

# THE TEACHING AND LEARNING PROCESS OF TWO ADHD STUDENTS

The Teaching and Learning Process of Two ADHD Students in Elementary English Classes

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### **Abstract**

This research aims to explore the perceptions of ADHD students, their teachers, and parents regarding the teaching- learning process during English classes. In particular, the features of English Instruction practices will be explored considering methodology, activities, resources, and strategies implemented by the English teachers. The study took place in a private school in Bogota, Colombia. The participants were 2 ADHD students, their parents, 3 English teachers and the academic coordinator. The data gathering instruments used in the present study were surveys and semi- structured interviews. The results of the study showed the importance of having a constant monitoring of ADHD students learning process with the purpose of attending their progress, strengths and needs of reinforcement to adapt what is thought necessary in regard to activities, strategies and evaluation. Additionally, it is very important to have a frequent communication amongst parents, academic coordinator, psychologists, and teachers, following indications from the specialists to contribute and support, in this case, ADHD students' English learning processes. Moreover, teachers reflect about the importance of taking into account students' interest in classes to keep them motivated and making them feel an important and active part of the class paying attention to their ideas, thoughts and opinions.

***Keywords:*** ADHD, special needs, english instruction, English instruction.

### Resumen

El presente caso de estudio cualitativo, busca explorar las percepciones de estudiantes con TDAH, sus docentes y padres, con relación a la instrucción de inglés, el proceso de enseñanza - aprendizaje y analizar las características de instrucción diferenciada a lo largo de las clases de inglés, teniendo en cuenta la metodología, actividades, recursos y estrategias implementadas por los docentes de inglés. El estudio tomó lugar en un colegio privado ubicado en Bogotá, Colombia. Los participantes del estudio fueron 2 estudiantes con TDAH, sus padres, 3 docentes de inglés y la coordinadora académica. Los instrumentos de recolección de datos usados en el presente estudio fueron encuestas y entrevistas semi estructuradas. Los resultados del estudio muestran la importancia de tener un seguimiento constante del proceso de aprendizaje de los estudiantes con TDAH, con el propósito de atender su progreso, fortalezas y necesidades de refuerzo, para hacer las adaptaciones necesarias en cuanto a actividades, estrategias y evaluaciones. Adicionalmente es importante tener una comunicación frecuente entre padres de familia, coordinación académica, psicología y profesores, siguiendo las indicaciones de los especialistas para contribuir y apoyar en este caso específicamente el proceso de aprendizaje de inglés de estudiantes con TDAH. Además, las profesoras reflexionan sobre la importancia de tener en cuenta los intereses de los estudiantes para mantenerlos motivados y hacerlos sentir una parte importante y activa de la clase atendiendo a sus ideas, pensamientos y opiniones.

*Palabras clave:* TDAH, necesidades especiales, instrucción de inglés, proceso de aprendizaje de inglés.

## Resumen Analítico en Educación - RAE

### General Information

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### Description

This research study seeks to explore teaching and learning process of two ADHD students in a private school in Bogotá. This is a qualitative case study. The data gathering instruments selected for this study were: surveys and semi-structured interviews. The theoretical constructs supporting this study were: the languages policies and the special education laws of Colombia, inclusive education, special needs, ADHD and differentiated instruction. The main scholars consulted in the field of ADHD were National health service of UK NHS (2018), Centers for disease control and prevention (CDC) (2021), National Institute of mental health (NIH) (2019) and American psychological association (APA) (2000). Regarding differentiated instruction Tomlinson (2001), Blaz (2006), Santangelo and Tomlinson (2008) and Heacox (2002), concerning special needs, the authors consulted were Education for People with Special Educational Needs (EPSSEN) (2014), Organization for Economic Cooperation and Development (OECD)(2010), Frederickson and Cline (2009) and National Ministry of Education of Colombia (1994). The sources consulted for the languages policies and the special education laws of Colombia were National bilingualism program (2018-2022), Guide 22 (2006), Colombia bilingüe program (2014-2018), Strengthening project for the development of competences in foreign languages (2010-2014). Ley de bilingüismo (Law of bilingualism) 1651 July 12, 2013: articles 1-2-8, Colombia very well program (2015-2025), law 1618 (2013), Law 115 (1994), Decree 1421 (2017) and Article 2.3.3.5.2.3.5 Ministry of education, (2017). Finally, about inclusive education (Renzaglia et al., as cited in Bui et al., 2010), Booth and Ainscow (2000), Department of education (1997, as cited in Hodkinson, 2011), UNESCO (2005) and Stubbs (2008). The findings from this study demonstrated that motivation of ADHD students is the key factor in English classes taking into account their opinions and interest to develop the planning and activities for the class, another important aspect is the issue of prepare the planning for the whole class taking into account the general needs and strengths.

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## Content

This research study includes five chapters. The first one contains the research problem, which involves the statement of the problem, the research question, the general and specific research objectives, the related studies, the setting, and the rationale. The second chapter includes the literature review of the theoretical constructs the languages policies and the special education laws of Colombia, inclusive education, special needs, ADHD and differentiated instruction. The third chapter contains the methodological design that consists of the research design. On the one hand, the research design includes the approach, the type of study, the participants, and the data gathering instruments implemented. The fourth chapter covers the data analysis and its procedure, as well as it explores the research categories and subcategories. Lastly, the fifth chapter addresses the conclusions, pedagogical implications, limitations and questions for further research.

## Methodology

This is a qualitative research study and interpretive paradigm that observes social phenomena and tries to make sense of them. In this regard, “Interpretive research is concerned with subjective meanings as it seeks to recognize the individuals ‘interpretation and understanding of the social phenomena’” (Schwandt as cited in Shah & Al- Bargi, 2013, p. 256). Additionally, the data gathering instruments selected for this study were: surveys and semi- structured interview.

## Conclusions

Teachers consider that in the teaching process of ADHD students it is fundamental to keep motivation of students, taking into account their interests and opinions. Teaching ADHD students could be challenging and, sometimes, frustrating, but at the end, it becomes an enriching experience where teachers reflect about their experience with ADHD students and the lessons,

they might have learned from them. Consequently, it is not only important to focus the attention on students learning needs, but also in their interests, their personal goals and perceptions, just to go beyond and do not presuppose on students' skills. On the other hand, the role as English teachers allows us to be creative and resourceful, assuming our teaching as a personal challenge, due to our students' different learning styles, when preparing motivating activities, in order to turn our students' weaknesses into strengths.

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## Introduction

Students with special needs pose a challenge for the teachers especially when they really want their students to learn, feel motivated and enjoy the class. For that reason, teachers are constantly searching methods, didactics and activities that allow the students to understand, to use and to learn the topics and develop the competences of the various subjects. Differentiated instruction (DI) helps teachers to enhance the skills of their students. Tomlinson (2001) stated that “effective differentiation will typically be proactively planned by the teacher to be robust enough to address a range of learner needs, in contrast with planning a single approach for everyone” (p. 4). Therefore, through differentiated instruction the teacher gives his students, different options to learn. The teacher analyzes the ways in which students learn easily and implement activities that enhance those abilities.

Differentiated instruction does not imply more work for the teacher, it enhances the learning process of the students. Tomlinson (2001) established that “teachers who differentiate instruction in mixed-ability classrooms seek to provide appropriately challenging learning experiences for all their students” (p. 5). The purpose of the differentiated instruction is not to give an individual instruction and to prepare a specific activity for each student, the purpose is to implement different activities for all the students and improve all their skills with different strategies because it is that difference what builds their knowledge.

The school where the research took place is a private school that provides personalized education in secondary school and has an emphasis on English instruction. Therefore, it is more relevant to explore what has been going on in terms of English instruction with students with special needs and, in particular, students with Attention-Deficit/Hyperactivity Disorder (ADHD).

The current study aims to explore the learning experience/teaching and learning process of two students with ADHD in this institution. In terms of teaching, I will focus on how it reflects or not features of differentiated instruction practices and how it contributed or not to their English learning.

This document is divided into five chapters. The first one involves the research problem, the second chapter is about literature review, the third chapter is the methodological design, the fourth chapter is about data analysis and the fifth chapter involves the conclusions and pedagogical implications.

## Chapter I

### Research Problem

#### Statement of the Problem

In Colombia, la Ley estatutaria 1618 de 2013 from the Ministry of Education sought to ensure the rights of people with disabilities. This law established that people with disabilities have the right to quality education, they must have a guarantee of the fulfilment of this law. According to the Ministry of Education, los Derechos Básicos de Aprendizaje, whose acronym in Spanish is DBA, (basic rights of learning) are the minimum competences and contents that the students should achieve according to the subject and grade they belong to. In accordance with the above, public and private schools have students with special needs and the classrooms have different kinds of students. Inclusion is a process that requires time and effort from all members of the educational community. In the same way, schools have to follow legal parameters from the government to guarantee a good learning process of those students.

Schools have to modify the Proyecto educativo institucional PEI, (school educational project) which is the document that contains the objectives, principles, educational strategy, management system and norms for teachers and students of an educational institution. In addition to that, it is necessary for the schools to change the curriculum and processes to include the students with disabilities, to make the student part of the educational community and to train teachers so they can implement good methods and didactics with the purpose of improving the learning process of students with special needs in their classes.

After the observation of the learning process of the students with special needs, and the conversation with English teachers of the school, I realized that it is necessary to explore the experience of teachers working with special needs students in this institution to identify whether

the teaching methodologies implemented reflect features of differentiated instruction, how does that occur and how those methodologies contribute to enhance the English learning process of these students. In addition, it is important to know the perceptions that students have about their English learning process in the school.

### **Research Question**

What can be unveiled about the English teaching and learning process of two students with ADHD in elementary in a private school?

### **Research Objectives**

#### ***General Objective***

To explore the English teaching and learning process of two students with ADHD in elementary in a private school.

#### ***Specific Objectives***

(a) To characterize the features of English instruction for students with ADHD in elementary school; (b) To analyze the outcomes of the English learning process of students with ADHD, and (c) To explore the perceptions of ADHD students and parents about their teaching and learning process.

### **Related Studies**

In this part of the chapter, I will describe some studies that are related with the main constructs of my research that are: languages policies and the special education laws of Colombia, inclusive education, special needs, ADHD and differentiated instruction.

According to differentiated instruction for special needs, it is important to understand that differentiated instruction is a methodology that allow students to show what they learn through different ways according to their learning style, Rachmawati et al. (2016) carried out a research



that involves the theoretical studies about the implementation of differentiated instruction with students with special needs and the features and factors that are observed in the classroom combining theoretical and empirical findings. The study took place in Yogyakarta. The researchers interviewed nine teachers that worked in inclusive schools with the purpose of understanding the learning process that the special needs students had, recognizing their students and identifying the strategies and methodologies that contributed significantly to their learning process. The teachers observed and evaluated their students, based on the criteria: Readiness, Interest and Learning Profile of the students. The purpose of the research was to determine the material that teachers should use in the classes according to the needs of the students and the interests of the students with the aim of motivating them and promoting an interactive classroom where the teacher takes into account the abilities and activities that facilitates the learning process of the students.

Another study about differentiated instruction is the Aliakbari and Haghghi 's research (2014) where they developed a quasi-experimental study in Iran with elementary students. The teachers implemented a separate gender education. The main strategy of differentiated instruction teachers used in the study was the flexible grouping. Researchers used a proficiency exam divided in the pretest and the posttest, a survey and a questionnaire as research instruments. Teachers allowed students to choose their topics of interest and stories based on the same book to work during classes. The students chose the way of assessment they preferred. After the application of differentiated instruction, the students achieved a better reading comprehension level and female learners had better results than male learners. The analysis of the data revealed that the students who receive differentiated instruction improved their learning process and got better results than students who were taught by means of traditional teaching.

In the same breath, Seifert et al. (2015) conducted a quasi-experimental study in Styria, Austria, with 404 second grade students from 21 classes of eight different primary schools. The researchers used pretests, posttest and interviews of the teachers who implemented the tests as research instruments. The researchers implemented a whole-class differentiating reading program, Language and Reading Skills (LARS) that was divided into four reading levels. Some groups studied with LARS twice a week and the other groups received conventional reading instruction. The comparison between both groups showed that instruction with LARS reading program increases the reading comprehension and the vocabulary of the students. The differentiated materials used in the classes assure that students could be engaged and that teachers promote participation of all students. Besides, those materials made possible that students had a better understanding of the contents, at the same time that they fostered their reading abilities.

Continuing with the implementation of differentiated instruction, Robinson et al. (2014) led a case study with nine teachers from elementary to high school at North East School District in Pennsylvania, U.S.A. The instruments the researchers used in the case study were open-ended surveys, interviews and documents. The findings about the perceptions of teachers about the implementation of differentiated instruction in their classes were that teachers firmly believe that differentiated Instruction is crucial for the students' successful learning process in the classroom. Teachers were really interested about the use of differentiated instruction in their classrooms. Moreover, they consider that differentiated instruction should be implemented in all kinds of classrooms to have successful results. Additionally, methodologies of differentiated instruction like cooperative grouping, connection strategies, choice boards, and enrichment activities were worked by teachers in their practices.

Similarly, in differentiated instruction, Agudelo (2016) conducted action research about the implementation of differentiated instruction (DI) to enhance the higher order thinking skills of students of preschool in Bogotá, Colombia. The researcher used initial rubric, field diary and structured and non-structured surveys as research instruments. The implementation of DI brought good results in the students learning process. After the implementation of differentiated instruction, the students related the topics worked in classes with their daily lives and were more active in their participation. In addition to that, most students showed the development of the abilities of the students. The constant implementation of different strategies through differentiated instruction is necessary in order for it to increase the quality and efficiency of the learning process of the students. Although this study has different kind of population, it contains some related aspects to my study such as the methods of differentiated instruction and skills to enhance the learning process of the students.

Regarding differentiated instruction, Martínez (2011) developed action research with differentiated phonics instruction applied to improve literacy skills for children, in a private school located in Bogotá, Colombia. Students' grades, teachers' interviews, surveys, class notes and observations were the instruments the researcher used to develop the research. The implementation of differentiated instruction had good results in the vocabulary, reading, pronunciation and writing skills in the students. Phonics help students to have a better decode of English words. It also improved the structure of the sentences of the students they became more complex and allowed students to have an effective communication. This research is related to the present study in the English as a Foreign Language (EFL) context and the application of strategies that improve the English skills of English.

Following with ADHD students, Arango and Schortborgh (2019) developed a qualitative study to explore the teachers experience teaching ADHD students. The sample were teachers of a public school in Monteria, Cordoba that had experience teaching ADHD students. The data collection instruments were Semi-structured interviews and the reflective diary. For the data analysis was used Giorgi's phenomenological psychological method. Regarding the findings, the experience of being an ADHD student teacher involves the combination of feelings and pedagogy to reflect about their experience and the learning and teaching processes to include ADHD students in the classroom and the importance of maintaining a frequent communication with students and the learnings that this experience brings to teachers.

Continuing with ADHD students teaching and learning process Bula (2020) developed qualitative research with ADHD students of a public school in Monteria, the data collection were Suggested Curriculum and DBA, Archival Data and Commentary of decisions and the analysis of them. The purpose of the study was to determine how Differentiated Instruction contributes to increase the ADHD students' attention span. Through the proposal unit focused on the analysis of how the implementation of differentiated content improve the ADHD students' attention span and the identification of the adaptations that teachers implemented in their lessons to enhance students' attention.

### **Setting**

The school where the research took place is a private school located in northeast of Bogotá, Colombia. It is a catholic school founded in 1955. It is led by a catholic religious community of nuns. The school has 300 students approximately. It is a school with personalized education in secondary school. There are groups consisting of 6 to 12 students. In primary school, there are 20 students in average in each group. Students belong to middle class. The school

emphasizes English and this is reflected in the seven hours allotted to this subject from preschool to tenth grade.

In sixth grades the school has diagnosed students with special needs, the study focused on two students with attention deficit hyperactivity disorder (ADHD), this is a neurodevelopmental disorder that usually appears during childhood and in some cases persist until adulthood. It is characterized by difficulty to pay attention, hyperactivity and impulsivity. It may produce low self-esteem, relationship problems, and difficulties in the school.

### **Rationale**

The study is important to me because I want to learn about effective planning and teaching strategies to help the students with special needs in their learning process through the exploration of what the school is implementing and see the extent to which this is contributing to enhance the English learning of the students.

This study is important for my students because the purpose is to know methodologies and activities that enabled their English learning and determine what kind of activities work and help them in their processes.

This is important for the school because this research would be a guide for English teachers. Through this research, teachers could determine the kind of activities that develop the English skills of students with ADHD and determine if the strategies that teachers implement in their classes work or not.

This study is important for ELT community and the research line of Pedagogy and didactics of language, mathematics and the sciences because it would help teachers to identify and apply strategies, activities and methodologies that help students with special needs to improve their English learning process and facilitate the understanding, comprehension and use

of the target language. The purpose of this study was to provide a guide for teachers of the school where the research took place and teachers working with similar population of students, in which they would find tools they could implement in their classes with the students of ADHD, and develop their skills and interest in the L2 learning.

## Chapter II

### Literature Review

This chapter explores the constructs that frame the current study: the languages policies and the special education laws of Colombia, inclusive education, special needs, ADHD, differentiated instruction and perceptions.

#### Language Policies of Colombia

##### *National bilingualism program (2018-2022)*

The program according to the Ministry of National Education (MEN acronym in spanish), established the importance of learning foreign languages, because languages are the link to the communication and interaction. Additionally, it generates opportunities for the development of both children and teenagers who are involved in the educative system, the regions and communities. It aimed to develop the communicative competence in the students, as well as writing and speaking abilities that allow students to interact in different contexts. From program's viewpoint, the approach of English teaching in that program is the functional multilingualism.

