



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y**  
**TECNOLOGÍAS**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Title of Research Work**

“The use of the ludic methodology for teaching english to ADHD students coursing the cuarto año de Educación General Básica of the Rumiñahui High School, located in the San Isidro Parish from Guano - Chimborazo Province, in the Academic Period 2021-2022”

**Graduation Thesis for the Degree of Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros.**

**Author:**

Leslie Micaela Pérez Reyes

**Thesis Tutor:**

Mgs. César Narváez Vilema

**Riobamba, Ecuador. 2022**

## DECLARATION OF AUTHORSHIP

I, Pérez Reyes Leslie Micaela, with citizenship card N° 1804149498, author of the research work entitled: “The usage of the ludic methodology for teaching English to ADHD students” certify that the production, ideas, opinions, criteria, contents, and conclusions exposed are my exclusive responsibility. Likewise, I assign to the Universidad Nacional de Chimborazo, on a non-exclusive basis, the rights for its use, public communication, distribution, dissemination, and/or total or partial reproduction, by physical or digital means; in this assignment, it is understood that the assignee will not be able to obtain economic benefits. The possible claim of third parties with respect to the copyright (a) of the referred work, will be of my entire responsibility; releasing the Universidad Nacional de Chimborazo of possible obligations.

In the city of Riobamba, 2022



---

Leslie Micaela Pérez Reyes

C.I: 1804149498



## ACTA FAVORABLE - INFORME FINAL DEL TRABAJO DE INVESTIGACIÓN

En la Ciudad de Riobamba, a los 14 días del mes de Julio de 2022, luego de haber revisado el Informe Final del Trabajo de Investigación presentado por la estudiante Leslie Micaela Pérez Reyes con CC: 1804149498, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros y dando cumplimiento a los criterios metodológicos exigidos, se emite el **ACTA FAVORABLE DEL INFORME FINAL DEL TRABAJO DE INVESTIGACIÓN** titulado **"THE USE OF THE LUDIC METHODOLOGY FOR TEACHING ENGLISH TO ADHD STUDENTS COURSING THE CUARTO AÑO DE EDUCACIÓN GENERAL BÁSICA OF THE RUMIÑAHUI HIGH SCHOOL, LOCATED IN THE SAN ISIDRO PARISH FROM GUANO - CHIMBORAZO PROVINCE, IN THE ACADEMIC PERIOD 2021-2022"**, por lo tanto se autoriza la presentación del mismo para los trámites pertinentes.



firmado electrónicamente por:  
**CESAR AUGUSTO  
MARVAEZ VILEMA**

---

Mgs. César Narváez Vilema  
**TUTOR**

## COMMITTEE MEMBERS CERTIFICATE

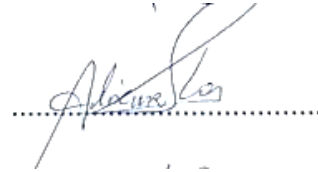
We, the undersigned, professors appointed Members of the Degree Tribunal for the evaluation of the research work " The usage of the ludic methodology for teaching English to ADHD students", presented by Pérez Reyes Leslie Micaela, with ID number 1804149498, under the tutorship of Mgs. César Augusto Narváez Vilema; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been heard; having no further observations to make. In accordance with the applicable regulations we sign, in Riobamba, August 18<sup>th</sup>, 2022

President of the Tribunal



Mgs. Mercedes Gallegos

Member of the Degree Tribunal



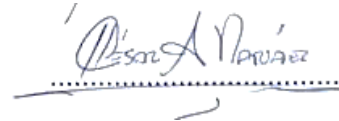
Mgs. Adriana Lara

Member of the Degree Tribunal



Mgs. Daysi Fierro

Tutor



Mgs. César Narváez



# CERTIFICACIÓN

Que, **Leslie Micaela Pérez Reyes** con CC: **1804149498**, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS; ha trabajado bajo mi tutoría el trabajo de investigación titulado "THE USE OF THE LUDIC METHODOLOGY FOR TEACHING ENGLISH TO ADHD STUDENTS COURSING THE CUARTO AÑO DE EDUCACIÓN GENERAL BÁSICA OF THE RUMIÑAHUI HIGH SCHOOL, LOCATED IN THE SAN ISIDRO PARISH FROM GUANO - CHIMBORAZO PROVINCE, IN THE ACADEMIC PERIOD 2021-2022", cumple con el 4 %, de acuerdo al reporte del sistema Anti plagio URKUND, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 01 de agosto de 2022



firmado electrónicamente por:  
**CESAR AUGUSTO  
NARVAEZ VILEMA**

---

Mgs. César Narváez Vilema  
**TUTOR**

## **DEDICATION**

With genuine gratitude, this research work is dedicated to my heavenly father, who has given me all the support to complete each step during this journey. To my mother, who has been by my side helping me to reach my objectives and whose love has not allowed to quit at any moment. To my sister, who has taught me with her own experience to follow my dreams. Finally, I would like to dedicate this work to my dearest friend Lady, who has always stayed with me during each day of my voyage.

**Leslie Micaela Pérez Reyes**

## **ACKNOWLEDGMENTS**

I am deeply indebted to God, who has guided me in the good and bad times during the development of this work. Thanks, should also go to my family for all their support in each goal that I wanted to achieve, I would also like to extend my sincere thanks to my tutor Mgs. César Narváez Vilema who has helped me with his experience and knowledge to complete this work. Finally, I would like to mention my friends who have always made me feel part of a family.

# ÍNDEX

|  |           |
|--|-----------|
| <b>DECLARATION OF AUTHORSHIP .....</b>   | <b>2</b>  |
| <b>FAVOURABLE REPORT OF THE MENTOR PROFESSOR .....</b>                                   | <b>3</b>  |
| <b>COMMITTEE MEMBERS CERTIFICATE.....</b>  | <b>4</b>  |
| <b>PLAGIARISM CERTIFICATE .....</b>  | <b>5</b>  |
| <b>DEDICATION.....</b>   | <b>6</b>  |
| <b>ACKNOWLEDGMENTS .....</b>   | <b>7</b>  |
| <b>ÍNDEX.....</b>  | <b>8</b>  |
| <b>RESUMEN.....</b>  | <b>9</b>  |
| <b>ABSTRACT .....</b>  | <b>11</b> |
| <b>CHAPTER I.....</b>  | <b>12</b> |
| <b>1.1 INTRODUCTION.....</b>   | <b>12</b> |
| <b>1.2 RESEARCH PROBLEM .....</b>  | <b>14</b> |
| <b>1.3 PROBLEM STATEMENT.....</b>  | <b>14</b> |
| <b>1.4 PROBLEM FORMULATION.....</b>  | <b>16</b> |
| <b>1.5 JUSTIFICATION.....</b>  | <b>16</b> |
| <b>1.6 OBJECTIVE.....</b>  | <b>17</b> |
| <b>1.6.1 GENERAL OBJECTIVE.....</b>  | <b>17</b> |
| <b>1.6.2 SPECIFIC OBJECTIVES .....</b>   | <b>17</b> |
| <b>CHAPTER II .....</b>  | <b>18</b> |
| <b>2. THEORETICAL FRAMEWORK .....</b>  | <b>18</b> |
| <b>2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE<br/>    INVESTIGATED .....</b> | <b>18</b> |
| <b>2.1.1 STATE OF ART.....</b>   | <b>18</b> |
| <b>2.2.1 EDUCATIONAL POLICIES.....</b>   | <b>21</b> |
| <b>2.2.2 LEY ORGÁNICA DE DISCAPACIDADES .....</b>  | <b>22</b> |
| <b>2.2.3 LOEI.....</b>   | <b>22</b> |
| <b>2.3 EDUCATION .....</b>   | <b>23</b> |
| <b>2.3.1 EDUCATIONAL THEORIES .....</b>  | <b>24</b> |
| <b>2.3.2 UNDERSTANDING METHODOLOGIES .....</b>   | <b>25</b> |
| <b>2.3.3 EDUCATIONAL METHODS.....</b>  | <b>25</b> |
| <b>2.4 SPECIAL EDUCATION .....</b>   | <b>30</b> |
| <b>2.4.1 SPECIAL EDUCATION ASSOCIATED WITH A DISABILITY .....</b>                        | <b>30</b> |
| <b>2.4.2 SPECIAL EDUCATION THAT DOES NOT RELATE WITH A DISABILITY<br/>        .....</b>  | <b>30</b> |



|              |   |    |
|--------------|---|----|
| <b>2.5</b>   | <b>ATTENTION DEFICIT AND HYPERACTIVE DISORDER</b> .....                         | 31 |
| <b>2.5.1</b> | <b>CAUSES OF ATTENTION DEFICIT AND HYPERACTIVITY DISORDER</b><br>.....          | 32 |
| <b>2.5.2</b> | <b>TYPES OF ATTENTION DEFICIT AND HYPERACTIVE DISORDER</b> .....                | 32 |
| <b>2.5.3</b> | <b>TREATMENTS OF ATTENTION DEFICIT AND HYPERACTIVE<br/>DISORDER</b> .....       | 33 |
| <b>2.6</b>   | <b>METHODOLOGIES FOR SPECIAL EDUCATION</b> .....                                | 33 |
| <b>2.6.1</b> | <b>LUDIC METHODOLOGY</b> .....  | 33 |
| <b>2.6.2</b> | <b>LUDIC ACTIVITIES</b> .....   | 34 |
| <b>2.6.3</b> | <b>SPECIAL EDUCATION FOR ADHD STUDENTS</b> .....                                | 34 |
| <b>2.7</b>   | <b>TEACHING ENGLISH TO STUDENTS WITH SPECIAL EDUCATIONAL<br/>NEEDS</b> .....    | 35 |
| <b>2.7.1</b> | <b>CURRICULAR ADAPTATIONS</b> .....   | 35 |
| <b>2.7.2</b> | <b>TEACHING ENGLISH TO ATTENTION DEFICIT AND HYPERACTIVE<br/>LEARNERS</b> ..... | 36 |
| <b>3.</b>    | <b>METHODOLOGICAL FRAMEWORK</b> .....   | 39 |
| <b>3.1</b>   | <b>APPROACH</b> .....   | 39 |
| <b>3.2</b>   | <b>RESEARCH MODALITY</b> .....  | 39 |
| <b>3.3</b>   | <b>LEVELS OR TYPE OF RESEARCH</b> .....   | 39 |
| <b>3.4</b>   | <b>POPULATION</b> .....   | 40 |
| <b>3.5</b>   | <b>SAMPLE</b> .....   | 40 |
| <b>3.6</b>   | <b>TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA</b> .....                     | 40 |
| <b>3.7</b>   | <b>TECHNIQUES AND INSTRUMENTS FOR ANALYSING DATA</b> .....                      | 41 |
|              | <b>CHAPTER IV</b> .....   | 42 |
| <b>4.</b>    | <b>RESULTS AND DISCUSSION</b> .....   | 42 |
| <b>4.1</b>   | <b>RESULTS</b> .....  | 42 |
|              | <b>TEACHER INTERVIEW</b> .....  | 42 |
|              | <b>OBSERVATION SHEETS</b> .....   | 49 |
| <b>4.2</b>   | <b>DISCUSSION</b> .....   | 50 |
|              | <b>CHAPTER V</b> .....  | 53 |
| <b>5.</b>    | <b>CONCLUSIONS AND RECOMMENDATIONS</b> .....                                    | 53 |
| <b>5.1</b>   | <b>CONCLUSIONS</b> .....  | 53 |
| <b>5.2</b>   | <b>RECOMMENDATIONS</b> .....  | 53 |
|              | <b>BIBLIOGRAPHY</b> .....   | 54 |
|              | <b>ANEXES</b> .....   | 57 |

## RESUMEN

La enseñanza a personas con Trastorno de Déficit de Atención e Hiperactividad (TDAH) es considerada un reto desde años atrás. Falta de concentración, hiperactividad, impulsividad, episodios de ira, frustración y problemas para seguir ordenes, son las características de este trastorno. Es por eso que la educación para personas con TDAH ha sido integrada en una educación inclusiva y diferenciada, y para poder afrontarla, se recurrió a diversas innovaciones en metodologías, técnicas, estrategias e instrumentos que permitan mejorar el proceso de enseñanza y aprendizaje de esa población. Entre esas innovaciones esta la metodología lúdica, basada en el principio del juego y la motivación. Esta metodología apoya la enseñanza de asignaturas consideradas “difíciles” como es el inglés. Por lo cual, el objetivo de la presente investigación fue el análisis de la utilización de la metodología lúdica para enseñar inglés a estudiantes con Trastorno de Déficit de Atención e Hiperactividad que cursan el Cuarto año de Educación General Básica, en el colegio Rumiñahui de la parroquia San Isidro en Guano en la provincia de Chimborazo, en el periodo académico 2021-2022. Para ello, el estudio tomó un enfoque cualitativo y con un nivel descriptivo. La población se compuso por tres estudiantes diagnosticados con TDAH y la docente a cargo de la asignatura de Idiomas Extranjeros, quienes fueron entrevistados y observados en una serie de clases. Los resultados sugieren que, desde la perspectiva docente, el aplicar la metodología lúdica para enseñar inglés a estudiantes con TDAH mejora la concentración, reduce el estrés, incrementa el trabajo colaborativo, al igual que se obtienen clases más productivas y eficientes. Lo cual, evidencia que ningún estudiante es un reto o un trabajo extra debido a sus dificultades de aprendizaje, todo depende en como el docente aborde y busque soluciones extras que lo impulsen a enseñar a cualquier estudiante.

