



**Benemérita Universidad  
Autónoma de Puebla**

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**Facultad de Lenguas**

**ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOL  
STUDENTS WITH ATTENTION DEFICIT /HYPERACTIVITY  
DISORDER (ADHD). A CASE STUDY**

November 30th, 2023

FOR THE DEGREE OF

**LICENCIATURA EN ENSEÑANZA DEL INGLÉS**

BY

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# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

## **"ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOL STUDENTS WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD). A CASE STUDY"**

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**Puebla, Pue. Fall, 2023**

## DEDICATORIA

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La vida se trata de caer y saber levantarse, de reír y llorar, de sufrir y amar por eso dedico esta tesis a mí madre, mi amado hijo, mi hermano, a dios por cuidarme y ayudarme a salir adelante cada vez que necesito fuerzas para continuar y a todas esas personas que estuvieron a mi lado que me dieron una enseñanza a lo largo de mi vida. Como dijo John Maxwell “En la vida algunas veces se gana, otras veces se aprende”.

## AGRADECIMIENTOS

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Agradezco a mi madre por ayudarme y apoyarme cuando más lo he necesitado, por darme su amor, por acompañarme a lo largo de este camino llamado vida, gracias por ser una gran madre, sé que muchas veces no estaremos de acuerdo en algunas cosas, pero te amo y siempre estaré para ti, así como tú siempre has estado para mí por eso este título y esta tesis son para ti mamá. Ahora puedo decir ¡lo logramos! A mi niño precioso mi hijo, gracias por elegirme como tu mamá por mostrarme lo fuerte que puedo llegar a ser con tal de verte bien y feliz, por aguantar conmigo cada desvelo te amo mucho amor de mi vida por ti es cada esfuerzo. A mi hermano gracias por escucharme y estar a mi lado cuando más triste he estado, échale ganas que yo también quiero verte llegar lejos. A dios por estar conmigo y no soltarme de su mano. Agradezco a la profesora Marisol Guzmán Cova por apoyarme y guiarme durante este proceso de mi carrera. Y finalmente agradezco también a todas esas personas que me dieron una enseñanza en mi vida ya fueran buenas o malas, ya que gracias a eso soy la persona que soy hoy en día por que pedir perdón es de inteligentes, perdonar es de nobles y perdonarse es de sabios. Muchas gracias.

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### **Abstract**

In most cases of students with low school performance may be behind different factors that cause it, and one of them is Attention-Deficit/Hyperactivity Disorder. This disorder affects the neurodevelopment of students and consequently their school performance. This thesis proposes the Conners questionnaire for teachers as an instrument to help detect students with ADHD in the classroom, as well as some teaching strategies for the process of English language learning in these students.

*Keywords:* inclusive education, ADHD, teaching strategies, English Language Acquisition

## Chapter I

### 1.0 Introduction

Over time, education has presented changes to achieve an education of inclusión and equity in order to avoid educational lag. Since there are different factors that can affect the ability of students to do school work. Regarding low school performance, there is a necessity to identify the underlying causes or factors that affect it. One of these causes is undoubtedly the timely detection of Attention-Deficit/Hyperactivity Disorder (ADHD) as mentioned by the Ministry of Health (Secretaría de Salud) in 2017. They also report that ADHD is the cause of low school performance in 5% of children and adolescents in Mexico. However, due to the lack of information, teachers often confuse these students with those who have low academic performance in general. As Pano (2020) points out, children with ADHD usually have low school performance due to learning difficulties and behavioural problems. These involve the symptoms of the disorder: inattentiveness, impulsivity, and hyperactivity.

Similarly, Ruiz (as cited in Ripol, 2015, p.15) states that “students with ADHD can manifest other secondary symptoms”. These manifestations often occur without adequate multidisciplinary treatment, such as emotional problems (immaturity, emotional lability, easy crying, insecurity, low self-esteem, and low tolerance). ADHD can impact on academic performance causing problems such as school failure, expulsions, and sanctions. Therefore, it is essential that teachers are prepared and able to manage these disorders as part of the current curriculum. Given that situation, the third article of the Constitution made an update in 2019 that highlights the importance of inclusive and universal education. This update was made to avoid academic setbacks in this particular student’s population.



In my teaching experience, I observed that teachers, due to their little or no experience and preparation, considered these types of children as undisciplined and problematic. So, they had low school achievement in the four English skills in the classroom. Aguilera, Mosquera, and Blanco (2014) mentioned specific learning disorders in the development of reading, writing, and/or calculation are associated with ADHD. These authors claim that disorders in the skills mentioned above are present in 39%, 60% and 26% of children respectively. Almagro (2012) states that children with ADHD are unable to control the continuous need for movement, even if it seems they are distracted. This aspect the disorder is one of the most "bothering" aspects in the environment in which the child is studying, since they tend to seem rebellious, annoying, or inopportune children.

Svetlana (2020) affirms that the inclusion of foreign languages (FL/LE) in university curricula and programs in Mexico is a logical response to the demands of contemporary society. However, Delicado (as cited in Ricoy, 2016, p.387) mentions that "learning English as a foreign language is difficult and often causes anxiety". For these reasons, when teaching a person with ADHD, as Almagro (2013 cited in De la Cruz, 2020), teachers must consider the particular way in which these students with ADHD build connections between different pieces of information to learn the foreign language.

### **1.1 The problem**

This research was conducted during fall 2019. As part of my teaching experience practicum; I had the opportunity to apply my knowledge, skills, and values in practice for the teaching of English (ELT) in a secondary school. In that contexts, two students with Attention-Deficit/Hyperactivity Disorder (ADHD) had been identified by the teacher responsible for the group. According to the teacher's description, these students experienced difficulties in paying attention, confusion of some letters when writing, and poor academic performance. Therefore, I was

interested in delving into the subject and contributing to the field of teaching English to students with ADHD.

### **1.2 Significance of the study**

The importance of this research is because many times there is no knowledge of the symptoms that Attention-Deficit/Hyperactivity Disorder (ADHD) produces. Hence, most teachers consider these students as students at risk of failure. This study seeks to raise awareness among teachers, principals, and students who might be in front of a person with ADHD. Sometimes the student is not aware himself of this disorder caused by a lack of a diagnosis. As Delgado (2021) mentions, teachers do not often identify that there are different types of attention deficits. This situation is due to the fact that each attention deficit has characteristics that can be fickle and unpredictable, and can be confused with other learning or behavioural disorders. In the same way, the teaching strategies in ELT for this type of students with ADHD must be known so that students will be able to learn a second language.

### **1.3 Research setting**

This case study was carried out in Puebla, Mexico, specifically focusing on the second grade of a secondary school. The participants range in age was from 12 to 14 years and have been attending the institution for two years. The main participant is the English teacher working at a secondary school in the three grades (first, second, and third). The reason for selecting these students and the teacher a participant of this study was because in my teaching experience class, I found that two students in that group presented low academic performance. In addition, these students presented some symptoms that characterized them from the rest of their classmates.

Basic education in Puebla consists of preschool, primary and secondary education, which is compulsory. According to the information provided in the graphic called "Percentage of the population according to educational level in

2020” by INEGI (See Appendix 1), approximately 49.3% of the population is enrolled to basic education. Similarly, Lozano (2021) observes that there are a total of 14,016 schools, 80,942 teachers, and 1,677,401 students at the secondary school level. These data can be seen in the table called “General Data by Educational Level” in Appendix 2.

The general secondary school aims to offer a basic humanistic, scientific, artistic, and technological education. This education is offered in order for the graduates to acquire the fundamental knowledge and skills to become productive subjects and contribute to the development of the nation. However, the technical secondary school adds to the development of the subjects seen in any general secondary the learning of technological contents in commercial areas, Industrial, Services and Agricultural. This type of learning takes advantage of the management of resources and raw materials in the region. In addition, the technical secondary school carries out the application of the technology available in the immediate environment to the institution. Therefore, technical secondary school trains students in some technological area.

According to Medina (2016) Telesecundaria education is characterized by a single teacher who relies on comprehensive teaching methods for the students. This description given by the author means that all subjects are taught by a single teacher, who complements learning with television programs broadcast for each subject. The Secretary of Public Education (SEP) in 2020 mentions that around 51.9% of learners study in general secondary schools, 21% in telesecundarias and 27.1% in technical secondary schools. These numbers are important because they are a key instrument to identify impacts, assess challenges, direct actions and channel resources. As shown in the table called “Enrolment by service” (See Appendix 3). However, there is an important educational lag detected at this level. Ducoing (2018) provides an approach to some of the indicators that make up the so-called educational lag. The following indicators warn about the situation of inequity in Mexican secondary education.

A) Dropout. For the National Evaluation Institute (INEE), the dropout rate is estimated based on students who leave school during the course of secondary education or in their transition to the subsequent level. (p. 11)

B) Non-completion of the level. Non-completion of the level is understood as the estimated rate of students who did not complete secondary education within the normative time. (p. 13)

C) Graduation, failure and grade repetition. The issue of failure in secondary education and, in general, in basic education, is a controversial issue from the point of view of educational policies. (p. 14)

D) The extra age of the student body. The vulnerable population living in poverty or extreme poverty is usually the most sensitive to this situation, which leads to their youth and children having fewer opportunities to complete this level of education and consequently to swell the backwardness figures. (p. 18)

INEGI (2017) presents the table “Students with disabilities, outstanding abilities or other conditions in basic education” (See Appendix 4). This table is in the school-based modality at the beginning of the school year by educational level and student condition according to gender School year 2016/17.

#### **1.4 Purpose of study**

Apply an instrument of detection of ADHD to support teachers in the early detection of students with this deficit and as a consequence some suggestions for teachers working with these students.

#### **1.5 Objectives**

To apply an instrument of detection of ADHD to support teachers in the early detection of students with this deficit.

To suggest teachers some strategies for teaching English to students with ADHD.