The program wants to highlight the cultural and linguistic wealth, through the recognition of native and creole languages, which make Colombia a multilingual and multicultural country. At the same time, it is intended to generate new opportunities to the formation of a global citizenship through foreign languages. The main goal of the program is strengthening teaching and learning of foreign languages in preschool, primary and secondary to guarantee comprehensive education, the development of competences of global citizens of the 21<sup>st</sup> century and to encourage the cultural, academic, social and professional opportunities in regards to the necessities of the educational institutions and regions.

**Guide 22**

Guide 22 (2006) is the document that involves the competences, key concepts of the National bilingualism program, standards and the language levels. In the Colombian context the kind of bilingualism is English as a foreign language. It is focused on the communicative approach, which promotes the interaction between the students. In addition, the students will be able to talk about themselves and talk about different situations. The communicative approach involves:

Linguistic competence: it is about the knowledge of the language as a system and the capability to use the formal resources in the formulation of messages. Not only does it imply the theoretical management of the grammatical concepts, orthography and semantics but also their application in different situations.

Pragmatic competence: it makes reference to the discursive competence; it is about the capability to organize sentences in sequence to produce textual fragments. In addition, it involves the functional competence; which is about the knowledge of the linguistic forms and functions, as well as the way they are combined in real situations.

Sociolinguistic competence: it makes reference to the knowledge of the social and cultural conditions that are implied in the use of language.

The guide lays out the English skills students need to achieve, which are practiced during the classes activities that encourage the use of English language competences that are divided in: reading, writing, listening monologue and conversation; those competences are also divided in derechos básicos de aprendizaje DBA (basic rights of learning). It refers to the minimum learning standards the students should have according to their grade. It suggests the kind of activities that are part of each cycle and competences of the students and grades. The schools have to determine



the level of the students according to the Common European framework of reference (CEFR), the purpose is that students of eleventh grade achieve B1 level. The levels in the Colombian schools are:

**Table 1**

*Level of students according to the CEFR (Common European Framework of Reference for Languages) It is an international standard that describe the language abilities, it is divided in 6 levels described bellow.*

A1 Beginners:	1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> grades students.
A2 Basic:	4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> and 7 <sup>th</sup> grades students.
B1 Pre intermediate:	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grades students.
B2 Intermediate:	Higher education
C1 Pre advanced:	Higher education
C2 Advanced:	Higher education

***Programa Colombia Bilingüe (Colombia bilingüe program 2014-2018)***

The program intends improve the students' English level so that they can have access to better professional and working opportunities and respond to the global needs concerning communication and interaction in English. Additionally, the government offers immersion programs for teachers to promote the internationalization and research. To achieve this goal there are three main strategies. The first strategy deals with the use of academic material proposed by the government, technological resources and classrooms; the second strategy is related to the design of a pedagogical model giving a general curriculum for English teaching; the third strategy involves improving teachers' English level and methodologies.

***Strengthening project for the development of competences in foreign languages (2010-2014)***

It seeks to develop communicative competences in foreign languages, focusing on English, with teachers and students of the public sector to promote the insertion of the Colombian human capital to the economy, knowledge and the global labor market. The project is composed by four main principles that strengthen the learning environment of the foreign languages and improve the quality of education, the principles are: Training and accompaniment to teachers, pedagogical aspect, evaluation and monitoring, and institutional strengthening management.

***Ley de bilinguismo (Law of bilingualism) 1651 July 12, 2013: articles 1-2-8***

It develops competences and abilities that provide access to equality conditions by offering college education, labor and corporate opportunities, especially for regions that lack easy access to education. Moreover, it intends to develop communicative competences, to read, understand, write, listen and talk in a foreign language. The national government will take the necessary decisions to achieve the goals proposed, mainly regarding the encouragement of the use of English in official institutions, without affecting and guarantee of the special education of the tribal and indigenous population.

***Colombia very well program (2015-2025)***

Giving continuity to the strategies implemented by the strengthening project to the development of competences in foreign languages and the law 1651, the government wants to achieve an articulation between the educational, labor, social and corporate, generating better scenerarios for teaching and learning for the future generations and better opportunities for human talent of the country.

**Policies of Inclusive education in Colombia**

In 2013, the National Government proposed law 1618, which guarantees equal rights of people with disabilities, including them in the ordinary education avoiding the discrimination. For the MEN, it is necessary to design programs according to students' needs to guarantee their real and effective access to the rights established by the government for people with special needs or disabilities and their families, as well as the different social services offered to all kinds of citizens.

Schools need to elicit respect and tolerance to difference and to guarantee the quality of education for children with disabilities. In the same way, teachers need to provide the best education for them by promoting and developing research and the use of technologies and devices that facilitate their learning process. The study also aims to explore if language and inclusive educational policies in Colombia are enacted in schools and, if so, how has this been carried out. This exploration allows to determine the way to give special needs students the best tools and strategies to receive the best quality of education.

### **Special education in Colombia**

The public and private educational institutions must guarantee the access and quality of education for people with any kind of special needs. It is relevant to make them part of the educational community, following the requirements of the National Ministry of education and the Colombian Government.

#### ***Law 115 (1994)***

Chapter 1 Article 46 establishes that the education of people with cognitive, sensorial, emotional, physical or psychological illness is part of the public educational service. The institutions organize pedagogical and therapeutic actions to allow the academic and social integration of people with special needs. The national government should recruit private entities

to provide pedagogical, therapeutic and technological support. The institutions that provide the service of people with disabilities should adapt and address the necessities of social and academic integration and develop specialized support programs to the appropriate integral attention of people with any kind of disabilities.

According to Article 47, the Colombian state will support the institutions and will encourage programs and experiences oriented to the appropriate educative attention of people with special needs and the state will make possible for teachers to get access to training. ( aquí )

### **Curriculum in special needs**

It's required to develop an alternative curriculum adapted to the abilities, strengths and necessities of students with special educational needs in each subject of the school, taking into account the capabilities, process and particularities of the students. Offering them other kind of evaluation of their process according to their individuality.

### ***Decree 1421***

This decree (2017) establishes the regulation of the provision of services for people with special education needs in the inclusive education framework, regarding to access, quality and permanence. All the institutions, private or public, should bring education for people with special education needs and guarantee educational processes of quality, good access conditions without barriers, educational offering, and progressive implementation plan.

The Colombian government seeks to consolidate the process that guarantee the rights of people with disabilities, following the constitutional statements according to the national legislation and international treats, specifically according to the following laws: 361-year 1997, 762 year 2002, 1145 year 2007, 1346 year 2009, 1616 year 2013 and 1618 year 2013. Those laws

impose in an indispensable way the co-responsibility of the public authorities, educative institutions and essentially the family.

According to the article 11 of the law 1618-year 2013 related to the *access to the educative service for people with special needs*, the certified territorial entities will guarantee people with special needs the appropriate admission to quality education with the basic conditions and reasonable adjustments according to the needs. The special needs should not be causal of the denial of the quota. For that reason, it is necessary that the student with special needs who is going to be part of the formal educative system has to present a diagnostic, certification or medical opinion about the disability issued by the health sector and the Planes Individuales de acuerdo a los ajustes razonables PIAR acronym in Spanish (Individual Support and Adjustment Plans) or the pedagogical report to identify the type of disability. If the student does not present those documents, it is necessary to register the student in the school, in the Sistema De Matrículas Estudiantil (SIMAT) (Student Enrollment System) and send a report to the Secretary of Education. When the registration of the student is confirmed, starts the reception process that is included into the institutional organization based on the universal design and carry out the pedagogical assessment and the elaboration of the PIAR. The institutions that do not have the support pedagogical teacher, the secretary of education should bring the counselling to elaborate the PIAR to each student with students with special needs. (Ministry of education, 2017, p. 11)

According to the article 2.3.3.5.2.3.5., the design of PIAR is an important tool to guarantee the relevance of the teaching and learning process of students with special needs. It is the project developed by teachers and institutions and contains the description of the context of the student within and out of the institution, pedagogical assessment, reports of health experts

that support the adjustments, learning goals to reinforce, curricular and didactic assessment and methodological adjustments. It also includes the physical, technological and didactical resources for learning and information about the participation of the student in home activities that reinforce the processes of the school. (Ministry of education, 2017, p. 12)

### **Inclusive education**

Inclusive education is the way in which the school attends and supports the diversity and the students with special education needs. Inclusion, has been defined as “a philosophy that urges schools, neighborhoods, and communities to welcome and value everyone, regardless of differences. Central to the philosophy of inclusion are the beliefs that everyone belongs, diversity is valued, and we can all learn from each other” (Renzaglia et al., as cited in Bui et al., 2010, p. 10). Inclusive education should provide quality and adequate environments for students with special education needs to ensure and guarantee the appropriate conditions for their learning process. On another hand Booth and Ainscow (2000) established that inclusion implies a deep recognition of differences and similarities of all children. Inclusive education is not only focused in the difference, it takes into account the all the students’ characteristics of students, starting considering inclusion as its base.

Department of education (1997, as cited in Hodkinson, 2011) established a definition of inclusive instruction. For them, it is “where all children are included as equal partners in the school community [and] that is why we are committed to comprehensive and enforceable civil rights for disabled people. Our aspirations as a nation must be for all our people”. (p. 181). The students with special education needs are part of the society and it is necessary to enforce their rights and include them in the community, the society and the educational system to have a nation that is interested in all people and be more inclusive.

According to UNESCO (2005), inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning cultures and communities, and reducing exclusion from education and from within education” (p. 13). The purpose of the inclusive education is to lead the educational process and support people with special education needs as well as to make them part of the society by encouraging their participation and making them feel important through the education by promoting tolerance and respect for the difference. Stubbs (2008) considered that inclusive education “Refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education” (p. 40). Through inclusive education different kind of activities and methodologies are implemented to allow students with special needs to receive the education they need and deserve.

### ***Special needs***

Special needs correspond to any kind of condition that do not allow that a person has a regular learning process. In that sense, a student with special needs requires a specific attention in relation to the single features of his/her condition. According to The Education for People with Special Educational Needs (EPSEN) *Special need* is defined as “a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability”. (EPSEN, 2014, p. 10). It is related to the conditions that affect the learning process of a person and their capacities to be part of the educative field. Likewise, The Organization for Economic Cooperation and Development (OECD) each country has developed a definition of special education needs, Greece (2010) stated that “*Special Educational Needs* (SEN) refers to difficulties in learning due to sensory, intellectual, cognitive, developmental, mental and neuro-psychiatric disorders which are localized after a scientific and

pedagogical evaluation. These difficulties influence the process of leaning and school adjustment” (p. 8). Poland (2010) stated that “SEN concerns children and youth with developmental disabilities who require special organization of work, working methods and special equipment” (p. 9). Also, this author mentioned that SEN includes students with “slight mental disability, moderate and severe mental disability, deaf, hearing impairment, blind, with visual impairment, physically disabled, chronically ill, with psychiatric difficulties, autistic and with multiple disabilities, with social and behavioral problems, with speaking and communication problems” (p. 9). In line with this point of view, Frederickson and Cline (2009) defined SEN as “children with a barrier to learning related to a particular identified SEN such as autistic spectrum disorders, dyslexia, dyspraxia, attention deficit /hyperactivity disorder, speech and language difficulties, sensory impairment, physical disabilities”. (p. 35). Similarly, for the National Ministry of Education of Colombia (1994) “special educational needs make reference to people with physical, sensorial, psychological, cognitive or emotional limitations” (p. 1). Hence, special educative needs are related to any kind of sensorial, cognitive, mental, communicative, visual, behavioral, intellectual, or physical disorder or difficulty that affects the learning process of a person. Those situations require a specific attention and management to guarantee their process, consider the specific features and meet the requirements according to the condition. Those difficulties are determined by specialized exams and evaluations of specialist of the medical, scientific, psychological, or psychiatric fields.

**ADHD.** Attention Deficit Hyperactivity Disorder (ADHD) is a disorder that affects the behaviour and attention of the person, in regard to ADHD definitnion, National health service of UK NHS (2018) established that “is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse”. Continuing



with the description of ADHD features, Centers for disease control and prevention (CDC) (2021) pointed out that ADHD “is one of the most common neurodevelopmental disorders of childhood. It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention, controlling impulsive behaviors...or be overly active”. Children with ADHD can present different kind of behaviours that produce they can not pay attention for long periods or be very active all the time. The three main characteristics of ADHD are hyperactivity, impulsivity and inattention. According to the National Institute of mental health (NIH) (2019) ADHD “is a disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development”. Similarly American psychological association (APA) (2000) stated that ADHD “is a behavioral condition that makes focusing on everyday requests and routines challenging. People with ADHD typically have trouble getting organized, staying focused, making realistic plans and thinking before acting. They may be fidgety, noisy and unable to adapt to changing situations”. ADHD affect the daily activities of the person and can affect their relationships and make them feel lack of trust of themselves, difficulting the adaptation of change that can be present in different fields od their lives.

### **Differentiated Instruction**

Differentiated instruction is a methodology that can be used by teachers in classrooms with diversity of students, it is useful to enhance the the students’ abilities. According to Tomlinson (2001) differentiated instruction “provides multiple approaches to content, process, and product” (p. 4). Those approaches are the way students learn, how the students process the information and how the students demonstrate what they learn. She also established that “such whole-group instruction establishes common understandings and a sense of community for

students by sharing discussion and review”. (p. 5). Through the interaction between the students, they learn and share knowledge and perceptions about the different topics worked in class, promoting collaborative work. Similarly, for Blaz (2006) differentiated instruction is “complex and flexible, with many ways to accommodate different teaching styles as well as student differences in the following: Learning styles Interests- Prior Knowledge-Socialization Needs- Comfort zones” (p. 3). Blaz also stated that “it asks that you consider expanding your repertoire to see if you can reach a few more students. The more techniques you can use, the better the students will learn”. (p. 4). By the same token, Santangelo and Tomlinson (2008) stated that differentiated instruction “is that learning experiences need to be designed and adapted to meet students’ individual, and diverse needs in order to facilitate student success” (p. 308). As defined by Heacox (2002), implementing differentiated instruction “means changing the pace, level, or kind of instruction you provide in response to individual learners’ needs, styles, or interests” (p. 5). In consequence, differentiated instruction allows teachers to expand their methodologies and strategies with the purpose of involving all the students of the class and support students who have difficulties in their learning process, giving them variety of activities and possibilities to learn and to show how much are they learning and advancing in their processes, taking into account their individualities, abilities and interests.

### **Perceptions**

Perceptions can be considered as the way in which a person thinks, make interpretations or understand a topic, a person or a situation. According to Rao and Narayan (1998, as cited in National open university of Nigeria, 2009), “Perception is the process whereby people select, organise, and interpret sensory stimulations into meaningful information about their work environment.” (p. 19). Perceptions are developed through the senses, in that process people select

the information that is important about their context. Continuing with the importance of the senses in the perception process, Michener et al. (2004, as cited in National open university of Nigeria, 2009) asserted that “social perception refers to constructing an understanding of the social world from the data we get through our senses ... [and] the process by which we form impressions of other people’s traits and personalities.” (p. 19). Based on the experiences and the information people catch from the senses, they make their own constructions and interpretations about their contexts, the situations and people around them. In this regard, Efron (1969, as cited in Alessandroni & Rodríguez, 2019) stated that perception is the “direct, immediate awareness of discriminated existents which results from patterns of energy absorption by groups of receptors” (p. 6) Similarly, Welch (1947, as cited in Alessandroni & Rodríguez, 2019) pointed out that “perception allows us to grasp the composite structure of the world through implicit processes of analysis (p. 6). People through the perception can make their assumptions and analysis of their reality and their background, based on what they understand about the world and assume a point of view taking into account the situations and experiences they have faced.

## Chapter III

### Methodological Design

The objective of this study is to explore how the methodology that teachers use with special needs students is related to the differentiated instruction in a private school of Bogotá.

#### Research Design

The research design involves the research paradigm, the approach and type of study, the participants, and the data gathering instruments used in this research study.

#### *Paradigm*

The paradigm consists of the different theories or statements that are considered as examples, allowing us to understand or solve a specific problem. Guba and Lincoln (1994) stated that “It represents a worldview that defines, for its holder, the nature of the “world”, the individual’s place in it and the range of possible relationships to that world and its parts”. (p. 107). At the same line of thought, paradigm is defined by Denzin & Lincoln (2000, as cited in Kivunja & Kuyini, 2017) as a set of “human constructions, which deal with first principles or ultimates indicating where the researcher is coming from so as to construct meaning embedded in data”. (p. 26). Briefly, a paradigm is considered as an idea or set of ideas that can be adapted to achieve results that help to handle problematic situations.

Considering that the study seeks to understand the reality of students with special needs, this research study elected to the *interpretive paradigm*. According to Creswell (as cited in Mackenzie & Knipe, 2006), “The interpretivist/constructivist researcher tends to rely upon the “participants’ views of the situation being studied”. (p. 4) and recognizes the impact on the research of their own contexts and experiences. Interpretive paradigm seeks to understand and interpret the human and social reality. Particularly, it is important to highlight that “Interpretive

research is concerned with subjective meanings as it seeks to recognize the individuals 'interpretation and understanding of the social phenomena' (Schwandt, 1994, as cited in Shah & Al- Bargi, 2013, p. 256). It consists of the interpretation of the individuals' way of life and perceptions; the aim of this paradigm is to understand social reality through the experiences and interpretations of people who are immersed in the research. Crotty (2003) considered that "this approach looks for culturally derived and historically situated interpretations of the social life-world" (p. 67). Interpretivists consider that the world is related to the researcher, there is not a meaning without the interaction between the object and the subject, and the knowledge people have about it. Interpretivists use qualitative techniques; in these techniques the main resource is human beings.

### ***Approach***

Considering that the aim of this research is to explore the methodology used by English teachers in their classes, the relation between their activities and methodologies with the differentiated instruction, and their impact on students' English learning process, focused on students with special needs. Considering this, the appropriate approach to achieve this aim is qualitative research.

