could be close to ADD that could be attached with the identification of the same symptoms.

3. How do teachers in these particular contexts approach these children in terms of teaching strategies or practices?

It would be important to know what type of teaching methodologies the psychologists, in this case, the participants of this study, recognize are beneficial to use while teaching to ADD children.

4. What strategies are applied to teach English to students with Attention Deficit?

Finally, it was essential to distinguish among the teaching strategies implemented to teach English and the strategies for other subjects, they are similar but is a different situation in a private and a public school and the information collected is determining for this study.

5.3 Limitations of the study

The limited number of specialized schools in ADD in the city reduced the possibility to have a wide panorama of techniques and methodologies used to teach students with special learning needs. Pedagogy and teaching strategies provide suitable information of how to teach ADD students and behavior problems. The Methodologies implemented in public and private schools seems to not coincide since they have differences in context: The limited literature of recent investigation of ADD in Mexico is one of the most important restrictions, since, there are no information of the environment, hence the methodologies adapted with the participants is dissonant.

In the public perspective the limitation of time and resources impede a personalized attention in most of the cases. Nevertheless, more experimented professors that most of the time are psychologist or pedagogues use to work on these public school with the “problem kids”.

In the private perspective, they could not teach and detect a major number of students as the public school do, since there are few schools available since there are just 2

institutions in the city. Nevertheless, since professors work in reduced groups of students, they are able to personalize their class and treat accurately each student.

5.4 Further research

By obtaining information about strategies of teaching English to students with Attention Deficit Disorder it is necessary to consider the limited amount of schools in Puebla, Mexico City could be compared since there are more schools to obtain significant methodology.

It is important to include in future investigation more participants, in this case, to involve more schools and employ other instruments or sources of data that would include parents' opinions or surveys in order to triangulate the information.

Updating information concerning with pedagogical methodologies and strategies could be consulted outside of the language's faculty and the opinion of professionals in this field such as a neuropsychologist or researchers that have more information and domain ought to be considered in a future investigation.

List of References

- Arnold, J. & Harmer, J. (1992). *Advanced writing skills*. Eurocentres; Longman. London.
- Bermeo-Cepeda, G. (2011). *Effective Strategies that Teachers use to deal with disruptive Children in the classroom*. Tesis Submitted for bachelior degree. Benemerita Universidad Autonoma de Puebla. Puebla City. Mexico.
- Burns. A. (2010) *Doing Action Research in English Language Teaching, A Guide for Practicioners*. Routledge. Retrieved from: https://www.researchgate.net/publication/288081146_Doing_action_research_in_English_language_teaching_A_guide_for_practitioners
- Brown, H (1994). *Teaching by principles. An Interactive Approach to Language Pedagogy*. Prentice Hall Regrets, Prentice-Hall, Inc. New Jersey.
- Brown, H. (2000). *Teaching by principles. An Interactive Approach to Language Pedagogy*. Second Edition. Prentice Hall Regrets, Prentice-Hall, Inc. New Jersey.
- Celce-Murcia, M. & Hilles, S. (1988). *Techniques and Resources in Teaching Grammar*. Oxford University Press: London.
- Cohen, A. (1998). *Strategies in learning and using a second language*. Longman .New York.
- Commonwealth of learning. (2017.). *Planning for Alignment and Engagement: Effective Learning Objectives*. Retrieved from: <https://tell.colvee.org/mod/book/view.php?id=18>
- De Guerrero M. C. M. (2005). *Inner Speech L2 Thinking words on a Second Language* Springer Science+Business Media, Inc. Retrieved from: <https://link.springer.com/content/pdf/10.1007%2Fb106255.pdf>
- DSM V (2013) *Diagnostic and statistical manual of mental disorders Fifth edition DSM-5 tm* American Psychiatric Association, 1000 Wilson Boulevard Arlington, VA.
- Fry H. Ketteridge S. & Marshall S. (2008) *A handbook for teaching and learning in higher education: enhancing academic practice*. Routledge, London.
- Galicia-Castillo O.R. (2015) *Trastorno por déficit de atención e hiperactividad; El Manual Moderno*. México, D.F. :
- Garton F. A. (1992) *Interacción social y desarrollo del lenguaje y la cognición*: Ediciones Paidós, Barcelona España.
- Goldstein, S. & Naglieri, J. A. (2010) *Encyclopedia of Child behavior and development*., Springer. Retrieved from: https://www.proxydgb.buap.mx:2091/content/pdf/10.1007%2F978-0-387-79061-9_4907.pdf

- Goldstein S. & Goldstein M. (1998) *Managing attention deficit hyperactivity disorder in children*. Wiley. New York.
- Hartmann, T. (1997) *Attention deficit disorder: a different perception*. Underwood Books. M. Hall. Grass Valley, CA. U.S.A.
- Hallowell, E. M. & Ratey J.J. (1994) *Driven to distraction: Recognizing and coping with attention deficit disorder from childhood through adulthood*. Touchstone Books, United States.
- Harmer, J. (1989) *Teaching and learning grammar*. Longman. New York.
- Hooper S. R. & Williams E. A. (2005) *Attention Deficit Hyperactivity Disorder and Learning Disabilities Attention Deficit Hyperactivity Disorder: From Genes to Patients*. Springer. (Retrieved from <https://link.springer.com/content/pdf/10.1385%2F1-59259-891-9%3A215.pdf>)
- Lamb J, Geiger V. (2012) *Teaching Experiments and Professional Learning, Encyclopedia of the Sciences of Learning Editors:* Retrieved from https://link.springer.com/content/pdf/10.1007%2F978-1-4419-1428-6_2452.pdf
- Larsen-Freeman, D. (1986) *Techniques and principles in language teaching*. Oxford University Press. New York N.Y. U.S.A.
- Levinson, H. N (1992) *Total Concentration: how to understand attention deficit disorders with treatment guidelines for you and your doctor*. M Evans and company. United States of America.
- Longman Dictionary of American English: *your complete guide to American English*. (1997) White Plains, Longman. N.Y.
- McEwan E. K. (1998) *Principal's guide to attention deficit hyperactivity disorder*. Corwin. California.
- Mendoza-Estrada M.T. (2005) *¿Que es el trastorno por Déficit de Atención? Una guía para padres y maestros* México D.F.
- Mialaret G. (2004) *Introducción La educación en el año 2000* Enciclopedia Temática de la Educación vol. I) Editorial Santillana, Ciudad de México.
- Narvarte M. E. (2008) *Soluciones pedagógicas para el T.D.A./H. : trastorno por déficit de atención con o sin hiperactividad*. Landeira, Buenos Aires Argentina.
- Nerici-Imideo G. (1990) *Metodologia Do Ensino*, Sao Paulo Brazil Editorial Kapelusz Mexicana S.A de C.V Mexico D.F (Translation from Portuguese into Spanish by Maria Celia Eguibar.)
- Kothari C.R. (2004) *Research Methodology Methods & Techniques*. New Age International (P) Limited, Publishers. Retrieved from:

<file:///C:/Users/PCUSER/Documents/1%20Kothari%20research%20methodology%20book.pdf>

Krashen, D. S & Terrell D. T (2000) *The Natural Approach, Language Acquisition in the Classroom*, Alemany Press Regrents/ Prentice Hall. Englewood Cliffs, New Jersey. U.S.A.

Sanchez-Encalada L. & Damian-Diaz M. (2009) *Detección e Intervención a través del Juego del Trastorno por Déficit de Atención con Hiperactividad (TDAH)* Revista Electrónica de Psicología Iztacala, retrieved from: <http://www.revistas.unam.mx/index.php/rep/rep/article/view/15492/14728>

Swift M. & Spivack G (1975) *Alternative Teaching Strategies Helping Behaviorally troubled children achieve. A guide for teachers and psychologist* Research Press, 2612 N Matts Avenue. Champaign Il 61820 United States of America.

Ramirez-Romero J.L., Pamplon- Irigoyen E.N.& Cota Grijalva S. (2012) *Revista Iberoamericana de Educación / Revista Ibero-americana de Educação*60/2 Departamento de Lenguas Extranjeras, Universidad de Sonora, México, Retrieved from: <file:///C:/Users/PCUSER/Downloads/5020Ramirez.pdf>

Rief S. (1999) *Cómo Tratar y Enseñar al niño con Problemas de Atención e Hiperactividad. Técnicas, Estrategias e Intervenciones para el tratamiento del TDA/TDAH* translated into Spanish by Jorge Piatigorsky *How to Reach ADD/ADHD Children Practical Techniques, Strategies and Interventions for Helping Children with Attention Problems and Hyperactivity*. Prentice Hall New York.U.S.A.

Reiser R.A (2012) *Grammar Learning Encyclopedia of the Sciences of Learning Editors:* Retrieved from https://link.springer.com/content/pdf/10.1007%2F978-1-4419-1428-6_2452.pdf

Rosas M. (2009) *Mi hijo tiene déficit de atención*. CENGAGE learning Santa Fe, Mexico Distrito Federal.