## **1.6 Research questions**

Based on the problem and personal interest, the research questions that guide this study are shown below.

RQ1: How do students with ADHD are identified in a secondary school?

RQ2: What are some English teaching strategies to support students with ADHD?

In the following chapter, the literature review that supports this research is presented.

*Keywords:* inclusive education, ADHD, teaching strategies, English Language Acquisition

## **Chapter II**

### **Theoretical Framework**

This chapter presents the frame of reference, which provides the background to educational policies, and educational policies for English teaching. In addition to second language learning, the teachers and student's roles, inclusive education, and the key principles of inclusive education. Subsequently, the concept of Attention-Deficit/Hyperactivity Disorder (ADHD) is defined, the types of ADHD that exist. As well as the detection of students with ADHD to raise awareness of the different symptoms that these students present. The importance of teacher's role in classroom with students with ADHD is also addressed, and possible causes of ADHD that affect their learning. Finally, the acquisition of the English language in students with ADHD, and the teaching strategies used for teaching English to these students are analysed.

## **2.1 Educational Policies Background**

Muñoz (2012) explains that educational policies address and solve the problems that education faces. These policies refer to all the laws imposed by the state to ensure that education is applied optimally to society. However, most teachers do not have the knowledge and experience to detect students with Attention-Deficit/Hyperactivity Disorder (ADHD). Since some symptoms of this disorder are often confused with students who are not interested in their education, and as a result, students are typically vulnerable and insecure, need more interaction with adults and more positive role models. For this reason, it is important to look at teaching strategies for these types of students. These are discussed below.

Muñoz (2012) mentions below the main characteristics of educational policies. In 1921, José Vasconcelos, the first secretary of public education, promoted the nationalist educational project. This project structured the current national educational system, from which basic education was developed. Moreover, the rural and indigenous education project (1921-1942) arose from Vasconcelos' project, as well as from other dynamics derived from the revolution.

The first generation of rural teachers appeared when the Socialist Educational Project (1934-1942) was developed in the international context of fascism and the germination of World War II. At the same time Leninism was used alongside various social reforms. This trend was established during the government of Lázaro Cárdenas. The technical education project (1915-2012) was the first part of the nationalist project, and the National Polytechnic Institute was created. Then, the eleven-year plan (1959-1970) was established by Adolfo López Mateos. This plan achieved sustained growth in educational spending and a significant expansion of primary education. Important measures included the provision of free textbooks for all children in primary education, and the reform project was a major achievement.

Decentralization and modernization of education (1970-1995) marked a significant period in Mexico's educational system. This period began with Luis Echeverría's reform, which was focused on plans and programs for primary and secondary education. Similar approaches were also implemented in higher education, along with the initial measures of deconcentrating. However, this period was also known as the "lost decade" due to the challenges faced by the education system.

Nevertheless, the 1990s brought about a transformative reformist impulse. Inclusive education policies started to gain prominence in government programs, with a particular emphasis on the World Declaration on Education for All (UNESCO, 1990). Additionally, the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) played an increasingly central role in shaping educational initiatives in Mexico.

In the same way, a model of integral education has been adapted. This model has implied, among other things, that regular schools open their doors to all students. These students are those with special educational needs (SEN) with or without disabilities. In addition, Naranjo (2019) states that one of the effects of the development and promotion of educational inclusion policies has been the increasing presence of children in schools. This development has been growing due to the characteristics or conditions of children who have been historically excluded or in segregated schools.

One example is the case of students with disabilities, who mostly attended special education schools. Although this type of school still exists, it has now been transformed into Multiple Attention Centre (CAM), and students with disabilities are increasingly in regular schools. Moving on now to consider educational policies for English teaching.

## **2.2 Educational Policies for Teaching English**

Schmidt (2006) mentions that language policy involves the development of public policy. State policy is used to influence aspects of the status of languages and the use of languages under the jurisdiction of the state. In addition to the status of languages and the use of languages under the state's jurisdiction. Language planning refers to actions at the national level, such as the generation of agreements to ensure equitable representation and participation of the major equitable representation. As well as the participation of the major language groups in legislation, jurisdiction, and administration.

UNESCO (2003) considers that languages are not only means of communication but also represent the true factory of cultural expressions. The languages are the bearers of identities, values, and worldviews. For this reason, UNESCO proposes as principle for cultural diversity to maintain and strengthen the diversity of languages, including those spoken by nomadic or isolated populations. At the same time, it supports the learning of international languages that offer access to global communication and information exchange. To achieve this principle, UNESCO suggests fostering multilingualism and intercultural dialogue, as well as developing policies for the translation of written and visual materials in all possible media. This principle is made to promote the circulation of ideas and artistic works.

Cruz (2011) highlights some important recommendations made by UNESCO to its member states. These recommendations include creating the necessary conditions for an international social, intellectual, and media environment that leads to linguistic pluralism. These recommendations also promote democratic access to knowledge for all citizens, regardless of their mother tongue, through multicultural education. Some strategies to achieve this are early acquisition of a second language in kindergartens and nurseries, in addition to the mother tongue. As well as continuing education in that second language in primary



school, using it as a means of instruction. To use two languages in the acquisition of knowledge throughout school years up to the university level.

### **2.2.1 Foreign Language Teaching.**

Svetlana (2020) claims that the inclusion of foreign languages (FL/LE) in the curricula and programs of practically in all university programs in Mexico is a logical response to the demands of contemporary society. In contrast, Martinez (2021) mentions that bilingualism brings numerous benefits to students and the rest of the educational community. These benefits can be divided into three classes such as Dobson (as cited in Martinez, 2021, p. 2) mentions, the first benefit is the improvement of linguistic competence in the mother tongue. Students make great progress in their mother tongue when confronted with second language structures.

Ardila (as cited in Martinez, 2021, p. 3) mentions the second benefit, which is the favouring of the learning of new cognitive strategies. To "bilingual students can use two different levels of logical reasoning and an extended classification system". Dobson (as cited in Martinez, 2021) mentions the third benefit, which proves the improvement in the academic results of some participants in the Bilingual Education Program (PEB). The principal reason for initiating this early bilingual education program was the increasing dissatisfaction among Spanish parents and teachers. This dissatisfaction stemmed from the results of the "traditional" model of foreign language teaching in primary education, referred to as LMEP (Modern Languages in Primary Education). This model allocated a very limited percentage of weekly teaching time to the instruction of the foreign language.

Fedotova (2016) mentions the didactic method, commenting on conditions outside the linguistic environment. This method has the objective that each teacher forms pedagogical skills necessary to please diverse demands from students. These pedagogical skills are linguistic competence, educational-

communicative competence, informative-transmitting competence, and instrumental adaptation competence. Fedotova (2016) also emphasizes the importance of pedagogical skills for foreign language teachers. These skills include linguistic competence. This involves not only being able to communicate in the target language but also understanding its phonetic, grammatical, lexical, syntactic, and stylistic particularities. Additionally, teachers should be able to draw parallels between the target language and the students' mother tongue when necessary.

The Edu-communicative competence refers to the fact that it should not be forgotten that socio-cultural structures are at the base of linguistic structures. The following definition is the informative-transmitting competence. This consists of possessing knowledge not only about the culture whose language is taught but also about the culture of the country where this foreign language is taught. To explain similar or different cultural characteristics with understandable examples. In this sense, the learning of a second language is addressed. Teaching a second language follows a process that can sometimes lead to various difficulties. Such as the teaching style and the language teaching method, methodology, and the approach, as described thoughtfully in the next section.

### **2.2.2 The Foreign Language Teaching Process.**

According to Delicado (as cited in Ricoy, 2016, p. 29) learning English as a foreign language is difficult and often causes anxiety. For Ricoy (2016) the fundamental obstacles encountered by learners in learning a foreign language derive from the teaching style and the language teaching method. These obstacles include the methodology and approach used. As discussed above Sánchez (as cited in Ricoy, 2016, p. 388) says that the best-known methods, methodology, and approaches for the development of the teaching-learning process of a foreign language are as follows.

1) Howatt (2000, p.131) indicates that the Grammar-translation or Traditional Method, pays special attention to the instruction of grammatical rules. The teacher's explanations are based on the mother tongue or the official language.

2) According to Howatt (2000, p. 171) the Direct Method is based on the direct connection of the foreign world with the reality it represents. It favours oral expression and memorization of vocabulary.

3) Martín Sánchez (2010, pp. 145-146) says that the Audio-lingua Method, prioritizes the use of spoken language (oral expression and listening) through reproduction or repetition.

4) According to Rubino (2021, p.388) the Audio-visual Method is based on the use of visual and auditory resources to develop the skills to listen and understand spoken language through interaction.

5) Hymes (1971) suggests that the Communicative Approach emphasizes real meaningful communication rather than the activity, topic and situation which are artificial and remote from student's lives.

6) According to Thomas (2000) Project-Based Learning is a task-centred mode of teaching and learning, a shared process of negotiation among the participants, with the main objective of obtaining a final product which favours the use of student-centred strategies through active participation, motivation development and group work.

Note that the Common European Framework of Reference for Languages supports the challenge of developing linguistic, sociolinguistic, and discursive competences. The European Common Framework emphasizes the use of pedagogical strategies that enhance the communicative approach through appropriate planning, implementation, monitoring, and evaluation. This communicative approach allows students to express themselves adequately, as

stated by the Ministry of Culture, Sport, and Education (Secretaría de Educación, Cultura y Deporte) in 2002 (cited in Férrez, 2011, p. 388).

### **2.3 Communicative Approach and Project-Based Learning**

According to Luna, Ortiz and Rey-Rivas (2014) the communicative approach mainly seeks to develop the student's ability to interact in any situation that is presented in their daily life. These situations can be in formal, informal, scientific, or academic. From the point of view of Luzón and Soria (n.d.) the communicative approach suggests that students should not only acquire a specific linguistic system. But students must also be able to use the language they are learning to communicate effectively and appropriately.