**Palabras clave:** TDAH, metodología lúdica, enseñanza de inglés, educación diferenciada.

## ABSTRACT

Teaching to people with Attention Deficit Hyperactivity Disorder (ADHD) is considered a challenge. Lack of concentration, hyperactivity, impulsivity, episodes of anger, frustration, and problems following orders are the characteristics of this disorder. Therefore, education for people with ADHD has been integrated into inclusive and differentiated education. To overcome it, several innovations in methodologies, techniques, strategies, and tools have been used to improve the teaching and learning process of this population. Among these innovations is the ludic methodology, based on the principle of play and motivation. This methodology supports teaching subjects considered "difficult" such as English. Thus, the objective of this research was the analysis of the usage of ludic methodology to teach English to students with Attention Deficit Hyperactivity Disorder (ADHD), who are in Cuarto Año de Educación General Básica of the Rumiñahui high school, located in the San Isidro parish from Guano-Chimborazo province, in the academic period 2021-2022. For this purpose, the study took a qualitative approach and a descriptive level. The population consisted of three students diagnosed with ADHD and the teacher in charge of the subject of Foreign Languages, who were interviewed and observed in a series of classes. The results suggest that, from the teacher's perspective, applying a ludic methodology to teach English to students with ADHD improves concentration, reduces stress, increases collaborative work, and results in more productive and efficient classes. It shows that no student is a challenge or extra work due to their learning difficulties. It all depends on how the teacher approaches and seeks solutions that encourage him/her to teach any student.

**Key words:** ADHD, ludic methodology, English teaching, differentiated education.

Reviewed by:



Mgs. Mónica Noemi Cadena Figueroa

English Professor

C.C 0602935926

# CHAPTER I

## 1.1 INTRODUCTION

Over the years, the conception of Attention Deficit Hyperactivity Disorder (ADHD) has been changing. Barkley (2006) divided the evolutive process of ADHD into four stages. Stage I from 1901 to 1949, known as the infantile brain damage period, Still (1902) related hyperactivity in children to behavioral and learning problems. In stage II, 1950-1979, the first considerations on the origin of the syndrome are given, and Chess (1960) introduces the term "Hyperactive Child Syndrome" and makes known the behavioral aspects. Stage III from 1980 to 1989, there is a boom in the diagnoses of the syndrome, the American Psychiatric Association (APA) adopts the name ADHD and catalogs it in neurodevelopmental disorders. Finally, the fourth stage from 1990 to the present, describes the developmental inhibition that affects the capacity for self-control in those with the syndrome. (Penas, 2019).

Although today the exact cause of ADHD is unknown, several investigations associate it with genetics, environment, or problems in the nervous system in the development of the fetus. People diagnosed with this disorder present three essential symptoms: lack of attention, hyperactivity or excessive movements, and impulsivity, which causes the person not to think before acting. These symptoms and characteristics make it difficult to a certain degree for people suffering from this disorder in different areas such as work or education.

In the educational field, teaching people with ADHD is considered a challenge. Considering the features of these people, their education has been modified and adapted, so it is part of a Differentiated Education. The idea of inclusive education to respond to the needs of all people is offered by the Ministerio de Educación and the Government of Ecuador and worldwide.

As a result of differentiated education, several methodologies, techniques, and tools have been applied to people with ADHD to improve their learning. Among these improvements is the ludic methodology, characterized by the integral development of the individual through games, creativity, dynamics, and motivation. Due to the benefits obtained with this methodology in ADHD students, it has been used mainly in subjects considered "difficult" such as mathematics and foreign languages.

Therefore, this project arose to analyze and describe the use of the ludic methodology in students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) in the teaching of a foreign language (English). Thus, the project has abysmal importance since 7.3% of the Ecuadorian population suffers from this disorder, and their education should not be handled carelessly. Hence, the beneficiaries were the teachers in the training of the career of Pedagogía de los Idiomas Nacionales y Extranjeros and myself, since we will know how to address this disorder in working life. Other beneficiaries included the teacher and students with ADHD of the Rumiñahui high school since their experiences will be known by the rest of the people, and they will understand better how their teaching is being carried out.

The development of the research was done under the qualitative approach that for Blasco and Perez (2007), focuses on the understanding and comprehension of the reality of the people involved. Similarly, the project has a descriptive level to show in detail how the problem is being managed by the study population. The bibliographic method was used to obtain information from related studies and bibliographic material. The ethnographic and biographical-narrative methods also support the research through the understanding and experience of the reality of those involved.

Semi-structured interviews were used for data collection to obtain information from the participants through questions already elaborated and with the opportunity to generate new questions in the process (Ozonas & Perez, 2004). Likewise, using observation sheets during a series of classes demonstrates the most relevant aspects of teaching and learning English to students with ADHD through the ludic methodology.

Finally, the project consists of four essential components, among which is the referential framework in which the background and research on which this project was based. The theoretical framework on which all the theoretical information is founded. The methodological framework details the approach, methods, and techniques applied in the project. The last component is the results, where the problem experienced by the study population is presented and analyzed.

## **1.2 RESEARCH PROBLEM**

In the complex world of education, particularly in Hispanic contexts, one of the most challenging subjects for students is English. Its features, grammatical rules, an alphabet that includes graphemes and phonemes that do not exist in students' mother tongue, spelling, pronunciation, and multiple irregularities make English difficult to learn for most students. Difficulty increases significantly for students who find it hard to maintain concentration, experience episodes of anger, and have energy excess. In some cases, they take medication that makes them be in a sleepy state. This is the case for students with Attention Deficit and Hyperactivity Disorder.

Teaching English to these students is something that teachers are not prepared to deal with. But at the same time, it is an opportunity to seek alternatives that help students and teachers to succeed. A prominent pedagogic strategy to face the academic problems derived from students with ADHD is the ludic methodology (LM). Folgado (2022) affirms that in LM-based academic encounters, students see the course as a learning and entertainment venue rather than a place of inactivity and boredom; a place where communication takes place without limits and restrictions, improving vocal and corporal expression. A place where they can express their feelings, be it anger, happiness, or even sadness.

In this context, this study attempted to find how ludic methodology is used for teaching English to children with ADHD? What process do teachers follow for an effective application? What do teachers and students think regarding this methodology? How does the ludic methodology help children with ADHD to learn? What are the characteristics for this methodology to be applied to children with ADHD? Finally, why to use this methodology and not another one?

## **1.3 PROBLEM STATEMENT**

In 2010, specialists in the United States of America conducted a census. The study aimed to determine the number of people with ADHD disorder to know who have been treated or diagnosed. The census identified that ADHD affects and appears in a higher proportion of children between the ages of five and ten. In addition, it is stated that 7.2% of the population suffering from this disorder needs help from the teacher in the learning process to achieve the learning outcomes established in a course. Therefore, some methodologies were established to help, highlighting the Ludic methodology. This one encourages the active and diverse participation of all students. Although the census considers ADHD a disorder and a learning difficulty, it is not a disability. That is why inclusive education has been reinforced for all types of learning difficulties, and for this purpose, the ludic methodologies have been of great support.

When working with ADHD students, the principal ludic activities to be developed are follow-up directions, individual or peer work assignments, and physical movement to

enhance the recognition and acquisition of English. Along these lines, Vasquez (2017) mentions, “Ludic strategies also promote the children's personality, social, ethical, and intellectual functions when they take a class” (p.16). Hence, the English teacher is expected to include playful practices in regular lessons because of their practicality to enable students with ADHD to understand the different constructs, engage in playful exercises to capture their attention, and learn stimulatingly.

In Latin America, this disorder has been found in 1.5 million children; in this regard, Peña (2018) concludes that this syndrome interferes with the social and academic skills of students with ADHD. Unfortunately, when the syndrome is diagnosed, the first option given to parents is to medicate children, to get them to reduce their energy. The human aspect is being neglected to some extent. In front of this, in the academic field, an alternative is seen by implementing ludic activities. Ludic methodologies use teaching techniques, materials, and activities that involve action and emotions to promote an active classroom environment and prevent the ADHD student from being medicated, providing more viable teaching options.

The global and regional reality of ADHD is observed in the national context as well. In 2016, the Ministry of Education detailed that around 7,918 children have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) in Ecuador. In this scenario, Ecuadorian teachers have faced challenges when teaching and especially teaching a foreign language such as English. Since the subject tends to be difficult for everyone. Going further into Ecuador. The province of Chimborazo has presented difficulties in learning its students with ADHD due to lack of attention, frustration, behavioral changes, and excess energy as mentioned by Wilma (2013). Therefore, the ludic methodology has been considered an alternative to counteract their condition. It has already been used at Rumiñahui high school to teach English to children with ADHD as a methodology to help them. Thus, it was proposed to understand how the usage of the ludic methodology in teaching English to children with ADHD in that institution is.

Taking into account the previous aspects, it was presented the research entitled: “The usage of the ludic methodology for teaching English to ADHD students coursing the Cuarto Año de Educación General Básica of the Rumiñahui high school, located in the San Isidro parish from Guano-Chimborazo province, in the academic period 2021-2022”. This study aimed to understand how ludic methodologies influence teaching English to students with ADHD. Interviews were conducted with the teacher who applies the methodology and the students who have the aforementioned disorder. It was qualitative and descriptive research. The motivation behind the research was to show how ludic methodologies were applied with these students to learn a foreign language better and open the gates to further research in the same field.

## **1.4 PROBLEM FORMULATION**

How is ludic methodology being applied when teaching English to ADHD students coursing the Cuarto Año de Educación General Básica of the Rumiñahui high school, located in the San Isidro parish from Guano-Chimborazo province, in the academic period 2021-2022?

## **1.5 JUSTIFICATION**

Nowadays, education has become a right and is guaranteed to all people. Inclusive and differentiated education is emerging, capable of responding to special educational needs through adaptations, methodologies, techniques, and innovative tools. Thus, this project is aligned to this aspect to analyze and show a modern methodology such as the ludic one which is being used by an educator for teaching foreign languages (English) in students of Cuarto Año de Educación General Básica of the Rumiñahui high school with Attention Deficit Hyperactivity Disorder (ADHD).

For this reason, this research is aimed at English teachers and people diagnosed with ADHD. It is an outstanding population since 7 out of 10 people present learning problems according to the analysis of the Charity Organization, Understood (2019). Therefore, this research is relevant because it describes the usage of the ludic methodology applied by a teacher to teach English to a population considered a challenge. This research addresses processes and phases of application of this methodology, adaptations in evaluations, and classroom management, among other aspects.

The purpose of this project arose due to the peak of inclusive education and English teaching in Ecuador and worldwide. With this research, we plan to provide more information about the reality of teaching English to people with ADHD, which is a subject considered complicated for most people. It will cover some doubts about how and in which way to teach students diagnosed with ADHD. All the information acquired during the development of the study is presented to achieve this.

Finally, to develop the research, we had the support of the rector, Departamento de Consejería Estudiantil (DECE), teachers, and students of the Rumiñahui high school as human resources. Likewise, technical resources such as interviews and observation cards; technological resources: cameras and tape recorders; economic and self-financing resources; transportation, and bibliographic resources with information from other authors were also available. All these resources together made it possible to carry out the research.



## **1.6 OBJECTIVE**

### **1.6.1 GENERAL OBJECTIVE**

To analyze how ludic methodology is being used for teaching English to ADHD students coursing the Cuarto Año de Educación General Básica of the Rumiñahui high school, located in the San Isidro parish from Guano-Chimborazo province, in the academic period 2021-2022.

### **1.6.2 SPECIFIC OBJECTIVES**

- To explain, from the teacher's expertise, the usage and usefulness of ludic strategies to teach English to students with ADHD.
- To interpret the ADHD students' perception regarding the use of ludic methodology when being taught English as a Foreign language.
- To describe the usage of ludic methodology when teaching English to students with ADHD by the means of observations to regular classes.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED**

The evolution of Attention Deficit and Hyperactive Disorder through education has changed drastically, in academic and social settings over time. Indeed, the unfolding of ADHD has been approached since 1845 from two distinct positions; European: specialists from Germany and France and Anglo-Saxon: specialists from English-speaking countries.