Sáenz-Barrio O. (2004) *La Disciplina Escolar: Capítulo IX, Enciclopedia Temática de la Educación Vol I*. Santillana México. D.R © Aguilar Altea Taurus Alfaguara S.A de C.V Av. Universidad 767 Col. del Valle. Mexico 03100 D.F

ShIPLEY M. (1964) *A synthesis of teaching methods* McGraw Hill United States of America

Soler-Balada M.de los A. (2004) *Introducción general a las didácticas especiales: La jerarquía de los valores didácticos* Enciclopedia Temática de la Educación vol. II. Editorial Santillana, Ciudad de México.

White, R. (1985). *The importance of context in educational research*. vol 15, Research in Science Education. Australian Science Education Research Association 1985 Retrieved from https://link.springer.com/article/10.1007%2F978-1-4419-1428-6_2452.pdf

Wender H. P. (1987) *the hyperactive child, adolescent, and adult: attention deficit disorder through the lifespan*. Oxford University Press. New York.

APPENDIX A

Sample of the Transcription Participant 1

Interviewer : Ok, eh estamos aquí con la maestra....

School principal: Magdalena Espinoza

Interviewer: **Magdalena** Espinoza especialista en el colegio Uribe eh que es una institución especializada en tratar a niños con déficit de atención. Maestra como p..., eh que, usted ¿como nos podría definir el trastorno por déficit de atención?

School principal: Bueno este, eh, es un, tiene su origen, su origen a nivel bioquímico, ¿no? es un trastorno que tiene ciertas características y que puede representar una triada sintomática o no dependiendo si este, hay un déficit de atención a nada más o se presenta con hiperactividad ¿no? se presenta únicamente el TDA el trastorno por déficit de atención, este...si me voy al origen, como yo lo entiendo es una, lentificación en la producción de neurotransmisores que hacen que se comunique una neurona con otra, entonces al haber una lentificación en la producción de estos neurotransmisores eh, los niños presentan ese déficit atencional, ¿no? Pueden, hay algunos investigadores que dicen que esa problemática se da a nivel de atención obligada, o sea el niño puede atender y puede pasar horas trabajando en algo que le guste y sea de su interés pero en áreas que no le interesan ahí es donde viene la problemática porque hay muchas papas que, que comentan este :“es que es mañoso, porque, le encantan los legos y ahí sí se puede pasar horas” “le encantan los juegos en la computadora” que se yo, le encantan los dinosaurios y ahí sí se puede pasar horas pero en todo lo demás no. Entonces se ha llegado a la conclusión que sobre todo esa problemática se da en la atención obligada,

Outsider: hola miss

School principal: en la atención obligada, o sea, todos pasamos por materias que nos gustan y que no nos gustan, y finalmente las cursamos. A los niños con TDA les cuestan mucho trabajo las, las asignaturas que no son de su interés, aja. Entonces se puede presentar, puede ser con hiperactividad o sin hiperactividad, se puede presentar la triada sintomática que es déficit de atención, impulsividad o hiperactividad. Los niños que más llegan a la escuela son los que presentan esta triada, sobre todo los hiperactivos e impulsivos. Los niños que solo presentan déficit de atención y que no presentan hiperactividad e impulsividad son niños que mantienen en muchas escuelas pero que no los atienden, ahora, comórbido al déficit de atención, se presentan problemas específicos de aprendizaje, en la mayoría de los casos, el TDH no se presenta solo, sino viene acompañado de una dislexia, de una discalculia, de una disgrafía o de trastornos de conducta

Interviewer: Ok, Ese eh, ese trastorno eh, las personas que no presentan la hiperactividad, que solamente tienen el déficit de atención sin ninguna otra triada como lo menciona, eh, son los más difíciles de tratar, por lo general están en otras escuelas.

School principal: Este, más bien, los los casos más complejos son los que presentan hiperactividad e impulsividad porque son los niños que inmediatamente expulsan por problemas de conducta. El que tiene, el niño que tiene déficit de atención lo mantienen en otras escuelas porque es quietecito, lo mantienen, pero no lo atienden, se olvidan de ellos

Interviewer : En ese caso, cómo podría detectarse el T.D.A en el aula, en el salón de clase.

School principal: Ok en el aula. Son niños a los cuales les cuesta mucho trabajo iniciar un trabajo, o sea a lo mejor, ya pusieron fecha, título y el niño a veces ni siquiera a sacado la libreta, o sea con ellos se tiene que ir haciendo un seguimiento, o sea, si se dice fecha se tiene que pasar a revisar que esté fecha, si se pone título se tiene que pasar a revisar titulo porque son niños que no terminan su trabajo. Que les cuesta trabajo seguir instrucciones, que les cuesta trabajo esperar turnos, este, que a veces pueden tener este, pueden en, en ciertas asignaturas que les gustan como en matemáticas por ejemplo, les puede fascinar el calcula mental etc, pero les cuesta trabajo , les puede costar trabajo el escribir, el adquirir la lecto escritura y este, se tiene que establecer una diferencia, a veces esa dificultad para que adquiera la lecto escritura y el, aspectos matemáticos es porque no ponen atención y para aprender hay que atender, pero en otras ocasiones es por su problema específico de aprendizaje, ehm.....Es eso, o sea yo diría que son niños. Cuando solo es déficit de atención les cuesta mucho trabajo llevar la currícula que marca la S.E.P, son niños que siempre van con un rezago, con un rezago, pero es importante decir que tienen un coeficiente intelectual promedio, de promedio a superior, no tiene nada que ver con que haya algún retraso, este a nivel cognitivo. Son niños que el primer pun..., el primer punto que se debe de tomar en cuenta es que tienen el coeficiente intelectual promedio. No hay otro tipo de trastorno o que haya problema de audición o de visión, no, Ningún problema sensorial, sino que nos damos cuenta que ve muy bien, escucha, etc pero que le cuesta trabajo poner atención, se distrae constantemente con lo que se, sea un compañero que ya se le callo el sacapuntas, si la goma, pierde constantemente, sus, sus este....útiles, lo que son libretas no sabe dónde las deja, lápices, este, sacapuntas y constantemente en la clase está más, tiene como una visión muy amplia de este, lo que pasa en el salón, está, todos los estímulos llegan a él no y no puede estar en una atención selectiva. Le cuesta mucho trabajo.

Interviewer : Ok eh ...y como, cuáles serían las técnicas o metodologías o estrategias que se utilizan para trabajar con niños con T.D.A en el aula

School principal: Ok, la escuela eh, lo que ha tomado como alternativa es que sean grupos pequeños, que las personas que las atiendan en su mayoría son psicólogas o pedagogas. Las maestras de educación este, de licenciadas en educación no han funcionado en la escuela porque vienen con la idea de trabajar en grupos eh, de la misma manera: vienen a cubrir programas y no atender a necesidades de los niños. Entonces para cubrir programas pues ellas siguen este bloque, me toca ver tales temas y aprenda quien aprenda, no les interesa, se siguen con el programa y en la escuela se hace mucho hincapié en que el aspecto fundamental es que hagamos un diagnóstico de nuestros niños. Y que a partir de ese diagnóstico se hacen programas individuales y haciendo el programa individual entonces las maestras traen preparado el material, los grupos son pequeños, se trabaja de manera personalizada y con los niños que tienen mayores dificultades, por ejemplo en... nos llegó un jovencito, este, bueno 6to grado, no había adquirido lecto escritura aja, venia del estado de