Landron, Agreda & Colmenero (2018) indicate that project-based learning can be considered a core learning strategy. The project-based learning requires the use of diverse skills such as research, collaboration, creativity, writing, and exposition of class work. This learning strategy also involves the creation of videos or art, as well as any other form of presentation that promotes a final product. Before proceeding to examine the process of foreign language teaching, it is important to understand the roles of teachers and learners in the teaching-learning process.

### **2.4 Teachers and Student's Roles.**

In the Teaching-Learning process the teachers and students' role are the student and the teacher as explained below.

- A) The role of the teacher. According to Hernández & Valdez (2010) the teacher was considered the only and true owner of knowledge, whose function was only to transmit it. In the same way, for Guevara (2000) states that the role of the teacher has shifted from being a dominant figure who often imposes their ideas to being an accessible guide. The teacher's role is to facilitate and enhance the

process of teaching and learning English. Due to the use of a few strategies aimed at developing the communicative skills of the student.

B) The role of the learner. According to Ordorica (2010) the role of the student is one of the main changes that has been achieved in language teaching. They are the ones who play a more active role. Since they will be responsible for the level of development of language skills and they are the ones who must take more initiative in the classroom.

This chapter has presented how language policy uses state policy to influence the status and use of languages under the jurisdiction of the state. Furthermore, the role of the teacher and the learner within the English language teaching-learning process was shown. Now, the following section will explain inclusive education.

## **2.5. Inclusive Education**

According to SEP (2018) inclusive education does not refer exclusively to the type of education that people with disabilities receive. Inclusive education also refers to the education of people with outstanding abilities, the indigenous population or those who belong to any other group that is vulnerable in each context. Rather, it points to the need to foster educational communities where diversity is valued and appreciated as the prevailing condition. It also recognizes that all children and adolescents have the same rights, without any discrimination. Therefore, it seeks to generate equal opportunities for all by eliminating architectural, social, regulatory, or cultural barriers that limit their participation or learning in the educational system.

UNESCO (2020) mentions that an important element of inclusive education is to ensure that all teachers are prepared to teach all students. To achieve this, education systems must design teacher training and professional learning opportunities that challenge entrenched views. According to UNESCO's Incheon Declaration, inclusive education guarantees access, retention, participation and

learning for all students. However, the declaration emphasises to the students excluded, marginalized or at risk of exclusion (SEP, 2018).

Likewise, countries committed in 2015 to “ensure inclusive and equitable quality education “by 2030, as stated in the fourth Sustainable Development Goal. The right to inclusive education was enshrined in Article 24 of the 2006 United Nations (U.N.) Convention on the Rights of Persons with Disabilities. The U.N. Committee on the Rights of Persons with Disabilities issued General Comment No. 4 in 2016, highlighting that inclusive education is much broader in scope (UNESCO, 2018). New Brunswick in its best practices document (XIV) points out the beliefs and principles on which inclusive education is based, which are reaffirmed by other authors such as Raymond (1995, p. 20).

- A) All children can learn
- B) All children attend regular classes, with peers of the same age, in their local schools.
- C) All children have the right to participate in all aspects of school life.
- D) All children receive appropriate educational programs
- E) All children receive a curriculum relevant to their needs.
- F) All children receive the support they need to ensure their learning and participation.
- G) All children participate in co-curricular and extra-curricular activities.
- H) All children benefit from collaboration and cooperation between their home, school, and community.

UNESCO (2020) governments may provide teacher education for inclusion in their laws, policies, plans, programmes, or regulations. To fully understand these estimates, it is important to note that countries have different definitions of

inclusion in education and how they incorporate this term into their legal and policy documents. Overall, 10% or 19 out of 196 countries have general or inclusive education laws that address inclusion as a concept applicable to all learners. The table in appendix 5 shows the percentage of teachers in selected middle and high-income countries in 2018 who reported a high need of training in two areas related to inclusion.

The table in appendix 6 shows “About 4 in 10 countries enshrine teacher training on inclusion in laws and policies”. This table shows the percentage of countries providing teacher training on inclusion in 2019. The following section presents the key principles of inclusive education.

## **2.6. Key Principles of Inclusive Education.**

SEP (2018) suggests that inclusive education is based on the following principles:

A) Exclusion is not a problem of the students but the schools; consequently, it is school that must adapt to the students and their diverse needs.

B) Students should be cared for in inclusive environments so that they can participate and interact on an equal footing with the rest of the school population. This participation seeks to form of coexistence, based on an appreciation for diversity, students and the entire school community are offered opportunities to learn to relate to each other with respect for differences and to value everyone equally. This leads to the elimination of discriminatory practices such as stereotypes, prejudice, segregation or exclusion, thus contributing to the formation of caring and tolerant citizens.

C) Differences in students' abilities should not be a barrier. But a source of learning, as barriers to learning and participation (BAP) do not refer to the student's inherent characteristics, but rather to the conditions of the student.

Rather, they concern organisational, regulatory, administrative, pedagogical, physical and attitude conditions. The next section explains what ADHD is.

## **2.7. Attention-Deficit/Hyperactivity Disorder (ADHD)**

According to Labrador-Roca (2020), Attention Deficit Hyperactivity Disorder (ADHD) is considered a commonly diagnosed neuropsychiatric disorder in childhood. Rodillo (2015) confirms that ADHD has a strong genetic component, with multiple genes involved. These genes interact with environmental and neurobiological factors, increasing the genetic susceptibility and heterogeneity of the clinical picture. Almagro (2012, p. 14) mentions that the neurological cause of ADHD is originated by alterations in cerebral blood flow. These alterations result in a lack of adequate flow, which affects the frontal, temporal, thalamic and limbic regions. As a result, these regions cannot function properly as show in the Appendix 7 “Main brain areas of the front-striatal-cerebellar circuit affected in ADHD”.

Rodillo (2015) says ADHD is considered the most common neurodevelopmental disorder. In a recent meta-analysis, which included 86 studies in children, adolescents, and adults, showed that despite the wide variation in the figures in the different studies, collectively produced a prevalence of 5.9-7.1% in children and adolescents, and 5% in young adults. In these studies, there are no significant differences between countries worldwide when differences are controlled according to the algorithms used to diagnose ADHD. In Chile, there is a prevalence study of ADHD that reports a rate of 10% among children aged 4 to 18 years. Longitudinal imaging studies in children with ADHD have observed a delay of 2-5 years in reaching the cortical area and thickness, especially at the level of the frontal, upper temporal and parietal regions. Regarding the types of ADHD, they are described as follows.



## **2.8. Types of Attention-Deficit/Hyperactivity Disorder**

The American Psychiatric Association-Diagnostic and Statistical Manual of Mental Disorders-IV (APA DSM-IV) defines three combined subtypes of ADHD.

1. ADHD-C when the criteria for attention deficit and hyperactivity-impulsivity are met together.

2. ADHD-AD an "attention deficit-predominant".

3. ADHD-HI "hyperactive-impulsive" when only the criteria for inattention and hyperactivity-impulsivity are met separately, respectively.

Similarly, Almagro (2012) also recognizes a "hyperkinetic" subtype when full attention deficit (AD) and some impulsivity (AI) criteria are met. An "impulsive hyperactive" subtype when full AI and certain AD criteria are met. An "unspecified hyperkinetic" subtype when partial AD and AI criteria are met. Some subtypes of combined ADHD may also be associated with "oppositional defiant disorder". This oppositional defiant disorder is characterized by disruptive and conflictual behaviours that may even predict future adult antisocial disorder, as well as "anxiety disorders". To detect ADHD, this research will consider the Conners behavioural questionnaire for teachers (see Appendix 9).

## **2.9. Detection of Attention-Deficit/Hyperactivity Disorder**

According to Rodillo (2015) the diagnosis of Attention Deficit/Hyperactivity Disorder (ADHD) is primarily based on the criteria established in the Diagnostic and Statistical Manual of the American Academy of Psychiatry (DSM). This manual was developed through expert consensus and extensive research to achieve a more standardized categorization of disorders that lack a biological marker.

Similarly, Wolraich, Brown, Brown et al. (as cited in Carrión and Rettger, 2022) claim that the diagnosis of ADHD is clinical and relies on a thorough personal

and family history. Diagnosis of ADHD includes developmental milestones, medical illness (such as thyroid problems), visual acuity, hearing, substance abuse, and psychosocial history. A detailed physical examination (looking for dysmorphism, pigmentary abnormalities, macrocephaly, weight, height, blood pressure, and pulse) and a comprehensive neurological examination are also essential. Additionally, the diagnosis requires evaluating the presence of associated comorbidities, such as learning disorders, tics, anxiety, mood disorders, and autism spectrum disorder.

The cardinal symptoms of ADHD are not always observed during the clinical evaluation since the manifestations vary according to the context. These symptoms may be minimal in a context of reward for appropriate behaviour, close supervision, activities that interest the individual, or in one-on-one interactions (such as a medical consultation). Appendix 9 shows the table "Attention Deficit Hyperactivity Disorder Criteria of DSM5" in which the symptoms presented during a clinical evaluation according to DSM5 can be observed.

According to Mena, Nicolau, Salat, Tort and Romero (cited in Begoña, 2015, p. 6) not all children with ADHD manifest the same symptoms and with the same intensity. Children with ADHD may be identified because they exhibit a greater degree of movement and impulsive responses compared to children of the same age. These children often act without thinking, display excessive and uncontrollable motor activity, and have difficulty concentrating on a task, sitting still, listening to the teacher, or paying attention to details. The first instrument used in this study is the Conners questionnaire, which is useful for teachers to know an instrument for detecting ADHD to use it with their students if they do not have a previous analysis.