Therefore, in both Germany and France, professionals were worried about how scholars changed their behavior exceedingly. So, in Germany by 1845, the first term for their condition was set by Henrich Hoffman as motor instability, especially in children who used to move their hands and legs excessively and whose problem could not be treated. However, in France (1897), Bourneville described instability for students who presented some characteristics as inattention and uncontrolled movement who could be helped correctly by people well linked to them.

In the 20th century, early professional opinions, such as that of George Frederick Still, attributed to this disorder specific characteristics known as ADHD traits. These were impulsivity, inattention, disorganization, and so on. However, during this century, Attention Deficit Hyperactivity Disorder was considered a "moral control defect" that made children feel unconcerned about their actions, especially in academic contexts. Therefore, this condition began to influence the medical field to reduce or counteract some characteristics of this disorder. To allow them to be incorporated into the community in a "normal" way.

During the 21st century, with the Diagnostic and Statistical Manual of Mental Disorders creation, people with Attention Deficit and Hyperactive Disorder have been diagnosed appropriately to obtain medical treatment and heed. Consequently, specialists, scholarly authorities, teachers, and families who interact with ADHD patients have paid attention to their needs to avoid problems in their social and academic life, as Taylor (2011) mentioned.

##### **2.1.1 STATE OF ART**

Attention Deficit and Hyperactivity Disorder (ADHD), cannot be discussed without mentioning Special Educational Needs (SEN). SEN are those learning problems that some students present during their education. These difficulties prevent students from learning correctly or at the same pace as others. Special educational needs encompass a set of problems. However, it is necessary to know how to differentiate them. In the first instance,

there are needs associated with a disability, such as sensory disabilities like deafness or physical disabilities. On the other hand, there are needs not associated with a disability among them language problems, dyslexia, depression, ADHD, and others.

Once the above is addressed, it is essential to know the evolution of the conception of ADHD. Just like thinking about disabilities has evolved as man's knowledge has expanded. Unlike the old thinking about disabilities, which considered it a punishment for acts against God, ADHD had a better acceptance. From the earliest physicians, ADHD began to be investigated. Thus, in 1790, the Scottish physician Crichton investigated what is called "mental restlessness". Producing the first breakthrough in understanding this disorder. Crichton found that children suffering from this disorder did not exceed 12 years of age and whose character was the inability to attend. He was the first to suggest that these children should have a different education from the rest.

In 1901, the British Pediatrician Still, described behavior that caused impulsivity, hyperactivity, defiant behavior, and inattention. What was peculiar was that these characteristics did not affect the intelligence of the children examined. So, Still only associated it with an "unacceptable" behavioral problem and concluded that the children had moral issues. In 1917 and 1978, as mentioned by the CADAH Foundation. There was an epidemic of encephalitis which led several pediatricians to notice that children presented more symptoms of hyperactivity. Leading them to think that this disorder was caused by an inflammation in the brain. So, the name was changed to "minimal brain damage."

Over the years, a drug called "Ritalin" began to be marketed. The goal of the drug was to stimulate the central nervous system and treat the symptoms of ADHD. For some researchers and activists, it did not seem right to have children on drugs or in a sleepy state. So, they began to push for more research on hyperactivity and attention deficit disorder. As a result, hyperactivity problems are caused by the incorrect translation or interpretation of information received by the brain. By the late 1980s onwards, the disorder was named as it is currently known, and any conception that ADHD is caused by brain disease, or a moral problem was eliminated.

Nowadays, attention deficit hyperactivity disorder is part of inclusive education. For which it had its difficulties. As mentioned by Flores & Villardón (2015) inclusive education has been labeled as intrusive. Man, and education had to create new methodologies to meet the needs of all students. It produced those educational personnel takes inclusion as extra work or more schedule load. That is why the researchers suggest that inclusion and inclusive education will no longer be considered an intrusion when viewed from a perspective of change. Inclusion is the opportunity for change in human thinking as it is a support for all students.

Based on the new methodologies for inclusive education mentioned above, the ludic methodology emerges. This methodology is based on the active participation of all students through games. Thus, this methodology began to be applied as an aid to students with ADHD, which brought excellent results. The utility of this methodology is that it can be

applied to any subject. In the case of foreign language, the results presented by the students with this disorder were admirable.

For example, García & Gómez (2010) implemented play activities for students with ADHD in second language teaching. The results showed that anxiety levels in students decreased. Aggressiveness was reduced as well as inattention. In periods when ludic activities were applied, the concentration and attention of the students increased compared to other methodologies. They were also able to demonstrate that these activities created a calm and trusting environment within the classroom. A space free of pressure and stress, where all students feel the confidence to participate, make mistakes and enjoy learning.

Similarly, Gallegos & Robalino (2019) verified that the ludic strategies are instruments of dynamism, engagement, and inclusion that are the best option to work the teaching of English to children with hyperactivity. The results suggest that play strategies attract the attention of students with ADHD and keep them entertained during class hours. At the time of application, they found that the foreign language teacher was better able to teach the topic set for each day, and not only that, but they also noticed that the students acquired a better fluency and comprehension of the language so that they lose the fear of making mistakes. The vocabulary expanded, and the students showed more confidence when participating, losing the fear of making mistakes.

Moreover, Alcedo et.al., (2011) applied elementary school children with play activities for learning a foreign language and showed that these activities such as games, songs, riddles, stories, drawings, tongue twisters, and more. They achieved the children's better pronunciation and fluency at a young age since students take learning as a basis for a play, which allows them to perfect each aspect. They deduced that these activities caused these results since play situations in learning cause language to be involved, together with children's psychomotor development.

With that in mind, García et al. (2010) investigated playful games as an option for teaching English to children with ADHD. Since English is considered a difficulty and students with hyperactivity and poor concentration represented a challenge, it was necessary to check if the games represented a help. As in previous research, it was verified that the games represent a greater interaction on the part of the children with hyperactivity. Thus, their concentration increased in the same way. For this research, the family environment was also important to improve learning in children. It was found that 40% of parents did not know how to help their children with ADHD. Thus, once again, leaving all the work to the teacher who had to help the student for only two hours a day is not enough.

As in all education, to generate a successful and meaningful teaching and learning process, three pillars are necessary: teachers, students, and parents. Contrary to what many parents do which is leave their children in school for the teacher to do everything, parents have a more outstanding role since they must reinforce and encourage their children from home. For quality education to exist, it is essential to work together.

Therefore, Malagón & Suarez (2021) wanted to know the experiences of teachers and parents with children with ADHD. First of all, and as expected, most teachers did not

know how to work with children diagnosed with hyperactivity, alluding that they had not received training on it. However, they were looking for methods and activities that allowed them to conduct the class better. A significant part of the research was to find that the parents of the children with ADHD knew almost nothing about it. Some of them even denied or did not know that their children suffered from this disorder. Thus, in the end, the work fell merely on the teacher, who oversaw helping the student autonomously, since there was no support from the children's home.

How can teachers be expected to help their students if parents cannot help their children? The teacher in their class hours not only teaches the students but also becomes a friend, and even in some cases, the students come to see their teachers as a father or mother figure. The teacher has had to look for thousands of ways to get all his students to learn, and if it is difficult for one of them, the teacher will look for another solution. Among these solutions is the ludic methodology, as already mentioned. However, the curious aspect of this methodology is it must be complemented at home. It is cooperative work between school and home.

For the ludic methodology, parental support is necessary since play and fun are not all. The help and motivation of the parents to the children is a foundation. In the case of children with ADHD, this help from parents should be even greater since several times hyperactive children feel free at home. For the ludic methodology to be applied correctly to these students, it must have characteristics such as being fun, participatory, dynamic, socially interactive, and eye-catching, as mentioned by Ingrid Mosquera. Often, teachers only focus on the game and exclude the other characteristics. It may be because teachers are not well trained for inclusive education or for the use of various methodologies.

Faced with this problem, professionals are being trained more and more so they can work in inclusive education. It is the case of students in training as foreign language teachers, who in the research of Flores & Villardón (2015) accepted to be excited and present more commitment to work in inclusive education. However, the authors state that an inclusive mentality is only the first step; it must be complemented with more courses and workshops. We are living in a century in which human thinking has developed as well as skills and adaptability. Therefore, it is time to promote inclusive thinking and training from the early years of age, thinking that must be sown both at home and in educational institutions.

## **2.2 THEORETICAL FOUNDATION**

### **2.2.1 EDUCATIONAL POLICIES**

The 2008 Constitution of Ecuador has established several articles in which it guarantees not only the good life of people with disabilities but also helps them to be part of society and therefore to have an education. Among some of its articles we find:

Art 6, literal a.- "Garantizar, bajo los principios de equidad, igualdad, no discriminación y libertad, que todas las personas tengan acceso a la educación pública de calidad y cercanía". All people have the right to be able to have a quality education, where

their access is assured and responds to their needs. Similarly, Art. 26.- "La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado". No educational institution can refuse to teach people with disabilities, and inclusion is guaranteed and cannot be denied.

Art. 47 numeral 7.- "Una educación que desarrolle sus potencialidades y habilidades para su integración y participación en igualdad de condiciones. Se garantizará su educación dentro de la educación regular. Los planteles regulares incorporarán trato diferenciado y los de atención especial la educación especializada [...]".

The Ecuadorian constitution mandates that no person may be excluded; on the contrary, it will allow the integration of all persons into society and all its components. Education, being the center of the development of a country, is open to the reception of all persons and at the same time guarantees the adoption and help to those who need it or have difficulties.

## **2.2.2 LEY ORGÁNICA DE DISCAPACIDADES**

The Ley Orgánica de Discapacidades (Organic Law on Disabilities) merely protects all persons with disabilities at any level, whether mild or severe. Within this law, an education that responds to the fulfilment of quality education is guaranteed. Some of the articles to be found are:

Art. 27. "El Estado procurará que las personas con discapacidad puedan acceder, permanecer y culminar, dentro del Sistema Nacional de Educación y del Sistema de Educación Superior [...]".

Art. 31. "La autoridad educativa nacional propondrá y ejecutará programas de capacitación y formación relacionados con las discapacidades en todos los niveles y modalidades del sistema educativo [...]".

Art. 33. "Que las instituciones educativas escolarizadas y no escolarizadas, especial y de educación superior, públicas y privadas, cuenten con infraestructura, diseño universal, adaptaciones físicas, ayudas técnicas y tecnológicas para las personas con discapacidad [...]".

Ecuadorian education is meant to be inclusive. It must be open to all types of disabilities and ensure their educational well-being. Educational centers must be adapted both in their infrastructure and curricula to provide an adaptable education for all sorts of students. Likewise, the government will guarantee training for teachers to facilitate the How to work with students with disabilities?

## **2.2.3 LOEI**

The Ley Orgánica de Educación Intercultural of 2011, it is a set of articles where both the obligations and the educational rights of students, teachers and parents are framed, as well as safeguarding an education for all without exception.

In some of its articles we find Art. 47: "En el caso de las personas con discapacidad los establecimientos educativos están obligados a recibir a todas las personas con discapacidad, a crear los apoyos y adaptaciones físicas, curriculares [...]".

In the same article we can find that "Los establecimientos educativos están obligados a recibir las todas las personas con discapacidad a crear los apoyos y adaptaciones físicas, curriculares y de promoción adecuadas a sus necesidades."

The LOEI establishes emphatically that educational centers must provide education to people with disabilities, and in turn, these centers must respond to their needs. Schools and colleges must have spaces adapted to any disability, and teachers must be trained to be able to teach any type of student.

## **2.3 EDUCATION**

An educational theory is defined as a guide for the teaching process of educators as it contains different concepts, propositions, and principles used by teachers to explain the phenomenon of classes. Furthermore, educational theories refer to the teacher's assumption when working on the student's understanding and practice of a discipline, as mentioned by Higgs (2008).

Within a theory, we can find methods. These refer to how a teacher uses strategies in a classroom during the teaching and learning process. However, it is necessary to adapt and modify the methods, due to the special educational needs that some learners may present during a lesson. Especially, the use of the teacher-centered and learner-centered methods that help improve student understanding, as explained by The National Council for Special Education (2014).

In the case of having students with special educational needs, as already mentioned, curricular adaptations are necessary. The special education policy refers to a guarantee involving the protection of vulnerable minorities. It also establishes legal protection for those who need additional requirements for persons with disabilities to be able to study and be part of society. However, each policy depends on the legislation of each country, as indicated by the Department of Special Education Services (2013).