México, de una escuela oficial de Chalco y el niño ahorita está leyendo, o sea, se pasaron cinco años y medio sin que el niño pudiera aprender a leer y de agosto a la fecha ahorita hace un ratito, precisamente me llamaron y leyó una carta yo creo que, como de diez renglones. Estamos diciendo que, que hacía falta, que hubiera una atención personalizada, que les interesara ese, ese niño, ¿no? Y este, y bueno es así, ese niño aparte de estar en un salón pequeño se va programando tres días a la semana tiene una este, una terapia vamos a decir individual con una psicóloga donde se trabajó específicamente lectura y escritura. Entonces una hora, tres veces a la semana lunes, martes y miércoles el toma clases con otro niño que también tiene ese tipo de dificultades para, para la consolidación de la lecto escritura solos con una sola maestra, entonces, pues es , que a las maestras, cada, para...Es importante que para las maestras cada niño implique un reto, que cada niño sea importante para su maestra , que en cada niño vean a una personita donde ellas puedan impactar de manera positiva, donde pueden hacer que ellos confíen, nuevamente en ellos, que crean que, que crean en ellos porque tenemos un problema cuando los niños llegan lo más afectado es su autoestima ; Porque les han dicho, es más si una maestra va y se entrega, se integra a un grupo donde hay un niño que le cuesta trabajo empiezan a decir “él no sabe leer” “él no sabe escribir” o sea los niños, la actitud que tome un maes.. una maestra o un maestro hacia un niño es la que va a tomar el resto del grupo. Por lo tanto si hay escuelas donde la actitud del maestro sea indiferente o de crítica o de regaño porque no entienden que el déficit de atención tiene un origen bioquímico y que no es porque el niño sea grosero, porque no quiera, por... pues... esa actitud la va a tomar el resto del grupo y generalmente los discriminan y entonces empieza a haber una actitud violenta también de parte de los niños como una forma de, de defenderse y hay una autoestima bastante baja en ellos, hay desconfianza y cuando llegan aquí a la escuela se dan cuenta que hay muchos niños con la misma condición que ellos, muchos niños a los que les cuesta trabajo también de escribir o este el área de matemáticas ¿no? Y entonces eso hace que ellos se relajen y que, esa ansiedad y esa angustia se rebusca y puedan aprender mejor, con mayor confianza, porque se sienten queridos, porque se sienten importantes y porque se dan cuenta que como todos tienen fortalezas ¿no? Que no son esos niños que pintaron como que no podían hacer nada y que eran....El problema del salón, ¿no? porque ya hasta los mismos niños a veces salen y dicen “tu hijo le pegó a no se quien” para los papás también eso es súper desgastante y entonces su frustra,... la frustración de los papas al tener quejas todos los días de que no trabaja, porque es típico que los, en los cuadernos de los niños vayan “no trabajo” “no terminó el tema” este, “no copio la tarea” “olvido los libros o las libretas que tenía que llevar” y entonces es una.. es, es es tipo de situaciones se lleva al hogar y es también una, este una violencia sobre el niño hacía, de la familia hacia él, porque se sienten impotentes “te damos todo” “te compramos esto y no esté...y no, no pones de tu parte ” pero no se dan cuenta que hay un origen ¿no? Y generalmente son, es hereditario en un alto porcentaje y sobre todo se da por la línea paterna ... aja

Interviewer : No pues, esta int,...ok ..bueno, eh Pues creo que, que , sería todo por el momento ...Eh, usted es entonces es la, la directora de la institución

School principal: así es, así es, y tengo 27 años trabajando en el área de, de niños con déficit de atención con y sin hiperactividad que te digo que los niños que mas llegan son los

que tienen problemas de conducta e impulsividad y este. Y hay niños claro, con problemas específicos de aprendizaje que tienen dislexias, discalculias, disgrafias y eso a esos niños, los que tienen mayor problema, se van, van trabajando con una psicóloga que tenemos, va trabajando con ellos de manera específica específica pero todas las maestras tienen una carpeta de cada alumno con un diagnóstico de cómo llega y sobre ese diagnóstico es su plan de clase diaria, ponen, el, el tema que se va a ver ese día, pero se ponen los nombres de los niños a los que, a los cuales se les va a hacer adecuaciones curriculares, o sea, tal y tal niño van a ver esto y ya y los maestros ya traen material preparado, no vienen a preparar al salón porque entonces, realmente sería este un desorden ¿no?, este entonces para los niños que van a tener adecuaciones curriculares, las maestras ya traen en sus... en sus libretas trabajos preparados donde se trabaja mucho con este, con proyector ¿no? Se trabaja mucho con proyector, con, con temas que se vayan a ver a través de presentaciones, de video se trabaja también con proyectos ¿no? Los niños tienen habilidades diferentes a lo mejor les puede costar trabajo este, les puede costar trabajo escribir, leer, pero de repente tienen una habilidad en la oralidad impresionante, entonces vamos rescatando las fortalezas que tienen los niños y bueno, hay teatro de danza, digo taller de danza, de teatro, de música, de ajedrez, de fútbol se... de artes plásticas se trata, se trata de abarcar todas las inteligencias de las que hablan de las inteligencias múltiples e ir canalizando a cada niño a lo que le gusta, al área que le gusta y que tiene la, el ..eh este, las habilidades para hacerlo ¿no? La habilidad para hacerlo.

Interviewer: *ok Bueno maestra pues yo agradezco mucho su atención y ...el que haya podido, que haya accedido a hacer esta entrevista*

School principal: *No con gusto, conocemos al maestro Alfonso y de hecho el ha sido un pilar de esta escuela ¿no? Él ha estado asesorándonos este, creo que ha habido un poquito...ahora, problemas de horarios, pero el nos ha estado asesorándonos en el área de matemáticas, que, como son psicólogas la mayoría de este...del personal que trabaja en la escuela, pues no somos, no tenemos esa especialidad y el maestro ha sido nuestro, nuestro capacitador en esa área y que, aunque somos una escuela chiquita, pues hemos tenido logros ¿no? Porque eh nuestros niños han pasado ha...eh concursos de matemáticas con toda, expresión literaria, de ajedrez, siendo una escuela tan pequeña, pues ha este, ha tenido reconocimientos ¿no? Entonces se hace un trabajo, lo ideal es que las personas que se integren a la, a la escuela el primer objetivo es que tengan: vocación por lo que hacen, que amen, que no estén aquí por quincena ni porque, estén esperando que les llegue una mejor oportunidad, que sean personas que digan “no me veo haciendo otra cosa” me fascina mi trabajo, o sea es mi regalo estar con los niños ¿no?Entonces, eso es fundamental ..aja.*

Interviewer : *Y es que la vocación ¿no? La vocación y.. es lo que hace rato comentaba ¿no? De que los niños tienen eh los, los autores lo describen como, que tienen cierta eh ...son distraídos, les cuesta trabajo la construcción de la atención pero de repente tienen extraordinarios eh índices de atención por el momento, cuando algo les les importa y es*

School principal: *les interesa, si*

Interviewer : *Es más que nada, Mante,....enfoca, dirigir la atención ah ah ah, fomentarla, fomentar la atención en ellos....*

School principal: *Y aun en las áreas de, que se les dificulta, es tan sencillo motivar a un niño. O sea, el hecho de que un niño que no quería escribir y que empieza a escribir y que tu te acerques y le digas: “Que bonita esta tu letra” este “como has avanzado” “estas leyendo mucho mejor” ¿no? O sea a mi me llegó el caso de un niño que no quería leer porque su lectura era silábica ¿no? Entonces le dije “tú lee” “tu lee” o sea “no te preocupes pues, cuando le empecé a hacer preguntas y empezó a contestarlas le dije, “eso es leer” leer no es leer no es disfraz rápido lalala Hay niños que, a lo mejor terminan de leer y cuando les preguntas no entienden. Tu estas leyendo porque al final te pregunte y todo lo que pregunte tu lo contestaste. Eso es leer no te preocupes por la rapidez, y entonces ¿qué haces? Que el niño sienta confianza y que le interese leer no, porque dice , “ahí sí “entonces, es comprender y no es la preocupación de la velocidad, la entonación y qué es , son importantes para ciertas situaciones, pero que no puede ser un limitante para el niño, no se puede sentir avergonzado por esa situación, ¿no? al contrario, es motivarlo con los logros que v[Autor des2] han teniendo, los logros que van teniendo*

Interviewer : *¿Y en el área de inglés? ¿cómo, como es la educación, en el área de inglés?*

School principal: *Mira vamos avanzando lento porque les cuesta mucho trabajo pero la maestra que está con nosotros juega mucho con los, con los pequeños que son los más, más complicados...este Les hace muchísimos juegos donde ellos tengan que moverse, que salir al patio que buscar palabras que asociarlas con imágenes, canciones ¿no? Lo va trabajando con de una manera dinámica ¿no? Ya con los jóvenes es más complicado porque es, hay unos jóvenes que traen muy buen nivel y hay otros que tienen dificultades en el área de español pues al adquirir el inglés de repente les cuesta trabajo, pero con los pequeños es así. Son muchas actividades lúdicas, muchas y todo el material la maestra pues lo trae pues lo trae preparado, impreso para que este haya menos este, perdida en temas y temas y temas ,no que para ellos les preguntas como les gusta la escuela ellos dicen: “que no haya tantos temas” ¿no? Entonces cuando ellos los ves trabajando con materiales, este, haciendo proyectos, este, pues son felices, necesitan moverse, también y participar, no solo estar d[Autor des3] e oyentes ¿no?*

Interviewer : *Ok*

School principal: *Aja...*

Interviewer : *Muy bien, En le gramática, ¿En cuestiones gramaticales casi no se involucran o seria....*

School principal: *Constantemente , pero por ejemplo cuando los niños tienen disortografía nos han tocado casos de niños que leen muchísimo, muchísimo y tú les corriges y les corriges hacer con h con c y vuelven a cometer el mismo error entonces, cuesta mucho trabajo la parte de este, por ejemplo de la ortografía se les van dando reglas pero este si si este si se vuelve, si se vuelve complicado si se va haciendo hincapié con ellos, si se va corrigiendo, este sobre todo ciertas palabras que nos parecerían como de uso cotidiano y uno dice...Tenemos una alumna que, tiene una este, una estimulación en casa impresionante a nivel de, es una niña lectora y ve muchos documentales interesantes, entonces tu la escuchas hablar, que bárbaro. Pero cuando viene la parte de la escritura, le cuesta mucho*

trabajo, entonces tenemos que ayudarlas, porque aparte son niños que también de repente se cansan al escribir no...