Qualitative research (QR) method seeks to bring an understanding, comprehension and knowledge about the different social phenomena that are present in the world we live. Richards (2003) highlighted as a characteristic of QR to "seek to understand the meanings and significance of these actions from the perspective of those involved" (p. 10). It is necessary to embrace a research methodology that leads to a change in the behavior or attitude of the researcher, by producing a self-reflection about the previous knowledge and the new breakthrough that the research obtained in its process. Denzin and Lincoln (1994, as cited in Richards, 2003) stated that

QR is a “multimethod in focus, involving an interpretive, naturalistic approach ... qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 11) The purpose of qualitative inquiry is to study and analyze the behavior, point of view and perception about the reality of a specific person or group of people in their daily life, (i.e. the way they think and develop their identities and how they might have arrived at that point). Its main principle is not to judge or generalize but understand and increase the knowledge about the object of study. Bogdan & Biklen (1998) affirmed that “The qualitative research approach demands that the world be examined with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied” (p. 6). Additionally Cohan et al. (2008, as cited in Oluwatayo, 2012) stated that “qualitative research focuses on understanding and phenomena from the perspective of the human participants in the study” (p. 391). In the field of Teaching English to speakers of other languages (TESOL), this can be considered crucial because it is necessary for the teachers to consider and reconsider the way in which they are teaching, and whether such methodology is working appropriately, or not, and how it can be improved.

### ***Type of study***

Considering that the aim of the study is to describe and interpret methodologies, activities applied to the context, and special needs students’ reality, the appropriate method is *case study*. Gall et al. (2007) established that “one characteristic of case studies is an effort to portray truthfully the etic perspective of the researchers as well the emic perspective of the research participants” (p. 450). Case studies’ main objective is to comprehend social phenomena through the analysis of the community, or target population, in their daily context to interpret their

behavior, customs, and perceptions of the life they live; also, to recognize and research the social phenomena of which those people are part, and then, to be capable to explain and portray it according to the findings. Dooley (2002) argued that “case study research is one method that excels at bringing us to an understanding of a complex issue and can add strength to what is already known through previous research” (p. 335). Case study allows to know the researcher’s perspective in order to give an analytical point of view of the inquiry and the participants’ perspective to understand their context, culture and point of view about their reality. Clardy (1997, as cited in Dooley, 2002) pointed out that a “case study to be a richly detailed story about a specific situation or event in the workplace, describing who, what, where, when, and how”. (p. 339). The perspective of the researcher shows the details and background of the participants and gives an interpretation and understanding of the social phenomena which is the focus of the research. Baxter & Jack (2008) stated that a case study is “an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources...which allows for multiple facets of the phenomenon to be revealed and understood” (p. 544). Those purposes are focused on giving the social phenomena meaning, expanding the knowledge and understanding about it, and turning any scientific research people-centered.

### ***Participants***

This research was held with two ADHD students, their English teachers, an academic coordinator and their parents. These participants enriched this research because they were willing to help to understand and explore the ADHD students’ learning processes and how teachers can improve their teaching regarding students’ specific needs, by looking for them to be encouraged in the process. Their parents shared students’ processes from the diagnostic to the improvements they might have achieved. On the other hand, teachers shared experiences, strategies and

methodologies implemented with these students; the academic coordinator will give a deep sight to know how the school has supported these students in their learning process. For those reasons, it could be considered that all those participants will be part of an absolutely fruitful experience whose results are now in this research.

The researcher requested permission (See Appendix A) to the principal to conduct the study and asked the parents of the special needs kids for their consent to have their children participate in the study by signing an informed consent form and their participation as parents (See Appendix B). Other participants in the study will sign an informed consent (See Appendix C and D) as well. This informed consent form describes what the study will explore, what the participation of the individuals entails, and the ethical aspects related to the research study. The names of the participants have been changed.

Privacy and autonomy are important aspects that are involved in the protection of the participants of the research. The participants in a research study should have the security that their personal information, answers and opinions collected in the research study are not going to affect their privacy. The researcher should also give them confidence about the respect for their rights as participants that include their right to privacy. This is very important since "Privacy is a basic human need. Without privacy, it is not possible to develop or maintain a sense of self or personhood." (Caplan, as cited in Howe & Moses, 1999, p. 25). Additionally, the researcher should give to the participants the tranquility that they are not going to be judged for their thoughts, opinions or personality reflected in the research, the researcher must clarify that the collected data is going to be used exclusively for research purposes.

In the process of collecting data, it is important that the information that the researcher has, received an adequate treatment due to, the information that was provided by the participants



should be used only for the purposes of the study and it shouldn't be disclosed in other situations. Howe & Moses (1999) stated that "autonomy has also been advanced as the justification for protecting the privacy of medical records, school records, and social research data, on the grounds that the release of such information can restrict the options available to those about whom it is released". (p. 25). The researcher has the responsibility to fulfill with the confidentiality that makes part of the informed consent and respect and have a good management of the information and data collected from the participants of the study and by no means used against the participants or used to affect them in any field or circumstance. In the current study the actual names of the participants were replaced with pseudonyms so they could be identified.

The informed consent is an important part of the research because of the importance of guarantee to the participants a good treatment of the data and to give them tranquility and comfort about the answers and information they are going to provide for the study. According to Howe & Moses (1999) "For part of the informed consent process is describing to participants just what the risks to their privacy might be and what measures will be taken to ensure anonymity or confidentiality" (p. 26). The purpose of the informed consent is to let know to the participants the aims of the study, how they are contributing to the study and to the specific research field, the process that the data is going to have and that the researcher is going to ensure the protection of the participants, their identity, anonymity and confidentiality.

There are three aspects that are fundamental in the informed consent there are: capacity, information, and voluntariness. In research it is important to take into account when there are children in the roll of participants that the parents or the person who are legally in charge of the wellness and care of them are who give the consent to the participation of the children in the study due to children are too young to take those kinds of decisions by themselves. Despite the

parents give the consent, the researcher should take into account the opinions and emotions of the children along the data collection process. Kleinsasser (2000) stated that capacity is “a person’s ability to acquire and retain knowledge. The ability to evaluate the information received and make a choice based on this evaluation is fundamental to the element of capacity” (p. 57).

Children have capacity to evaluate the information they received and take decisions in different aspects, however, focusing on research it is necessary that the legal tutor of the children takes the decision about the participation of them in the study, because it is important to protect and veil for the security and wellness of the children.

In the process of the informed consent, it is necessary to give clear information to the participants about the research, the contribution they are going to have in the study, their rights and the measurements for the protection of the information they are going to provide and their personal data. Kleinsasser (2000) considered that “The information must be planned and presented so it can be completely understood, and it must be fully understood by the participant” (p. 58). It is important that the researcher ensure that the participants know and understand how are they involved in the study, establish a good communication and generate agreements about the data collection process and the protection and confidentiality in the management of the data collected.

The participation of the participants in a research must be voluntary, the researcher should give to the participants the general information and explain the purposes of the study, the participant takes the decision if they want to be part of the study or not and also the participants should know that they can withdraw to the research in the moment they want. Kleinsasser (2000) argued that “voluntary consent is concerned with each individual’s ability to exercise the free power of choice without the intervention of force, fraud, deceit, duress, or other forms of

constraint or coercion” (p. 58). The informed consent certifies that the participants are informed about the research, their function and rights as participants and that they accept to be part of the research and give permission to the researcher to use the information received in the process of the data collection and in the aspects that correspond with the study.

**Students.** The two students, female and male, aged from 9 to 11 years, in a private school located in the northeast of Bogotá. Students take 7 hours of English every week. The special need they have is: ADHD. The purpose with the students is to identify the activities that facilitate their English learning process and whether the differentiated instruction is involved in their classes, and how is used by the English teachers.

**Parents.** They are the parents of the forementioned two students. They are part of the study because it is important to consider their perceptions about the learning process and progress of their children.

**English Teachers.** There are 3 English teachers that worked in the school. They have undergraduate education. Teacher who leads English process in second grade has 5 years of experience working with children, teenagers, and adults. Teacher who leads English process in fourth grade has 7 years of experience working with children and teenagers. Teacher who leads sixth grade has 6 years of experience with children and teenagers. They became an important part of the study because the purpose of this research is to explore the methodologies, they use to teach English to students with special needs, and what kind of activities encourage and facilitate their learning process.

**Academic Coordinator.** She oversees the primary and secondary academic process. She has been in the school in that charge 5 years ago.

**Teacher Researcher.** I lead the research and the interviews and surveys done for the participants.

### ***Data Gathering Instruments***

The selection of the instruments is a fundamental part of the research because instruments support the findings of the research and allows the researcher to explore and analyze the collected data from the subjects that are involved in the research, and let the researcher answer the aspects stated in the objectives, and specially, the phenomenon to be explored. In the research is important the validity and reliability. According to Oluwatayo (2012) “validity Refers to researchers’ subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous and clear” (p. 392). On the other hand, (Stenbacka, 2001 & Golafshani,2003, as cited in Oluwatayo,2012) suggested that “reliability in qualitative research should be replaced with terms such as credibility, neutrality, confirmability, dependability, consistency, applicability, trustworthiness and transferability”. (p. 395). Validity and reliability are related because they seek to have evidence for the research and give more credibility to the study.

The validation process of the instruments was carried by an expert who provided feedback about the surveys and questions of the semi- structured interviews and determine if they were relevant for the participants of the research study. The recommendations and advice provided by the expert were implemented. After this validation, the piloting process of the instruments was conducted with a group of three teachers that had the experience of teaching ADHD students in other schools of Bogotá while the piloting of the students’ instruments was carried out with two ADHD students from a previous school where the researcher worked in previous years.

Surveys and semi-structured interviews are the instruments used in this research.

**Surveys.** These instruments allow the researcher to collect data about the phenomenon the researcher wants to explore and gives to the research proper results according to the aim of the research. Fowler (2014) pointed that “the procedures used to conduct a survey have a major effect on the likelihood that the resulting data will describe accurately what they are intended to describe” (p. 3). Similarly, Groves et. al, (2009) affirmed that “surveys are one of the most commonly used methods in the social sciences to understand the way societies work and to test theories of behavior... surveys are a crucial building block in a modern information-based society” (p. 3). The purpose of the surveys is to gather opinions, point of view and perceptions from a specific population regarding a precise topic. Viet-Thi Trana, et al (2016) affirmed that “Surveys with open-ended questions are related to qualitative research because they seek to describe the qualities of entities and phenomena that are not measured with numbers”. (p. 2). In this study, surveys were used with open-ended questions to focus on the English teachers (See Appendix D) and special needs and regular students (See Appendix E) to explore the methodologies teachers consider encouraging for the students with special needs’ English learning process; and in the case of the students, the type of activities that facilitates their learning process and motivates them during English classes.

**Semi-structured Interview.** This instrument allows the researcher to give a close environment and confidence to the interviewee when answering the questions. Longhurst (2010) defined semi –structured interview as “a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions... unfold in a conversational manner offering participants the chance to explore issues they feel are important”. (p. 103). In the Semi –structured interview, the researcher explores the interviewee’s perceptions and point of view, although the interviewer prepares the questions, during the interview, new

questions may appear, and the interviewee can expand their answers and express without restriction. According to Horton et al. (2004) opinion, the semi structured interviews “were chosen...to allow the interviewees a degree of freedom to explain their thoughts and to highlight areas of particular interest and expertise that they felt they had as well as to enable certain responses to be questioned in greater depth”. (p. 340). The semi-structured interviews help the researcher explore more aspects as the conversation is developed, because the interviewee does not feel pressured by the questions and topics and can share useful information. It is important to let the interviewee reply to the questions without losing their purpose. Fylan (2005) pointed that semi-structured interviews “are simple conversations in which you know what you want to find out about – and so have a set of questions to ask and a good idea of what topics will be covered- but the conversations is free to vary” (p. 65). In the current study, in-deph semi-structured interviews were conducted with teachers (See Appendix G), coordinator (See Appendix H), and parents (See Appendix I) to know their perceptions about the English learning process of the students with ADHD.

Students’ interviews (See Appendix J) were conducted with two ADHD students. Due to the contingency of COVID-19 pandemics, the interviews were held on Zoom, so I did not have to spend money in transportation, and surveys were conducted by means of Google Forms.

## **Chapter IV**

### **Data Analysis**

This chapter describes the analysis of the data collection of semi structured interviews made to teachers, academic coordinator, parents and students, and surveys made to teachers and students. It involves the coding, triangulation and validation of data processes. Then it develops the categories and subcategories of the research.

#### **Data Analysis Procedure**

Considering that the present study is based on the data collected, Grounded theory (GT) is the method implemented in this research, to carry out the data analysis. Charmaz (1996) stated that GT methods are “a logically consistent set of data collection and analytic procedures aimed to develop theory. Grounded theory methods consist of a set of inductive strategies for analysing data” (p. 27-28). Likewise, Glaser and Strauss (1967) stated that GT “can be presented either as a well codified set of propositions or in a running theoretical discussion, using conceptual categories and their properties”. (p. 31). The grounded theory aims to analyze the collected data through theories that emerge from the data and constant comparisons of the codes developed in the research.

One of the important steps is the coding, Charmaz (1996) pointed out that “coding is the pivotal link between collecting data and developing an emergent theory to explain these data. The crucial phase of coding leads directly to developing theoretical categories, some of which you may define in your initial codes”. (p. 37). In the same way Glaser and Strauss (1967) stated that the coding process involves: “The analyst starts by coding each incident in his data into as many categories of analysis as possible, as categories emerge or as data emerge that fit an existing

category” (p. 105). Coding allows the researcher to find different categories to lead the analysis of the data according to the topics to explore in the research.

Another step is Line-by-line coding, Charmaz (1996) established that Line-by-line coding “helps you to make decisions about what kinds of data you need to collect next. Thus, you begin to distil the data and frame your inquiry from very early in the data collection. Your line-by-line coding gives you leads to pursue” (p. 39). In this step the researcher organizes the information of the coding and seeks the information that needs to continue collecting and the data that is not relevant for the purpose of the research.

The two main types of triangulation used in this study were data triangulation and theoretical triangulation. Data triangulation entails “to collect information from multiple sources but aimed at corroborating the same finding” (Yin, 2014, as cited in Fusch et al., 2018, p. 26). The purpose of having different sources of data is to attend with validity and reliability processes in the research. In this regard, Lincoln and Guba (1985, as cited in Turner & Turner, 2009) asserted that “triangulation of data is crucially important in naturalistic studies...no single item of information (unless coming from an elite and unimpeachable source) should ever be given serious consideration unless it can be triangulated” (p. 1). The data triangulation contributes to have conclusions based on sound interpretations that are based on the findings obtained from different sources of data. Subjects included in this study were two ADHD students, their parents, their English teachers and the academic coordinator. Theoretical triangulation deals with triangulation of different authors, theories, hypothesis and statements around the same object of study. Turner and Turner (2009) affirmed that “theory triangulation involves using more than one theoretical framework in the interpretation of the data” (p.1). Turner and Turner also stated that it “is the use of more than one theory hypotheses when investigating a phenomenon” (p.1).



Similarly, Fusch et al. (2018) affirmed that “in theory triangulation, one applies different theories and alternative theories to the data set” (p. 22). This is also done “to look at a situation/phenomenon from different perspectives, through different lenses... different theories or hypotheses do not have to be similar or compatible... the more divergent they are, the more likely they are to identify different issues and/or concerns” (Hales, 2010, p. 16). The aim of implementing theoretical triangulation was to take from different authors, perspectives and theories that contribute to the analysis of the phenomenon that is the object of study in the research.

One last type of triangulation that was attempted was method triangulation that “involves using more than one method to gather data is ready-to-hand in the literature”. (Turner & Turner, 2009, p. 3). Furthermore Hales (2010) affirmed that “is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method...the strengths of one method may compensate for the weaknesses of another”. (p. 14-15). In the methodological triangulation the researcher implements more than one technique or methods in the study with the purpose of understanding the phenomenon explored. The instruments used were surveys and semi-structured interviews. Due to the limitations posed by the Covid 19 pandemic class observations could not be conducted. These instruments helped contrast the information from different resources to go deeper in the experiences of the participants and understand better their context and perceptions.

### **Research Categories**

In the following table there are the specific objects of the research with the corresponding category and subcategories that will be developed along the present chapter.

**Table 3.***Categories and subcategories.*

Research Question	Specific Objective	Categories		Subcategories
What can be unveiled about the English teaching and learning process of two students with ADHD in elementary in a private school?	To characterize the features of English instruction for students with ADHD in elementary school	A comprehensive and compelling approach to Instruction for ADHD students		<p>Planning to address instruction to students' needs, strengths, learning styles/ to captive them</p> <p>Adjusting evaluation to address students' profiles.</p> <p>Lessons learned</p>
	To analyze the outcomes of the English learning process of students with ADHD, and	Redefining ADHD students' role as English language learners		<p>Behavioral and Attitudinal progress</p> <p>Language Learning progress</p>
	To explore the perceptions of ADHD students and parents about their teaching and learning process.	Extending learning beyond the classroom and into their daily lives.		<p>The key role of English teacher's instruction and school and parents accompaniment.</p> <p>Achieving interest in English for life through appealing and challenging activities</p>

***A Comprehensive and Compelling Approach to Instruction for ADHD Students***

This category seeks to explore the process and the aspects that teachers took into account in the planning, the strengths and English skills that were necessary to improve in the ADHD

student. Additionally, it is intended to find out activities that catch the attention of students and the goals teachers have stated in their classes with those students. Moreover, the resources and the aspects in which teachers focused more their attention along their classes are taken into consideration. Finally, the specific resources and strategies teachers implemented to foster students' English skills development.

Additionally, this category acknowledges parents' points of view about the English activities and the strategies and education that their children were receiving in the school. On the other hand, we explore the school's process and support provided to ADHD students. This category develops the strategies and adjustments in classes, activities and evaluation taking into account the specificities and needs of ADHD students in their English learning process. At the end of this category, we highlight the main lessons learned by the teachers of these ADHD students.