Thus, curricular adaptations refer to the specific objectives, skills, methodologies, resources, activities, time, and redesign of the assessment of the curriculum to adapt it to the special educational needs of the learners. In addition, the educator is in charge of making these adaptations with the approval of the DECE, area heads, and parents, as established by the Ministerio de Educación del Ecuador (2013).

## **2.3.1 EDUCATIONAL THEORIES**

### **2.3.1.1 COGNITIVE LEARNING THEORY**

Cognitive learning theory, as Dwivedi (2016) explains how humans make decisions, how they reason, why they make mistakes, and how they remember and recall. In other words, teachers can understand how students' cognition works and how they receive information to use different resources to match their needs in the classroom. At the same time, as Dwivedi (2016) adds, the mental process of cognitivism helps to maintain active information processing that pertains to the creation of symbolic constructs in the minds of individuals. The understanding of the cognitive theory of Jean Piaget establishes to what extent it helps to promote intellectual progress, as mentioned by Folquitto et al., (2014).

Thus, learning theories help teachers to achieve better learning for all students, including those with special educational needs, for example, attention deficit hyperactivity disorder affects students' experience during their school period that demonstrates multiple failures in understanding constructs or following rules to complete required tasks. (Home, et al., 2003). Finally, by using cognitive theory, teachers will be able to understand how students with special educational needs learn different subjects and feel when working in those situations. In this way, students can improve their academic performance.

### **2.3.1.2 HUMANISTIC LEARNING THEORY**

Moreover, it is necessary to understand the Humanistic Learning Theory, according to Combs 1986; Dollarhide & Granello. (2012): "It refers to the holistic growth of the person, including cognitive, emotional, and interpersonal domains" (p. 280). Especially when teachers try to develop a class, they need to guide students not just academically but emotionally because they need to focus less on the accumulation of knowledge and more on how their pupils socialized with others in the class by developing their skills (Combs, 1986; Kleiman, 2007). Even though the conditions of students with special educational needs affect the academic and social performances of the learners, the goal of this approach is to create a learner-centered class, significantly let them develop social relationships, and be empathic with them. (Dollarhide & Granello, 2012).

### **2.3.1.3 THE ACQUISITION-LEARNING THEORY**

In 1983, Krashen formulated a theory of second language learning. He divided the process into two aspects, acquisition and learning. In the first place, he describes acquisition as the unconscious picking up of a language through natural communication and interaction. The acquisition does not emphasize grammatical rules, as the aim is for the learner to communicate and understand the language. On the other hand, learning is defined as a formal and conscious process where the person knows that is getting new information. Grammatical



rules are involved here. For Krashen, the acquisition is more significant than learning, as it is shown to be a more dynamic process.

"Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill." Stephen Krashen

### **2.3.1.4 MONTESSORI THEORY**

The Montessori methodology promotes a "prepared environment" which should be organized, aesthetic, and with ample space. Each material in the Montessori environment responds to a specific purpose, motor skills, reading, socialization, entertainment, or any other purpose. Montessori ensures that the environment in which the child learns influences the child. Stimulating the students and giving them the freedom to walk around the classroom, discover new things and focus on those things that interest them most. Something to be taken into account is that the prepared environment must be adapted according to the level of development of the student, and the permanent observation of the teacher.

### **2.3.2 UNDERSTANDING METHODOLOGIES**

A methodology refers to the teacher's selection of strategies and tools to transmit the concepts, definitions, and constructs of a discipline. Additionally, it is helpful to understand the learners' needs to use it correctly to achieve the learning objectives of a class with the methodology's development. Consequently, there are different methodologies in the educational field, traditional and innovative ones, that are adapted to a class's plan according to their usefulness to the students as Hernandez (1997) concludes.

### **2.3.3 EDUCATIONAL METHODS**

#### **2.3.3.1 COOPERATIVE LEARNING METHOD**

Students with special educational needs (SEN) must be included in the class by the correct professor's teaching process. As a result, the National Council for Special Education (2014) considers as a primary necessity, the development of an inclusive environment where students with SEN can work with the rest of the class. Because of this statement, the cooperative learning method is considered an important strategy where learners must work together in small groups, try to help each member learn, and share the evaluation of learning. (Slavin, 1990., Jenkins 2003)

In the case of students with Attention Deficit Hyperactivity Disorder (ADHD), this method benefits their learning process as it builds and improves knowledge and allows the acquisition of competencies and the development of social skills. Being students, whose degree of frustration is high when performing activities, students with ADHD reduce their

stress levels as well as anger levels. By sharing time with other students, hyperactive children feel more relaxed, and their energy is shared with the rest, thus achieving a balance.

However, there are three aspects to consider having ideal cooperative learning.

1. Organization of mixed groups - something to take into account is that you cannot unite several students with ADHD in the same group. It will only increase the attention problems. For the group to be balanced, it should be considered the formation of skills, so that a group of support and being able to collaborate actively is obtained.
2. Linked objectives. - when creating a group, it should be prioritized that the objective is the culmination of the activity in the best possible way. Achieving not only the completion of the task but also getting students with ADHD to control their impulses.
3. Interactions. - When working in a team, all students are required to contribute new knowledge and skills, which allows for reciprocal influence among all members. In other words, everyone will help each other directly or indirectly in the learning process.

### **2.3.3.2 COMMUNICATIVE LANGUAGE TEACHING METHOD**

Communicative language teaching is an applicable method when teaching students with special educational needs because of its function in a class where teachers understand how their students acquire the information, the usefulness of the correct activities' selection, and how educators and students must interact to achieve a significant learning process (Richards, 2006).

For students with Attention Deficit Hyperactivity Disorder, being able to keep in constant communication represents both a way to channel their energy and an "excuse" to distract themselves from class. Thus, they are commonly called "talkers" and do not take advantage of this action. Thus, the communicative method favors students with ADHD to improve their communication and is a method focused on a foreign language which means speaking and listening skills can be enhanced. This in turn favors the rest of the students who may be afraid to speak, seeing that students with ADHD speak, the others will lose their fear and begin to communicate more and more.

One way to apply this method in the class is to take as a starting point conversation about daily life, likes and hobbies. This will produce an atmosphere of familiarity for all students since these are topics they know perfectly well, and they will not feel insecure if they make mistakes. Some of the activities that can be carried out within this method are role-plays, problem-solving tasks, games, competitions, etcetera.

### **2.3.3.3 TOTAL PHYSICAL RESPONSE METHOD**

Total Physical Response tends to be used by teachers to develop a dynamic class where they can create activity commands for their students to get a physical response when

acquiring English as a Foreign Language. Especially work with those learners who have special educational needs because it works as a motivational tool (Savic, Vera. 2014).

This method is of great help when teaching students with ADHD since its pillars are the simultaneous use of the body and verbal language of the individual. This method not only works not only the oral part of the student but also the motor part. Students with hyperactivity benefit from working under this modality because they see the classes as an hour where they can stop sitting and feel freer to use their bodies. Due to the excessive energy that these students have, the TOTAL PHYSICAL Response method provides the opportunity to "burn off" that energy and keeps them more focused and calmer during the lessons.

It is essential to keep in mind that the teacher should not allow the students excessive freedom with the activities, since it is common for the student to take that freedom to do whatever they want and deviate from the proposed activity. However, if the method is applied correctly, it can create social bonds between all members of the classroom, since they share moments where they can be distracted and relax and thus feel more comfortable with each other.

#### **2.3.3.4 LUDIC METHOD**

The ludic method refers to the entertainment space where the child learns. For this method, it is necessary to use "games" or entertaining activities that allow students to learn actively. The ludic method is adaptable. In other words, according to the student's age, the activities will change. If the student is at low or basic educational levels, the activities should be focused on play, fun, verbal and body expression, expression of feelings, and more. On the other hand, if the student is at higher levels, the activities will aim at intellectual challenges while maintaining the basis of entertainment.

The ludic method is not only focused on the fun of learning. The creation of a space of trust and harmony within the classroom is another of its pillars. An important thing to have in mind is that the teacher must be part of the activities, not just observe how the students do them. When the teacher is immersed with the student by doing the activities together, the bond between the two is created and strengthened. This method takes input from other methods to incorporate them, including the Montessori method, Project-Based Learning, and Problem Based Learning.

This method has been most often used to teach students with ADHD because of its "play" nature. The classes are not presented in a traditional way, where the student remains seated and listening, but rather the opposite, the student can get up, play, converse, and so on, under a proposed activity. Using "games" as a teaching resource, students with hyperactivity can channel their energy, their rates of anger and frustration decrease, socialize with other students, have fun, and learn.

Playing during class and learning through play should not be confused. There is a tendency to believe that this methodology is merely making students play. However, learning with this method means presenting the class topic and teaching through a series of recreational activities that allow students to be immersed in an environment of calm, distraction, cooperation, and a dynamic learning.

### **2.3.3.5 MONTESSORI METHOD**

The Montessori method is based on the generation of student independence and the development of their skills and abilities. This is achieved through discovery, practice, teamwork, concentration, interest and above all, freedom. This method encourages the creation or adaptation of learning spaces, where the learner can focus on different things. These spaces should be composed of specific and concrete materials.

The Montessori method differentiates eight educational principles, as follows

1. Discovery learning. - It is based on the idea that the human being learns best through practice, direct contact and the discovery of knowledge and skills. Students should be allowed to go step by step by themselves, encountering educational experiences directly through experience. It will make the knowledge and skills acquired more durable.
2. Creation of the environment. - This means that the classroom should be adapted to the needs of the students, taking as the main point to avoid having too many objects that can distract the students. It is important to have freedom of movement and clean and tidy space. Everything is necessary to make students feel comfortable.
3. Concrete materials. - These materials are part of the prepared environment. As the name says, they are specific didactic materials that help the students during the classes. These materials should be made from natural objects such as wood. It makes them more durable.
4. Freedom of choice. - Do not always follow a learning process planned by the teacher. It can become monotonous and boring. It is necessary to allow the students to present topics that call their attention to learning. It allows students to feel more confident in participation and creates a safe environment.
5. Classrooms with students of different ages. - By having mixed age groups in a classroom with a maximum of three years difference. It would allow younger children to learn and acquire skills already possessed by older children.
6. Collaborative learning. - When allowing students to learn, the most common option is to work in groups. Therefore, teamwork and social development should be encouraged. This allows to create stronger bonds of friendship and improves the learning process.
7. Uninterrupted classes. - Take into consideration that classes should be of a continuous duration of three hours without interruptions. Being classes where students can choose what and how to learn, classes are planned to be less boring, with more dynamism and greater concentration.

8. Teacher as guide. - The teacher takes on the role of guiding students in learning without hindering self-learning. The teacher sets out, gives indications, and advises, but does not interfere in the autonomous learning of each student.

### **2.3.3.6 GAMIFICATION**

As its name suggests, gamification uses the principle of games to incorporate them into the educational environment. This method aims to make students learn through games that increase their attention and concentration and make them feel entertained. Gamification is not just about playing games during class time; its principle is to take the mechanics of a game and incorporate it with a learning theme.

This method enhances the students' skills through experimentation and entertainment since it considers that through a fun environment, the teaching and learning process is given in a better way, and they achieve a better understanding of the issues to be addressed. It ensures that the student acquires meaningful and functional learning. The students' motivation to learn will be intensified. Some examples of gamified activities can range from a board game, where vocabulary can be learned or mathematical problems can be solved, to games that use the body.

### **2.3.3.7 PROJECT BASED LEARNING AND PROBLEM SOLVING LEARNING**

Project-based learning aims to challenge students to complete a task or project. This method involves students taking an active role and working collaboratively, while the teacher takes a passive, guiding role. These projects can start with a simple question that becomes the goal of the project. The teacher must be sure that the students have all the necessary means to carry out the project before handing over the project to be carried out. This method makes students develop their skills as well as creativity, teamwork, and critical thinking.

Similarly, we find problem-based learning. It shares certain characteristics with project-based learning. Some of their similarities lie in the intellectual and motor development of students as they try to solve the problem presented. The problem must respond to a real-life issue so that the student is more aware of the environment and becomes actively involved in society. Unlike project-based learning, the problem-solving method does not require extensive time, as the aim is to solve a problem creatively.

## 2.4 SPECIAL EDUCATION

One of the most important things is the differentiation of Special Educational Needs (SEN), not all of them are given or caused by a disability. Thus, SEN are divided into two groups.

Special Educational Needs associated with a disability or Permanent, thus we find Physical, Sensory, Visceral, and Intellectual disabilities. On the other hand, we find the Special Educational Needs not associated with a disability or Transitory being Language problems, Learning problems, Emotional problems, Behavior and Giftedness.

### 2.4.1 SPECIAL EDUCATION ASSOCIATED WITH A DISABILITY

Special education refers to the unique instruction design that helps students who present difficulties during their learning process. Moreover, the importance of identifying special education that is associated with the existence of a disability defines itself as a permanent necessity that stays during the learner's life, for example, hearing impairments, visual impairments, intellectual disabilities, and physical disabilities. (Ministerio de Educacion del Ecuador, 2013).