Roller (2005) claims how the diagnosis of ADHD is based mainly on the criteria established in the Diagnostic and Statistical Manual of the American Academy of Psychiatry (DSM). This manual emerged from a consensus of experts and extensive research to achieve a more uniform categorization of disorders that do

not have a biological marker. Likewise, the diagnosis of ADHD is clinical and is based on a careful personal and family history, including developmental milestones, medical disease (such as thyroid issues), visual acuity, hearing, substance abuse, and psychosocial history.

However, Conners points out that the scales were developed to assess behavioural changes in hyperactive children receiving pharmacological treatment. Their use has been extended to the pre-treatment assessment process. These scales have become a useful tool aimed at detecting the presence of ADHD through the assessment of information collected from parents and teachers.

#### **2.10. Teacher's Role in classrooms with students with ADHD**

According to inclusion-international (2006), education for all is not enough if its quality and inclusiveness are not guaranteed. In education, it is recognized that teachers play a fundamental role in achieving better educational practices. It is in the classroom where they learn to understand and respect diversity. In the classroom, students learn values, knowledge, and formulate their expectations and responsibilities in society. The teacher acts as a model and mediator of this learning, hence their importance in the transformation of an inclusive society that values, allows, and promotes the participation of all its citizens in the development of the country.

According to Robalino (cited by Romero et al., 2009, p. 97) it is necessary to train innovative teachers who are protagonists of change, possess professional, ethical, and social competences, and have renewed leadership. These teachers should be equipped with deliberative social capital and be capable of participating in reflective and dialogical decision-making processes. In addition to the above, a teacher must be willing to take risks and try new ways of teaching. Teachers should also reflect on their own practice to transform it, stay

permanently updated, and value differences as an element of professional enrichment.

For example, making curricular adaptations and educating for diversity, as stated by Muntaner, Rossello and De La Iglesia (2016, p. 37) the teaching staff "is the cornerstone in this process. For this reason, it is necessary to incorporate the search for improvements as a daily and common practice in the school, not as a punctual and occasional fact". The section below describes the conditions that impact the Teaching-Learning process for students with possible ADHD.

### **2.11. Possible causes of ADHD that affect learning.**

According to Gelves et al., (2020) the capacity to perceive emotional expressions and understand the social behaviour of people in specific situations is an ability that develops in the first years of life and can be altered in the presence of a disorder. Joseph and Devu (2020) mention that ADHD represent one of the most frequent neurodevelopmental disorders. This disorder is characterized by difficulty in attention, hyperactivity and impulsivity. As a result, these characteristics are causing significant functional impairment in the individual (Rodríguez-González et al., 2017).

Llanos et al., (2021) say that the importance of ADHD lies in the fact that it is a pathology, whose manifestations occur in childhood. This pathology generates a series of personal, school, and social alterations that affect the individual during the crucial stage of formation of his personality and identity. These alterations lead to erroneous interactions with society, which can lead to social marginalization if not properly managed. On the other hand, for Prado-Guzmán et al., (2017) social perception is another important component of social cognition that has been less studied in ADHD. Social perception is defined as the ability to identify and value norms, roles and rules in a social context.

For this reason, according to Llanos et al., (2021) early intervention in children and adolescents is of vital importance, to reduce the repercussions in

adolescence and adulthood. These repercussions are presented in the form of disorganization in schoolwork, poor school and work performance, and difficulty in completing tasks. In addition, there are other repercussions present difficulty working independently, risky behaviour and low self-esteem due to failures in many areas of their lives. The following section discusses English language acquisition in students with ADHD.

### **2.12. English Language Acquisition in students with ADHD**

For Witton (1998) learning a foreign language usually poses a problem for students with ADHD. As the statistics show, about 50 % of them have different speech and language disorders. Some studies have shown that the language abilities of an ADHD child are affected by a deficit of working memory. According to Sparks (1992) many of them have difficulty speaking, listening, reading, and writing in their mother tongue. This often has a negative impact on second language learning.

Considering the language input in the classroom, children with ADHD take in a great amount of Information. These children with ADHD hear many different sounds, see several static and dynamic objects, colours, symbols and characters. For these children with too much information they often create a chaotic state in their brains, not because they see or hear more than other students. But these children cannot resist this large number of distractions and process irrelevant information of which is important. The Language Acquisition Device (LAD) a term suggested by Noam Chomsky (2000) indicates that its primary function is to distil linguistic sounds from non-linguistic ones. This device seems to be affected due to their poor abilities to focus on the sounds to distinguish them.

According to Mapou (2009, p. 6) a person with ADHD has "a weak capacity for auditory-verbal information" that causes auditory comprehension problems. A child with ADHD may begin to listen to what is said. But soon the child with

ADHD loses concentration as if he or she is attracted to something that presents more interest at the time.

### **2.13. Teaching strategies for ADHD students.**

According to Kolb (1984) there are two ways to classify learning styles. The first one is known as the sensory style which highlights the favourite senses presented in every person for the learning process. The sensory style is visual, auditory, and kinaesthetic. The second one presented by Kolb (1984) develops learning through genetics, life experience and the environmental experience. Moreover, Dunn (1990) defined learning styles as the way how students begin to concentrate, analyse, and understand new information. This author also mentions that, by teaching students in their preferred learning styles, the attitude toward school and academic performance improves. This teaching causes the lack of attention to become less and less.

Also, Clares (2012) proposed visual activities such as flashcard, memory games and word association games. These activities motivate students and improve their academic processes. For Ivask (2015) the most common techniques used to teach English to ADHD students are different games. These games allow students to move around and manage their ADHD-related internal restlessness.

Games help develop learning skills necessary to obtain learning goals. Turketi (2010, p.18) suggests that since ADHD students enjoy playing games they can easily “release their hyperactivity”. In addition, the author suggests “taking a break from the learning routine and even stay focused on their learning goal much longer”. At the same time, he adds that games are beneficial because they improve “their interactive skills, fostering communication and cooperation”. Also, Devan (2020) mentions that student interests are essential to achieve objectives, regarding learning acquisition. These interests may be produced through movement, artistic expressions, and real experiences with any environment, as

show in Appendix 11 “Teaching-learning strategies for students with ADHD”. In the following chapter, the methodology of this thesis is presented.

## **Chapter III**

### **Research Methodology**

This chapter presents the qualitative research leading this study. This case study used different instruments for data collection. Based on the objective of this research focuses on the detection of two students with ADHD and the strategies that the teacher uses for teaching the English language.

#### **3.1 Qualitative Research**

According to Addo and Eboh (2014) qualitative research is an approach to scientific inquiry. Qualitative research allows researchers to explore human experiences in personal and social contexts, and gain greater understanding of the factors influencing these experiences. This type of research can help nurses to understand health and illness experiences and offer ‘compassionate, person-centred care.

Gelling (2015) claims that qualitative researchers have a large number of methodological approaches and research tools available to them depending on the focus of the research. For this reason, the proposed participants, qualitative researchers can choose to adopt a grounded theory, phenomenological, ethnographic or other approach. But researchers always have to make important decisions about what types of data to collect and how to analyse that data.

#### **3.2. Case Study**

Yin (1989) states that a case study is empirical research that investigates a contemporary phenomenon in its real context. This similarity is due to the fact that the boundaries between the phenomenon and the context are not precisely

shown, and in which multiple sources of evidence are used. According to Freitas et al. (2017) when conducting research using case studies allows the researcher to immerse him/herself in the context and gain intensive knowledge of a phenomenon.

For Monje (2010) case study research successfully deals with a technically distinctive situation. In addition, this kind of research involves many more variables of interest than observational data and, as a result, draws on multiple sources of evidence, with data that must converge in a triangulation style. This research also benefits from the prior development of theoretical propositions that guide data collection and analysis.

According to Stake (1995) case studies fall into three categories. The first are intrinsic case studies which are cases with their own specificities and with a value in themselves. This means that the case is not chosen because it is representative of other cases, but because it is of interest and serves to better understand the case. The second are instrumental studies which are those with the purpose of deepening a topic or corroborating a theory, being cases that intend to generalize from a set of specific situations. The third is collective studies in which the interest lies in the investigation of a given phenomenon, of any type, and therefore several cases can be studied at the same time.

### **3.3 Research context**

The present investigation was carried out in a private secondary school in the state of Puebla. This school has 9 groups which are divided into A and B of 1st, 2nd and 3rd year of secondary school. According to Paredes (2019) public schools belong to the national education system of each nation and are supported economically with taxes paid by citizens. The purpose of this type of system is the democratization of instruction. In other words, there should be no inequalities in this regard and that all the inhabitants of the country, regardless of their economic resources. So that they can have access to it and that those who



do not have money can have the same possibilities of development as a person who can pay for private education.

Private schools, on the other hand, are those that are privately managed and directed. The main difference between the two is that public schools are financially supported by the state. Private schools, on the other hand, are supported by the students themselves, through their parents or guardians. Since parents or guardians pay a monthly fee, and eventually a tuition that is paid at the beginning of each school year. Article 2 published in 1982 in the newspaper of the federation mentions that secondary schools are institutions designed to provide basic general education, essentially formative. The main goal of secondary schools is to promote the integral development of the student so that he/she can make the best use of his/her abilities and acquire the training that will allow him/her to continue his/her studies at the next higher level. As well as acquiring general training to enter the workplace.

#### **3.4. Participants**

The participant in this case study is the only English teacher working in the morning shift in a private school. The reason for choosing this participant is because of her vast experience. She teaches 9 groups of students between 12 and 15 years old. The instrument was applied to students at secondary school. Which were a total of 24 students and only two students showed signs of ADHD. These students were a boy and a girl of 13 years old from second grade of secondary school.

#### **3.5 Research Instruments**

The first instrument used in this research was the conners questionnaire for teachers. This instrument was intended to detect students with ADHD. The second instrument used was the teacher's journal to detect problems that these students presented during class. The last instrument used in this research is the interview with the teacher. This interview was conducted in order to learn about

the teaching strategies that the teacher used with these students. The definition of each of the instruments used will be developed below.