**Planning to Address Instruction to Students' Needs, Strengths, Learning Styles/ to Captivate Them.** This subcategory highlights the planning process and instruction practices in which teachers take into account the needs of ADHD students to captivate them and involved them in the class. Some of the features of English instruction for students with ADHD in this elementary school takes into account the role of diagnosis of the students, the identification of strengths and weaknesses to implement some strategies to captivate the students, to focus their attention and to motivate them to be part of the class.

One important aspect of the process of the work with ADHD students is their diagnosis. The academic coordinator provides a description of the processes within the school to keep an updated profile of the students to properly address their specific needs:

Particularmente en el colegio lo que hacemos es hacer un registro y un inicio de actividades que conlleven a la identificación por parte primeramente de los maestros que nos den un indicio para mirar que estudiantes

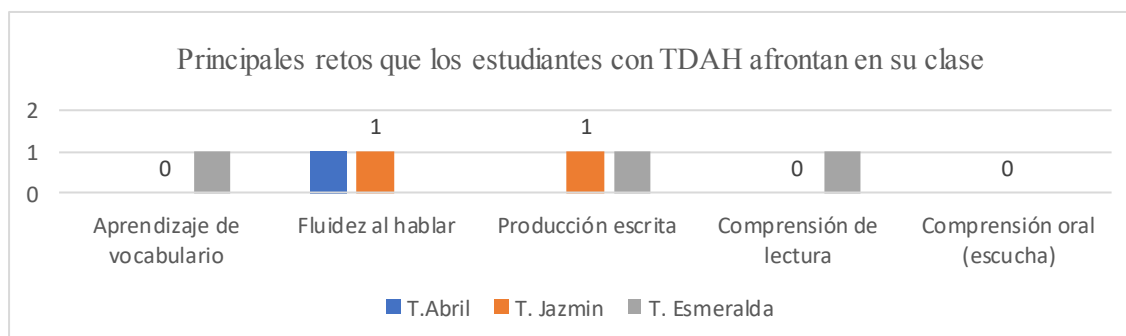
tienen una condición específica...El primer logro que nosotros tenemos con nuestro equipo docente es conocer muchas de las cualidades que tiene el espectro, hablamos de cualidades, de las fortalezas que el espectro puede generar en el estudiante si es encaminado hacia una producción educativa tal como él lo necesita. (*Coordinator Cloe interview*).

The academic coordinator Cloe highlights the importance of developing a diagnosis for the students with the purpose of identifying if any student has a specific condition or need. Based on that, the school carries out a special process with them and teachers to know the specific condition and requirements the student has. Thanks to that, it is possible to offer them the tools and teaching process that helps them to learn according to their learning style and specificities. In this regard, “teachers require knowledge of the unique skills that every child brings to the classroom in order to target instruction towards students’ needs – a pedagogical approach with strong empirical support”. (Connor, et al, 2007; Connor et al., 2011, as cited in York, 2014, p. 1). In that sense, by knowing the individualities of the students, teachers can develop a plan focused on the students’ needs and implement activities that enhance students’ skills.

It is important to take into account the aspects that the survey addressed such as the ADHD students’ strengths and weaknesses and activities that facilitate their English learning process according to the experience teachers had in each grade they were with these students.

### Figure 1

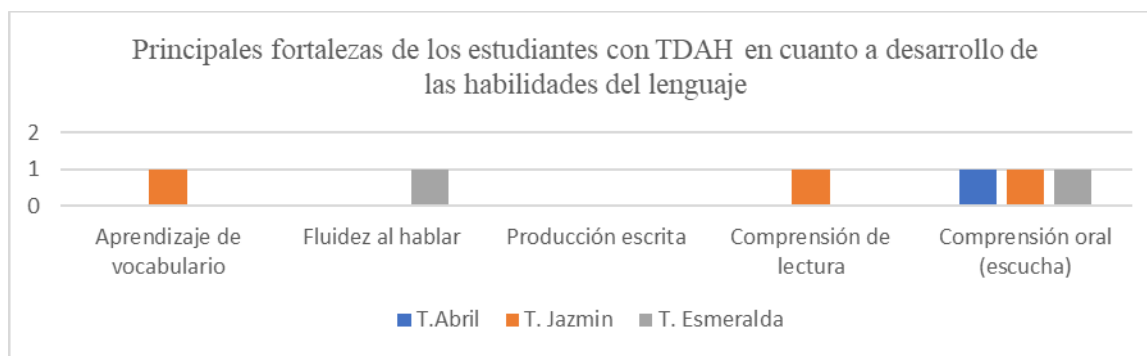
*Principales retos que los estudiantes con TDAH afrontan en su clase*



About the weaknesses that ADHD students have, the figure 1 shows that teacher Abril and teacher Jazmin agreed that speaking fluency is a challenge for the students and teacher Jazmin considers that writing is challenging for them too. Teacher Esmeralda considers that the main challenges for ADHD students are vocabulary learning, writing and reading comprehension. In this regard, Sparks (1992, as cited in Turketi, 2010) stated that “the process of language acquisition rather challenging and confusing for such learners. Many of them have difficulty speaking, listening, reading and writing in their native language, struggles that usually carry over and have a negative impact on second language learning as well” (p. 5). ADHD students are usually challenged in different English skills, and those could also happen in their mother tongue.

## Figure 2

*Principales fortalezas de los estudiantes con TDAH en cuanto a desarrollo de las habilidades del lenguaje.*

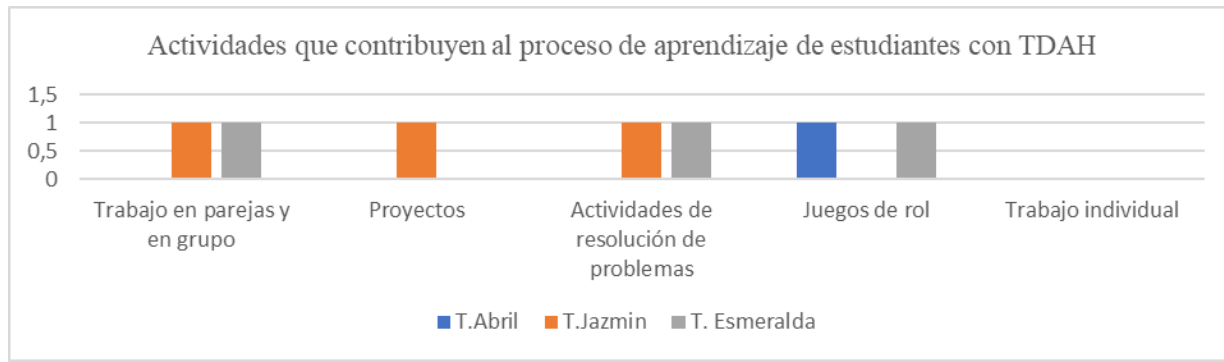


According to the strengths ADHD students have in regard to figure 2, teacher Abril, teacher Esmeralda and teacher Jazmin agreed that listening is a strong skill on them. Additionally, teacher Jazmin considers that they are good at reading comprehension and vocabulary learning; teacher Esmeralda considers that fluency in speaking is a strong skill too.

Regarding the activities that teachers consider contribute the most to the learning process, they highlighted the following in the surveys:

### Figure 3

*Actividades que contribuyen al proceso de aprendizaje de estudiantes con TDAH*



According to figure 3, the activities that contributed to the English learning process, both teacher Esmeralda and teacher Abril considered role plays to be useful, since “role-play can increase students' enthusiasm, self-confidence, and empathy, and encourage critical thinking. Role-play is a teaching strategy that models vocabulary learning in a cost-effective, controlled, and fun way for both students and teachers” (Altun, 2015, as cited in Alabsi, 2016, p. 229). Continuing with figure 2, teacher Esmeralda and teacher Jazmin agreed that pairs and group activities as well as problem solving activities contributed to the English learning process of the students while teacher Jazmin considered that projects contributed to students’ process too.

In terms of planning, teachers did not focus their planning and instruction only on ADHD students, in fact, it is important to include different resources that allow students to understand and to be close to the language not only for ADHD students but for all the class according to their abilities. Excerpts from the interviews with the three teachers highlight this aspect

Enfocándome más que todo en los que tenían dificultades para que no se sintieran aislados y era más fácil para mi incluir a los que no tenían dificultades de aprendizaje y que se adaptaran a ese modelo. (*Teacher Abril, interview*)

Antes de ejecutar la actividad daba ejemplos muy visuales, si teníamos que hacer una carrera entonces yo me iba a la parte de atrás del salón y esto es lo que van a hacer y van a correr, y yo corría, esa acción a ellos les causaba risa porque ver a una profesora corriendo por toda la clase era muy gracioso para ellos pero eso no se les olvidaba entonces una vez yo empezaba la actividad no tenía que volver a repetir instrucciones porque ellos se acordaban exactamente de lo que la profe había hecho. (*Teacher Abril, interview*)

Yo siempre hacía la planeación para los demás, sin embargo, si teniendo en cuenta que las actividades que los demás trabajaban no siempre eran funcionales para ellos entonces yo las adaptaba de forma que para ellos fuera más fácil de entender y las pudieran desarrollar, entonces hacía la planeación de esa forma... De forma visual que ellos tuvieran tanto el apoyo visual como de escucha y eso pues a ellos se les facilitaba más. (*Teacher Jazmin, interview*).

Uno hace la planeación a nivel general, pero obviamente al momento de trabajar con ellos al ver que de pronto presenten alguna dificultad o no comprensión de las actividades si se focaliza el trabajo un poco más individual, en este caso la proyección, aunque se hace general lo que yo hago es focalizarlo en ciertas instancias de manera individual, hacerles un seguimiento y que ellos me den una retroalimentación de lo que ellos entendieron comprendieron para así mismo irlos guiando. (*Teacher Esmeralda, interview*).

Teacher Abril focused her attention on students that had difficulties and adapted activities they could do and at the same time integrated with the whole class. Additionally, along her classes, she used to explain the instructions through actions for students to understand her examples by means movements. Her purpose was to not just give them the instructions, she considers that way of explaining was better to catch the attention of the students and to generate a meaningful learning.

On the other hand, teacher Jazmin first identified the abilities of ADHD students and then implemented activities in her classes that were related to those abilities and where the whole class

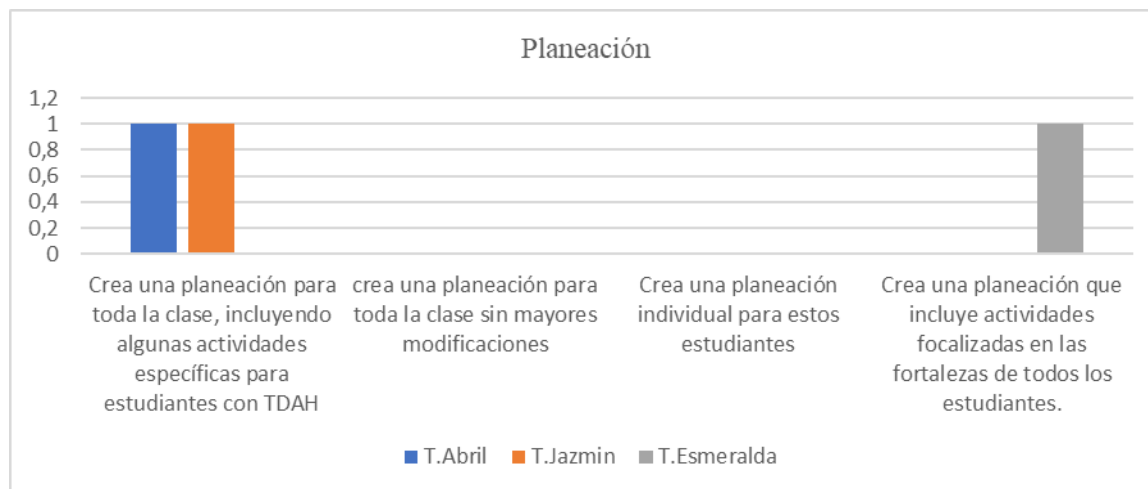
could participate. One aspect that she used to implement during her classes was visual and sound aids to facilitate the specific understanding of ADHD students and the whole class too. Lopez et al. (2014, as cited in Climie & Mastoras, 2015) argued in this regard that “the strengths-based perspective would argue that in addition to remediating deficits, effective intervention must place equal weight on nurturing strengths and developing core facets of well-being recognized within positive psychology frameworks” (p. 295). To focus the activities on the strengths of ADHD students has a positive impact on their processes and allow them to achieve the learning goals.

Teacher Esmeralda did the planning for the whole class but in the class work and activities she focused their attention on the needs and aspects that students needed to emphasize and she created a guide and provided students with the accompaniment required.

This tendency is also reflected in their responses in the surveys

**Figure 4**

*Planeación*



According to the information in figure (4), teacher Jazmin and teacher Abril agreed to do their planning for the whole class and to include some specific activities for ADHD students. On the other hand, teacher Esmeralda preferred to base her planning on activities that encourage the



strengths of the whole class. This is particularly important since “teachers are eager to find instructional practices, they can use with the class as a whole that will benefit low-achieving students” (Vaughn et al. 1998, as cited in Gould & Vaughn, 2000, p. 364). In fact, in the search of good strategies to enhance students’ skills, teachers can implement the different strategies with all the students, those strategies will help the whole class including the students that need more reinforcement and that in some cases include the adaptations that ADHD students require, taking into account their specificities to achieve their learning goals.

Considering this information about students’ strengths and weaknesses these teachers have identified and the way they planned their lessons, it is important to explore now what they actually consider essential in their work with ADHD students and the type of teaching strategies and activities they actively implement. The following excerpts provide useful information in this regard:

El principal objetivo en el cual yo me enfoque fue la motivación, porque si un estudiante está motivado, él no va a poner objeción al aprender algo a prestar atención en algo que estamos explicando entonces yo creo que, si un estudiante está motivado, tenga el problema que tenga va a ser muy receptivo a recibir información. *(Teacher Abril, interview)*.

Siempre mantener la motivación de ellos y la buena actitud y disposición con la clase, porque de ahí es donde parte todo, si yo tengo motivación pues voy a trabajar, si tengo disposición pues voy a poner atención. Generar esas 3 cositas para que así mismo se genere un proceso, un desarrollo en la clase. *(Teacher Esmeralda, interview)*.

Yo inventaba esas canciones y ellos se las aprendían la profe se inventó canción para saludar, esa es la canción que siempre vamos a utilizar para saludar, canción para despedirse, cuál era la canción para despedirnos listo y empezaban a cantar la canción y ellos estaban ahí utilizando su speaking y yo solo se los ponía como en sonido y ya. *(Teacher Abril, interview)*.

Las actividades tienen que ser actividades que los motiven mucho, ellos se aburren mucho de la rutina... Entonces todo lo que yo debo tener en cuenta con ellos es uno que capten su atención que generen un poco

de competitividad y que despierte interés para ellos, eso colabora mucho a su atención. (*Teacher Esmeralda, interview*).

Yo vi que a ellos se les facilita mucho el listening entonces yo implementaba canciones, videos en los cuales ellos tuvieran que escuchar y pues también de forma visual que ellos tuvieran tanto el apoyo visual como de escucha y eso pues a ellos se les facilitaba más... La unión entre imagen y sonidos o la pronunciación con base en imágenes entonces que ellos pudieran ver las imágenes y pronunciar para que ellos pudieran hacer la relación y aprender mejor el vocabulario. (*Teacher Jazmin, interview*)

As it was showed in the excerpts, teachers April and Esmeralda highlight the importance of the motivation in the students, they consider that it contributes to catch the attention and interest of the students for them to learn and to acquire information comfortably. Espinar Redondo and Ortega Martin (2015) stated that “the idea of motivation is a recurring topic throughout the history of language teaching and is considered fundamental for achieving positive results in any task” (p. 126). In terms of the activities included in class, teacher Abril used the spelling bee and singing songs according to the topics they were discussing in the classes. Furthermore, she used games and activities that students enjoyed and were focused on their speaking skills. Similarly, Teacher Esmeralda believes that competition activities help students remain attentive attention and increase their interest in the class. Teacher Jazmin implemented different listening exercises and visual aids along her classes because she realized that the listening part was a strength of them. Besides, she used to implement exercises combining images and sounds to teach them vocabulary, so visual and listening aids were an important part of the activities of her classes. In this regard, Keene (2006 as cited in Mathew & Hammoud 2013) pointed out that “information from video materials require processing different modes of communication which include a visual, verbal, sounds and subtitles” (p. 88). The objective she stated with the students was to improve their communicative skills.

Another important part of the research is to consider parents' opinion about the learning styles and strengths of their children, based on the process they had been part of and find the similarities and relationship between their opinions and the English teachers' strategies and activities.

A Noah le gusta mucho escuchar música, creo que es de las cosas que más le gusta entonces el cuándo escucha alguna canción en inglés el trata de aprendérsela, trata de entenderla y eso lo relaja mucho. (*Noah's mom interview*).

También a ella le gusta mucho también la música en inglés entonces eso también le ha facilitado y cuando la escucho cantar se escucha, no sé si la canta bien o no pero si se pega a la letra de lo que yo estoy escuchando. (*Violeta's mom interview*).

These parents underscored the importance music has in the English learning process of their children and highlighted the fact that listening is a strong skill that those ADHD students have, students enjoy and like to do listening activities along their classes, because those activities help them to feel relaxed. In this sense, Hodges (2002 as cited in Jones, 2010) states that "the musical brain is modularized. That is, musical experiences are multimodal, involving at the least the auditory, visual, cognitive, affective, memory and motor systems". (p. 143). Music helps students to activate different functions of their brains and its use is a good way of involving students in the class.

Regarding parents' perceptions about particular activities or aspects of the class they consider have helped enhance the English process of their children, the following ones were mentioned:

Escucho a los profesores, la paciencia, la calma, la manera de interactuar con ellos, las actividades de inglés han sido buenas porque aparte el listening, canciones que de pronto yo también he escuchado, ella también las ha sabido manejar, entonces son actividades que le sirven a concentrarse. (*Violeta's mom interview*).