Types of Special Education associated with a disability:

**Physical disabilities** refer to the fact that the person has problems or amputations in their limbs, such as arms or legs. In most cases, people with physical disabilities need the use of implements on their bodies, such as prostheses or a wheelchair to improve their mobility.

**Sensory disabilities** are those in which the individual has problems in sense organs. These can be classified as Auditory (people cannot or hear a low percentage) Visual (they find it difficult to see or cannot see at all).

**Visceral disability** affects people's internal organs and prevents them from carrying out everyday activities. These include kidney failure, lung problems and heart problems.

**Intellectual disability**, as its name suggests, is the one that affects how the person learns. This disability is characterized by preventing the individual from learning or immediately forgetting what he or she has just learned. A clear example is Down's syndrome, which can be mild, moderate, or severe.

### 2.4.2 SPECIAL EDUCATION THAT DOES NOT RELATE WITH A DISABILITY

Special education does not relate to a disability when the learning difficulty is temporary during the individual's life that it does not affect the sensory or physical

individual's functions. Those special educational needs are language, behavioral, learning, emotional and giftedness problems. Additionally, teachers must understand how to work with their pupils to adjust their teaching process. (Ministerio de Educacion del Ecuador, 2013).

Types of Special Education that does not relate to a disability:

**Language problems or disorders** are those that prevent a person from being able to express themselves clearly both verbally and bodily. This causes people to have difficulty using words or trying to understand what others are saying.

**Learning disabilities** have a broad classification. The most common include dyslexia, which prevents the child or young person from reading correctly, having problems with organization, confusing certain letters, and spatial difficulty. Dyscalculia, on the other hand, impedes the person from doing mathematical problems or having problems with numbers. Dyslalia or problem to speak correctly, people tend to confuse the sounds of certain letters when speaking. Dysgraphia or difficulty in writing correctly. The child with dysgraphia writes in a disorderly and difficult to understand way.

**Emotional problems** are those that produce changes in people's emotions. Among them, we can find bipolarity or sudden change in the mood of people. There is also depression, which causes people to feel in a state of sadness.

**Behavioral problems** include people with attention deficit or hyperactivity disorder. This causes people to have difficulty concentrating or following certain imposed rules. They are often labelled as undisciplined; however, this is because people do not know how to deal with a person with ADHD.

Finally, there is **Giftedness**. Many people see giftedness as an advantage rather than a problem, as people with this quality have higher than normal intelligence. However, when it comes to learning, it can be a battle with the teacher, as gifted people will learn faster than others and get bored easily.

## 2.5 ATTENTION DEFICIT AND HYPERACTIVE DISORDER

Attention Deficit and Hyperactive Disorder refers to a neurological disorder that makes individuals cannot pay attention and control their behavior in daily routines. They must present restless and active characteristics so that ADHD symptoms can be diagnosed by specialists easily. Even though this syndrome appears during childhood, its continuity can hold on in the youth and adulthood of people who have it, as The National Institute of Mental Health (2016) states.

## **2.5.1 CAUSES OF ATTENTION DEFICIT AND HYPERACTIVITY DISORDER**

The principal causes to diagnose Attention Deficit and Hyperactive Disorder in children refer to a genetic pattern when the disorder's existence in 70-80% of the population has been identified in their family scientists have set this cause as the first one. In addition, the other refers to the pregnancy's development when the mother consumes alcohol, cigarettes, and other substances that make her feel stressed in any situation. Sometimes people think that Attention Deficit and Hyperactive Disorder is found in children because of their parents' and teachers' carelessness. However, it does not refer to an acquired disorder in the environment, like Hernandez, Pedro (2010) remarks.

## **2.5.2 TYPES OF ATTENTION DEFICIT AND HYPERACTIVITY DISORDER**

According to Barkley, Russell (2011) there are three types; inattentive, hyperactive-impulsive, and combined type. Each one is diagnosed according to the disorders' characteristics presented by an individual, for example:

**Impulsive hyperactivity:** this type of ADHD affects children in the energy domain. In other words, the most common symptom is the need to move constantly and the difficulty in controlling their impulses. However, this type of ADHD does not affect children's concentration. It occurs more frequently in younger children. It is important to differentiate because, at the age of 3 to 5 years, most children have a lot of energy, which is why they tend to be considered to have ADHD. The easiest way to recognize it is by the hours of sleep. A child with ADHD has less sleep than usual yet has plenty of energy.

**Inattention:** as the name implies, this type of ADHD affects children's concentration. It is easy to overlook these children because during lessons they are very quiet and contrary to the first type of ADHD, they do not have problems with impulsivity. Inattentive children tend to be shy but have a look of being lost or daydreaming. They have a high level of creativity which causes them to be more easily distracted or lose their concentration.

**Combined ADHD:** children with combined ADHD are those with the first two types in combination. Combined ADHD children present major problems, as they not only have difficulty controlling their energy and impulses but also have difficulty concentrating. It is common for people to call them or consider them spoiled or disobedient children because of their characteristics. However, the symptoms of impulsivity and inattention may decrease as the child enters adolescence.



### **2.5.3 TREATMENTS OF ATTENTION DEFICIT AND HYPERACTIVE DISORDER**

According to the U.S Department of Education (2003) there are two treatments to help people with ADHD developing their daily routines; behavioral, and the pharmacological treatment. Even though there is no cure for this disorder, these treatments must be applied to improve ADHD individuals' social and academic activities.

**Behavioral treatment:** it refers to the parents and school personnel's understanding when interacting with ADHD individuals using psychology therapy to improve the social and academic performance of people with this condition.

**Pharmacological treatment:** it refers to the prescription of psychostimulants, antidepressants, anti-anxiety medications, antipsychotics, and mood stabilizers with the ADHD parents' authorization to control the disorder's development.

## **2.6 METHODOLOGIES FOR SPECIAL EDUCATION**

There are two methodologies to be applied in an English class, as Lenjani, Indrit (2016) explains, the behaviorism methodology works as the positive or negative reinforcement when a stimulus is applied to obtain a response. The reinforcement is applied when the teacher needs to clarify the information when teaching students with special educational needs. Moreover, students will acquire the language if the educator creates better activities to adapt the environment to those students with SEN. In addition, Lenjanni, Indrit (2016) also remarks that constructivism methodology is when the teacher identifies the students' educational needs to activate the English acquisition through the correct use of strategies. Finally, Lenjanni, Indrit (2016) describes the ludic methodology as a motivational tool to teach students. Especially with games because children learn better when this kind of activity is developed in each topic. Consequently, the practice of ludic methodology should be considered to teach English and not just its theory.

### **2.6.1 LUDIC METHODOLOGY**

The Ludic methodology refers to a tendency for playing and learning spontaneously when the educator teaches students with special educational needs. This resource improves the student's learning acquisition because it activates their motivation when developing any activity. Even though some experts use the ludic methodology just for the warm-up part, others suggest its application during the class, as Bernardo (2009) argues.

The following features must be considered to apply the ludic methodology correctly:

1. To identify the students' special educational needs to give them opportunities when learning enjoyably.
2. To organize activities that make students improve their creativity.
3. To develop a class that promotes mental and emotional stimulation.
4. To teach spontaneously without increasing student's anxiety.

## 2.6.2 LUDIC ACTIVITIES

A ludic activity is used in a class to reach specific goals in the students' academic year to help them learn in a dynamic and motivational way. Therefore, it is necessary to explain how the purpose of ludic activities will help students' learning process to get them involved in each activity, as Nascimento (2017) describes. Additionally, the following activities are considered as ludic ones to improve the students' English acquisition:

**Games:** a game is a useful tool to help students engage in the development of the class because of its motivational provision, its promotion of positive learners' aptitudes, and the application of cooperative work.

**Pair work:** when using this kind of activity, students will get close to their classmates to interact and exchange information that they do not understand from the English teacher's explanation.

**Songs:** using songs in the teaching and learning process help to improve the learners' listening and speaking skills. Further, if they acquire the English language with songs, they will use gestures, mimics, and feelings to learn effectively.

**Role-plays:** it refers to learning by doing because scholars like other characters, so their imagination, attention, and interest will get introduced in the task.

**Flashcards:** The English educator teaches new vocabulary using papers with significant information on the current contents.

**Stories:** it refers to the narrative storytelling that the teacher uses to improve the students' capacity to fantasize because it helps to increase security when learning a new language.

## 2.6.3 SPECIAL EDUCATION FOR ADHD STUDENTS

Special education for Attention Deficit and Hyperactive Disorder refers to the teaching adjustments to let students who have this disorder learn as equal as the rest of the class. Moreover, there are some characteristics to identify ADHD learners. (Ministerio de Educacion del Ecuador, 2013).

These include lack of attention to the class or when the teacher asks them questions. For them, attention is focused on different things at different times, so it is difficult for them to concentrate on just one thing. The slightest movement of an object captures their attention. This can be anything from watching a fly flying, to looking out of the window at things happening outside. Another characteristic is the failure to complete assigned tasks. For the same reason mentioned above, for them, doing a task that requires them to sit with a notebook in front of them is "torture", that is why they never finish the activities.

A very peculiar characteristic is that they have a lot of energy. Sitting for the whole class is not an option for them. That is why they will be moving around, getting up from their seats, walking around the classroom or interrupting their classmates. If they are forced to sit still, their arms and legs will start to move constantly, which can cause frustration for the children and can annoy others. Finally, children with ADHD tend to talk too much, it is important to know how to control the child from interrupting others, without causing the child with ADHD to feel offended.

## **2.7 TEACHING ENGLISH TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

At the beginning of the scholar year, the English professor must identify the students' special educational needs to adapt and use specific strategies, methods, methodologies, and resources to create an adequate teaching and learning process. Moreover, educators should apply the following criteria to teach learners with SEN:

1. The teacher should use a specific methodology when special educational needs are identified in the learners' academic performance.
2. The material to be used in the class should be catchy and academic too.
3. The teacher should create more extra activities for those students with SEN.
4. If there are special educational needs, the curriculum adaptations will be set too, as Padurean (2014) describes.

### **2.7.1 CURRICULAR ADAPTATIONS**

There are three curricular adaptations for students with special educational needs; the first, second, and third level of concretion, as the Ministerio de Educación del Ecuador (2013) describes.

The first level of concretion refers to the adaptations of the education ministry's curriculum, bearing in mind changes in the ideologies, pedagogies, and structure to improve the inclusive education in an institution. The second level of concretion refers to the institution's plan to adapt the curriculum in each subject area as the Institutional Educative Project to adjust the different strategies to students with SEN. The third level of concretion

refers to the class's plan modifications to adapt it according to the special educational needs in all the students to improve their learning acquisition.

Finally, for ADHD students, there are three specific curricular adaptations, access to the curriculum, methodological, and evaluative. For example:

**The teacher should allow more time for homework:** the activities to be done with a student with a disability should be in a longer time frame compared to other students. It is very common for a student with a disability to feel frustrated with the activity or find it difficult. So, more time should be given, and the teacher should be encouraging.

**The teacher should use a variety of resources:** this will ensure that not only the student with a disability learns and stays focused, but that all students enjoy the class time and participate actively.

**The teacher should develop activities in parts:** certain activities can be challenging for students. So, the teacher should divide the task into several parts, or in a sequence. This makes it easier to carry out the work in an orderly manner.

**The teacher should use active methodologies to improve the work of classmates, role-plays, and projects:** when using playful activities with a focus on group work and verbal and corporal expression, all students can form bonds of companionship as well as confidence in participating and not being afraid to fail.

## **2.7.2 TEACHING ENGLISH TO ATTENTION DEFICIT AND HYPERACTIVE LEARNERS**

Teaching English to Attention Deficit and Hyperactive learners should be taken in three steps, as the U.S. Department of Education (2005) details, to teach English to ADHD students, the academic instruction, behavioral intervention, and classroom accommodations must be set. The following characteristics should be followed to understand the students' special educational needs and teach them correctly.

**Academic instruction:** it refers to the introduction, conduction, and closing development of a class when the teacher creates a space where strategies, pedagogy, tangible material, and resources are adapted to ADHD students.

**Behavioral intervention:** when ADHD students cannot control their impulsiveness and hyperactivity, their teachers, specialists, and parents' assistance improve their social interaction.

**Classroom accommodations:** when an ADHD scholar is learning in a class, the teacher should change its physical structure. First, the child must be seated next to the professor to be aware of his/her performance. Second, the teacher should change the work area to avoid students' distractions. Finally, the institution should provide proper furniture,

lights, and pointers to improve the teaching and learning process, as the U.S. Department of Education (2005) concludes.