Interviewer : Y digamos que, la gra, la parte de la enseñanza o del aprendizaje de la gramática en una segunda lengua sería algo que, ehm ¿cómo sería ese proceso entonces?

School principal: Híjole, a lo mejor ahí tendría que este, que explicártelo la maestra, pero este, con los chiquitos prácticamente te digo se va viendo con vocabulario, con los más grandes nos tardamos muchísimo, muchísimo en la parte gramatical porque hay alumnos que la entienden muy rápido pero hay otros a los que se les dificulta y lo ven y dejan unas clases y lo vuelven a retomar y ya se les volvió a olvidar ¿no? Entonces si la parte de la gramática y lo que estábamos buscando a lo mejor es hacer textos pequeños o canciones que fueran del del interés que les gustan los Beatles y que sobre eso fueran este, pues haciendo pequeñas traducciones ¿no? Y que, al encontrarse constantemente con ciertas palabras, este, y cierta estructura pues pudieran ir entendiendo ¿no? Entendiéndolo y usándolo para, para comunicarse, pero si nos cuesta mucho trabajo. Yo lo he visto, hay maestros que han estado trabajando la parte gramatical mucho tiempo, lo dejan un momentito x adjetivos o como se, como ellos manejan el, manejan el artículo con relación al sustantivo etcétera y les cuesta mucho trabajo. Lo dejan un tiempcito, lo vuelven a retomar y ya se les volvió a olvidar, ¿no? Entonces si les cuesta el a, el an . antes del an una palabra que lleve vocal , les cuesta mucho trabajo, no, a la mayor parte de los niños eh, de los jóvenes, ya este, bueno pues con los que tienen menos dificultades, los maestros pueden avanzar más, de hecho los maestros me decían conciertos, grupos de jóvenes y niños, podemos hacer un taller de conversación porque así como te puedes encontrar alguien que se le dificulta, puedes encontrar otros que dices Dios mío avanzan a una velocidad , porque también es eso, ¿no? Los que tienen un alto coeficiente intelectual también se vuelve educación especial porque si no les pides mas y les pones retos mayores se aburren y empiezan a hacer disruptivos, entonces también esos niños los tienes que, éste , tienes que, esté que buscar la manera de apoyarlos ¿no? De apoyarlos, de motivarlos para no perder también esas habilidades, tenemos una enorme responsabilidad ¿no? De esos niños que, que les gusta investigar por sí solos, que es lo que nos encantaría, o sea, más que llevar un programa de la S.E.P.... S.E.P, a nosotros nos encantaría que ellos aprendieran a aprender, que tuvieran el gusto por aprender, que les fascinara tomar un libro, que les gustara meterse a ver documentales, que lo que a ellos les interese lo busquen ¿no? Y no que esperen a solo buscar una información porque se la pide el maestro para pasar un examen. Eso no, eso sería muy triste ¿no? Entonces por eso tenemos este, que atender, tenemos un taller de ecología que a ellos les fascina y vienen maestros que dan clase en la licenciatura , tienen maestría y doctorado pero dicen que les fascina venir porque los niños preguntan más que los chavos de licenciatura . Decían “es increíble”, pero decimos, a “¿alguna duda?” nada y con los niños “¿alguna pregunta?” y salen mil ¿no? Y son muy seguros en la escuela son niños muy seguros aja, y somos muy felices, somos muy felices.

Interviewer: Pues creo que eso sería todo

APPENDIX B

Sample of the Transcription (Translation into English) Participant 1

Interviewer: We are with professor....?

School principal: Magdalena Espinoza.

Interviewer: Magdalena Espinoza, specialist in the Uribe eh school that is a specialized institution in treating children with attention deficit. Professor, how ..., uh, you how could you define attention deficit disorder?

Principal school: Well this, uh, it's a, it has its origin, its origin at a biochemical level, right? it is a disorder that has certain characteristics and that can represent a symptomatic triad or does not depend on it, does not have a attention deficit and appears with hyperactivity, right? only the ADD is the attention deficit disorder, ehm, If I go to the origin, as I understand it, it is a slowing down in the production of neurotransmitters that cause a neuron to communicate with another, so when there is a slowdown in the production of these neurotransmitters, eh, children present that attentional deficit. Eh..If I go to the origin, as I understand it, it is a slowing down in the production of neurotransmitters that cause a neuron to communicate with another, so when there is a slowdown in the production of these neurotransmitters, eh, children present that attentional deficit. Is in it? There may be, there are some researchers who mention that this problem is at the level of compulsory attention, that is, children can pay attention and spend hours working on something they like and that is of interest to him but in areas that do not interest him there. where the problem comes because there are many parents, who comment: "He is crafty, because he loves Legos and he could spend hours on them" "He loves computer's game" What I know! , "he loves dinosaurs" and he could spend hours but he does not everything else. Then it has been concluded that above all this problem occurs in the compulsory attention.

outsider: hi miss

Principal school: in the compulsory attention, that is, we all go through subjects that we like and do not like, and finally we study them. Children with ADD have a hard time working on them, subjects that are not of their interest, aja. Then it can be presented, it can be with hyperactivity or without hyperactivity, it can present the symptomatic triad that is a deficit of attention, impulsivity or hyperactivity. Children who come to school the most are those who present this triad, especially the hyperactive and impulsive. Children who only have attention deficit and who do not have hyperactivity and impulsivity are children who keep in many schools, but they do not pay attention on them, now, comorbid to the attention deficit, there are specific learning problems, in most cases, TDH does not occur by separate, but is accompanied by dyslexia, dyscalculia, dysgraphia or behavioral disorders.

Interviewer: Ok, That eh, that disorder huh, people who do not have hyperactivity, who only have attention deficit without any other triad as mentioned, eh, are the hardest to deal with, they are usually in other schools.

Principal school: *hem, I would say, the more complex cases are those that show hyperactivity and impulsivity because they are the children who immediately expel due to behavioral problems. The one that has, the child that has attention deficit, remains in the other schools because it is quiet, they keep it but they do not take care of it, they forget about them*

Interviewer: *In this case, how A.D.D could be detected in the school, in the classroom.?*

Principal School: *Ok in the classroom. They are children who have a hard time starting a job, that is, they have already write the date, title and sometimes the child has not even taken out the notebook, that is, they have to follow up, that is, , if you say date you have to go to check that this date, if you put title you have to go to review title because they are children who do not finish their work.*

It's hard for them to follow instructions, that it's hard for them to wait for turns, this, that sometimes they can have this, they can, in certain subjects that they like, such as in mathematics, they can be fascinated by the mental calculations etc., but it represent an effort to them, it can be hard for them to write, the acquisition of writing and this, a difference it has to be done, sometimes that difficulty to acquire literacy, the mathematical aspects is because there is no attention and to learn it, but sometimes it is because of their specific learning problem , hem. It's that, I mean, I'd say they're children. When it is only attention deficit it is hard for them to take the curriculum that marks the SEP, they are children who always have a lag, with a lag but it is important to say that they have an average IQ, from average to higher, nothing to do with some delay, at cognitive level. They are children that the first pun..., the first point that must be taken into account is that they have the average IQ. There is no other type of disorder or there is a problem of hearing or vision, no, no sensory problem, but we realize that he sees very well, listens, etc. but that he has trouble paying attention, he is constantly distracted by what he , be a colleague who has already stopped the pencil sharpener, if the rubber, loses constantly, his, his this ... tools, the notebooks he does not know where he leaves them, pencils, this pencil sharpener and constantly in the classroom is more, he has a very broad vision of this, what happens in the classroom, this, all the stimuli arrive at the no and can not be in a selective attention. It costs a lot of work.