En inglés, el listening, los grupos el interactuar con sus compañeritos en determinadas actividades, el manejo de libro, todo hace una temática totalmente diferente para lo que se busca en Violeta que es un buen Desarrollo. (*Violeta's mom interview*).

La metodología con la que aprende Violeta es con juegos con actividades y eso lo he podido ver en el colegio. (*Violeta's mom interview*).

Violeta's mom emphasized on that listening activities and games caught her daughter's interest and helped her to improve her English process. Moreover, the group activities contributed to the interaction among students, and the students -teacher interaction. Those kinds of activities allowed to keep Violeta focused. In fact, ADHD students like playing games they can help them to “release their hyperactivity, take a break from the learning routine and even stay focused on their learning goal much longer” (Turketi as cited in Ivask, 2015, p. 32). So, the use of games helps ADHD students to focus their attention and to improve their interaction with their partners and teachers.

**Adjusting Evaluation to Address Students' Profiles.** This subcategory highlights the adjustment to the evaluation process that teachers undertake during exams, the step-by-step teachers follow along the classes and exams with ADHD students and the accompaniment they do in the activities and exams to ensure the understanding of the students.

One aspect that is relevant in instruction is the adjustment of the evaluation. It starts with the development of the evaluation by teachers; then, it continues with the revision in the area and the academic coordinator, considering students' specifications. Prior to this adjustment, it is essential to know when it is necessary and how it should be carried out. For this purpose, *Accompaniment Route* is a tool developed and implemented in the school. The coordinator provided information about this route:

En la ruta de acompañamiento que es previamente notificada y certificada por la psicóloga y ella instruye a los docentes de acuerdo a las habilidades que salen en los resultados tanto médicos como los que ella tiene de observación. La coordinación académica lo que hace es acoplar el plan o la ruta de acompañamiento de psicología con lo que observan los docentes y realizamos un trabajo de actividades o de flexibilización, más que todo se ha dado en el colegio a nivel procedimental que en si a nivel cognitivo. (*Coordinator Cloe, interview*).

One important component of the monitoring of the student's learning process is the accompaniment route, it is a document that is made by the psychologist who takes into account medical results and her observations and considerations; then, it is shared to the academic coordinator who made the adaptations that are necessary according to the student's needs focused on procedural aspects not about cognitive aspects. Afterwards, it is shared with teachers. This document includes the indications of specialists and provides recommendations to teachers, whose flexibilization which is important to be included in activities and exams and also what teachers should not do with students. In this sense, Ivask (2015) considers that in the English learning process to achieve English learning goals, teachers should take into account the following aspects "the children's symptoms, difficulties, competences, and special needs that require necessary accommodations as a whole and pays attention to each distinct aspect of ADHD by getting to know the students' individual traits". (p. 63). For those reasons, the *Accompaniment Route* is an important document in the learning process of the students to attend the specificities, needs and learning strategies that contribute with the learning process of the ADHD students.

Considering this accompaniment route, teachers shared the way they implemented these adjustments while carrying out the evaluation process with ADHD students, in particular with exams and tests:

Los exámenes de los estudiantes que no estaban en la lista de estudiantes con dificultades pueden ser normal con textos de comprensión lectora, los encabezados y también las instrucciones escritas para que ellos comprendan y ejecuten la respuesta ,a diferencia de los niños que estaban en el listado de estudiantes con dificultades ellos no podían tener texto en sus exámenes...Ellos tenían instrucciones como encerrar, colorear, unir y el docente tenía que estar pendiente de cualquier pregunta que ellos tuvieran con respecto a las instrucciones del examen mas no con las respuestas. (*Teacher Abril, interview*).

A ellos se les hacia las evaluaciones de forma personalizada entonces, aunque ellos presentaban la misma evaluación que los demás ellos tenían una evaluación guiada entonces yo hacia la evaluación, pues los guiaba, les explicaba para que ellos entendieran, les leía, y les explicaba en inglés de que se trataba cada punto para que ellos pudieran entender y escuchar y poder entender mejor que era lo que tenían que hacer. (*Teacher Jazmin, interview*).

No es una implementación formal hacer otro tipo de evaluación en lo que yo he estado con ellos, yo lo hablo de forma personal no he tenido que implementar una forma de evaluación diferente. Sin embargo, ya a nivel de mi caso en mi área y como profesora lo que hago mucho es analizarles el proceso, no solo es el producto sino su proceso porque pues puede que durante su proceso es donde ellos más aprenden, es lo que yo tengo en cuenta mucho, su proceso, no solo el resultado final, sino el proceso. (*Teacher Esmeralda, interview*).

Teacher Abril talks about the requirements for the tests for the whole class and the specificities of ADHD students. In the case of the students with specificities, there is no text in the exams, they have interpretative exercises along the exam and short and specific instructions like: circle, color, match and the ADHD students had accompaniment by the teacher during the exam to clarify the questions.

Similarly, Teacher Jazmin described that in the exams ADHD students presented the same evaluation from their classmates', but they had a guided evaluation, teacher explained them the questions or clarify information and explain if they needed it to understand better the different parts of the exam. In fact, it is important for the work with ADHD students “to accompany instructions in oral and written way, giving one direction at time and if the student did not do the

activity, it is necessary to repeat the instruction carefully and to check if the student understand” (Turketi, 2010, p. 8). Following those steps teacher can confirm if instructions are clear for the student by doing an appropriate accompaniment taking into account the students’ doubts.

Teacher Esmeralda did not applied adjustment in the exams but for her is very important to take into account the process students have had along the grade because she considers that the students process is a fundamental part of their learning process.

In some moments of the teaching process teachers implemented alternative evaluation with ADHD students considering their needs and with the purpose of strengthening their English learning process taking into account their process and advances as seen in the data from the surveys:

**Figure 1**

*Estrategias alternativas usadas para evaluar a los estudiantes con TDAH*

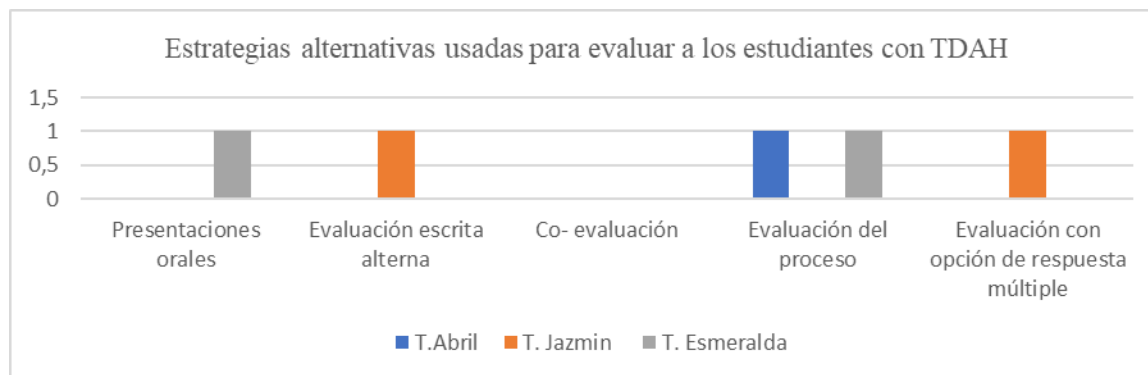


Figure 9 shows that in the alternative evaluation teacher Abril used the students’ evaluation of the process, teacher Jazmin implemented an alternative written evaluation and an evaluation with multiple choice, and teacher Esmeralda used oral presentations and the evaluation of the process.

**Lessons Learned.** This subcategory underscores the learnings that teachers have had along their experiences with ADHD students both enriching and sometimes challenging that have helped them to grow in their professional and personal lives.

In this part, teachers reflected on their experiences with ADHD students and the aspects to improve in their teaching process to support students in their learning process and some drawbacks they might have had.

Entender que ellos son personas, no por el hecho de que sean niños no debemos ignorar sus peticiones, sus argumentos, son de una edad menor si y están descubriendo el mundo, pero los comentarios de ellos valen y hay que escucharlos porque a veces profes siento presión o no me siento cómodo y muchas veces lo que hacemos los adultos es ignorarlos. *(Teacher Abril, interview)*.

Tenemos el privilegio de enseñar cosas de diferentes formas para que ellos sean capaces de entender y de tomarle gusto a algo que evidentemente en algún momento lo van a necesitar. *(Teacher Jazmin., interview)*.

Yo considero que siempre es bueno estar pendientes de sus intereses porque a medida que ellos van creciendo, van cambiando los intereses y sus habilidades y entonces que se les facilita más y aunque no se les facilite digamos que es importante también trabajar las demás habilidades de forma que ellos puedan también ir desarrollándolas con base en las que tienen ya desarrolladas. *(Teacher Jazmin., interview)*.

La recursividad, eso ya está implícito en nuestro ámbito como docentes, pero hay momentos en que uno se siente un poco frustrado...hasta que uno finalmente encuentra cuál es la mejor estrategia con ellos. Es eso la recursividad y el no darse por vencido porque es muy fácil decir no pues simplemente lo ignoro y sigo adelante con los otros y no la idea es con ellos buscar esa actividad o estrategia que realmente les pueda colaborar. Recursividad y motivación. *(Teacher Esmeralda., interview)*.

Teacher Abril reflected on the most important thing to take into account is that children need not only attention on their learning needs, but in their personal issues, opinions and interests. Continuing with the importance of promote a confidence environment for students, Turketi (2010) highlighted that “ADHD children often suffer from the lack of confidence and feel pleased when somebody acknowledges their interests and abilities” (p. 8). Also, this teacher



considers that is important not to make assumptions of the students, but to go deeper and try to understand them, and put in their shoes and do not ignore them, by making them feel they and their opinions are important.

Teacher Jazmin acknowledged the role teachers have and the privilege of catching students' attention and involve them and get them closer to English by showing them its importance through the implementation of different activities attending to the learning styles. In this sense, it is key for teachers be open to implementing different strategies and considering learning styles. Turketi (2010) argued that "the first step for the special needs educational sector is for the teachers to educate themselves, be open to a variety of teaching styles and exhibit the willingness to implement or experiment with them". (p. 51). Also, teacher Abril considered that it was very important to take into account student's interest and skills to facilitate their learning process and continue working with the purpose of strengthening those skills that are weak.

Teacher Esmeralda considered creativity and resourcefulness to be very important to find strategies that encourage the ADHD students' interest. A teacher is creative when "combines the existing knowledge with a new way that is new or unique or introduces a new process to nourish cognition to obtain a useful outcome (learning)" (Afida et al., 2013, as cited in Khodabakhshzadeh et al, 2018, p. 228). Also, she highlights the importance of not giving up, despite the difficulties that teachers might face at the beginning with ADHD students, but continuing exploring until finding the way to involve students in the class.

The academic coordinator's perspective of teachers' reflections and observations in the classroom is that those contributions are very important to complement students' processes and to have a constant monitoring of them.

Es importante con los profes si seguir avanzando en todo este tipo de espectros que les puedan ayudar a ellos a mirar que materiales son precisos, como llegar en una comunicación asertiva y como encaminar un

proceso procedimental para que los estudiantes puedan reflejar su proceso de aprendizaje. (*Coordinator Cloe, interview*).

Las competencias que hemos identificado con el área de psicología que se le dificultan a los estudiantes con TDAH son aquellas que van conectadas hacia la parte de comprensión, de inferencia de la información y muchas veces la que va conectada hacia la producción textual, no tanto por sus resultados sino por el proceso que se requiere con ellos. (*Coordinator Cloe, interview*).

Es muy importante mantener una comunicación constante con los docentes, ellos son los que realmente en aula ven todos los cambios tanto cognitivos, psicológicos, físicos que tiene el estudiante y la propuesta que ellos hacen resulta el ambiente ideal para los estudiantes. (*Coordinator Cloe, interview*).

Academic coordinator established that it is important teachers' reflection on the activities, strategies and materials that help students process according to the different conditions they can have; in this case, talking specifically about the ADHD students and thinking how to keep an appropriate and assertive communication with the students so they can also reflect on their learning process and advances. The preparation and knowledge of ADHD that teachers have should support students with ADHD through the implementation of strategies and methodologies that facilitate students learning process because teachers "must have a fairly sophisticated understanding of language-based learning disabilities and AD/HD, and the problems they tend to pose, in order to create environments in which all students can learn" (Leons et al., 2009 as cited in Ivask, 2015, p. 21). Teacher's opinions are very important for the school as they are who realized the changes in several areas students may have, and through the observation of these aspects, they can promote an environment that contribute to students' learning process. One of the difficulties that has been identified in the ADHD students of the institution is the writing process production. In this regard, Turketi (2010) pointed out that "Writing, as one of the key language acquisition issues...presents one of the biggest learning

challenges for students with ADHD. Due to the affected input, many of them end up writing in the same manner as they read or hear” (p.13). In fact, the school has identified that the competences that are related to the comprehension, inference of information and writing production are the most challenging for these students.

### ***Redefining ADHD Students’ Role as English Language Learners***

This category points out the progress in terms of attitude and English skills that ADHD students had in their English learning process along their elementary grades, based on the students’, teachers’, and parents’ observations of their children. This redefinition of their role as learners is evident in their remarkable changes in behavior and attitudes that definitely contributed to their improvement in performance in class and subsequent English language skills development.

**Behavioral and Attitudinal Progress of ADHD Students.** This subcategory highlights the process that ADHD students have had and the progress they have achieved in their behavior and attitude towards the activities and the English as a whole, according to teachers’ observations.

One important improvement in ADHD students is the behavioral part, the interest of students in paying more attention in classes and being an active part of them. This achievement is realized by teachers in the activities they implement in classes to encourage students.

Competencias eran cruciales, incentivos, también tenía incentivos diarios en cuanto a comportamiento, participación, incentivos diarios como vas a estar primero en la fila, hoy tienes carita feliz con el marcador mágico en la mano y también tenía incentivos con mi grupo en específico, incentivos a largo plazo que era la pared con su foto y ahí ellos iban acumulando puntos de acuerdo al comportamiento que hayan tenido.  
*(Teacher Abril, interview).*

El hecho de que fuera consciente que él no tenía los mejores resultados en inglés y que buscara medidas alternas para poder complementar esta falencia es decir un día estábamos en una reunión de padres y los papas llevaron a Noah y yo escuchaba un ruido y yo pensaba que será eso y el profe estoy estudiando en Duolingo y yo wao, porque necesito subir mi nota en inglés y yo quiero aprender. (*Teacher Abril, interview*).

El interés, la motivación, como entendían que era lo que tenían que hacer entonces lo hacían con mayor interés. El no distraerse con otros factores sino el estar un poco más focalizados en lo que debían hacer. (*Teacher Jazmin, interview*).

Mejor focalización frente a las actividades, se les vio más interés frente al aprendizaje porque pues evidentemente en el momento en que a ellos se les facilita pues adquieren más interés para aprender, entonces se evidencio más eso el querer hacer las cosas. (*Teacher Jazmin, interview*).

El simple hecho de que ya ellos estén atentos y con buena disposición en la clase para mí ya es una ganancia porque yo tengo un antes y un después no solo por el COVID sino también lo que eran ellos hace dos años a lo que son hoy verlos un poco más atentos, más comprometidos con más madurez más dispuestos a aprender eso para mí ya ha sido una ganancia el hecho de que se interesen por aprender que pregunten eso me motiva a seguir con mi trabajo a que realmente ponerle todo el ánimo y la motivación hacia ellos porque así mismo estoy recibiendo ese ánimo y motivación de ellos es una gran ganancia. (*Teacher Esmeralda, interview*).

Teacher Abril argued that competences and awards in aspects are very important to motivate students to follow the rules and show good behavior during the different moments of the class. About the importance of motivation and elements that motivate students, Deci et al. (1999, as cited in Lai, 2011) stated that “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 4). Teacher Abril also mentioned an important advance in Noah’s behavior when he decided to practice English in his free time, and reflect on the importance of improving his English skills

and being aware of his process by making the decision of studying and having better results. This concurs with Turner's (1995 as cited in Lai, 2011) view of the relevance of "high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p. 5). Teacher Abril acknowledged that Noah always has the interest in learning and it facilitates his process.

Teacher Jazmin talked about the advances she noticed on ADHD students in terms of interest and motivation in class because they understood and did the activities easily, also, students decided to stay focused on the activities they had to do, because they got to a place in which the class was easier and they could do easily the activities. In fact, all this is rooted in the idea that "motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. (Lai, 2011, p. 5). Teacher Esmeralda stated that these ADHD students showed progress in their attention, willingness to be in class and commitment to their English learning reflecting maturity in their attitudes and their role as students.

Attitude is a very important aspect in which students had a remarkable improvement and evolution through their experience in the school. This is underscored by these students' parents:

Violeta desde cuarto ha presentado un cambio totalmente en su comportamiento, se le ha podido manejar, de pronto si percibes ella habla mucho, se mueve mucho, pero eso ha sido totalmente controlado más que todo por el apoyo psicológico y más que todo por la voluntad de ella que siempre ha puesto. (*Violeta's mom, interview*).

La relación que logra tener con lo que hace, lo receptivo que logra ser, Noah es un niño con un corazón supremamente noble y eso es lo que le ha permitido afianzar y poder obtener los resultados. El hecho de que el escuche y se deje guiar, creo que aporta un montón. (*Noah's mom, interview*).

According to Violeta's mom, Violeta has had an important improvement in her behavior. She is talkative, but she has controlled the movements and distracting elements and actions, thanks to the external psychological treatment and her willingness. According to Noah's mom,

Noah has an important advantage, he is receptive and he allows teachers to guide him and be part of his process. This attitude contributed to have a better behavior in his learning process.