### **2.7.2.1 STRATEGIES FOR TEACHING ENGLISH TO STUDENTS WITH ADHD**

Unlike other special educational needs, Attention Deficit Hyperactivity Disorder (ADHD) strategies, tips or adaptations do not involve major changes. However, to help students with ADHD in their learning, there are specific strategies that allow them to improve and are easy to apply. Among them are.

1. Simplification and dosage of tasks. - Students with ADHD have concentration problems and excess energy, making it difficult for them to complete a task. Therefore, the teacher must divide the task or activity into short and simple sections so that these students can complete it without any complications. It is necessary to remember that each "mini-task" must be eye-catching.
2. Improve task orders. - Following orders for students with ADHD can be a challenge, so the teacher should avoid giving several orders or instructions at the same time, in order not to confuse the student. In addition, such instructions should be short and clear, which facilitates a better understanding for him or her.
3. Don't pay attention during the task. - Students with ADHD tend to get frustrated easily when they are constantly "criticized" or directed in an activity. They need to be given the freedom to do the activity on their own, give guidance only when necessary, and do not interfere with the task process.
4. Group work. - This strategy allows students with ADHD to socialize, be more tolerant and bring their energy to the rest of the team. By performing tasks in groups, the attention and concentration of students with hyperactivity are favored, since they should know to which aspects of the task they should and can contribute.
5. Boost motivation. - By having motivated students, the desire to work during class increases. When working with students with ADHD whose frustration rate is higher, motivating them helps them feel more confident and know that they can do the tasks without the need to be scolded or watched until they complete them. It also helps make class time more bearable.

### **2.7.2.2 ASSESSMENT OF STUDENTS WITH ADHD**

Everyone learns differently, so not every student can be assessed equally. In the case of learning difficulties, assessments need to have adaptations so that students with learning difficulties can take them. For students with ADHD, adaptations tend to be more dynamic to keep them focused during the assessment. Lozano Jimena (2021) provides some tips for adapting assessments for these students.

1. Duration of the exam. - As students are mentally fatigued, it does not make sense to offer them more time to finish the exam when they have lost all concentration. You can offer to finish the exam in a free hour or the next hour of the subject.
2. Assess in the early hours of the morning. - If the student is not tired, it will be easier for him/her to concentrate on the exam.
3. Adapt the exam. - The format of the test can be changed so that it does not look like a sheet of paper full of letters or numbers. These changes may include increasing the font size, giving more space for answers, or presenting only three questions on each side of the paper.
4. Visual support. - The use of pictures, drawings, concept maps, or presenting the test in color captures the student's attention and does not make them feel pressured to just answer the test.
5. Concrete questions. - Avoid questions that contain double commands such as underline and write or read and copy. This can cause confusion and double work for the learner, thus losing his or her attention.

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1 APPROACH**

For the development of this research, the qualitative approach is considered. Indeed, according to Blasco and Pérez (2007), qualitative research focuses on understanding and investigating the reality of those involved. It provides a better understanding of the phenomenon and how it affects the people around it. In the same sense, Taylor and Bogdan (1987) point out that qualitative research sees its participants as a whole, within their environment. It is of great help for this research since, it helped to better understand how ludic methodologies act when teaching English to children with ADHD, taking into account the experience of the teacher and the students.

#### **3.2 RESEARCH MODALITY**

Field and documentary investigations are the ones selected for this research. On the one hand, field research mentioned by Grajales (2000) is the one that takes place at the actual site of the phenomenon, to understand it in depth and all those involved. The purpose is to learn about their actions, experiences, and thoughts regarding the problem. It supports the development of this project since it was observed how students with ADHD received the subject of English with the ludic methodology. Likewise, the documentary research helps us to collect the necessary information from other authors on teaching English to children with ADHD, through the collection and selection of relevant material, which guarantees a better understanding of the phenomenon under investigation (Tancara, 1993).

#### **3.3 LEVELS OR TYPE OF RESEARCH**

The level of this research is descriptive. As Cauas (2015) indicates, it focuses on the description of how individuals interact in the social and academic settings in temporary or special circumstances. So that, giving an interpretation of how ADHD students behave with their English teachers during the learning process and vice-versa, a descriptive level aligns its features with understanding their relation when working together in the English language acquisition. Cauas (2015) further asserts that this level emphasizes its study of people, groups, and communities' properties. These are analyzed with a specific phenomenon. Consequently, through the development of this level, the ludic methodology is observed when the English teacher chose to work with ADHD students to comprehend the scholar's perception and the educator's management in the class.

### 3.4 POPULATION

The population for this study was made up of the English teacher and sixteen students of Cuarto Año de Educación General Básica in the Unidad Educativa Rumiñahui among whom there were children with Hyperactivity and Attention Deficit Disorder (ADHD). This high school was taken into account since it was known that there were students diagnosed with ADHD in their classrooms, and they are considered a challenge due to their characteristics such as lack of attention, excess of energy, episodes of anger and frustration. Thus, this population was the inspiration to learn how to teach English to ADHD students, a subject considered difficult. Teaching supported by the ludic methodology applied by the teacher of this institution.

### 3.5 SAMPLE

For the sample, non-probabilistic sampling was used, which in turn was purposive sampling, as the participants were known beforehand and were selected based on a professional criterion. Only three students were selected because they presented the target of the study, namely children with ADHD. To find out about them, we needed the help of the DECE (Departamento de Concejería Estudiantil) to confirm which students had ADHD. The English teacher was also part of the sample.

### 3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

The data collection process was carried out using three techniques. For their development, the objectives, opinions of the population, and all the information of the theoretical framework were considered. As part of the validity and reliability of the instruments, they were analyzed, corrected, and approved by a professor of the Universidad Nacional de Chimborazo.

**Interview:** for Seidman (2006) an interview is not getting a hypothesis for evaluation, it refers to understanding the life experience of people; ideas, perceptions, interests. Based on that, a semi-structured one helped us the fulfillment of the first and second specific objectives. These refer to the experience of the teacher and the students with ADHD when learning English using the ludic methodology.

**Observation:** For Khalifa (2012), an observation is a sequential technique that selects, registers, observes, and analyzes the behavior or characteristics of individuals who are part of the investigated phenomenon. Resultantly, the teacher's and students' performance were examined using an observation guide to detail the usage of play activities when working with students with ADHD. The observation mainly served to analyze and confirm that all the data obtained from the interviews were applied during the class.



### **3.7 TECHNIQUES AND INSTRUMENTS FOR ANALYSING DATA**

Triangulation and Discourse analysis were used for data analysis.

Data triangulation is understood as the technique that combines, analyzes, and interprets data from two different instruments to compare or contrast the data obtained (Leal, 2005). Likewise, triangulation allows the search for similarities or differences in the data obtained from the study population, and, with these differences or similarities, the study took different perspectives, revealing new information and at the same time clarifying existing doubts.

Moreover, discourse analysis helped to clearly group the results obtained from the interviews to combine them with the data gathered through the observation. Thus, this instrument greatly helped to group all the information and classify the most relevant of each aspect, as Sayago (2014) points out.

No data processing and analysis software was used to analyze the information. It was done manually. For ease of processing, the data were categorized into three groups: Teacher training, Methodological application, and Axial reflection. These categories were developed based on the objectives, the theoretical framework, and the participants' perspectives and responses. All the information obtained was analyzed and interpreted.

## CHAPTER IV

### 4 RESULTS AND DISCUSSION

#### 4.1 RESULTS

This project was focused on understanding how ludic methodology are used for teaching English to students with Attention Deficit Hyperactivity Disorder. To understand this methodology, it was necessary to establish three specific objectives that helped to achieve this goal. Thus, two instruments were derived from these objectives to collect data. The first was two semi-structured interviews with students with ADHD and the English teacher, who used the ludic methodology in her classes. The purpose of the interviews was to learn about the experiences of the teacher and students regarding the aforementioned methodology.

However, to confirm the data obtained from the interviews, an observation guide was elaborated to be applied in a series of observations to regular classes. These were oriented to see the different points and the characteristics of the ludic methodology in a class. For the analysis of all data, triangulation and discourse analysis were used to understand the data to generate conclusions and provide recommendations.

Beginning with the analysis of the data, we have the teacher interview.

#### TEACHER INTERVIEW

As a first point, it was necessary to know the teacher's preparation to face inclusive education. Thus, the first question was whether the teacher has been trained for inclusive education. The answer was as follows:

“I have received training on inclusive education from the Ministry of Education. But they are minimal training that does not really help to comply with a truly inclusive education” (IN-T)

From the teacher's perspective, the "help" and "preparation" that the *Ministerio de Educación* offers to address inclusive education is minimal and insufficient. Although the government is the first entity to promote equitable education, not too much is being done. The government requires teachers to know how to teach all types of students and any learning difficulties. However, the support given by the government is not enough. The Ministerio de Educación, and therefore the government, should be responsible for constantly training teachers to deal with differentiated education. It is of vital relevance since, during the teacher's lifetime, many students will need extra support or different teaching techniques (Calvo, 2013).

Following the same perspective, and now going into education for children with ADHD, the next question was about how has the preparation for teaching children with

ADHD been? It is significant to know how to work on something I do not know? Or how to help my students if I do not know how to do it?

“I started researching, enrolled in courses and workshops where I learned techniques on how to help students with ADHD.” (IN-T)

The government lacks providing the necessary training to teachers, so they must seek this help on their own. To do so, they look for courses, seminars, or workshops offered by other educational entities to satisfy the need to know how to improve the education of students with ADHD. Not only for this type of disorder but also for any other educational need and therefore achieve true inclusion.

Inclusion is not merely the fact of having students with disabilities in the classroom. It is still an outdated and superficial idea. True inclusion is about supporting the teacher to cope, help, innovate, improve, and encourage an education that fits all students without distinction.

To conclude the teacher preparation section, the third question asked how often the teacher expanded her knowledge to improve her teaching of children with ADHD.

“I do it frequently since with them, same activities do not work. They get tired quickly if the same thing is applied to every class. So, I always try to be as up to date as possible on this theme.” (IN-T)

Teacher training and preparation should be continuous to improve and update their knowledge. Fact that is applied by the teacher, her experience working with students with ADHD has helped her to know that the same methodologies, techniques, and tools to teach are not effective. The teacher considers that keeping herself updated is a fundamental aspect to be able to help her students, as suggested by Guerrero (2018).

In this new section, we will talk about methodological application. To do this, we began with a question about what curricular adaptations the teacher has made.

“As much as I have come to make curricular adaptations, it has been grade 2, that is, the methodology and the activities. Children with ADHD need a different methodology than the rest [...]” (IN-T)

The teacher affirms that there are not many curricular adaptations for children with ADHD. The teacher says that the most important thing is to know the methodology and activities that help her students the most. Another adjustment has been in terms of space. She tries to have a spacious area that allows the children to have freedom of movement. When she mentioned the methodology, she indicated that in class she uses the ludic methodology. It led to the following question: What is the process for applying the ludic methodology?

“First, have the objective of the class according to the subject to be taught. Then, the topic is explained but through an active activity. Do not explain the topic while the students are just sitting and listening. A game is played to reinforce what has been explained. Set rules for the game to prevent students from doing anything. You can

give rewards at the end, but keep in mind that students do the activity because it is fun, not for the reward. In this case, the reward only plays the role of support, but does not represent the goal. Finally, light feedback is given.” (IN-T)

It is evident that during the development of the class, the teacher uses dynamic activities and games to teach English to students with ADHD. These activities and games manage to capture the attention of all the students to have better results in their learning. As Gallegos (2019) mentions, active games to teach children with ADHD have proven to be the most appealing and acceptable way to educate these children. This methodology and games manage to capture the child's attention and keep them entertained in class, which achieves that they learn the topic raised for the lesson.

Based on the response regarding games and active activities, there was more interest and a desire to find out which games or activities the teacher used during her classes. It turned the doubt into a question.

“The ones I use the most are songs, riddles, and board games as effortless activities. To use the body, we go out to the playground, we play the “Let’s play in the forest” (el Lobo Feroz) but make changes. For example, if we learn the fruits, each one will call out a fruit in 5 seconds, if they do not make it, I or another student will go to “eat him/her” and they will start running. I must be also part of the game.” (IN-T)

At first glance, it is evident that these are activities and games that everyone knows. The teacher "recycles" traditional games, modifies them, and uses them to teach a specific topic. A simple yet effective way that helps the teacher to teach children with ADHD. Learning English is not only done through audio, reading, or rules but also through psychomotor development, which results in a significant learning of the language, as mentioned by Alcedo & Chacón (2011). It is worth mentioning the participation of the teacher during the activities. She prefers to run, jump, and laugh with the students rather than just being a spectator while her students do the activities. This creates a stronger bond between teacher and student.