Interviewer: *Ok eh ... and how, what would be the techniques or methodologies or strategies that are used to work with children with T.D.A in the classroom*

School principal: *Ok at the school, eh, what it has employed as an alternative is that they work in small groups, what people in taking care of them in most of the times were psychologist or pedagogues.. The teachers of education this, of graduates in education have not worked in the school because they come with the idea of working in groups eh, in the same way: they come to cover programs and not attend to the needs of the children. So to cover programs because they follow this block, I have to see such topics and learn who learns, they are not interested, they continue with the program and at school, and it is remarkable that the fundamental aspect is that we make a diagnosis of our children. And*

from that diagnosis are made individual programs and making the individual program then teachers being prepared the material, groups are small, work in a personalized way and with children who have greater difficulties, for example in.....a young man came to us, this, well, 6th grade, he had not acquired literacy aja, he came from the state of Mexico, from an official school in Chalco and the boy is now reading, that means, five and a half years passed without the child could learn to read and from August to this date, right now, a little while ago, they just called me and read a letter I think, like ten lines. We are saying that it was necessary, that there should be personalized attention, that they were interested in that, that child, right? And this, and well it is like that, that child besides being in a small room, is scheduled three days a week has an ... a therapy we will say individually with a psychologist where we work specifically reading and writing. Then one hour, three times a week on Monday, Tuesday and Wednesday he takes classes with another child who also has that kind of difficulty, for the consolidation of the reading writing alone with a single teacher, then, it is, that at teachers, each, for ..It is important that the teachers each child involve a challenge, that each child is important for their teacher, that in each child they see a person where they can be positively impacted, where they can make them trust, again in themselves, and they believe that, who believe in them because we have a problem when children get more affected by their self-esteem; Because they have been told, even though, if a teacher goes, she joins a group where there is a child who has a hard time saying "he does not know how to read" "he does not know how to write" or the children, the attitude that it takes a teacher .. a teacher or a teacher towards a child is the one that will take the rest of the group. Therefore, if there are schools where the attitude of the teacher is indifferent or critic or scolding because they do not understand that the attention deficit has a biochemical origin and that it is not because the child is rude, because he does not want for ... well. that attitude is going to take the rest of the group and generally discriminate against them and then there is a violent attitude also on the part of the children as a way of defending themselves and there is a low self-esteem in them, there is distrust and when they arrive here to the school they realize that there are many children with the same condition as them, many children who also have a hard time writing, or is this the area of mathematics, is in it? And then that makes them relax and, that anxiety and anguish is searched and can learn better, with greater confidence, because they feel loved, because they feel important and because they realize that as everyone has strengths, right? That they are not those children who painted like they could not do anything and that they were ... The problem of the classroom, aren't they? because even the children sometimes go out and say "your son hit someone I do not know who" to the parents this is over exhausting and then they frustrates, ... the frustration of the parents to have complaints every day that he does not work, because it is typical that in children notebooks it wrote: "not work" "did not finish the topic" this, "did not copy the task" "forgot the books or the notebooks he had to carry" and then it's a ... it's, it's kind of situations are taken to home and it also turns into violence over the child, from the family towards him, because they feel impotent "we give you everything" "we buy you this over this ... and you do not play your part" but they do not realize it has an origin right? And frequently, it is hereditary in a high percentage, and so, all is given by the father line..... aja

Interviewer: No, well, this is int, ... ok .. well, eh Well, I think, that, it would be all for the moment ... Ehm, you are then, the director of the institution?

Principal school: *That's right, that's right, and I have 27 years working in the area of children with attention deficit with and without hyperactivity. I tell you that the children who arrive the most are those who have behavioral and impulsive problems and this ... and there is children clearly, with specific learning problems that have dyslexia, dyscalculia, dysgraphia and that to those children, those who have more problems, they leave, they work with a psychologist that we have, she is working with them in a specific way ... teachers have a folder of each student with a diagnosis of how they arrives and based on that diagnosis they plan daily classes , they put the topic that will be seen that day, but they put the names of the children to whom which are going to make curricular adjustments, that is, such and such a child will see this in class and already and the teachers already brought prepared material, they do not come to prepare the classroom because then, this would really be a mess, right?, then for the children who are going to have adjustments curricular, the teachers already bring in their ... in their notebooks prepared jobs where you work a lot with this, with projector, right? There is a lot of work with a projector, with topics that are going to be seen through presentations, video is also worked with projects, right? Children have different skills, maybe this can cost them work, it can cost them to write, read, but suddenly they have an amazing oral ability, so we are rescuing the strengths that children have. children and well, there is dance theater, I mean, dance workshop, theater, music, chess, football ... of plastic arts, it is about covering all the intelligences of those who speak of multiple intelligences and go channeling each child to what he likes, what area he likes and what he has, the ... this, the skills to do it, right? The ability to do it*

Interviewer: *ok Well, teacher, I thank you very much for your attention and You have could take this , you have agreed to participate in this interview*

School principal: *My pleasure, we meet the teacher Alfonso and he has been a pillar of this school, is he? He has been advising us this, I think there has been a bit ... now, schedule problems but he has been advising us in the area of mathematics, which, as most ofthe personal who works here are psychologists, we don't have that specialty and the teacher has been our, our trainer in that area and that, although we are a small school, we have had achievements, right? Because our children have passed ... eh math competitions with everything, literary expression, chess, being a school so small, because it has this, has had recognitions, right? Then the job is done, the ideal is that the people who join in this school, the first objective is they have: vocation for what they do, that they love, they are not here for a fortnight or because, they are waiting for a better opportunity people who work here may say: "I do not see myself doing anything else", my work fascinates me, that is, it is my gift to be with the children, right?Then, that's fundamental ...*

Interviewer: *And is the vocation, right? The vocation and ... is what you commented a while ago, right? That the children have ... authors describe it as, that they have a certain... they are distracted, they have a hard time building the attention but suddenly they have extraordinary attention span for the moment, when something matters to them and it is....*

Principal's school: *they are interested, yes*

Interviewer: *It's just to keep, enough, to aim attention ah ah ah, foster, foster attention on them*

School principal: *And even in the areas of, which are difficult, It is so easy to motivate a child. That is, the fact that a child who did not want to write and who starts writing and you approach and say: "How beautiful is your handwriting" hem "how have you advanced" "you are reading much better "is he? In other words, I got the case of a child who did not want to read because his reading was syllabic, right? Then I said "you read" "you read" or "do not worry then, when I started asking questions and started answering them I said," that's reading "reading is not just reading so fast disguise lalala There are children who, maybe they finish to read and when you ask them about the reading, they do not understand. You are reading because in the end I asked you and everything I asked you, you answered. That's reading do not worry about how fast, and then what do you do? That the child feels confidence and that he is interested in reading, not because he says: "Of course" then, this is to understand and is not the concern of speed, intonation and and what is, are important for certain situations, but that cannot be a limitation for the child, you cannot feel embarrassed by that situation, don't you? on the contrary, it is to motivate him with the achievements that they have, the achievements that they have.*

Interviewer: *and what about English area? how, how is education in English area?*

Principal school: *Look we are moving slowly because they have a lot of work but the teacher who is with us plays a lot with them, with the little ones who are the most complicated... They make them many games where they have to move, they go out to the patio to look for words that associate them with images, songs right? He's working with it in a dynamic way, right? Then with young people it is more complicated because it is, there are some young people who bring a very good level and there are others who have difficulties in the area of Spanish because when they acquire English, suddenly is difficult to work for them but with the young it is like that. There are many playful activities, many and all the material the teacher brings it because it brings it ready, printed so that there is less this, lost in topics and topics and topics, not that for them you ask them how they like the school they say: "There are not so many topics" right? So, when you see them working with materials, this, doing projects, this, they are happy, they need to move, also and participate, not just be listeners, right?*

Interviewer: *ok*

School principal: *Aja...*

Interviewer: *all right, in grammar, in grammatical aspects, you barely get involved or ?*

School principal: *Constantly, but for example when children have disortography we have had cases of children who read a lot very much and you corrected them, and correct them to spell out with h and c and still in make the same mistake then, it costs a lot of work this part, for example of the spelling they are given rules but this if it does come back, if it becomes complicated if I remark this with them, if it is correcting, this above all certain words that would seem like everyday use and one says . We have a student who has an awesome home stimulation at the level of, is a reading girl and sees many interesting documentaries, then you listen to her talk, how incredible!. But when the writing part comes, it costs a lot of work, so we have to help them, because apart they are children who also suddenly get tired writing ...*

Interviewer: And let's say that, the gra, the part of teaching or learning the grammar in a second language would be something that, ehm, how would that process be then?

School principal: *Hijole!*, maybe would have to, the teacher has to explain this, but this, with the little ones I practically I tell you, it have taught with vocabulary, with the eldest we take too long, too long in the grammatical part because there are students who understand it very fast but there are others who are difficult and see it and leave some classes and take it up again and they were forgotten again, right? So if the part of the grammar and what we were looking for is to make small texts or songs that were of the interest that they like the Beatles and that on that they were this, then making small translations, is in it? And that, by constantly finding certain words, this, and a certain structure, they could understand, could not they? Understanding and using it for, to communicate but if it costs us a lot of work. I have seen it, there are teachers who have been working on the grammar part for a long time, they leave it for a little while adjectives or how they are, how they handle it, they handle the article in relation to the noun and so on and they have a hard time. They leave it a little while, they take it up again and they are forgotten again, aren't they? So if it costs them the a, the an. before a word that carries a vowel, it costs a lot of work, no, most of the children eh, the young, and this, well, with those who have less difficulty, the teachers can advance more, in fact the teachers told me concerts, groups of young people and children, we can do a conversation workshop because just as you can find someone who has difficulties, You can find others and say: My God, they advance at a speed, because that is also this, right? Those who have a high IQ also becomes special education because if you do not ask them for more and put on bigger challenges they get bored and start to be disruptive, then also those children you have to, you have to, to find a way to support them, right? To support them, to motivate them to not lose also those skills, we have an enormous responsibility, aren't we? Of those children who, who like to investigate on their own, that is what we would love, that is, more than carrying a program of the S.E.P.....S.E.P we would love they love to learn to learn, to have a tendency for learning, to be fascinated by taking a book, to like to get to see documentaries, that they look for what they were interested. aren't they? Instead of they wait to just look for information because the teacher asks for it to pass an exam. No, that would be very sad, wouldn't it? So that's why we have this, to revisit it, we have an ecology workshop that fascinates them and teachers who teach it, have a master degree and teach in college. They have masters and Phd degrees but they say they love to come because the children ask more than the juniors, right? And they are very confident at school, they are very confident children, and we are very happy, we are very happy.