Student's self regulation is an important element that contributes to the achievement of the goals of their learning process, in fact, "Self-regulation theory postulates that individuals can fortify their own motivation by engaging in a number of self-regulatory strategies, such as setting appropriate and achievable goals, applying learning strategies, and monitoring and evaluating progress toward goals" (Schunk & Zimmerman, 2007, as cited in Lai, 2011, p. 12). Noah has the ability to manage his behavior and he is open to the recommendation and instructions that teachers give him.

**Language Learning Progress of ADHD Students.** This subcategory highlights the advance students have had in English with the different teachers regarding the use of language and development of skills. In this regard, teacher's and parent's perceptions provide further insights

El resultado más fructífero que tuve de ella fue con su atención y lo que yo digo la motivación a aprender algo, entonces el ver los resultados en cuanto a gramática y vocabulario fue algo como guau no puedo creer que lo hiciste no puedo creer que finalmente lograste este objetivo. (*Teacher Abril, interview*).

Fortalezas con respecto al inglés, la parte oral cuando ellos están hablando lo han hecho de una mejor manera... En listening ellos comprenden, tienen la facultad de comprender tal vez no al cien por ciento pero no he visto mayor inconveniente con la parte de inglés cuando es pausado, si se habla de largo y corrido se pierden un poquito, pero las cosas básicas, cuando les pongo las actividades con libros para que escuchen ellos comprenden, una más que el otro, pero comprenden de forma básica, que se puede seguir mejorando claro que si, todavía hay cositas que se deben fortalecer con esa parte. (*Teacher Esmeralda, interview*).

Teacher Abril noticed that Violeta's attention had had an important improvement and also her interest in learning and those advances contributed to the improvement of grammar and vocabulary and it was so rewarding for teacher Abril. Similarly, Teacher Esmeralda realized that

the ADHD students' speaking improved as well as their listening as they could easily follow instructions and understand dialogues. However, it is important to continue strengthening both skills.

In this part it is important to include parent's perceptions of the English process of their children in the school and in their daily lives and how they perceived the process and progress of their children.

A mí me toca a veces pedir explicación ven Violeta como hago esto, del mismo celular, aplicaciones que uno no maneja, pero vienen en inglés, que pasa digamos en el computador que tenemos nosotras ahorita, ese computador todo está en inglés, entonces la que realmente me ha ayudado como a facilitar el movimiento del computador y todo ha sido ella, entonces veo que se ha manejado que se profundiza en los temas, en las falencias. *(Violeta's mom, interview)*.

La pronunciación la va aprendiendo poco a poco pues porque más que todo es auditiva pero el entendimiento, el entendimiento de las palabras, de pronto el escuchar el listening, en la escritura ya hace referencia al manejo del idioma. *(Violeta's mom, interview)*.

Escribir es de las que más dificultad tiene. Mamá de Noah... Cuando tiene que leer, hacer comprensión lectora, cuando tiene que escribir se le dificulta un poco más. ....Ha tenido avances, pero todavía se le dificultan mucho algunas cosas, el leer, y el poder interpretar lo que lee, eso se le dificulta un montón. *(Noah's mom, interview)*.

Con Noah les ha funcionado un tema de evaluación más oral que escrita, ellos le aplican la evaluación escrita, pero la refuerzan con un tema oral para poder sacar notas, Noah en todo el tema lúdico y dinámico participa. *(Noah's mom, interview)*.

Violeta's mom talked about how English has become a strength for Violeta as reflected in how Violeta had become a resource for her in tasks involving the use of English such as using the cellphone and computer when the options appear in English. Violeta went deeper in the topics and had a better understanding of the language and also overcame the difficulties. Pronunciation is another aspect that Violeta improved, but it was necessary to continue working on it, but she

improved in the listening and comprehension as well. Noah's mom noticed progress on his child's English learning process, but he still had some difficulties on reading comprehension and writing activities. For her, it is very important to continue working on those aspects. Learning a second language is a process that involves different processes including sight, smell, touch, taste and hearing, in this regard Stockman (2009 as cited in Turketi, 2010) stated that "the acquisition of complex human skills, language included, is undoubtedly, a multisensory task, involving collaboration of all the senses" (p. 7). ADHD students have had advances in their English learning process, but it is important to continue including activities in the class that involve all the senses.

In this part, students described their progress in English along the years and the strengths they considered they had.

He mejorado mucho en la parte de escuchar porque pues antes no prestaba atención, también leyendo porque antes no leía tan bien en inglés y también he mejorado un poquito en escribir en inglés. (*Violeta, interview*).

Ahora entiendo más las cosas, mi fortaleza es en escuchar y en leer. (*Violeta, interview*).

Yo en lo que siento que he mejorado mucho es el habla en inglés, he mejorado, pero sigo flojito. (*Noah, interview*).

Primero pues la escucha, yo escucho a los profes y todo, pero no tanto, este periodo he mejorado la escucha en inglés. (*Noah, interview*).

Violeta felt that she had improved in the listening and now she focuses more her attention on those activities, also she considers that she improved her reading and pronunciation and a little advance in writing part. On the other hand, Noah felt that he had improved in speaking, but it was necessary to continue working on it. He also considered that he has improved in listening and in paying attention to the teachers. It is important that teachers identify the difficulties and strengths their students have to implement the appropriate strategies and methodologies that encourage



students to learn and be successful. In this sense, Ivask (2015) highlighted that teachers need to “evaluate the situation and the student’s needs when teaching... must be aware of the obstacles students with ADHD may have while learning English. They need to know which methods and approaches to use, and which activities work and guarantee results” (p. 21). These children’s voices are essential to really understand the impact that teachers’ practices have in their learning process.

### *Extending Learning Beyond the Classroom and into Their Daily Lives*

This category involves the the education and support school has given to ADHD students and their parents . The voice of parents and the academic coordinator are key here to provide insights on these ADHD students’ experience. Two main aspects are highlighted in the subcategories that involve on the one hand, teachers’ engagement and commitment with students’ learning that goes beyond the development of language skills to address the promotion of values and the close observation of these students’ process and on the other, the realization that these students changed their view of English through the development of challenging activities.

**The Key Role of English Teacher’s Instruction and School and Parent’s Accompaniment.** This subcategory underscores the scope of teacher’s instruction which moves beyond the work with English to include the fostering of values to provide a more comprehensive type of education. Also, it acknowledges the accompaniment that the school provides in the process of ADHD students and their families.

In this part, it is important to know parents’ perceptions of the English teachers’ instruction, the activities they implement in their classes and their attitude with the students, also it is important to know their perceptions of the school accompaniment.

Los profesores que me le aportan esa fortaleza, esa enseñanza porque creo que no es solo el explicar una materia sino es saberle explicar, cada niño es un mundo diferente, cada niño entiende de una manera totalmente particular, diferente, que pasa con Violeta, la metodología que está usando el colegio me gusta, primero es una metodología de respeto y eso lo he podido ver tanto en el comportamiento de mi hija antes de las clases virtuales como ahorita que yo trabajo en la casa. *(Violeta's mom, interview)*.

Yo creo que a cada niño le suple sus fortalezas y sus debilidades, si este carece de una le apoya más y le refuerza en eso , pero si este tiene más habilidades entonces este niño puede ayudar a otro en un grupo para que le explique o entre el círculo de niños poder tener como ese acercamiento, entonces lo que veo es ese apoyo tanto en la docente con en interactuar entre ellos mismos, entre los niños. *(Violeta's mom, interview)*.

He visto el compromiso de todos, de los docentes, de la rectora, han estado pendientes de todo lo de Violeta. ...porque aparte de una educación yo pido que mi hija sea una gran persona y un gran ser humano y los valores que transmite cada docente se han visto reflejados en la educación de mi hija. *(Violeta's mom, interview)*.

Lo que se ha hecho con Noah normalmente es un acompañamiento por parte de los docentes, todas las profes de inglés que ha tenido Noah, les ha tocado el proceso diferente con él, han estado muy pendientes de sus actividades, corrigiéndolo y llevándolo para que pueda terminar la actividad. *(Noah 's mom, interview)*.

La psicóloga que estaba antes y la psicóloga que está ahorita su compromiso con Noah ha sido total, creo que todo el tiempo han estado igual la rectora y la coordinación académica siempre han estado acompañando en el proceso a Noah, creo que lo que han hecho ha sido supremamente valioso por eso yo me mantengo en que Noah debe terminar en el colegio y que debe seguir cada año en el colegio porque ya está adaptado, porque ya tienen un proceso. *(Noah 's mom, interview)*.

Violeta's mom highlighted how her teachers not only taught their subject, but also, they contributed to the promotion of values and the comprehensive education based on respect, and she has seen their impact on her daughter's behavior. Regarding the importance of fostering a comprehensive education, Ivask (2015) denotes that "a teacher is not in school only to teach a specific subject but to make sure each of their students becomes a functioning member of society in every sense, so they guide, educate, and direct despite the subject" (p. 21). Teachers seek to

bring to students' different element and tools that contribute them in different fields of their lives. Activities that Violeta enjoys are the group activities that promote the interaction between students and teachers- students and Violeta's mother considers that such connection and proximity is very important. Furthermore, she underscores that the director and teachers had been so involved and interested on being part of Violeta's process and progress.

Noah's mom points out how the psychologist, director, and academic coordinator have been involved and committed in Noah's process. About the English teachers Noah's mom stated that he has had different teachers and all of them have accompanied Noah's process and have guided him and made adaptations to help him with his English learning process. In the learning process of the students is fundamental that parents and teachers work as a team since "teachers' behaviors and attitudes towards parents have also been shown to play a significant role in parents' decisions to become involved" (Epstein & Van Voorhis, 2001 as cited in Rogers et al. 2009, p. 170). The commitment of teacher and the school promoted an effective accompaniment to the family and to the learning process of these students.

In this part the academic coordinator talks about the successful process the school has had in the work with ADHD students and the importance of having constant and good communication between all the school offices with the purpose of achieving the stated goals and point to the same direction and in this part it is relevant to mention the accompaniment route.

En primera instancia yo creo que uno de los éxitos que ha tenido el colegio ha sido integrar a la familia, a la institución hablando de todo lo que tiene que ver docentes psicología y la parte académica, digamos que tiene que estar muy cohesionada porque si trabajan indistinto no podemos dar un resultado con el estudiante. *(Coordinator Cloe, interview).*

Básicamente nosotros orientamos o damos una gran parte de sustentabilidad a lo que los terapeutas ocupacionales nos pueden enrutar, ellos nos hablan de varias condiciones que ellos necesitan para integrarse

lo cual ya dentro de nuestro colegio esta como tal afianzado en la ruta de acompañamiento. (*Coordinator Cloe, interview*).

Constantemente está alimentando la ruta de acompañamiento con psicología podemos ampliar esa gama que no solo se queda en un profesor sino ya se vuelve en un trabajo cohesionado de un equipo docente y el estudiante comienza a verse más disposición, se comienza a ver una notoria efusividad en el para trazar pedagógicamente algunas líneas o algunas actividades o algunas oportunidades que ellos necesitan para el buen desarrollo de su proceso de aprendizaje. (*Coordinator Cloe, interview*).

The academic coordinator Cloe emphasized the importance of having the family of ADHD students involved in the students' learning process. That school and family work as one team with the purpose of attend and support the learning process of the students. Parent's accompaniment is necessary to guide and led children's process through different activities and spaces that promote their involvement, indeed Rogers et al (2009) pointed out that "parental involvement in children's learning is a multidimensional construct that entails a wide range of parental characteristics and behaviors, but broadly refers to activities in which parents engage to support the academic achievement of their children" (p. 168). Also, she highlights the importance of the accompaniment route to encourage student's process.

In this part, the parents talked about the situations that they faced with their children in terms of the ADHD spectrum and the process with the psychologist and psychiatrist .

Es hiperactiva, a ella le diagnosticaron hiperactividad desde muy temprano, que ha pasado con ella, ella el método de aprendizaje es totalmente diferente, por eso el movimiento, por eso habla mucho, pero todo eso se convirtió en una fortaleza para Violeta. (*Violeta's mom, interview*).

A Violeta le iniciamos proceso de psicología con una psicóloga muy buena que es la que la tiene desde bebé y se le ha logrado calmar esa hiperactividad por medio de otras actividades que hemos desarrollado acá en la casa. (*Violeta's mom, interview*).

También tuvo proceso con psiquiatría, pero me solicitaban era medicarla entonces yo tomé la autorización de que no lo iba a hacer más iba a manejar el proceso psicológico, del cual me dio buenos resultado.

*(Violeta's mom, interview).*

Noah tiene TDAH combinado, es decir que es un niño inatento, hiperactivo e impulsivo y eso de una u otra forma no le permite tener procesos donde este ubicado o con procesos de atención muy largos, sus procesos de atención son muy cortos y a causa de eso tú le estas dictando la clase y el ve pasar una mosca y se queda viendo la mosca, básicamente para ponerte un ejemplo, entonces eso ha llevado a que Noah tenga ciertos inconvenientes cuando desarrolla una actividad. *(Noah's mom, interview).*

Violeta's mom had a continuous process with Violeta because she had therapies with the same psychologist since she got the diagnosis of ADHD and has worked on the hyperactivity through activities at home defined by the psychologist. Despite having been prescribed medication, Violeta's mom decided to continue with the psychological process without medication and this helped Violeta a lot. Noah's mom explained that Noah had a combined ADHD so his attentional processes and periods are short. For these reasons, It is difficult for Noah to focus his attention in one activity to complete it. There are people from different fields involved in the learning process of ADHD students to support and guide children. In this sense, due to the "given the challenges of making an accurate differential diagnosis of AD/HD, the importance of working with a multidisciplinary team of medical and educational professionals, along with the family, the teacher, and the referred child should be clear" (Brock & Clinton, 2007, p. 86). So, it is very important for the school and teachers to know the diagnosis and the process of ADHD students with the purpose of work as a team to contribute positively to children's learning processes.

It is important to identify the family support in the English learning process of students and the activities they did at home to practice the language.

Ponemos películas en inglés con subtítulos, pero a la vez para que vaya acostumbrando el oído para poder escuchar en inglés más seguido. (*Violeta's mom, interview*).

Compramos unos audio libros en inglés, ella trata de escuchar y al final le pregunto maso menos que entendió, explícame yo le digo qué dice el cuento o algo así entonces es más que todo el inglés así con la televisión las películas y la música más que todo también a ella le gusta mucho también la música en inglés.

Mamá de Violeta

A Noah le gusta mucho escuchar música, creo que es de las cosas que más le gusta entonces el cuándo escucha alguna canción en inglés el trata de aprendérsela, trata de entenderla y eso lo relaja mucho.

(*Violeta's mom, interview*).

Cuando escucho canciones en inglés, a veces me veo series que son en inglés. (*Violeta, interview*).

Yo lo que hago son actividades que tus nos pones en las páginas o en la plataforma a veces vuelvo a hacerlas. Hace poco me vi una serie en inglés y una película, escuchaba en inglés y ponía los subtítulos en español, pero no soy tan rápido para leer entonces a veces no alcanzaba a leer todo. También juego un juego que es en inglés e intento entender, pero no es tan fácil. (*Noah interview*).

Violeta's mom said that they watched movies in English together and also, they bought audio books to support the listening skills. In addition, Violeta enjoys listening to music in English. Noah's mom affirmed that Noah liked to listen to music in English and tried to learn the lyrics of the songs at home. Violeta also said that, at home, she usually listened to English songs and watched series in English. Noah practiced English on web pages teacher gave him in class, he also watched series and movies in English and played a game in English. When parents share time with their children doing activities that complement what they learn in school, it contributes to achieve student's goals as "research consistently shows that parental involvement in children's learning at home, especially during the elementary school years, is linked to enhanced outcomes for children, such as higher achievement". (Fan & Chen, 2001 as cited in Rogers et al., 2009, p. 169). Parents' accompaniment and support are very important in the English learning process of the ADHD students to achieve the learning goals.

### **Achieving Interest in English for Life Through Appealing and Challenging**

**Activities.** This subcategory underscores how through challenging activities ADHD students not only enjoyed their English classes but also how they triggered their interest in English. In this part, it is possible to recognize how the class dynamic and activities contributed to students' interests even in those activities that were difficult for the children. This is what they said about it:

Comprendo mejor con las actividades con audios, las actividades de leer y las actividades en grupo...Las de escuchar los audios, las de trabajar en grupos y las de crear historias...me gustan las actividades de audio y las actividades en grupo. Me gustan las actividades de juego de rol porque mejoran mi proceso de aprendizaje. (Violeta, interview).

Las actividades de escucha, pero no canciones de completar sino conversaciones. Actividades de selección múltiple, algunas actividades que tienen imágenes y palabras. Yo tengo mucha imaginación, cuando hay actividades de imágenes hago interpretaciones en mi mente y me imagino las cosas que pasan. (Noah, interview).

Me gustaría trabajar actividades de escritura como comics a mano. Cuando hayamos terminado las actividades de la clase me gustaría ver unas películas en las clases. (Noah, interview).

Violeta is interested in group and listening activities, she considers that she understands better the activities with audios, readings and the activities that she does in groups. Noah is interested in listening activities like completing conversations, multiple choice activities and activities that have images and words because pictures help him to make interpretations easily, he wants to have activities like comics and watch some English movies in class. When students do their best in the classes and show their involvement on them, they are usually driven by intrinsic motivation which is "is animated by personal enjoyment, interest, or pleasure, and is usually contrasted with extrinsic motivation, which is manipulated by reinforcement contingencies" (Guay et al., 2010, as cited in Lai, 2011 p. 9). For those reasons, it is very important to know the

activities that promote in the students the intrinsic motivation to make them feel motivated and included in the class. Information from the surveys add other type of activities these students prefer:

**Figure 2**

*Actividades que más les gustan a los estudiantes*



According to figure 10, Violeta and Noah enjoyed having groups activities in their English classes. In addition, Noah likes projects, role plays and story creation. It is important to know students' perceptions about the activities in their English classes that are challenging for them and those activities that do not catch their attention.