### **3.5.1. Conners behavioural questionnaire for teachers.**

According to Conners the creator of "Conners scales" were developed to assess behavioural changes in hyperactive children receiving pharmacological treatment. Their use has been extended to the pre-treatment assessment process. These scales have become a useful tool aimed at detecting the presence of ADHD by evaluating information gathered from parents and teachers.

The Conners scales have two versions (original and abbreviated) for both the parent and teacher scales. Both contain 10 questions that are grouped together to form the "Hyperactivity Index", which is precisely one of those that best describes the prototypical behaviours of the hyperactive child and it applies from 3 to 17 years of age. The Conners scale for teachers is much shorter and is composed of 39 questions divided into 6 factors: Hyperactivity, conduct problems, emotional lability, anxiety-passivity, antisocial behaviour and sleep difficulties.

Each question in the Conners questionnaire describes a characteristic behaviour of these children, which parents or teachers should evaluate, according to the intensity with which they occur. Four options are proposed for answering: Not at all-Little-Somewhat-At All-A lot, which are scored from 0 to 3 (Not at all=0, Little=1, Quite a lot=2, A lot=3).

#### **Correction of the scales**

To assess the data, the scores obtained in the hyperactivity index of the scale must be added. In the parent scale, children who score 15 or higher require an in-depth study because they are possibly hyperactive. For girls, the score is 13 or higher. On the teachers' scale, a score of 17 for boys and 13 for girls raises suspicion of possible hyperactivity.

Instructions for the conners scale: Assign points to each response as follows:

NONE = 0 POINTS.

A LITTLE = 1 POINT.

QUITE A LOT = 2 POINTS.

A LOT = 3 POINTS

To obtain the Attention Deficit Hyperactivity Disorder Index add the scores obtained. Scoring: For BOYS between the ages of 6 to 15 years: a score >17 is suspected ATTENTION DEFICIT WITH HYPERACTIVITY and for GIRLS between 6 to 15 years: a score >12 in Hyperactivity means suspicion of ATTENTION DEFICIT WITH HYPERACTIVITY. The next instrument is a teacher's class diary made through classroom observation.

### **3.5.2. Teacher's diary.**

According to Atkins (2019) a teacher diary is where teachers record what happens in their classes and their thoughts about it. The author also mentions the teacher's diaries are used as development tools. In addition, an interview was conducted with the teacher to learn more about her experience in identifying students with ADHD and her strategies for teaching a second language to these students.

### **3.5.3 Interview.**

According to Díaz (2013, p.173) the interview is defined as "a conversation that is proposed for a specific purpose other than simple conversation". It is a technical instrument of great use in qualitative research to collect data. The semi-structured interview is characterized by being flexible, dynamic and non-directive. It also points out the way to elaborate questions, outlines the way to interpret it and its advantages.

Mugira (2023, p. 2) “the research interview is one of the methods of gathering informative data. This method makes it possible to collect and analyze various elements: opinion, attitude, feelings, representations of the interviewee”. In addition, the author mentions the types of interview as son la interview structure, interview in the structure and the interview semi structure During the interview, the interviewer’s attitude is important, as the scope of the objectives depends on this and we will address it below.

#### Interviewer's attitude

According to Corona, (2022) interviewer must follow two main guidelines: firstly, to do the best possible research to avoid drawing a blank and to know what the interviewee is talking about at all times; and secondly, to make the interview as objective as possible. To do this, the interviewer should consider the following questions in mind:

- a. Respect the interviewee's points of view, adopting an impartial and open attitude towards the ideas he/she puts forward. In addition, always show interest in the person being interviewed, otherwise you will make him/her feel uncomfortable.
- b. One should not interfere with one’s ideology, feelings or prejudices in the interview.
- c. Analyse the content of the interview as rationally and analytically as possible.
- d. Maintain control of the interview at all times in order to comply with the objectives previously set and to obtain relevant information.

### **3.6. Research Questions.**

Based on the problem and the personal interest the research questions that guide this study are shown below.

Q1: How teachers identify secondary school students with ADHD?

Q2: What are some strategies to support English language teaching for students with ADHD?

### 3.7 Ethical Considerations

The present research, regarding the ethical aspects, safeguards in the first place the intellectual property of the authors, with respect to the diverse theories and knowledge, specifying the bibliographic sources where the referenced one is.

Secondly, the participant is identified with the pseudonym Lu. This in order to protect your identity. In addition to having the authorization of the participant for the use of the data obtained by the same.

## **Chapter IV**

### **Results**

The present chapter shows the data and the qualitative analysis of the findings which guided the present study. This thematic analysis was done to organize, analyse and contrast the findings obtained in this study.

#### 4.1. How teachers identify secondary school students with ADHD?

The Conners scale was applied to 24 second-grade high school students for detecting students with ADHD. This instrument used in the classroom resulted in only one boy and one girl with ADHD. Since after applying Conners' questionnaire, it was observed that the boy scored 21 in hyperactivity and the girl 20. According to the questionnaire instructions, if the score in boys is higher than 17, the boy is suspected of presenting ADHD. On the other hand, if the score in girls is higher than 12, it also means a suspected person with ADHD. This Conners' scale was the step used to identify possible students with ADHD, as can be observed in Appendix 9.

According to Conners (s.f) the Conners scales were developed to assess behavioural changes in hyperactive children receiving pharmacological treatment, their use has been extended to the pre-treatment assessment process. These scales have become a useful tool aimed at detecting the presence of ADHD by evaluating information gathered from parents and

teachers. In contrast, the APA DSM-IV manual defines three types of subtypes. The first is (ADHD-C) when the criteria for attention deficit and hyperactivity-impulsivity are met together, the second is a subtype of "attention deficit-predominant" (ADHD-AD) and the third is a subtype of "hyperactive-impulsive" (ADHD-HI) when only the criteria for inattention and hyperactivity-impulsivity are met separately, respectively.

Something that is not mentioned in the Conners scale and that is presented in the APA DSM-IV are the subtypes of ADHD that students may present. Therefore, the student's behaviour may vary depending on the symptoms of ADHD. In addition, the Conner's scale does not specify what type of ADHD subtype the student may have. On the other hand, in the interview with participant "Lu" mentions that at the beginning of the school year she noticed that two students were not paying attention in class and that they did not retain much knowledge. In other key data obtained from the interview, "Lu" expresses that these two students clearly showed not so common characteristics. These characteristics were the lack of attention when carrying out an activity, poor school performance and little interaction with the rest of the group. In addition to other characteristics such as careless mistakes in the activities carried out and not following instructions, therefore it took them longer to complete an activity in class or an exam and they lost their belongings.

According to Begoña (2015) children with ADHD are children who act without thinking, show excessive and uncontrollable motor activity and have difficulty concentrating on a task, sitting and listening to the teacher or being attentive to details. The results obtained by the participant Lu are similar to those reported by Begoña. Since the participant mentions that these students show little attention when performing the activities. According to Begoña these children have difficulty concentrating on a task. As a result of excessive and uncontrollable motor activity.

Similarly, the participant "Lu" indicates that the students did not show comprehension of what was read at the end of the readings. Likewise, Mapou

(2009, p. 6) mentions a person with ADHD has "a weak ability for auditory-verbal information" which causes hearing comprehension problems. A child with ADHD may begin to hear what is said, but soon the focus moves away as if he or she were attracted to something that presents more interest at the time.

In these results given by the participant, these students do not show understanding of what was read during their classes. Because according to Mapou a person with ADHD has a weak ability for auditory-verbal information that causes hearing comprehension problems. Which explains why students don't show understanding of what they just read. This is because their approach is interrupted by something that has more interest at the moment.

It is necessary to highlight that at the beginning of the diagnosis, the participant "Lu" showed interest in the instrument presented. This was because when she put it into practice, it was possible to identify two students with signs of ADHD, which were a boy and a girl. Regarding some ADHD symptoms, and in line with Begoña (2015) and Mapou (2009), Lu observed similar characteristics in these children. Besides, these two children tend to be apart from the group. Another significant observation is that they also have the tendency to stratify their belongings. Considering these reflections, observations and comparing the results with the literature analysed in this study and the Conners' questionnaire suggestions, this study has shown that the Conners' scale can be properly used for the detection of students with ADHD.

Another observation that comes out of this study shows what the APA DSM-IV manual mentions about that the levels of hyperactivity that students present depending on the subtype of ADHD they have, whether it is an "attention deficit-predominant" subtype (ADHD-AD) or a "hyperactive-impulsive" subtype (ADHD-HI), which leads us to the next question which shows the strategies of teaching English language in students with ADHD.

4.2. What are some strategies to support English language teaching for students with ADHD?

During the interview with participant Lu, she mentions that almost every day students with ADHD forget to read a letter, a syllable or a word, as well as adding letters, syllables or words to the text they are reading. Besides this, Lu observes that students with ADHD find it difficult to pronounce two letters together like "Pr or Tl", as well as the fragmentation of words in their writing. According to Begoña (as cited in Mena et al., 2006, p. 6) not all children with ADHD manifest the same symptoms and with the same intensity. Children with care-related difficulties may be identified because they do not have a greater degree of movement or impulsive responses as children of the same age. Since these children are usually children who act without thinking, they show excessive and uncontrollable motor activity and have difficulty concentrating on a task, sitting and listening to the teacher or being attentive to details.

The above mentioned by participant Lu is that these students show problems in their writing and reading. This results in the omission and fragmentation of words or letters. As well as adding words or letters to the texts they read. Because Begoña points out that these children have difficulty concentrating on a task or being attentive to details. According to the author not all children with ADHD present the same symptoms and with the same intensity. Therefore, what the author mentions shows that these symptoms can vary in each child and not be the same.