interviewer: Well I think this would be all

APPENDIX C

Sample of Transcription of Participant 2

Interviewer: *¿Estamos con la maestra María Eugenia Calderón Mira en el USAER 98...?*

school principal: *once*

Interviewer: *noventa y....once... en el USAER once de la veinticinco poniente para poder tratar sobre temas del trastorno por déficit de atención. Maestra Calderón ...eh a grandes rasgos eh..¿Qué es el trastorno por déficit de atención?*

school principal: *Bueno el trastorno, eh ..es eh... un trastorno de ...que tiene que ver con tres características fundamentales, una es la atención, otra es la, la hiperactividad y un tercero que es el impulso ...En eh, esta, estas tres características conforman toda una eh rama de rasgos que se pueden observar en los niños y varían de un caso a otro. Algunos niños podrán tener nada más lo que es la atención, dificultades en la atención y esto implica para concentrarse, implica que cualquier estímulo los distrae, eh, en fin. Otros pueden ser en la hiperactividad y son niños que se mueven mucho, que difícilmente se controlan el estar sentados mucho tiempo y eh, tienen eh los vemos en el salón de un lugar para otro. Eh muchas veces en...al grado de que pasan de un lugar para otro y van tirando todo a su paso ¿sí? No con la intención de agredir a sus compañeros, pero es una característica...Eh y eh otra más que es el impulso, bueno algunos observamos que tienen problemas de conducta muy severos. Que eh cualquier acti...cualquier situación que les genere eh que no les genere beneplácito o que ellos quieran en el momento y no lo obtengan les va a generar un berrinche eh un berrinche sumamente fuerte o van a gritar incluso hasta golpear ¿no? Eh a ellos mismos a los objetos, o hasta sus compañeros a la maestra o el adulto que este con ellos, si...Eh es...pero en otros chicos puede ser que tengan casi todos los rasgos entonces son casos más fuertes. Si este, este trastorno, dependiendo de la intensidad con que se muestre o de los que tenga mayores características, pues obvio es como para generar mayores o menos problemas a la hora de integrarse en un aula escolar y en una escuela ¿no?, porque hay casos que hasta eh, vemos que cambia la dinámica escolar no solo la del aula.*

Interviewer : *Y hablando del aula, de los aspectos del salón de clases ¿Cómo se puede detectar el trastorno por déficit en el salón de clases?*

school principal: *Primero que nada, es eh, es conductual ¿no? Se observar que actúa diferente a sus compañeros, eh, eso es eh observable, tiene que ser a partir de la observación y otro es cuando los chicos ehm no comprenden las consignas y no es que no las comprendan ¿no? Es que les da la maestra si no que se pierden en el proceso de esa comprensión si, cuando estan eh ...l...viendo la clase de la maestra, por..... la maestra creará que está atento a lo que ella está diciendo pero algún chispazo alguna situación externa le ha generado otra atención y el ya está pensando en otras cosas y aunque este mirándolo al maestro, en, ese es el caso más complicado de observar, pero a partir de las , de cómo responda a la actividad es como el maestro debe de estar atento y em.... y y observar es, ...que tanto comprendió de lo que le dije ¿no? Por ejemplo, en una lectura de*

un cuento el maestro puede observar que tanto comprendió y que tanto no ¿no? Y empezar a ir haciendo una diferenciación de cuánto tiempo mantiene la atención que es lo que nosotros le pedimos eh cuanto, como que tanto comprende, cuanto tiempo atiende y eso es a partir de las mismas actividades e ir observado como va respondiendo eh y prácticamente es así ¿no? Eh...La maestra de grupo eso haría ¿no? Primero que nada, ya el especialista hace otra cosa

Interviewer : *Entonces ehm, ya con esas actividades que menciona ¿Que estrategias o técnicas o metodologías se emplean para trabajar con niños con TDA?*

school principal: *Bueno, por lo regular la maestra eh, va a acudir a USAER si es que cuenta con el servicio, es decir, tengo problemas con este niño por algo, entonces nosotros ya le vamos pidiendo esa diferenciación y, lo más eh ...lo más conveniente es que el maestro de USAER empiece a observar de una manera ya más definida ¿no? Ya sea con alguna guía de observación específica para ver estos rasgos con una entrevista a la mama sobre esos rasgos también eh, a la maestra misma e ir haciendo la diferenciación de lo que va obteniendo. Es que ese sería el primer paso: sacar un diagnóstico más certero ¿no? Sin embargo, educación especial oh si que , no ,da, no damos el diagnóstico definitivo porque como tiene que ver con eh una situación neurológica, hay que basarse también en los especialistas del área médica y el niño se le debe de canalizar con el neurólogo o el paidopsiquiatra que es el psiquiatra de niños para que ellos den el diagnóstico definitivo, por lo regular eh con los neurólogos o los paidopsiquiatras hay dos psiquiatras con los que recomendamos a los papas, ya tenemos cierta vinculación y nos piden algún referente y ellos terminan haciendo ya el bueno, sus ex...sus análisis específicos ¿no? Porque, de otra forma no podríamos ya entrar al aula a establecer estrategias. Las estrategias, ya una vez definido ese aspecto, ya las estrategias tienen que ver en función de sus características. Si el niño tiene una atención de no más de cinco minutos, entonces las actividades que planea la maestra tienen que cubrir ese tiempo e irle graduando poco a poco los tiempos, subiéndoselo poco a poco y a lo mejor al inicio del ciclo escolar tenía cinco minutos y al final vamos a buscar a que tenga quince ¿no? Y en cada eh.y establecer un área de un espacio de reposo para volverlo a incitar a otra vez a la actividad de es decir cinco minutos de trabajo, porque esa es la atención en donde debe iniciar y concluir, entonces el maestro tiene que graduarlo bien, que es lo que va determinar bien el propósito si es eh que quiere lograr. Si tiene que ver con la hiperactividad también, ir modelando esas situaciones, que cosas le estimulan al niño para ver cuan...cuanta es la tolerancia que el mantiene estar en una actividad física y concreto y entonces establecerla y*

Interviewer : *y...*

school principal: *dejarle un espacio de descanso para que haga pues para que ande por aquí y por allá y luego volverlo a traer*

Interviewer : *Y por ejemplo, en el área de Ingles como se da esta*

school principal: *Viene lo complicado, si, viene siendo similar (coff) ti..., tenemos que ver: uno la tolerancia al trabajar. Hay chicos, ¡ah! es que hay una característica de los chicos*

que llegan a tener hiperactividad, eso hay que definirlo. Chicos con hiperactividad pero que aprenden. Normalmente, es decir, ne..el niño tiene que estar en constante movimiento y eso le facilita aprender entonces hay que descubrir si esa es su habilidad, dejar des.. adaptarlos a esa situación y entonces ponerle actividades que va ir aprendiendo a lo mejor hay chicos con la pelota están jugando y están aprendiendo ¿sí? Eh, Y eso hay que promoverlo, o sea, no hay que...n no debemos de eh, de forzarlos a que aprendan como nosotros queremos aprender o como nosotros aprendemos ¿no? Entonces hay que ver si es, si es el inglés eh, va a aprender por ejemplo el pronombre, los pronombres ¿no? No sé, yo no sé de inglés, pero me imagino. Los pronombres o los verbos, bueno si el niño se mueve, mucho entonces hay que, si son verbos, pues hay que

interviewer: Que juegue no, por ejemplo que haga alguna actividad, por ejemplo saltar, jump .. y ya salta...

School principal: Exacto ¿no?

interviewer: más interactivo, como kinestésico ¿no?

School principal: exactamente ¿no?, entonces es que por eso tiene que haber un estudio minucioso de cuáles son sus rasgos eh y sus dificultades, cuáles son sus potencialidades y sus dificultades y a partir de eso, los maestros tienen que planear las actividades ¿no? Ir mas allá, en relación al grupo ¿no? O sea, no te voy a poner a ti actividades individuales, tengo que hacer una planeación que se adapte a todo el grupo sí.

Que resuelvan las dificultades de este, de aquel y de... es una situación que parece muy complicada pero que cuando ya se va teniendo cierta practica es muy fácil, porque los, todo el grupo va avanzando.

Interviewer: ¿Y normalmente como de cuantos son los grupos?

School principal: Varían, varían. Te puedo decir que tengo escuelas con quince alumnos, en un grupo quince, dieciocho y otros que tengo cuarenta.