Algunos puntos del libro que son de completar, o cuando hacemos actividades de ser personajes, cuando nos toca escribir los diálogos...En las palabras nuevas, el aprender el vocabulario. (*Violeta, interview*).

Cuando debemos hacer textos a veces se me dificulta. Pues la verdad lo que se me ha dado más difícil es los aprendizajes de letras o vocales, las actividades de completar eso si yo no lo entiendo muy bien...No actividades en el libro ni en el cuaderno. (*Noah, interview*).

Violeta considers that some activities about fill in the gaps in conversations to apply the English grammar are difficult for her, and the written activities like creation of dialogues, also sometimes is difficult for her the vocabulary learning. Similarly, Noah finds written activities are challenging for him, also the activities about filling in the gaps and the spelling bee activities, the activities in the book and notebook are not appealing to him because he has problems to write.



The interactions these students had with these activities made possible for them to have a new take on the role English has in their lives. These activities that take place in the classroom move to other spaces in their lives as we have seen in previous subcategories where they acknowledged the various activities they did at home that involved the use of English. This impact also reaches new levels when some participants realized the importance of English as a parent and as a student in their life projects as can be seen in their testimony:

Este es un idioma que a futuro vamos a requerir todos y va a ser un idioma universal en el que se va a poner para manejar muchas más situaciones, situaciones de poder viajar otra parte. (*Violeta's mom, interview*).

Si, la verdad sí siento que he mejorado un poco, pero por eso me gustaría que les dijeras a los profes que me dieran clases privadas de español matemáticas e inglés. En inglés para mejorar el habla y poder ir a Estados Unidos. (*Noah, interview*).

Violeta's mom considers that English is a language that everybody should learn to face different situations that would be part of the life like trips among others. Similarly, Noah thinks that English is important to travel to United States and he wants to take extra lessons to improve his level. It is interesting to see how Noah begins to see English as a useful means of communication. In this sense, Putra (2020) pointed out that "English does not only play a role as a communication tool but can also make it easier for us to adapt to the environment and work in the present and future" (p. 1). English has become in a very important language that is learned by different purposes according to the perceptions and needs of the person that is interests on it.

## Chapter V

### Conclusions and Pedagogical Implications

This chapter contains the conclusions, the pedagogical implications for the participants in this case study, the researcher, and the school community. Additionally, it includes possible questions for further research.

#### Conclusions

Considering the specific objective of characterize the features of English instruction for students with ADHD in elementary school the results of the research evidenced that teaching ADHD students could be challenging and, sometimes, frustrating, but at the end, it becomes an enriching experience where teachers reflect on their teaching processes with ADHD students and the lessons they might have learned from them. Consequently, it is not only important to focus the attention on students learning needs, but also in their interests, their personal goals and perceptions, just to go beyond and never take for granted their skills. In this regard Arango and Schortborgh (2019) highlighted that the experience of being teacher of ADHD students includes the balance between pedagogy and feelings and the importance of keeping constant and close communication with the students, moreover emphasizing that teaching to ADHD students is and fruitful experience to teachers. On the other hand, the role as English teachers allows us to be creative and resourceful, assuming our teaching as a personal challenge, due to our students' different learning styles, when preparing motivating activities, in order to turn our students' weaknesses into strengths.

Teachers agreed that it is important to plan for the whole class while also addressing the specific needs along the way. They based their planning on the strengths all the students have and made the adaptations that ADHD students need according to their specificities promoting the

inclusive processes in their classes. This strengths-based planning implemented by teachers in the current study is a good strategy since it addresses students' deficits and fosters students' strengths (Lopez et al. 2014, as cited in Climie & Mastoras, 2015). During the explanation in the classes, teachers used body language, visual and sound aids because they realized that those resources made the different topics more understandable for the ADHD students and the whole class too. Teachers need to find methodologies and teaching practices that they can implement with the whole class and at the same time benefitting students with specificities in their learning process (Vaughn et al. 1998, as cited in Gould & Vaughn, 2000). One aspect that teachers highlighted is that ADHD students should have constant accompaniment from the teacher during the activities or exams to ensure the understanding of instructions and questions. As these students went from grade to grade, they did not need to have an alternative evaluation, but a guided one. These adjustments contribute to the attention span of ADHD students, their learning styles and readiness level (Bula, 2020). On the other hand, teachers emphasized the importance of keeping student's motivation, that is the basis of a good disposition and an open attitude to English learning, by implementing different activities, considering their strengths in the language, that can catch students' attention and interest in the class. It is important to allow students to find and develop their interests and promote learning models that motivate them to learn (Rachmawati et al., 2016). Similarly, Aliakbari and Haghghi (2014) highlighted the importance of the implementation of educational curriculums that attend to the students' interests and needs. According to the activities that students enjoyed in English classes, teachers and students agreed on the group activities, role plays and projects as the best. Teachers did not implement differentiated instruction in their classes but offer their students different tools, strategies,

resources, methodologies and activities that attended to needs in terms of the English skills and the strengths of the whole class.

The academic coordinator stated that an important process that was carried out at the school was the students' diagnosis by teachers, since, by means of observation and interaction in the classroom, they could notice students with specificities, making the school start to research on the students' learning process along with their families and a specialist. This reflects an important tenet supported by the guide 22 and the DBA since the school has guaranteed the access and quality of education to the ADHD students and the appropriate accompaniment of the students and their families along their learning process. From the moment the school received the students' ADHD diagnosis, it has successfully kept their record (called accompaniment route) in which teachers, psychologist and the academic coordinator followed instructions from the specialists, through the document that is a record of the learning process in the school, the adaptations to the evaluation that are important to implement and their academic and behavioral process to follow up on the learning process of students. This tool has been evidence of good results in ADHD students' process. A good and constant communication between teachers and the academic coordinator is extremely important since teachers have a close contact with the students, and based on their experiences, it is possible to enrich and support ADHD students' learning processes.

In terms of the outcomes of the English learning process of students with ADHD, the study showed two important signs of progress that ADHD students showed along their process. One was related to their behavior and the other about their language learning. In regard to behavior, teachers pointed out that students' interest and motivation had improved, having a better disposition to pay attention to the class and do the activities. According to the parents both

ADHD students had self-regulation in their classes because they had willingly improved their attitude in class and they felt motivated to be an active part of it. This allowed their teachers to guide them and keep good and constant communication while also improving their English learning process.

Regarding language learning, teachers, students and parents agreed that listening was the skill these students improved the most; teachers also stated that ADHD students got better in grammar, vocabulary and speaking; however, they considered that it was important to continue working on those skills. Additionally, parents highlighted how their children have included English in their daily activities and how listening to music in English had been an important and relaxing element for their children to put into practice English at home.

In regards to the perceptions of ADHD students and parents about their teaching and learning process, parents considered that one characteristic of the school that was very positive was that they did not only teach a subject, but also, they promoted comprehensive education which is very important for the students' learning process. Also, parents mentioned the good interaction it exists among teachers and students and the constant accompaniment from teachers, director, academic coordinator, psychologist for ADHD students and their families during their whole process in the school. Accordingly, the academic coordinator underscored how fundamental it was to have a good communication between families and school and work as a team to support the learning process of ADHD students. Regarding the perception of the importance of English, it changed because in the first years of elementary students did not consider English important. In fact, English has gradually found a place in their daily lives as parents were constantly doing things such as listening to music, watching movies in English and reading English books with their children that involved the use of English. This is quite

remarkable as students and parents even considered English to be important for their personal goals and for their future.

### **Pedagogical Implications**

This study allowed me to take into account that in the classroom I have different students that have their own realities and are totally different; besides, to understand and be aware of the responsibility that I have with my students as a teacher, taking into account their learning styles and their needs and specificities, and how I can include all their strengths in the activities, strategies and methodologies to achieve together the intended learning outcomes with the purpose of catching their attention and interest in my subject. It is also quite important to realize that teachers are not only teaching English, but promoting values that help them in their personal and social growth. Additionally, this case study showed the teaching and learning processes of two ADHD students and how they achieved positive behavior changes and language learning and how teachers were important agents in this process. This study provides teachers having a teaching experience with ADHD students for the first time with valuable insights and a starting point to explore activities, strategies, tools and methodologies that they can implement with those students to contribute effectively to their learning process.

One important aspect to consider is to learn about differentiated instruction and its principles as a way to provide better support to ADHD students since this type of instruction was not implemented by the teachers in this study.

### **Limitations**

The limitation of the present study was not having the input of the third-grade teacher since it was not possible to contact her to have a complete understanding of ADHD students English learning process in elementary levels.

Due to the COVID-19 pandemic it was not possible to do the observation of the ADHD students in person English classes because they took remote classes by zoom. The observation would be another data collection instrument for this study.

### **Further Research**

Two questions emerged for further research: (a) what can be unveiled about the implementation of differentiated instruction of ADHD students in the English teaching process? (b) how the change from face-to-face classes to remote classes for COVID-19 influence the teaching and learning process in English of ADHD students?

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**Appendix A: Permission Request**

Bogotá, 08 de septiembre de 2020.

**Directora**  
**Sor Doris Giomar González Africano**

**Asunto:** Solicitud implementación proyecto investigativo

Cordial saludo:

Cordialmente me dirijo a usted para solicitar su colaboración y consentimiento para iniciar la implementación del proyecto de investigación que estoy desarrollando para obtener mi título de Magister en Educación con Énfasis en Didáctica del Inglés, de la Universidad Externado de Colombia, el cual lleva por nombre el proceso de enseñanza y aprendizaje de dos estudiantes con TDAH en las clases de inglés en primaria en una institución privada en Bogotá. (The teaching and learning process of two ADHD students in English Classes in Elementary in a Private School in Bogotá). El cual tiene como objetivo explorar los procesos de enseñanza de inglés, como la formación de inglés refleja características de prácticas de instrucción diferenciada en el colegio, y contribuye en el proceso de aprendizaje de inglés de estudiantes con TDAH. En particular, busco examinar las percepciones de los estudiantes con con TDAH, de los docentes y los padres de familia sobre la formación de inglés que ha recibido en el colegio.

Considerando lo anterior, solicito de manera cordial y respetuosa su consentimiento para implementar las actividades relacionadas con la investigación, entre las cuales se encuentran encuestas y entrevistas. Los participantes que harán parte de la investigación son: 1 estudiante de grado 5A, 1 estudiantes del grado 5B. Sus padres de familia y la coordinadora académica.

La información recogida en este proyecto será usada únicamente con fines investigativos y podrá ser revisada por usted en cualquier momento. Los datos obtenidos contarán con condiciones adecuadas de confidencialidad y sólo la investigadora tendrá alcance a ellos, de modo que estarán protegidos.

Agradezco de antemano el apoyo solicitado para llevar a cabo con éxito este proyecto de investigación que pretendo implementar en la institución.

Cordialmente,

---

Sonia Milena Angulo Bernal  
Docente de lengua extranjera inglés.  
Estudiante tercer semestre Maestría en Educación  
Universidad Externado de Colombia  
sonia.angulo01@est.uexternado.edu.co  
Celular: 321 251-7195

Yo \_\_\_\_\_ identificada con CC

\_\_\_\_\_ manifiesto que he sido enterada de las actividades a realizar por la Docente Sonia Milena Angulo Bernal con sus estudiantes y la coordinadora académica, autorizo con mi firma el desarrollo de las mismas.

\_\_\_\_\_  
Rectora



**Appendix B: Informed Consent Form parents and children**

Bogotá, septiembre 16 de 2020.

Estimados padres de familia:

Como parte de mi formación profesional, me encuentro cursando la Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, la cual precisa como requisito de grado un estudio de investigación enfocado en el aula de clase. El cual lleva por nombre: el proceso de enseñanza y aprendizaje de dos estudiantes con TDAH en las clases de inglés en primaria en una institución privada en Bogotá. (The teaching and learning process of two ADHD students in English Classes in Elementary in a Private School in Bogotá). En particular, busco examinar las percepciones de los estudiantes con TDAH, de los docentes y los padres de familia sobre la formación de inglés que ha recibido en el colegio.

El cual tiene como objetivo explorar los procesos de enseñanza de inglés, como la formación de inglés refleja características de prácticas de instrucción diferenciada en el colegio, y contribuye en el proceso de aprendizaje de inglés de los estudiantes. En particular, busco examinar las percepciones de los estudiantes, de los docentes y los padres de familia sobre la formación de inglés que ha recibido en el colegio.

Los datos de parte de los estudiantes se recolectarán por medio de una encuesta de forma digital y una entrevista por medio de zoom en la cual será grabada solamente la voz de los estudiantes. En cuanto a los padres de familia se realizará una entrevista por medio de zoom, donde será grabada solamente la voz de los padres de familia, en dichas entrevistas solamente se encontrarán los participantes y la investigadora.

En ánimo de atender a los aspectos éticos que implica este tipo de investigación, es importante resaltar que la identidad de los participantes permanecerá anónima en cualquier tipo de reporte de resultados que se genere al culminar el estudio (i. e. el documento final de tesis y posibles artículos en revistas académicas), además, la investigadora será la única con acceso a los datos y resultados que se obtengan a través de los instrumentos de recolección de datos.

Si le surgen más dudas acerca del estudio y del rol del estudiante o el rol del padre de familia como participantes pueden contactarme en cualquier momento a través del correo [sonia.angulo01@est.uexternado.edu.co](mailto:sonia.angulo01@est.uexternado.edu.co) o de forma semi presencial por medio de zoom. Por favor diligencie la sección de abajo con el fin de autorizar y tener conocimiento de la participación del estudiante y el padre de familia en este estudio.

---

Sonia Milena Angulo Bernal  
Docente de lengua extranjera inglés.  
Estudiante tercer semestre Maestría en Educación  
Universidad Externado de Colombia

sonia.angulo01@est.uexternado.edu.co  
 Celular: 321 251-7195

El siguiente espacio es proporcionado para que el padre de familia y el estudiante suministren los datos requeridos para autorizar su participación en el estudio de investigación.

---

Yo, \_\_\_\_\_, con número de identificación \_\_\_\_\_ de \_\_\_\_\_, manifiesto que tengo conocimiento sobre el propósito y objetivo de la investigación y autorizo a mi hijo (a) \_\_\_\_\_, con número de identificación \_\_\_\_\_ de \_\_\_\_\_, en el presente estudio de investigación, previo conocimiento de sus implicaciones y del rol del estudiante como participante. He recibido copia de este documento.

\_\_\_\_\_  
 Firma del acudiente  
 C.C \_\_\_\_\_

\_\_\_\_\_  
 Firma del estudiante  
 T.I \_\_\_\_\_

Yo, \_\_\_\_\_, con número de identificación \_\_\_\_\_ de \_\_\_\_\_, manifiesto que tengo conocimiento sobre el propósito y objetivo de la investigación y doy mi autorización en el presente estudio de investigación, previo conocimiento de sus implicaciones y del rol como participante. He recibido copia de este documento.

\_\_\_\_\_  
 Firma del participante (padre de familia)  
 C.C \_\_\_\_\_

### Appendix C: Informed Consent Form teachers

Bogotá, agosto 8 de 2020.

Estimadas docentes:

Como parte de mi formación profesional, me encuentro cursando la Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, la cual precisa como requisito de grado un estudio de investigación enfocado en el aula de clase. El cual lleva por nombre: el proceso de enseñanza y aprendizaje de dos estudiantes con TDAH en las clases de inglés en primaria en una institución privada en Bogotá. (The teaching and learning process of two ADHD students in English Classes in Elementary in a Private School in Bogotá). El cual tiene como objetivo explorar los procesos de enseñanza de inglés, como la formación de inglés refleja características de prácticas de instrucción diferenciada en el colegio, y contribuye en el proceso de aprendizaje de inglés de estudiantes con TDAH. En particular, busco examinar las percepciones de los estudiantes con TDAH, de los docentes y los padres de familia sobre la formación de inglés que ha recibido en el colegio.

Los datos de parte de los docentes se recolectarán por medio de una encuesta de forma digital y una entrevista por medio de zoom, en la cual será grabada solamente la voz de los participantes. En dichas entrevistas solamente se encontrarán los participantes y la investigadora.

En ánimo de atender a los aspectos éticos que implica este tipo de investigación, es importante resaltar que la identidad de los participantes permanecerá anónima en cualquier tipo de reporte de resultados que se genere al culminar el estudio (i. e. el documento final de tesis y posibles artículos en revistas académicas), además, la investigadora será la única con acceso a los datos y resultados que se obtengan a través de los instrumentos de recolección de datos.

Si le surgen más dudas acerca del estudio y del rol como participante puede contactarme en cualquier momento a través del correo [sonia.angulo01@est.uexternado.edu.co](mailto:sonia.angulo01@est.uexternado.edu.co) o de forma semi-presencial por medio de zoom. Por favor diligencie la sección de abajo con el fin de autorizar y tener conocimiento de su participación en este estudio.

El siguiente espacio es proporcionado para que los participantes suministren los datos requeridos para autorizar su participación en el estudio de investigación.

---

Sonia Milena Angulo Bernal

Docente de Inglés

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Yo, \_\_\_\_\_, con número de identificación \_\_\_\_\_ de \_\_\_\_\_, manifiesto que tengo conocimiento sobre el propósito y objetivo de la investigación y doy mi autorización en el presente estudio de investigación, previo conocimiento de sus implicaciones y del rol como participante. He recibido copia de este documento.

\_\_\_\_\_

Firma del participante

C.C \_\_\_\_\_

**Appendix D: Informed Consent Form academic coordinator**

Bogotá, agosto 8 de 2020.

Colegio del Rosario campestre

Lengua extranjera inglés

Estimada coordinadora del colegio Rosario Campestre:

Como parte de mi formación profesional, me encuentro cursando la Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, la cual precisa como requisito de grado un estudio de investigación enfocado en el aula de clase. Esta investigación se centrará en explorar como la formación de inglés refleja características de prácticas de instrucción diferenciada en el colegio, y contribuye en el proceso de aprendizaje de inglés. En particular, busco examinar las percepciones de los estudiantes, de los docentes y los padres de familia sobre la formación de inglés que ha recibido en el colegio.