To continue, an intrigue arose as to whether there were changes in children with ADHD since the teacher began to use ludic methodology, and if so, what were those changes? As expected, the teacher confirmed that she had noticed them.

“The changes have been tremendous. Before I couldn't control them, they screamed, ran, got bored, and did not follow my orders. Now, they behave more calmly, they don't get angry, they pay attention, and are always willing to participate in every activity. And they even help the rest of the students.” (IN-T)

The improvements presented by the students of the analyzed population are similar to the results obtained by García et al. (2010). It was noted that teaching a foreign language with the help of games and playful activities to children with ADHD caused anxiety and aggressiveness levels to decrease. In addition, concentration periods increased. For the teacher, it has been a significant transformation for her students. These play activities have allowed her to improve her teaching and help her students learn better.

“Today's classes are more active and entertaining than they used to be. The playful methodology has allowed me to have hours of class that feel like only minutes. The time passed quickly. And all my students feel happy and can learn is the most important thing.” (IN-T)

The ludic methodology is not only focused on activities to teach and do during classes. This methodology allows creating a peaceful and stress-free learning environment, where everyone supports each other in learning, expressing their opinions and emotions in a natural way (García et al., 2010).

But does the methodology help in teaching all class topics, or is extra reinforcement necessary? This question was put to the teacher. She affirms that although this methodology is useful, some topics of the English language can be complicated. Therefore, academic reinforcement for her is not an option. It is an obligation.

However, to have academic reinforcement, it is necessary to know how much the student has learned. And one of the many ways of knowing is with assessment. Therefore, it was necessary to ask: How are students with ADHD assessed?

“I don't only use written exams, as it is difficult for them to concentrate and sit through the exam. If so, I make the exams with fewer questions, put more pictures, and make them colorful and more eye-catching. Time is of the essence, so more time is given to complete the test or simply due in two days, depending on how many topics are to be tested. However, I don't just assess them with written tests. I use observation sheets and I assess them as they do the activities. I also assess them with mini debates, wall newspapers, collages, or models. These are other playful activities whose purpose is to evaluate.” (INT-T)

The most important thing when assessing a student with ADHD is to reduce stress during the test or make them feel pressured to answer the questions to get a grade. For students whose concentration is short, time plays a significant role. Thus, the teacher's solution is to provide more time or split the assessment into two days depending on the complexity of the test as suggested by Lozano Jimena (2021).

Another point to highlight is the variety of ways of assessing. There is a tendency to believe that assessment goes hand in hand with written or oral exams. However, the teacher has opted for an assessment solution that takes the stress out of taking exams. The teacher uses common activities, but with the purpose of assessment. It allows the students to feel calm and free to complete these activities in their way, rather than just answering standardized test questions. The teacher observes the process of how the student with ADHD responds to the task and completes it.

As is common knowledge, a quality education depends not only on the work of the teacher in the classroom but also on the role of the parents at home. So, one question was directed towards What is the role that parents play with children with ADHD?

“Parents play an indispensable role. We as teachers help them at school, but parents must help, encourage, and support them at home. Without that, the child will not be

able to continue at 100%. Unfortunately, it is common to see that parents do not know how to help their children with ADHD.” (IN-T)

How can a teacher help a student if parents themselves cannot? Teachers are required to support students in every way possible to learn. Parents leave their children in schools and colleges as if they were daycare centers for the teacher to do everything. It is also evidenced by Malagón & Suarez (2021), parents know very little about the issue of hyperactivity and attention deficit. They leave the teachers to do all the work when the first help should come from them.

Similarly, García et al., (2010) found in their research that 40% of parents do not know how to help their children with ADHD at home. The school and teachers will transmit knowledge and help children develop certain skills, but in the end, all this must be reinforced at home. Only then children can overcome their difficulties.

Finally, the last section of the teacher interview is the axial reflection. The purpose is to learn more about the teacher's experience in teaching children with ADHD. What has the process been like? What have been the challenges?

“First and foremost, to be able to control themselves and make them follow orders. But also, their changes and anger attack that some of them have. Another problem I have encountered was at the beginning, where the parents medicated a child to calm him down, but the child remained in a state of sleep which made it more difficult for me to teach him.” (IN-T)

“It has been a challenge at the beginning, I was not prepared to work with them, and I ended up exhausted and frustrated that I could not teach them. But with time, you learn from them and how to help them, and now they transmit their energy to me, and I can lead a more entertaining class.” (IN-T)

As in any aspect, the beginning will always be a challenge that must be overcome. The same thing happened to the teacher interviewed. Not being adequately prepared for inclusive education and even more for teaching children with ADHD, she had problems. She was faced with children with episodes of anger, difficulty following orders, concentrating, and even having children on medication who become drowsy, making teaching even more difficult.

However, all this inspired the teacher to look for new directions that would help her to continue teaching. And today, the teacher enjoys and thrives on the boundless energy that children with ADHD possess, making classes more fun and ensuring that all children can learn.

## **STUDENT INTERVIEW**

Once the teacher's perspective is known, it is essential to know the students' perspective. To understand how students with ADHD visualize and have experienced the

ludic methodology applied by their teacher. To begin with, we wanted to know the students' perception of the subject of English. Do they like the subject? And why?

“Si porque es muy divertido, la teacher hace muchas actividades en las que puedo jugar.” [Yes, because it is a lot of fun, the teacher does a variety of activities in which I can play.] (IN-S-1)

“Si me gusta porque no es como las demás materias donde solo estoy sentado escuchando.” [ Yes, I like it because it's not like other subjects where I'm just sitting there listening] (IN-S-2)

“A mí me gusta porque me siento muy feliz, la teacher es divertida y jugamos con ella.” [I like it because I feel quite happy, the teacher is fun, and we play with her.] (IN-S-3)

From the beginning, it can be perceived that students like the English subject because of the games and activities they do with the teacher. Moreover, the students are also enthusiastic and satisfied with the subject which has allowed for a pleasant atmosphere where everyone is actively involved. They learn through games, positive emotions, and above all, as one student says in English classes, they are not sitting and being scolded.

Having already gathered some information from the previous answers, the next questions, how do you feel during the English classes? Are the classes boring or entertaining? Do they feel excited, sad, or angry during lessons?

“Feliz porque las clases son divertidas jugamos, cantamos, la teacher no se enoja y se pone a jugar con nosotros.” [I am happy because the classes are fun, we play, we sing, the teacher doesn't get mad and plays with us.] (IN-S-2)

“Me siento muy feliz porque la teacher nos hace jugar y está feliz todos los días. Los deberes que hacemos también son divertidos y no aburridos como en matemáticas.” [I feel really happy because the teacher makes us play and is cheerful every day. The tasks we do are also fun and not boring like in math.] (IN-S-3)

In the first instance, and based on the students' experience, they feel happy during English lessons. The students did not only base their opinions on the activities they did in class but also on the teacher's attitude and the homework they do. Also, the change of spaces, such as going out to the playground or other places, is another factor why the students enjoy the English subject. At this point, we already have a contrast made by a student between English and mathematics. First, it is wise to say that most of the time, these two subjects are the least favorite because they are considered difficult. However, the student felt that, between math and English, the latter is by far his favorite.

It is clear that the students like the English subject because the teacher applies the ludic methodology to teach her class, uses recreational activities, changes the teaching spaces, and has a cheerful attitude. Now, it is necessary to know what are the activities that the teacher does during the lessons?

“A veces cantamos, dibujamos, salimos afuera para jugar a las cogidas o al lobo o caminamos por el aula preguntando a los demás.” [Sometimes we sing, draw, go

outside to play catch or big bad wolf, or walk around the classroom asking questions to others.] (IN-S-1)

“Nos hace ver videos, o concursos con rompecabezas en grupos, salimos al patio a jugar al lobo feroz o caminamos por la escuela nombrando las cosas en inglés.” [She makes us watch videos, or quizzes with puzzles in groups, we go out to the playground to play Big Bad Wolf or walk around the school naming things in English.] (IN-S-3)

The teacher, as can be seen, does not use the same activities for her classes. One more can be seen here, the game of freeze tag, but using the colors in English. Similarly, the use of reality, such as going around the school and naming objects, also makes the classes active and entertaining. Teaching through reality is another quality that it is currently seeking to teach.

So, having dealt with the activities, it is necessary to move on to evaluation. How are these students evaluated? How are the tests that the teacher applies? Are they easy or difficult?

“No son muy difíciles, todas las pruebas que nos toma tienen imágenes y no tenemos que escribir mucho.” [They are not very difficult; all the tests have pictures and we don't have to write a lot.] (IN-S-1)

“Para mí son fáciles, la teacher nos da las pruebas con preguntas fáciles de responder, con imágenes, para unir o escoger una respuesta. Cuando las pruebas son difíciles nos da más tiempo para poder acabar.” [For me they are easy, the teacher gives us the tests with questions that are easy to answer, with images, link or choose an answer. When the tests are difficult, she gives us more time to finish them.] (IN-S-3)

In the students' opinion, the assessments given by the teacher are not complicated at all because they have been adapted, as the teacher said. Each evaluation contains images, which makes the students more attentive and concentrated. When talking about the duration of the evaluations, the teacher offers more time to complete them. It also depends on how many topics are to be assessed and how difficult they are. If they are challenging, the teacher allows them to complete the assessments in two days in order not to put pressure on the students with ADHD.

Something important to highlight is the type of questions used by the teacher. They are concrete and single-order questions as multiple choice questions. When assessing students with ADHD, Lozano Jimena (2021) suggests avoiding double-order questions such as read and complete. By having direct questions that only focus on one skill, students with ADHD do not become frustrated or mentally tired when trying to complete the assessment.

Finally, a significant part of education was also taken into account. As mentioned in previous chapters, education is composed of three pillars: teachers, students, and parents. Just as the teacher was asked about the role of parents in this methodology. The students were asked if their parents helped them with their English homework.



“No porque ellos no saben inglés y no me ayudan.” [No, because they do not know English and do not help me.] (IN-S-1)

“A veces cuando están en la casa, pero mi hermana me ayuda en los deberes.” [Sometimes when they are at home, but my sister helps me with my homework.] (IN-S-2)

“Si, pero se enojan porque estoy jugando y me pegan para que este quieto.” [Yes, but they get mad because I'm playing and beat me to keep quiet.] (IN-S-3)

In this particular question, there are three different cases. As in most cases, some parents do not have enough knowledge about English to help their children with homework, and this does not only include students with ADHD but everyone. Another issue is parental absence. Some parents leave their children at home unsupervised or under the care of another family member. It could perhaps trigger other problems which will not be addressed because they are not part of this research. Finally, we found that parents do not have the patience or the knowledge to help their children with ADHD in their learning. Only the teacher is expected to do all the work.

## **OBSERVATION SHEETS**

It may be expected that a class with students with ADHD would be complicated and challenging for the teacher. At one point, this may be the case if the teacher does not know the techniques, methodologies, or needs of students with ADHD. However, for the teacher observed, the reality is different; her experience and self-preparation have helped her confront and help her students with ADHD.

Let's start from the beginning of the class. The teacher begins by activating the students' knowledge with questions about the previous class. Simultaneously, she uses physical activities such as stretching to get the students to gradually move and remove the stress of the previous class that they were probably just sat. The teacher stated that she did that not only to remind them of the previous topic, but also to see if the students were in good spirits since students with ADHD have episodes of anger.

Once the warm-up stage is over, we move on to the class development stage. The teacher introduces the topic. Step by step, it was observed that she took out didactic material such as images or figures in foamy. With those resources, students with ADHD began to pay attention to the teacher during the explanations. At this stage, the teacher began explaining the topic pleasantly. The teacher's energy, mood, and tone of voice made the atmosphere feel positive and confident.

To explain the topics of the classes, the teacher used games and dynamic activities. At this point, the ludic methodology began to gain momentum. Some of the dynamics observed ranged from drawing pictures, singing songs, and going around the classroom with questions, to going out into the courtyard and playing the big bad wolf. This last activity was a little different, the teacher gave a topic in English, and the students had to talk about it, or they would be "eaten" by the wolf.

During the various activities, the teacher always focused her attention on the students with ADHD. She said it was significant to analyze their behaviors to verify how they were feeling whether frustrated, bored, entertained, or angry. However, students with ADHD always showed active participation in the activities. Students with this disorder were more attracted to pay attention to the class, their concentration increased, and they learned dynamically. It is consistent with the work of Gallegos and Robalino (2019), in which they conclude that playful strategies and activities to teach students with ADHD are a dynamic and engaging tool, managing to improve concentration and keep them entertained.