Interviewer: Entonces, esas, esas actividades que menciona se adaptan de acuerdo al ah, al grupo no tanto al al individuo, al alumno sino

School principal: A todo, a todo ¿sí?, el maestro debe de contemplar su contexto escolar y entre ello la cantidad de alumnos, luego... los alumnos que avanzan con más rapidez, los alumnos medios y los alumnos que presentan muchas dificultades si, y entonces su planeación tiene que ir acorde a esos niveles, hay ...Me quiero salir un poquito del trastorno por déficit de atención con hiperactividad, por ejemplo, la discapacidad intelectual.

En la discapacidad intelectual el maestro tiene que dosificarla, Porque mientras los alumnos eh en promedio van a avanzar hasta el final de la actividad, él va a abarcar de todo este tema una parte, pero tiene que iniciarla y concluirla para que tenga, logre un conocimiento ¿no? Tampoco pu...si a un niño se le deja la mitad de la actividad porque no le dio tiempo, no sirvió de nada, porque no vio el final de su producto. Entonces no, no, el aprendizaje no

va a ser significativo ¿sí? Entonces eso también tiene que ver el maestro ¿sí? Que tanto va a avanzar con él para que logre el propósito en función de sus posibilidades ¿sí?

Interviewer: mmm ok

School principal: y eso sería y hay niños sobresalientes que, también pueden ser los TDH, niños sobresalientes que requieran aparte de lo que vio todo el grupo, un extra. Bueno investigate eh como eh... ¿Como era la alimentación en la edad media? Estamos viendo edad media ¿no? O ¿cómo era la vestimenta en esa época? ¿No? Y el niño esté interesado ¿sí? Y va a investigar esas situaciones ¿no? Porque ah, el llegó acá pero ya terminé ahora quiero esto, por lo regular tienen algunos, pues los libros de historia no se algo que el maestro debe tener el grupo para que él pueda seguir avanzando, por lo regular es, de vez en cuando un niño ¿no? Que llegue a ese nivel. De vez en cuando.

Interviewer: Ok

School principal: igual que los que tienen dificultades

Interviewer: mmm bueno y eso que decía de los niveles que llegan, por ejemplo, si un niño de tercero llega con problemas, verían él. Un niño de tercero vería el mismo programa de tercero o vería un programa más, más atrás.

School principal: tercero

Interviewer: ¿Tercero?

School principal: Todos terceros ¿sí? Si están viendo el bloque, el segundo bloque de inglés eh tiene que ser todos, ese bloque ¿sí? Pero vamos a darle mayor o menor complejidad ¿sí? O vamos a adecuarlo a lo mejor no en la complejidad sino en los instrumentos. Algunos requerirán material concreto, otros no

Interviewer: igual podría ser por ejemplo para gramática. Eh las reglas estructurales por ejemplo podrían explicárselas de diferente manera utilizando, cambiando las herramientas ¿no?

School principal: exacto si exacto y esas son las adecuaciones curriculares ¿sí? Las adecuaciones curriculares que hace el maestro de grupo son en cuatro niveles. El nivel más leve es en la metodología de enseñanza, le sigue en la evaluación ¿sí? En cómo va a evaluar al niño, a este niño requiere una evaluación eh oral o requiere alguna evaluación eh muy práctica ¿no? En fin ¿no?, o igual que sus compañeros o en la metodología bueno estamos hablando de material concreto: papel lápiz, libro no sé, tecnología, en fin, va desde piedritas hasta en fin hasta lo más so, sofisticado que venden en las tiendas comerciales ¿no? En los propósitos de enseñanza de ese bloque de esa asignatura para ese ciclo escolar ese sería el tercer nivel y el cuarto nivel serían ya los propósitos de grado. Es decir que propósitos voy a eliminar porque no se van a adecuar a esto, pero las actividades si van a ser pero voy a quitar ciertos propósitos, es decir eh los niños van a , eh por ejemplo a tener una

conversación eh sobre al final del ciclo escolar van a poder tener conversaciones x en ingles ¿sí? Bueno a ver, él se va a comunicar a lo mejor unas oraciones, nada más una oración de tal nivel, de tales características, en fin, ¿no? Una redacción no sé por ahí va ¿si?

Interviewer: *ok maestra pues muchas gracias por su colaboración...*

School principal: *espero haberte aclarado ..*

Interviewer: *pues si ...*

School principal: *la situación de como trabajamos ...*

Interviewer: *bueno pues muchas gracias ...*

School principal: *no de que.*

Second part

School principal: *...que le coordine mi supervisora*

Interviewer: *¿no? Retomando lo que decía, que los niños aprenden mejor cuando interactúan mejor con otros niños.*

School principal: *con otros niños, eh mira, nosotros nos basamos fundamentalmente en dos enfoques teóricos uno es Piaget y el otro es Vygotsky. Piaget habla de su relación con los, con sus iguales ¿no? Y el niño resuelve sus dudas a partir de su interacción con sus iguales y Vygotsky va hablando de la zona de desarrollo próximo que son sus iguales, pero va mas allá. Es a partir del adulto de la relación que tiene con este adulto y es ahí donde el niño eh va ir aclarando esas dudas, va teniendo una guía ¿no? Pero depende del adulto ¿no? Entonces eh el, si tenemos cuidado en cómo es la dinámica del contexto y como es la relación entre iguales y como es mi relación de adulto con mis alumnos, puedo resolver muchas de las problemáticas que los niños enfrentan para aprender*

Interviewer: *No y es la relación con el adulto es super importante y más con niños que tienen este problema ¿no? que son eh traviesos, que tienen problemas de conducta. (the interviewer get the phone close to speak) y este y por lo general son tachados de que son niños problema ¿no?*

School principal: *si...*

Interviewer: *y debe haber una buena relación*

School principal: *y esta situación puede llegar incluso a romper con él, con la creencia de que los niños deben de aprender en grupos pequeños, ¿si? Porque se ha comprobado que grupos numerosos mientras esté bien tratado eh toda esta situación el proceso de enseñanza aprendizaje y de los contextos, los niños aprenden asi sean de sesenta los grupos ¿no? O así sean de diez, si, y rompen con ese paradigma ¿no? De que son muchos niños y como los atiende. Primero conoce a tus alumnos ¿no? El papel del di...del docente es fundamental y*

de los recursos que tenga en esa aula, pero recursos no tanto eh de la computadora ...no, de la creatividad que tenga el maestro para usarlos ¿si? Porque así tenga toda esa tecnología si no tiene esa creatividad

Interviewer: *si ¿no?*

School principal: *no sirve de nada, pero y y también de los materiales concretos que haya ¿no? Y no necesariamente tiene que ser los muy caros si no los que me sirvan para esa clase.*

Interviewer: *ok*

School principal: *entonces hay depende del maestro*

Interviewer: *bueno pues ahora si*

School principal: *pero de que espero te sirva*

Interviewer: *si jaja*

APPENDIX D

Sample of Transcription (Translation into English) of Participant 2

Interviewer: We are with teacher Maria Eugenia Calderon Mira at USAER 98?

School principal: eleven

Interviewer: ninety eleven ... in the USAER eleven over the twenty-five west in order to be able to speak about attention deficit disorder. Professor Calderón ... eh. What is attention deficit disorder?

School principal: Well the disorder, uh ... it's uh ... it's a disorder of ... that has to do with three fundamental characteristics, one is the attention, another is the, the hyperactivity and a third that is the impulse ... In eh, this, these three characteristics conform a branch of features that can be observed in children and vary from case to case. Some children may have nothing but attention issues, and this implies difficulties to concentrate, implies that any stimulus distracts them, eh anyway. Others can be in the hyperactivity and are children who move a lot, who hardly control themselves by sitting for a long time and hey, they have seen them in the classroom from one place to another. Eh many times in ... to the point that they passing from one place to another and they are throwing everything in their path, yes? Not with the intention of attacking his teammates but it is a characteristic ... Eh and eh another one that is the impulse, well some of us observe that they have very severe behavior problems. That eh any acti ... any situation that generates them eh that does not generate approval or that they want at the moment and do not get it will generate a tantrum eh a very strong tantrum or they will scream even to hit, right? Eh them themselves to the objects, or even their partners to the teacher or the adult who is with them, if ... Eh is ... but in other guys it may be that they have almost all the traits then they are stronger cases. If this, this disorder, depending on the intensity with which it is shown or those with greater characteristics, because it is obvious to generate more or less problems when it comes to integrating into a classroom and a school, right? there are cases that until uh, we see that changes the school dynamics not only the classroom

Interviewer: And speaking about the classroom, the aspects of the classroom. How attention deficit disorder could be detected in the classroom?

school principal: First of all, it's eh, it's behavior, right? It is observed that it acts different from its companions, eh, that is observable eh, it must be from the observation, and another is when the ehm guys do not understand indications and it's not that they do not understand them, right? It is that the teacher gives them if not that they get lost in the process of that understanding if, when they are ...eh..mm...watching the teacher's class, for...the teacher will believe that he is attentive to what she is saying but some spark or some external situation has generated another attention, attention and he is already thinking about other things and although he is looking at the teacher, in that is the most complicated case to observe, but from the, how it responds to the activity is how the teacher should be attentive and ehm....and, and to observe..... who much he understood of what I said, right? For example, in a reading of a story the teacher can see how much he understood and how much he

doesn't, doesn't he? And start to make a differentiation of how long he keeps the attention on what we ask him, eh, how much, how much did he understand, how long did he respond and by starting these activities and start to observe how does he respond eh, practically is this way is in it? Eh, The teacher of the group that would do, wouldn't she? First of all, then, specialist would do other stuffs.