Lu, as an English language teacher recognised that one successful strategy for teaching these two students with ADHD is motivating them, giving them confidence, giving them the assurance that they can successfully perform any activity. In the same way, Clares (2012) proposed the use of visual activities such as: Flashcard, memory games and word association; these activities allow students to be motivated and as a result, improve their academic processes. However, the participant mentioned in their results that in addition to motivating them I give them the confidence that they can perform the required activities since it is not only the motivation but the security and confidence that they should also give them.



In the interview, the participant Lu mentioned some short indications of relaxing activities that she includes in her class such as crossword solving, word search, memorama, board games. Likewise, inclusion-international (2006) say education for all is not enough if its quality and inclusion are not guaranteed. Teachers are recognized as playing a key role in achieving best educational practices. It is in the classroom where they learn to understand and respect diversity; it is there that students learn values, knowledge and formulate their expectations and responsibilities in society. The teacher acts as a model and mediator of this learning, hence its importance in the transformation of an inclusive society that values, allows and promotes the participation of all its citizens in the development of the country.

In the results given by the participant also mentioned that relaxing activities are also includes in her class. According to the inclusion- international says that education for all is not enough if its quality and inclusion is not guaranteed. The participant carries out activities that include all students and prepare them for the task of acquiring new knowledge. The inclusion- international also mentions that the teacher acts as a model and mediator of this learning. In this same result participant includes the solving of crosswords, word search, memoramas and board games that include topics seen in classes.

In the teacher's diary the participant used different colours for some letters when teaching her class as students with ADHD confuse some letters with others. In addition, the participant used the jenga game in a class in which labels were placed on each piece of the game. These tags are placed for the purpose of asking some questions to generate personal conversation, questions for a topic that is being worked on at that moment, to reinforce. These labels can also be vocabulary or some grammatical structure, as well as small challenges or instructions. On the other hand, the participant during the classes places these two students with ADHD in the front seats to avoid distraction.

These results are similar to those reported by Ivask (2015) because the most common techniques used to teach English to students with ADHD are different

games that allow to move and manage the internal restlessness of students related to ADHD. In addition to this, it should be added that Turketi (2010, p.18) suggests that since students with ADHD enjoy playing games they can "easily release their hyperactivity, take a break from the learning routine and even stay focused on their learning goal much longer", adding that games are beneficial because they improve "their interactive skills, encouraging communication and cooperation".

In the results given by the participant "Lu" implement games for teaching and strengthening English language subjects. Which is similar to what reported by Ivask and Turketti as the use of games in teaching helps them to easily release their hyperactivity. As well as staying focused on your goal for longer time. Adding they improve their interactive skills with the people around them.

During this analysis, some English language teaching strategies are suggested to use with these students are shown. However, it is necessary to mention that an example to help oral and reading fluency would be the implementation of diction exercises since these students with ADHD have difficulty pronouncing some words or letters as mentioned by the participant Lu. During the implementation of games in English language teaching, the two children with ADHD were motivated and attentive to the classes, in this way, the participant could integrate them into the class as well as keep the attention of these students.

According to the results obtained from the participant and the research done, it can be said that the strategies suggested for teaching English language is the introduction of gamification in order to make the student with ADHD have motivation and acquire knowledge of the language.

## Chapter V

### Conclusions

#### 5.1. Conclusions.

The importance of schools implementing certain inductions to train teachers in the detection of ADHD is vital. As observed in this study, a teacher who identifies these students can select and apply suitable tools to control and manage a group. According to the findings, it is clear that research on the strategies used by teachers to teach classes helps in motivation and knowledge acquisition, as indicated by Clares (2012) and Turketti (2010).

The aim of this study was applied an instrument for the detection of ADHD in secondary school students, as well as to suggest strategies for teaching English to students with this deficit. For this purpose, the Conners' questionnaire for teachers was used, applying it to secondary school students, and strategies for teaching English to students with ADHD were selected. In addition, research was carried out with authors such as those mentioned above. Who demonstrated that gamification in English teaching helps these students with ADHD to acquire these skills. This allowed us to detect two pupils with ADHD who had gamification implemented for the acquisition of a second language, in this case English.

As Sparks (1992) mentions, many students with ADHD have difficulties in speaking, listening, reading, and writing in their mother tongue. These difficulties which often carry over and have a negative impact also on second language learning. Consequently, in the classroom, children with ADHD receive a lot of information, hear many different sounds, see many different static and dynamic objects, colours, symbols, and characters. Too much information often creates a chaotic state in their brains, not because they see or hear more than other

students do, but because they cannot resist this great number of distractions and process out the irrelevant information from that which is important.

Although this study focused exclusively on secondary school students between the ages of 13 and 15 years, this research could also be transferred to other ages and other educational levels, as it is hoped that this thesis will help to raise awareness that ADHD does not only affect adolescents but students of any age and thus take the necessary measures for timely attention by teachers and parents.

## **5.2. Final reflections.**

Throughout this experience that I had during this study I could have personal and professional reflections on this important topic of teaching. Which I will present below.

### **5.2.1. Personal reflection.**

Sometimes we focus on our own problems without thinking that there are many more problems that other people face. This study helped me understand how people with ADHD are and act. In this case it was two secondary school students. It also taught me to be empathetic with our peers because not only does ADHD exist, but there are other types of disorders or syndromes. That throughout their lives affect people who suffer from them both at health, emotional, social, family and educational level. And they often suffer discrimination from society. Because they can perceive life differently than we can. Seeing his effort of these children to adapt to each situation moved me and that is why this study helped me a lot to grow as a person and professionally.

### **5.2.2. Professional reflection.**

The life of a teacher is difficult since he gives his life to the formation of students without having much free time to his personal life. The present study showed me

how important is the role of a teacher for students with syndromes or disorders. Since they are the means by which they obtain the necessary motivation to continue their studies. I learned that sometimes you don't have the time to see each student about their behaviours and how they learn. But it is very necessary to do so because with this one can understand them better and within the possibilities encourage them to be better students every day. With this I acquired new knowledge and experience. Everything I saw motivated me to continue preparing to bring inclusion to education in order to exercise the right to education of children and adolescents.

### **5.3. Limitations.**

A limitation is that this study only obtained a teacher as a participant because it is the only one that teaches English in the institution. In addition, the study could only be applied to secondary school because the principal of the institution considered it to be so due to the low performance at this level. Finally, the curriculum of the teachers does not have a previous specialization in inclusive education could not be get more information about how this inclusion is implemented in the classroom.

### **5.4. Suggestions for Further Research.**

Given the importance of the amendment on 15 May 2019 in the third constitutional article which mentions that education, in addition to be compulsory, it should be universal, inclusive, public, free and secular, it is suggested that it be investigated whether educational inclusion is really incorporated into the teachers' training curricula.

And there are others important aspects to investigate such as the use of diction exercises in the development of speaking in students with ADHT, the impact of online classes on second language learning for students with ADHD, the use of Information and Communication Technology (ICT) for English language learning in students with ADHD as well as the knowledge of parents about ADHD.

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**Comentario [P1]:** Tienes que eliminar de tus referencias las publicaciones que no fueron fuente primaria de información, es decir, quitar los autores citados por otros autores. Revisa bien que todos los autores mencionados como fuente primaria se encuentren citados aquí, y que todos los que pusiste en este apartado estén en tu tesis (fuentes primarias). Por otra parte, los nombres de revistas van en cursivas. Verifica que habrá cada una de las ligas. Ya no se utiliza el "recuperado de ". Te remito al APA séptima edición.

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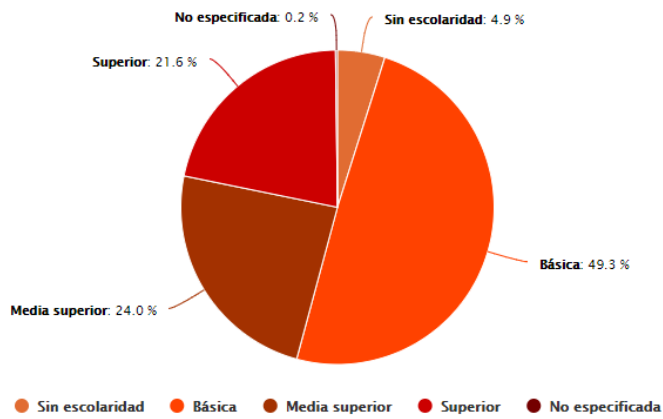
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## APPENDIXES

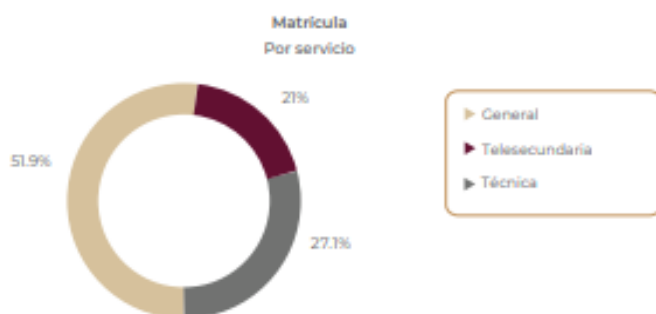
Appendix 1. Percentage of the population according to educational level in the year 2020



Appendix 2. General Data by Educational Level

Nivel	Escuelas	Docentes	Aprendientes
Inicial	168	440	8,012
Preescolar	4,898	12,850	261,408
Primaria	4,640	29,072	764,843
Secundaria	2,448	19,742	343,687
Especial	54	1,542	2,410
Media Superior	1,808	17,296	297,041
<b>Total</b>	<b>14,016</b>	<b>80,942</b>	<b>1,677,401</b>