Los datos de parte de la coordinadora académica se recolectarán por medio de una entrevista por medio de zoom, en la cual será grabada solamente la voz de la participante. En dicha entrevista solamente se encontrará la participante y la investigadora.

En ánimo de atender a los aspectos éticos que implica este tipo de investigación, es importante resaltar que la identidad de los participantes permanecerá anónima en cualquier tipo de reporte de resultados que se genere al culminar el estudio (i. e. el documento final de tesis y posibles artículos en revistas académicas), además, la investigadora será la única con acceso a los datos y resultados que se obtengan a través de los instrumentos de recolección de datos.

Si le surgen más dudas acerca del estudio y del rol como participante puede contactarme en cualquier momento a través del correo [sonia.angulo01@est.uexternado.edu.co](mailto:sonia.angulo01@est.uexternado.edu.co) o de forma semi-presencial por medio de zoom. Por favor diligencie la sección de abajo con el fin de autorizar y tener conocimiento de su participación en este estudio.

El siguiente espacio es proporcionado para que los participantes suministren los datos requeridos para autorizar su participación en el estudio de investigación.

---

Sonia Milena Angulo Bernal

Docente de Inglés

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Yo, \_\_\_\_\_, con número de identificación \_\_\_\_\_ de \_\_\_\_\_, manifiesto que tengo conocimiento sobre el propósito y objetivo de la investigación y doy mi autorización en el presente estudio de investigación, previo conocimiento de sus implicaciones y del rol como participante. He recibido copia de este documento.

\_\_\_\_\_  
Firma del participante

C.C \_\_\_\_\_

**Appendix E: Survey for English teachers****In english**

The following survey has the purpose of explore your perceptions about the experience of ADHD students. The information you are priving Will have a confidential and anonymous treatment and it will be used only for the present study. When you answered this survey, you are giving your consent to include your information in the study.

1. Have you had students with ADHD in your classroom?

Yes \_\_\_

No \_\_\_

2. When you had these students, were they already diagnosed?

Yes \_\_\_

No \_\_\_

If no, were you the one who informed to the psychology and parents about it?

Yes \_\_\_

No \_\_\_

**Lesson planning**

3. How do you lesson plan for ADHD students?

\_\_\_ creating individual lesson plans for these students

\_\_\_ creating a lesson plan for the whole class including some specific activities targeting the students with ADHD

\_\_\_ creating a lesson plan for all students with no major modifications

\_\_\_ creating a lesson plan including activities targeting the strengths of all students

Any other?

---

---

**Methodology**

4. What kind of accommodations do you provide your ADHD students with?

exposing them to models of the activities they have to do

Variety of ways of assessment and evaluation

assigning homework that complements the topics studied

Assigning homework that mirrors the activities done in class

5. What general competence do you think is the strength of students with ADHD?

Interpretative

Argumentative

Propositional

6. What general competence do you work more with ADHD students?

Interpretative

Argumentative

Propositional

**Activities**

7. What kind of activities contribute to the learning process of students with ADHD?

Pair and group work

projects

Problem-solving activities

role-plays

independent work

Other

Which one?

---



**Strategies****Students' learning**

## 8. Language skills development

What are the main challenges students with ADHD face in your classroom?

vocabulary learning

speaking fluency

writing production

reading comprehension

listening comprehension

## 9. What are the main strengths of these students in terms of language skill development?

vocabulary learning

speaking fluency

writing production

reading comprehension

listening comprehension

## 10. What alternative strategies to evaluate students with ADHD have you used?

Oral presentations

written alternative evaluation

Co evaluation

Process evaluation

Multiple choice evaluation

Other

Which one?

---

## 11. What kind of resources do you work with students with ADHD to enhance reading comprehension?

Newspapers

Magazines

- physical books
- Digital books
- Prototype of letters
- Prototype of emails
- Other

Which one?

---

12. What kind of resources do you work with students with ADHD to enhance listening comprehension?

- Videos
- Songs
- Tongue twisters
- Conversations
- Poems
- TV programs
- Other

Which one?

---

13. What kind of resources do you work with students with ADHD to enhance speaking skills?

- Role play
- Expositions
- Singing
- Theatre plays
- Read aloud
- Games of answer questions
- Other

Which one?

---

14. What kind of resources do you work with students with ADHD to enhance writing skills?

\_\_\_ Graphic Organizers

\_\_\_ Dictation

\_\_\_ Description

\_\_\_ Story telling

\_\_\_ Opinion about a specific topic

\_\_\_ Journals

\_\_\_ Other

Which one?

---

### **En español**

La siguiente es una encuesta que tiene como fin explorar sus percepciones sobre la experiencia de estudiantes con necesidades educativas especiales. La información que usted está suministrando será tratada de forma confidencial y anónima y solo será usada en el presente estudio. Al responder a esta encuesta está dando su consentimiento para incluir su información en el estudio.

1. ¿Ha tenido estudiantes con TDAH en su salón de clase?

Si \_\_\_

No \_\_\_

2. Cuando tuvo a estos estudiantes en su salón de clase ¿ya eran diagnosticados con TDAH?

Si \_\_\_

No \_\_\_

Si no, ¿usted fue quién informo a la psicóloga y a los padres de familia?

Si \_\_\_

No \_\_\_

### **Planeación**

3. ¿cómo realiza la planeación de clase para estudiantes con TDAH?

\_\_\_ crea una planeación individual para estos estudiantes

\_\_\_ crea una planeación para toda la clase, incluyendo algunas actividades específicas para estudiantes con TDAH

\_\_\_ crea una planeación para toda la clase sin mayores modificaciones

\_\_\_ crea una planeación que incluye actividades focalizadas en las fortalezas de todos los estudiantes.

¿Alguna otra?

---

---

### **Methodología**

4. ¿qué tipo de adaptaciones ha empleado con sus estudiantes con TDAH?

\_\_\_ Brindándoles modelos de las actividades que deben hacer

\_\_\_ Brindándoles variedad de formas de evaluación y valoración

\_\_\_ Asignando tareas que complementen los temas trabajados

\_\_\_ Asignando tareas que reflejen las actividades realizadas en clase

5. ¿qué competencia general piensa usted que es la Fortaleza de los estudiantes con TDAH?

\_\_\_ Interpretativa

\_\_\_ Argumentativa

\_\_\_ Propositiva

6. ¿qué competencia general usted trabaja más con los estudiantes con TDAH?

\_\_\_ Interpretativa

\_\_\_ Argumentativa

\_\_\_ Propositiva

### **Activities**

7. ¿qué tipo de actividades contribuyen al proceso de aprendizaje de estudiantes con TDAH?

\_\_\_ Trabajo en parejas y en grupo

\_\_\_ Proyectos

\_\_\_ Actividades de resolución de problemas

\_\_\_ Juegos de rol

\_\_\_ Trabajo individual

\_\_\_ Otro

¿Cuál?

---

## **Estrategias**

### **Aprendizaje de los estudiantes**

8. Desarrollo de las habilidades lingüísticas. ¿cuáles son los principales retos que los estudiantes con TDAH afrontan en su clase?

\_\_\_ Aprendizaje de vocabulario

\_\_\_ Fluidez al hablar

\_\_\_ Producción escrita

\_\_\_ Comprensión de lectura

\_\_\_ Comprensión oral (escucha)

9. ¿cuáles son las principales fortalezas de los estudiantes con TDAH en cuanto a desarrollo de las habilidades del lenguaje?

\_\_\_ Aprendizaje de vocabulario

\_\_\_ Fluidez al hablar

\_\_\_ Producción escrita

\_\_\_ Comprensión de lectura

\_\_\_ Comprensión oral (escucha)

10. ¿qué estrategias alternativas usa para evaluar a los estudiantes con TDAH?

\_\_\_ Presentaciones orales

\_\_\_ Evaluación escrita alterna

\_\_\_ Co- evaluación

\_\_\_ Evaluación del proceso

\_\_\_ Evaluación con opción de respuesta múltiple

\_\_\_ Otra

¿cuál?

---

11. ¿qué tipo de recursos trabaja con estudiantes con TDAH para mejorar la comprensión de lectura?

\_\_\_ Periódicos

\_\_\_ Revistas

\_\_\_ Libros físicos

\_\_\_ Libros digitales

\_\_\_ Prototipos de cartas

\_\_\_ Prototipo de correos

\_\_\_ Otro

¿cuál?

---

12. ¿qué tipo de recursos trabaja con estudiantes con TDAH para mejorar la comprensión oral (escucha)?

\_\_\_ Videos

\_\_\_ Canciones

\_\_\_ Trabalenguas

\_\_\_ Conversaciones

\_\_\_ Poemas

\_\_\_ Programas de TV

\_\_\_ Otra

¿cuál?

---

13. ¿qué tipo de recursos trabaja con estudiantes con TDAH para mejorar la producción oral?

\_\_\_ Juegos de rol

\_\_\_ Exposiciones

Cantar

Obras de teatro

Lectura en voz alta

Juegos de preguntas

Otro

¿cuál?

---

14. ¿qué tipo de recursos trabaja con estudiantes con TDAH para mejorar la producción escrita?

Organizadores gráficos

Dictados

Descripciones

Creación de historias

Opiniones sobre temas específicos

Revistas

Otro

¿cuál?

---

**Appendix F: Survey for students**

La siguiente es una encuesta que tiene como fin explorar tus percepciones sobre tu experiencia en el proceso de aprendizaje de la lengua extranjera inglés.

1. ¿Qué tipo de actividades hechas por tu docente de inglés son las que más se te facilitan?

\_\_\_ Actividades orales

\_\_\_ Actividades de escucha

\_\_\_ Actividades escritas

\_\_\_ Actividades de lectura

2. ¿Qué tipo de actividades hechas por tu docente de inglés son las que más te gustan?

\_\_\_ Trabajo en grupo

\_\_\_ Proyectos

\_\_\_ Actividades de resolver problemas

\_\_\_ Role-plays

\_\_\_ Trabajo individual

\_\_\_ Otro

¿Cuál?

---

3. ¿Qué tipo de actividades consideras que contribuyen en tu proceso de aprendizaje de la lengua extranjera inglés?

\_\_\_ Trabajo en grupo

\_\_\_ Proyectos

\_\_\_ Actividades de resolver problemas

\_\_\_ role-plays

\_\_\_ Trabajo individual

\_\_\_ Otro

¿Cuál?

---

4. ¿Cuáles son los principales retos que encuentras en las clases de inglés?



\_\_\_ Aprendizaje de vocabulario

\_\_\_ Fluidez al momento de hablar

\_\_\_ Producción escrita

\_\_\_ Comprensión de lectura

\_\_\_ Comprensión oral (escucha)

5. ¿Cuáles son las principales fortalezas que encuentras en las clases de inglés?

\_\_\_ Aprendizaje de vocabulario

\_\_\_ Fluidez al momento de hablar

\_\_\_ Producción escrita

\_\_\_ Comprensión de lectura

\_\_\_ Comprensión oral (escucha)

6. ¿Qué tipo de evaluación usada por tu docente de inglés se te facilita?

\_\_\_ Presentaciones orales

\_\_\_ Evaluación escrita

\_\_\_ Co- evaluación (evaluación en parejas o grupos)

\_\_\_ Proyecto

\_\_\_ Evaluación con opción de respuesta múltiple

7. ¿Cuál (es) de los siguientes recursos consideras que fortalecen tu comprensión de lectura?

\_\_\_ Periódicos

\_\_\_ Revistas

\_\_\_ Libros físicos

\_\_\_ Libros digitales

\_\_\_ Prototipos de cartas

\_\_\_ Prototipos de emails

\_\_\_ Otro

¿Cuál?

---

8. ¿Cuál (es) de los siguientes recursos consideras que fortalecen tu habilidad de escucha?

- Videos
- Canciones
- Trabalenguas
- Conversaciones
- Poemas
- programas de TV
- Otro

¿Cuál?

---

9. ¿Cuál (es) de los siguientes recursos consideras que fortalecen tu habilidad de habla?

- Role play/ juego de roles
- Exposiciones
- Cantar
- Obras de teatro
- leer en voz alta
- Juegos de responder preguntas
- Otro

¿Cuál?

---

10. ¿Cuál (es) de los siguientes recursos consideras que fortalecen tu habilidad escrita?

- Diagramas (mapas mentales- mapas conceptuales)
- Dictado
- Descripciones
- Creación de historias
- Opinión escrita sobre un tema en específico

\_\_\_\_ Periódicos

\_\_\_\_ Otro

¿Cuál?

---

**Appendix G: Semi-structured interviews with teachers****English**

1. How long have you been teaching?
2. Have you ever had a student with ADHD?
3. When you had these students, were they already diagnosed?
4. How did you feel with that experience?
5. What were the objectives you stated for the English learning process of students with ADHD?
6. What did you take into account for the preparation of the lessons for students with ADHD?
7. What kind of activities have you used to encourage the English learning process of students with ADHD?
8. What kind of methodology and strategies that you have implemented in your classes do you consider that had a positive impact in the English learning process of students with ADHD?
9. What do you think are the most important outcomes of your students with ADHD in your classes? Why do you think is the reason for this?
10. What can be done at the level of your classroom to improve the English learning experience of your students with ADHD? At the school level?
11. What have you learned from the experience to have taught students with ADHD?

**Español**

1. ¿Cuánto tiempo lleva enseñando?
2. ¿Ha tenido alguna vez un estudiante con TDAH?
3. ¿Cuándo tuvo estos estudiantes, ya habían sido diagnosticados?
4. ¿Cómo se sintió con esa experiencia?

5. ¿Cuáles fueron los objetivos que estableció para el proceso de aprendizaje del inglés de los estudiantes con TDAH?
6. ¿Qué tuvo en cuenta para la preparación de las clases para los estudiantes con TDAH?
7. ¿Qué tipo de actividades ha utilizado para mejorar el proceso de aprendizaje del inglés de los estudiantes con TDAH?
8. ¿Qué tipo de metodología y estrategias que ha implementado en sus clases considera que han tenido un impacto positivo en el proceso de aprendizaje del inglés de los estudiantes con TDAH?
9. ¿Cuáles cree que son los resultados más importantes obtenidos por sus estudiantes con TDAH en sus clases? ¿cuál cree que es la razón de esto?
10. ¿Qué considera que se puede hacer desde su clase para mejorar la experiencia de aprendizaje del inglés de sus estudiantes con TDAH? ¿A nivel institucional?
11. ¿Qué ha aprendido de la experiencia de haber enseñado a estudiantes con TDAH?

**Appendix H: semi-structured interview with the coordinator**

1. ¿Cuánto tiempo lleva en el cargo de coordinación académica?
2. ¿Cuáles son los objetivos que se plantean como institución en cuanto al nivel académico?
3. ¿cuáles son las competencias que se dificultan en mayor medida a nuestros estudiantes con TDAH?
4. ¿cómo cree que esta apoyando el proceso de los estudiantes con TDAH?  
*¿Considera usted que el modelo pedagógico modificabilidad estructural cognitiva empleado en la institución contribuye en el aprendizaje de niños con TDAH?*  
*¿Cómo es el manejo que se le ha dado como institución a los casos de estudiantes con TDAH?*
5. ¿Qué se tiene en cuenta en la flexibilización de la evaluación de los estudiantes con TDAH?
6. ¿Qué estrategias se les proporcionan a los docentes para el manejo de estudiantes con TDAH?
7. ¿Cuáles cree que son los principales logros de los maestros en el proceso de enseñanza de estudiantes con TDAH?
8. ¿Cuáles cree que son los principales retos de los maestros en el proceso de enseñanza de estudiantes con TDAH?
9. ¿Qué cree que el colegio este haciendo bien por los estudiantes con necesidades educativas especiales?
10. ¿Qué podría hacer el colegio para mejorar las condiciones de aprendizaje de los estudiantes con TDAH?

**Appendix I: semi-structured interview with the parents**

1. ¿cuánto tiempo lleva estudiando su hijo en el colegio Rosario campestre?
2. ¿Cuáles han sido las mayores dificultades que su hijo ha presentado en el proceso de aprendizaje de inglés?
3. ¿cómo ha visto que los docentes manejan esas dificultades presentadas por su hijo?
4. ¿qué tipo de estrategias le han dado los docentes de inglés para fortalecer las dificultades de su hijo?
5. ¿considera que su hijo(a) ha tenido avances en el proceso de aprendizaje de inglés?
6. ¿Cuáles han sido las mayores fortalezas que su hijo(a) ha presentado en el proceso de aprendizaje de inglés?
7. ¿Cómo padre de familia, de que forma ha sido parte del proceso de aprendizaje de inglés de su hijo(a)?
8. Desde casa ¿Qué tipo de actividades han desarrollado para fortalecer el proceso de aprendizaje de inglés de su hijo?
9. ¿considera que el colegio y los docentes han empleado metodologías y estrategias que han contribuido de manera positiva en el proceso de aprendizaje de inglés de su hijo?
10. ¿Qué podría mejorar la experiencia de aprendizaje de ingles de su hijo en el colegio?

**Appendix J: students' interview**

1. ¿Qué es lo que más te gusta de las clases de inglés?
2. ¿Cuáles son las actividades que más disfrutas en la clase de inglés?
3. ¿Cuáles son las actividades que te parecen más difíciles en la clase de inglés?
4. ¿Cuáles han sido las mayores fortalezas que has tenido en el proceso de aprendizaje de inglés?
5. ¿Cuáles han sido las mayores dificultades que has tenido en el proceso de aprendizaje de inglés?
6. ¿Que actividades consideras que la profesora de inglés puede implementar en las clases para facilitar tu comprensión de los temas?
7. Desde casa ¿Qué tipo de actividades has desarrollado para fortalecer el proceso de aprendizaje de inglés?
8. ¿Consideras que has tenido una mejoría a lo largo de tu proceso de aprendizaje de inglés?
9. ¿Qué consideras que se puede mejorar en las clases de inglés?