Interviewer: So ehm, already with those activities that you mention What strategies or techniques, or methodologies are used to work with children with ADD?

school principal: *Well, usually the teacher is going to USAER, if they have the service, I mean, I have problems with this child because of something, then we start asking by this differentiation and, the more, ehm the most convenient is that the USAER teacher start to observe in a more defined way, isn't he? Either with some specific observation guide to see these traits with an interview to the mother about these features eh, the teacher herself and to make the differentiation of what she is getting, this would be the first step: provide a more accurate diagnosis right? However special education, it's. no , we don't give the definitive diagnosis because as it has to do with ehm a neurological situation, it is necessary to be based on the specialists of the medical area and the child should be canalized with the neurologist or the paidopsiquiatra who is the psychiatrist of children so that they give the definitive diagnosis, usually eh with the neurologists or the paidopsiquiatra there are two psychiatrists with whom we recommend to parents because we have a certain connection and they ask us for a reference and they end up doing the good, their ex ... their specific analyzes right? Because, otherwise we cannot enter into the classroom to establish strategies. The strategies, once that aspect is defined, and the strategies have to do based on their characteristics If the child has an attention of no more than five minutes, then the activities planned by the teacher have to cover that time and go gradually graduating the times, little by little. Maybe at the beginning of the course he has five minutes but at the end we expect he has fifteen, right? And in each eh.and establish an area of a rest space to re-ignite it again to the activity of that is five minutes of work, because that is the attention where you must start and conclude, then the teacher has to graduate it well, which is what will determine the purpose well if it is what he wants to achieve. If it has to do with hyperactivity too, go modeling those situations, what things stimulate the child to see how much ... how much tolerance does he maintain to be in a physical and concrete activity and then establish it and*

Interviewer: *and*

School principal: *leave a time out of rest for him to do so, that he can go here and there and then bring him back*

Interviewer: *And for example, in the English area, how is this*

school principal: *it's complicated, it's been similar (coff) we.... we have to see: one tolerance when working, some kids ah! there is a characteristic of these boys who are hyperactive, that is necessary to define it. Boys with hyperactivity but they learn. Commonly, they. IF the child is in constant movement and that makes learning easier because you could find out what are his skills, ad.... adapt them to this situation and so, put activities that they*

will assimilate, maybe some kids by playing with a ball they learn aren't they? ehm And this must be promoted, I mean, we couldn't, we we shouldn't obligate them to ehm....to force to learn, in the same way we want them to they learn, right? Then you have to see if it is, if it is English, eh, you will learn for example the pronoun, the pronouns, right? I don't know, I don't speak English, but I can figure out. The pronouns or the verbs, well if the child moves, then we could use the verbs, then we could ...

interviewer: That he plays right? for example, that he do an activity, for example jump, jump... and he jumps ...correct is in it?

Interviewer: *more interactive, like kinesthetic right?*

School principal: *exactly, right? so, that is the reason why there has to be a thorough study about their features are and their difficulties, what are their potentialities and their difficulties and from that point, the teachers have to plan the activities all right? vary That they solve the difficulties of this, that and ... is a situation that seems very complicated but when you are already having some practice is very easy, because the, the whole group is moving forward.*

Interviewer: *and usually, how many students are in a group?*

School principal: *it varies, they vary. I could tell you that I have schools with ... fifteen students, in a group fifteen, eighteen and others that I have forty.*

Interviewer: *So, those activities that you mentioned, are adapted according to the ah, to the group not to the individual, to the student, but*

School principal: *To all of them, to all of them, yes ?, the teacher must contemplate his school context and among it the number of students, then.....the students who advance more quickly, the average students and the students who present many difficulties if, and then their planning has to go according to these levels, there are want to make a pause about attention deficit disorder with hyperactivity, for example intellectual disability.*

In the intellectual disability the teacher has to dose it, because while the students are going to progress on average until the end of the activity, he will cover a whole part of this topic, but he has to initiate it and finish it so that he has knowledge. do not? Nor can I ... if a child is left half of the activity because he did not have time, it did not help, because he did not see the end of his product. So no, no, learning is not going to be meaningful, is it? So that also has to do with the teacher, yes? How much is going to advance with him so that he achieves the purpose according to his possibilities, yes?

Interviewer: *mmm ok*

School principal: *and that would be and there are outstanding children who, also can be the TDH, outstanding children that require apart from what the whole group saw, an extra. Well to investigate eh like eh ... How was the feeding in the middle ages? We are seeing middle age, right? Or how was the clothing at that time? Do not? And the child is interested, yes? And he's going to investigate those situations, right? Because ah, he came here but now I*

finish this, I usually have some, because the history books are not something that the teacher should have the group, so he can keep moving forward, usually it is, from time to time a child, right? That reaches that level. From time to time.

Interviewer: *Ok*

School principal: *in the same way the others have difficulties.*

Interviewer: *mmm well and what you said about the levels they achieve, for example if a third-grader comes with problems, you would work with .. A third-grader would work the same third-grade program or would work with a previous program, more belated*

School principal: *third grade*

Interviewer: *third grade?*

School principal: *All third grade, yes? If you are looking at the block, the second block of English should be all that block, right? But let's give it more or less complexity, right? Or we are going to adapt it to the best not in complexity but in instruments. Some will require concrete material, others will not*

Interviewer: *same could be for example grammar. In the structural rules for example, they could be explained in a different way, by using, changing the tools, right?*

School principal: *Exact, yes exact!! and those are the curricular adjustments, yes? The curricular adjustments made by the group teacher are in four levels. The mildest level in teaching methodology, it's followed in the evaluation, yes? In how will you evaluate the child, this child requires an oral evaluation or requires some very practical evaluation, is not it? Finally, not? Or just like your colleagues or in the good methodology we are talking about concrete material: pencil paper, book do not know, technology in short, ranging from pebbles until finally to the most sophisticated, they sell in stores commercials, right? In the teaching purposes of that block of that subject for that school year that would be the third level and the fourth level would be the purpose of the degree. That is to say that I will eliminate proposals because they are not going to adapt to this, but the activities are going to be but I am going to remove certain purposes, that is, the children are going to, for example, have a conversation about the end of the school year they will be able to have conversations x in English, yes? let's see, he is going to communicate some sentences, nothing more than a sentence of such a level, of such characteristics anyway, right? An essay does not go there, is it?*

Interviewer: *Ok professor, thank you very much for your collaboration*

School principal: *I hope to clarify your doubts*

Interviewer: *yes, sure*

School principal: *the way we work*

Interviewer: well, thank you very much

School principal: you are welcome

Second part

School principal:that my supervisor coordinate this

Interviewer: right? But taking up what you just said, that children learn better when they better interact with other children

School principal: with other children, eh look, we are fundamentally based on two theoretical approaches, one is Piaget and the other is Vygotsky. Piaget talks about his relationship with them, with his equals, right? And the child solves their doubts from their interaction with their peers and Vygotsky is talking about the area of development that are their peers but goes beyond. It is from the adult of the relationship you have with this adult and that is where the child will go clarifying those doubts, you will have a guide, right? But it depends on the adult, right? So, eh el, if we are careful in the dynamics of context, and how is the relationship between equals and how is my adult relationship with my students, I can solve many of the problems that children face to learn

Interviewer: No and it is the relationship with the adult, that is very important and more with children who have this problem, right? They are naughty, they have behavioral problems. (the interviewer gets the phone close to speak) and this and they are usually labeled as children problem, right?

School principal: yes

Interviewer: they must have a good relationship

School principal: and this situation can even break with him, with the belief that children should learn in small groups, yes? Because it has been proven that numerous groups, while this situation is well treated in the teaching-learning process and in the contexts, the children learn as many as sixty groups, right? Or so be ten, yes, and break with that paradigm, right? That there are many children and how I attend them. First meet your students, right? The role of teacher ... is fundamental and the resources you have in that classroom but resources not so much from the computer ... no, the creativity that the teacher has to use them, yes? Because so you have all that technology, is worthless if you do not have creativity.

Interviewer: yes right?

School principal: it does not help, but also of the concrete materials that there are, right? And it does not necessarily have to be the very expensive ones, if not the ones that serve you for that class.

Interviewer: ok

School principal: so, it depends on the teacher

Interviewer: well I guess it's all

School principal: I hope this can help you.

Interviewer: Sure jaja