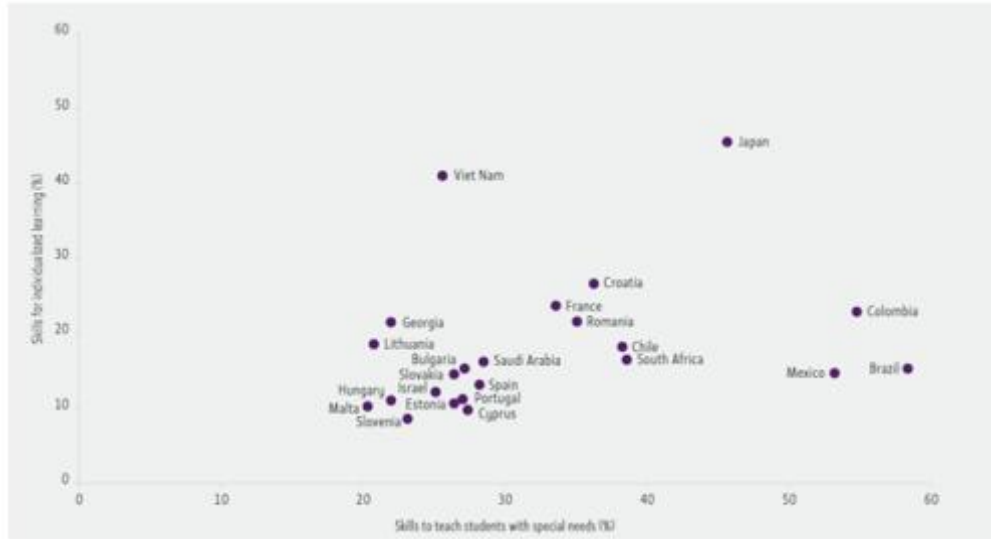
### Appendix 3. Enrolment by service



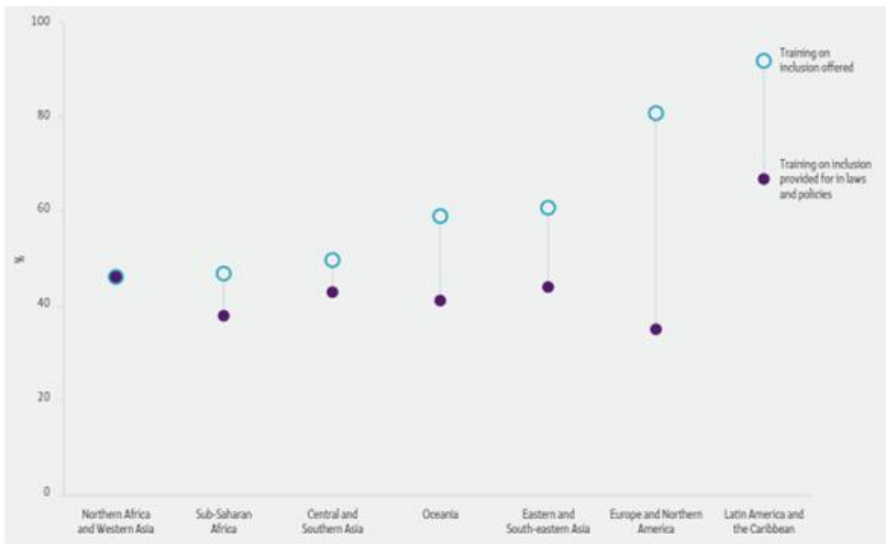
### Appendix 4. Students with disabilities, outstanding abilities or other conditions in basic education

Nivel	Condición del alumno	Total	Hombres	Mujeres
	Trastorno por déficit de atención e hiperactividad (TDAH)	3 863	3 245	618
	Problemas de aprendizaje	15 823	9 877	5 946
	Problemas de lenguaje	2 512	1 769	743
	Aptitudes sobresalientes	219	142	77
Secundaria c/		18 112	10 861	7 251
	Ceguera	320	155	165
	Baja visión	6 770	3 171	3 599
	Sordera	123	59	64
	Hipoacusia	436	257	179
	Discapacidad motriz	667	349	318
	Discapacidad intelectual	1 387	834	553
	Trastorno del espectro autista (TEA)	351	309	42
	Trastorno por déficit de atención e hiperactividad (TDAH)	2 735	2 236	499
	Problemas de aprendizaje	4 461	2 933	1 528
	Problemas de lenguaje	636	440	196
	Aptitudes sobresalientes	226	118	108

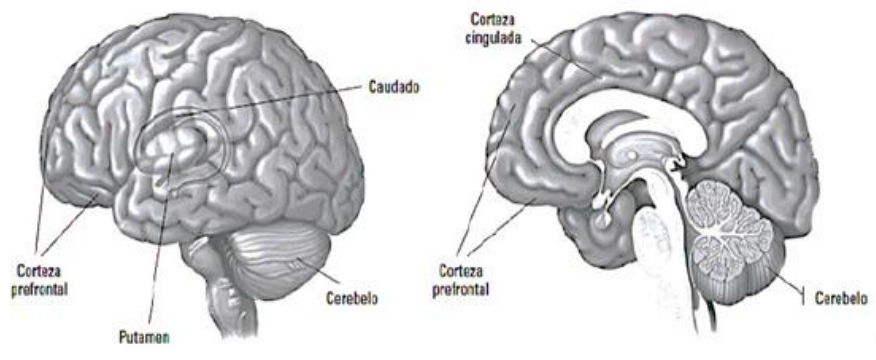
Appendix 5. The percentage of teachers reporting a high need of training in two inclusions related areas



Appendix 6. About 4 in 10 countries enshrine teacher training on inclusion in laws and policies



Appendix 7. Main brain areas of the front-striatal-cerebellar circuit affected in ADHD



Appendix 8. Conners' scale. Boy with ADHD.

**Cuestionario de conducta de CONNERS para PROFESORES**  
(C.C.E.; Teacher's Questionnaire, C. Keith Conners). Forma abreviada

ÍNDICE DE HIPERACTIVIDAD PARA SER VALORADO POR LOS PROFESORES				
	Nada	Poco	Bastante	Mucho
1. Tiene excesiva inquietud motora.			X	
2. Tiene explosiones impredecibles de mal genio.		X		
3. Se distrae fácilmente, tiene escasa atención.				X
4. Molesta frecuentemente a otros niños.			X	
5. Tiene aspecto enfadado, huraño.			X	
6. Cambia bruscamente sus estados de ánimo.				X
7. Intranquilo, siempre en movimiento.			X	
8. Es impulsivo e irritable.			X	
9. No termina las tareas que empieza.			X	
10. Sus esfuerzos se frustran fácilmente.			X	
TOTAL.....	0	1	14	6

**Instrucciones:**

- Asigne puntos a cada respuesta del modo siguiente:

NADA = 0 PUNTOS.  
 POCO = 1 PUNTO.  
 BASTANTE = 2 PUNTOS.  
 MUCHO = 3 PUNTOS

- Para obtener el **Índice de Déficit de Atención con Hiperactividad** sume las puntuaciones obtenidas.

- Puntuación:

Para los **NIÑOS** entre los 6 – 11 años: una puntuación >17 es **sospecha** de DÉFICIT DE ATENCIÓN CON HIPERACTIVIDAD.

Para las **NIÑAS** entre los 6 – 11 años: una puntuación >12 en Hiperactividad significa **sospecha** de DÉFICIT DE ATENCIÓN CON HIPERACTIVIDAD.



**Questionario de conducta de CONNERS para PROFESORES**  
(C.C.E.; Teacher's Questionnaire, C. Keith Conners). Forma abreviada

ÍNDICE DE HIPERACTIVIDAD PARA SER VALORADO POR LOS PROFESORES				
	Nada	Poco	Bastante	Mucho
1. Tiene excesiva inquietud motora.		X		
2. Tiene explosiones impredecibles de mal genio.		X		
3. Se distrae fácilmente, tiene escasa atención.			X	
4. Molesta frecuentemente a otros niños.		X		
5. Tiene aspecto enfadado, hurtaño.				X
6. Cambia bruscamente sus estados de ánimo.			X	
7. Intranquilo, siempre en movimiento.				X
8. Es impulsivo e irritable.			X	
9. No termina las tareas que empieza.				X
10. Sus esfuerzos se frustran fácilmente.			X	
TOTAL.....		3	8	9

**Instrucciones:**

- Asigne puntos a cada respuesta del modo siguiente:

NADA = 0 PUNTOS.  
 POCO = 1 PUNTO.  
 BASTANTE = 2 PUNTOS.  
 MUCHO = 3 PUNTOS

- Para obtener el **Índice de Déficit de Atención con Hiperactividad** sume las puntuaciones obtenidas.

- Puntuación:

Para los **Niños** entre los 6 – 11 años: una puntuación >17 es **suspecha** de DÉFICIT DE ATENCIÓN CON HIPERACTIVIDAD.

Para las **Niñas** entre los 6 – 11 años: una puntuación >12 en Hiperactividad significa **suspecha** de DÉFICIT DE ATENCIÓN CON HIPERACTIVIDAD.

## Appendix 9. Attention Deficit Hyperactivity Disorder Criteria of DSM5

CRITERIOS DSM 5 PARA TRASTORNO DÉFICIT DE ATENCIÓN E HIPERACTIVIDAD
A. Patrón persistente de inatención y/o hiperactividad-impulsividad que interfiere en el funcionamiento o desarrollo, caracterizado en 1 y/o 2
<b>1. INATENCIÓN:</b> Seis (o más) de los siguientes síntomas presentes por más de seis meses y en un grado mayor a lo esperado a su nivel de desarrollo y con impacto negativo directo en sus actividades académicas, ocupacionales y/o sociales <b>Nota:</b> Los síntomas no son sólo la manifestación de una conducta oposicionista desafiante, hostilidad o una falla para entender tareas o instrucciones. Para adolescentes y adultos (edad 17 años o más), se requieren al menos cinco.
a) A menudo falla en atender a detalles, se equivoca en tonteras
b) Dificultad para mantener atención sostenida en tareas o juegos
c) A menudo parece no escuchar cuando le hablan
d) A menudo no sigue instrucciones, no termina los trabajos
e) Tiene dificultad para organizar sus tareas, actividades
f) Evita actividades que exigen atención mantenida (en adolescentes preparar informes, completar formularios, lecturas extensas)
g) A menudo pierde los útiles
h) Se distrae fácilmente con estímulos externos (en adolescentes incluye pensamientos no relacionados)
i) Se le olvidan las cosas (en adolescentes devolver llamados, pagar cuentas, respetar citas)
<b>2. HIPERACTIVIDAD E IMPULSIVIDAD:</b> Seis (o más) de los siguientes síntomas presentes por más de seis meses y en un grado mayor a lo esperado a su nivel de desarrollo y con impacto negativo directo en sus actividades académicas, ocupacionales y/o sociales <b>Nota:</b> Los síntomas no son sólo la manifestación de una conducta oposicionista desafiante, hostilidad o una falla para entender tareas o instrucciones. Para adolescentes y adultos (edad 17 años o más), se requieren al menos cinco.

- a) Se mueve constantemente en su asiento
- b) Se para constantemente
- c) A menudo corre cuando no es apropiado (en adolescentes incluye sensación de inquietud)
- d) Tiene dificultad para jugar tranquilo
- e) Está siempre en movimiento
- f) Habla en exceso
- g) Contesta antes de que se le termine la pregunta
- h) Le cuesta esperar su turno
- i) Interrumpe a menudo (se mete y toma el lugar de los que están haciendo otros)

**3. Varios síntomas de inatención o hiperactividad-impulsividad están presentes antes de los 12 años**

**4. Varios síntomas de inatención o hiperactividad-impulsividad estaban presentes en dos o más ambientes (casa, colegio, con amigos o parientes, otras actividades)**

**5. Existe clara evidencia de que los síntomas interfieren con o reducen la calidad del funcionamiento social, académico u ocupacional**

**6. Los síntomas no ocurren exclusivamente en el curso de una esquizofrenia u otro trastorno psiquiátrico y no son explicables por otro trastorno mental (trastorno del ánimo, ansiedad, trastorno personalidad, intoxicación o privación de sustancias)**

## Appendix 10. Teaching-learning strategies for students with ADHD

Tabla 2. Estrategias de enseñanza-aprendizaje para estudiantes con TDAH.

No.	Estrategia	Objetivo	Técnicas de aplicación
1	Aprender sin miedo	Dotar al niño con TDAH de seguridad durante el proceso de enseñanza-aprendizaje	Colgar el horario de clases en un sitio visible y también las normas de la clase. (Clares-Almagro, 2013)  Para adaptar esta premisa en las clases de inglés, se puede mostrar una tabla de contenidos para que el niño sepa qué tema está estudiando y qué tema va después
2	Organizar el tiempo	Ayudar al niño con TDAH a manejar correctamente el tiempo según las tareas encomendadas.	Clares-Almagro (2013), recomienda que exista un reloj visible y que se distribuyan las tareas de acuerdo con el tiempo  Para una clase de inglés se deberían dividir los temas y subtemas en tiempos, así como las actividades a realizar por cada subtema. Esta información debe estar en un lugar visible para el niño
3	Visualizar el trabajo	Tomar ventaja de la buena capacidad visual de los niños con TDAH	Las tareas, así como las clases deben ser presentadas de manera atractiva con colores, dibujos, interactivas etc. (Clares-Almagro, 2013)  Una tarea atractiva de inglés puede ser que el niño ilustre (con un dibujo) una conversación inicial entre dos amigos (el objetivo será que el niño aprenda los saludos en inglés)
4	Aprender jugando	Enseñar inglés de una manera divertida que estimule sus ganas de aprender	Como sabemos, los dos inconvenientes que hay que contrarrestar son la falta de atención y la hiperactividad, por lo tanto, se puede apoyar en el estilo de aprendizaje del individuo y proponer juegos de forma que se pueda captar su atención, y promover su necesidad de movimiento  Por ejemplo, para enseñarle el <i>imperative form</i> a un niño con un estilo de aprendizaje auditivo, se puede aplicar el juego de <i>Simon says</i> en la cual se escucha comandos y se realiza la acción
5	Evaluación de los aprendizajes	Direccionar al estudiante de una manera sencilla sobre qué es lo que debe hacer para ser evaluado	Las preguntas deben ser cortas y con pocos apartados. No muy extensas, las preguntas deben ser claras y sencillas (Clares-Almagro, 2013)  Para evaluar los conocimientos en inglés de un niño con TDAH se puede hacer pidiéndole que haga un role-play en parejas sobre los saludos en el primer día de clases, completar hojas de trabajo no muy extensas que tengan en su mayoría ilustraciones, preguntas cortas y que sean coloridas

## Appendix 11 Teachers' Interview

### 1. Cuestionario de Evaluación sobre el conocimiento de TDAH y las estrategias de enseñanza para un Segundo idioma en alumnos con TDAH

Instrucciones: Complete cada uno de los apartados de acuerdo a lo que se pide en cada una de las preguntas acerca de sus alumnos:

#### I) INFORMACION DE LA ESCOLARIZACIÓN EN ALUMNOS CON TDAH

##### 1. ¿Cuándo comenzó a percatarse de la presencia de alumnos con TDAH?

Al inicio del curso escolar me percaté de la falta de atención a la clase, así como la poca retención de conocimiento.

##### 2. ¿Se tiene algún indicador de rezago educativo en alguno de sus alumnos con TDAH?

Si.

Si su respuesta es sí, favor de indicar ¿cuáles son?

\*Falta de atención durante clase y al momento realizar alguna actividad.

\*Bajo rendimiento escolar.

\* Poca interacción con el resto del grupo.

\*Con frecuencia presentan errores por descuido en las actividades realizadas.

\* A menudo no siguen indicaciones por lo cual les lleva mayor tiempo concluir una actividad en clase o un examen.

\* Extravían con facilidad sus cosas.

##### 3. En la escala del 1 al 10 ¿Cómo evalúa el rendimiento académico de sus alumnos con TDAH?

En un rango de 4 en alumnos que no se encuentran en tratamiento

##### 4. Indique con qué frecuencia sus alumnos con TDAH faltan a clase:

Nunca

Casi nunca

Ocasionalmente

Casi todos los días

Todos los días

## II) INFORMACIÓN SOBRE RENDIMIENTO ESCOLAR EN ALUMNOS CON TDAH

### 5. Habilidades de Lectura

5.1. ¿Con qué frecuencia olvida leer una letra, una sílaba o una palabra?

a) Nunca

b) Casi nunca

c) Ocasionalmente

d) Casi todos los días

e) Todos los días

5.2. ¿Añade letras, sílabas o palabras al texto que está leyendo?

Si

5.3. ¿Lee una letra, sílaba o palabra por otra? Si

5.4. ¿Le cuesta la lectura de este tipo de palabras “Tr o Pl ”? Si

5.5. Al término de su lectura ¿Muestra comprensión de lo leído?

No.

### 6. Habilidades de Escritura

6.1 ¿Une las letras en una oración? Por ejemplo “Fuí aver” (a ver)

Si con frecuencia.

6.2 ¿Fragmenta las palabras? Por ejemplo: “Des pues” (Después)

Si con mucha frecuencia.

6.3 ¿Agrega letras que no deben de ir a las palabras?

Si

6.4. ¿Omite letras a las palabras?

Si

6.5 ¿La caligrafía es desorganizada?

Si

6.6 ¿Tiene alumnos con mayor número de faltas de ortografía?

Si

6.7 ¿Algunas letras son más grandes que otras cuando escribe?

Si

7. Capacidad de Lenguaje

7.1 ¿La producción de palabras es fluida?

No.

7.2 ¿Cómo calificaría la riqueza de vocabulario en sus alumnos?

a) Muy deficiente

**b) Deficiente**

c) Normal

d) Bien

e) Muy bien

8. ¿Cómo valora la actitud de sus alumnos ante las actividades establecidas?

a) Nada motivados

b) Poco motivados

**c) Normalmente motivado**

d) Bastante motivado

e) Muy motivad

9. ¿Usted tiene conocimiento del TDAH?

No, pero la experiencia en la docencia, te permite detectar que un alumno presenta ciertas actitudes diferentes al resto del grupo y te pone en alerta para observar.

10. ¿Qué tipo de actividades implementa para la enseñanza del inglés en alumnos con TDAH?

Motivación, darles la seguridad que pueden realizar con éxito cualquier actividad, dar indicaciones cortas para la elaboración de alguna actividad.

Actividades extras en casa como resolución de crucigramas, sopa de letras, memorama, juegos de mesa.

11. Ante las actividades implementadas ¿Cuáles son las que tienen mayor impacto en alumnos con TDAH?

Juegos de mesa y sopa de letras.

**Nota:** Se trabajó con mucho éxito el jugo de JENGA, para trabajar atención y autorregulación.

Se colocaron etiquetas a cada pieza de jenga por ejemplo preguntas para generar conversación personal, preguntas para algún tema que se esté trabajando en ese momento, para reforzar, puede ser vocabulario o alguna estructura gramatical así como pequeños retos o instrucciones.

Appendix 12 . Teacher's diary



### Teacher's diary

In the class to be observed is a secondary school class with the group 3°A in which the case of two students with ADHD is presented. At the beginning of the class, I observed that the teacher seated these two children at the front of the rows to prevent them from being easily distracted and to observe them better. During the class I noticed that the teacher used different coloured markers to capture their attention that day they saw the theme of giving the hours of the clock, the class was dynamic after the explanation given by the teacher, she asked the students to make teams to participate in a competition. She gave each team a clock made of cardboard and asked them to put the time she dictated in English on the clock as well as write it in a notebook. In this activity, I noticed that both students were very motivated and participative.

At the end of the class the teacher asked the students for their notebooks to review them. Once the students left, she showed me the notebook of the two children and in it I could notice that there were many corrector stains because they confused the letters "b" for "d" and "a" for "h".