Throughout the activities, it was possible to observe different roles taken by the teacher. They ranged from being a guide, evaluator, facilitator, planner, and a friend. In all the activities carried out, the teacher was next to her students, joined in the activities, jumped, sang, and laughed with them. It was easy to verify the bond of trust that existed between the teacher and her students. The teaching and learning environment was the best, and as Garcia et.al., (2010) mentioned, a calm and stress-free environment has a significant influence on the acquisition of a second language.

Most of the time, the activities were in groups, and team building was fundamental. The three students with ADHD were paired with other students. The teacher knew her students' strengths, so she already knew how to take advantage of each student. ADHD students in a group have a lot to offer, including encouragement, energy, enthusiasm, speed, and knowledge. It should be emphasized that ADHD is not synonymous with low intelligence; on the contrary, students with this disorder tend to have a high level of knowledge. Thus, cooperative work was organized and effective.

Time was a central factor in the development of the activities. Simple and individual tasks ranged from 5 to 8 minutes. Group and complex activities took longer, ranging from 15 to 20 minutes. To ensure that the tasks were successful and completed in the stipulated time, the teacher constantly walked around the classroom to help students with difficulties. Doubts were clarified, constant help was provided, and everything was performed successfully.

Finally, in the last stage of the class, the teacher gave general feedback on the topics covered. Next step, the teacher allowed the students to say what their doubts were or what they did not understand, so if there was time, she would explain the topics again or plan to clarify the doubts in the next class. For her, it is significant to solve all the problems so that she would not continue with another topic and leave her students with doubts.

## **4.2 DISCUSSION**

At present, education is fundamental and is supported by the state with inclusive thinking. It was necessary to open the doors to all people with diverse abilities, beliefs, needs, and potentialities. Thus, education expanded in the same way. New educational theories, techniques, and methodologies emerged to satisfy the diversity of students. Some

methodologies eventually helped more than others, students responded to a particular methodology better, or simply a subject needed the usage of another one.

Within this diversity of students, we find those with educational needs. All people have educational needs, but some present complex problems. In that group, lies the population of this study, which are children with attention deficit hyperactivity disorder. The first thing that comes to mind when you hear that may be ill-mannered, aggressive, and non-compliant students. This conception is based on the fact that teaching them has been treated similarly to the rest of the children. Needless to say, this is where differentiated education comes in, that is, an education whose purpose is to meet the needs of these specific students.

Given this, several methodologies that could help their education were considered. The one that most attracted the attention of many educators and the teacher interviewed was the ludic methodology. They assure that the results with this methodology have been excellent. Particularly for the foreign language subject, which can sometimes be challenging for students. The ludic methodology is based on the usage of active activities, games, recreation, expression of emotions, and opinions to improve learning for children with ADHD. The results obtained from both interviews and observations have resulted in several significant criteria.

First, the concentration time of the children in general, depending on their age, is limited. There are only 10 to 15 minutes where the child can learn. In the case of children with ADHD, this attention is reduced. It can be a total reduction or by a range of 5 minutes. It causes the child with this disorder to not grasp all the information. However, the ludic methodology manages to capture the child's attention. The teacher presents activities based on a game. Seeing that the class takes on the aspect of a game, the hyperactive child begins to pay more attention, and his/her concentration increases since he/she wants to be part of this "game". Thus, the teacher has a better chance of explaining the topic and getting them to buy into the theme of the class.

Second, the aspect of aggressiveness and irritability in children with ADHD decreases. It is because the activities involve not only thinking but the use of the body and movement. The children's moods change. It was common to see children at the beginning of the English class upset. It may be because of the previous lesson. However, when the teacher indicated the activities or didactic resources, the children changed their aggressive temperament to a more joyful one. Sometimes, just seeing the teacher enter the classroom made the children get excited.

In addition, the atmosphere generated by the playful games was calm and fun. Something significant was to recognize that the teacher was a participant in the games that took place in the classroom. The teacher was not only the one who organized the activity and let the students develop it. She joined in, played, jumped, or sang with them. It made the students feel in an environment of trust. They did not see the teacher as an authority to be feared but as a friend to play, learn and trust.

Moreover, based on the teacher's experience and observations. It was evident that the children with ADHD had a proper level of English. According to the teacher, this was not

the case at the beginning. Before applying the ludic methodology, the students were not interested in the subject, and the aforementioned problems were difficult to deal with. Nevertheless, the change in methodology has ensured that children with hyperactivity also participate in learning English and do not have a lower level of English than the rest of the students. It was observed that often the children with ADHD offered to help the other students in the activities to be carried out.

From activities to evaluations, there is not much difference. Tests are adapted by the teacher to make it easier for students with ADHD to complete them without frustration, pressure, or mental exhaustion. Among these adaptations is time. Depending on the number of topics and difficulty, the assessments can be divided so that they can be done in two days. When they are written tests, the use of pictures and color have been another adaptation made by the teacher to help her students. Remarkably, evaluations are not merely written. The teacher uses ordinary activities such as debates and collages to assess. She observes how the students with ADHD develop the task and complete it to obtain a grade. The students do not feel pressured to answer a question, and most of all, students feel free to do and say what they want.

Fifth, with all the above, one might think that the teacher has been trained to excellence in differentiated education. However, the reality is a little different. She has mentioned that, although the Ministry of Education is the one that demands inclusive education, it does not provide too much support to teachers to prepare them to face this type of education. So how has the teacher prepared herself to help her students? She has chosen to enroll in workshops and courses offered by other institutions, which has allowed her to know about the topic since waiting for training from the Ministry of Education means sitting with her arms closed.

Finally, the participation of parents in the education of all children should not be overlooked. Unfortunately, these days parents are the ones who spend less time with their children, leaving the teacher in charge of the whole process. In the case of children with ADHD, the case is the same, and even more complicated. Parents do not even know how to help their children with ADHD. In some cases, they mistreat them to keep them quiet. Once more, it is evident that the teacher's job is the most important since he/she is not only in charge of teaching but also of taking on a paternal or maternal role, given that at home, the students do not always have the support and help of their parents.

## CHAPTER V

### 5 CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

- Based on the teacher's experience, it can be concluded that ludic methodology is effective for teaching English to students with Attention Deficit Hyperactivity Disorder (ADHD). The features of this methodology like, recreation, entertainment, a trusting environment, productivity, time flexibility, adapted evaluations, etc., prove to be a significant tool to obtain optimal performance for ADHD students.
- For ADHD students, learning English through games, dynamic activities, trust, and friendship with the teacher represents a meaningful and trustworthy way for learning this subject.
- Observations showed that the ludic methodology allows a better English learning and teaching to ADHD students. Learning English based on dynamic and varied activities improves concentration and attention span, creates bonds of friendship, and empowers the students' strengths.

#### 5.2 RECOMMENDATIONS

Based on the observations made and the perspective of both teachers and students, two recommendations are made to all teachers who read this research.

- It is recommended that teachers use modern methodologies, including ludic one, which can help not only students with ADHD but to all of them, since their dynamic and varied elements can improve the teaching and learning process; consequently, the accomplishment of learning goals.
- In the case of foreign languages (English), it is recommended that teachers use ludic methodology not only to obtain dynamic activities but also as an opportunity to create strong bonds of confidence and a pleasant environment during classes.
- It is advisable to implement or combine different methodologies, including ludic one, for teaching students with ADHD to take advantage of their skills and strengths. It is worth noting that ADHD is not a synonym for low learning; quite the contrary, in many cases, their learning is advanced.

## BIBLIOGRAPHY

- Allauca Guevara, G. E. (2016). *To explore Inclusive Teaching in the Educational process of English in Noveno Año de Educación General Básica "C" at Unidad Educativa Isabel de Godin, city of Riobamba, Chimborazo province in the academic term September 2016.*
- Arguello, M. (2013). *Guía de Trabajo-Adaptaciones Curriculares para la educación especial inclusiva.* Presidencia de la República del Ecuador, Ministerio de Educación y la Organización de Estados Iberoamericanos. Ecuador.
- Aulla Cauja, V. A. (2016). *Analysis of playful activities such as teaching strategy in learning english language in the students of segundo de bachillerato "A" at Unidad Educativa San Gerardo, in the Guano canton, Chimborazo province, during the academic .*
- Barkley, R. A. (2009). *Avances en el diagnóstico y la subclasificación del trastorno por déficit de atención/hiperactividad: qué puede pasar en el futuro respecto al DSM-V.* Revista de neurología, 48(2), 101-106.
- Bernardo, V. M. B. C. (2009). *O lúdico na sala de aula: a importância das histórias infantis na aprendizagem de inglês no 1º ciclo* (Doctoral dissertation, Universidade da Beira Interior).
- Calvo, Gloria. (2013). *LA FORMACIÓN DE DOCENTES PARA LA INCLUSIÓN EDUCATIVA.* Páginas de Educación, 6(1), 19-35. Recuperado en 28 de febrero de 2022, de [http://www.scielo.edu.uy/scielo.php?script=sci\\_arttext&pid=S1688-74682013000100002&lng=es&tlng=es](http://www.scielo.edu.uy/scielo.php?script=sci_arttext&pid=S1688-74682013000100002&lng=es&tlng=es)
- Cauas, D. (2015). *Definición de las variables, enfoque y tipo de investigación.* Bogotá: biblioteca electronica de la Universidad Nacional de Colombia, 2, 1-11.
- Clares-Almagro, M. D. (2013). *TDAH y el aprendizaje de inglés en la escuela: Una propuesta metodológica* (Bachelor's thesis).
- Danielson ML, B. R. (2016). *ADHD diagnosis and treatment among U.S children and adolescents.* Journal of Clinical Child and Adolescent Psychology, 199-212.
- Escudero Moyano, G. E. (2021). *Estrategias lúdicas para mejorar el rendimiento académico en niños con TDAH del nivel básica, elemental y media* (Master's thesis, Ambato: Universidad Tecnológica Indoamérica).
- Fírvida. 2009 (cited by Muñoz, H. (2018). *Estrategias lúdicas para la enseñanza del inglés en niños.* Medellín.

- Folgado, A. C. (2022, February 21). *El tiempo de concentración de los niños según su edad*. Guiainfantil.com. <https://www.guiainfantil.com/blog/educacion/aprendizaje/el-tiempo-de-concentracion-de-los-ninos-segun-su-edad/>
- Grajales, T. (2000). *Tipos de investigación*. On line)(27/03/2.000). Revisado el, 14.
- Health., T. N. (2016). *Attention Deficit and Hyperactive Disorder (ADHD): The Basics*.
- Higgs, L. G. (2013). *Theory in Educational Research and Practice in Teacher Education*. Comparative Education Society.
- Jorge, C. H. (1997). *Metodologías de enseñanza y aprendizaje en altas capacidades*. Universidad de la Laguna.
- Lozano, J. O. (2021, May 19). *Adaptar los exámenes a niños con TDAH, dislexia. . . Tips para maestros*. Guiainfantil.com. <https://www.guiainfantil.com/educacion/escuela-colegio/adaptar-los-examenes-a-ninos-con-tdah-dislexia-tips-para-maestros/>
- Miletic, E. A. N. (2017). *The role of ludic activities in primary English classrooms-do they really help children to learn?* (Doctoral dissertation).
- Moraga, R. B. (2008). *Evolución en el trastorno por déficit de atención e hiperactividad (TDAH) a lo largo de la vida: infancia-adolescencia-madurez*. Draft. .
- Muñoz Parapi, C. L. (2016). *Propuesta metodológica basada en actividades lúdicas para mejorar el trastorno por déficit de atención e hiperactividad en niños de 8 a 9 años* (Bachelor's thesis).
- Ozonas, L., & Perez, A. (2004). *La entrevista semiestructurada. Notas sobre una práctica metodológica desde una perspectiva de género*. La Aljaba, 9(5), 198-203.
- Padurean, A. N. (2014). *Teaching English Language to Children with Special Educational Needs*. TEM Journal, 3(4), 309.
- Penas Padilla, M. Z. (2019). *TDAH: historia, concepto, evaluación, diagnóstico, sobrediagnóstico y tratamientos*.
- Peña, F. R. (2018). *Attention Deficit and Hyperactive Disorder in Latin America*. Salud Mental, 247-248.
- Read. (2015 as cited in Nascimento, E. A. 2017). *The role of ludic activities in primary English classrooms-do they really help children to learn?* (Doctoral dissertation).
- Roller, M. R. (2018). *Qualitative research design: a collection of articles from research design review published in 2017*.

- Rosenthal, G. (2004). *Biographical research*. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 48-64). London: Sage. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-56725>
- Special, T. N. (2014). *Children with special Educational Needs*. Information Booklet for parents.
- Tancara, C. (1993). *La investigación documental*. *Temas sociales*, (17), 91-106.
- Taylor, E. (2011). *Antecedents of ADHD: a historical account of diagnostic concepts*. *ADHD Attention Deficit and Hyperactivity Disorders*, 3(2), 69-75.
- Ruiz, M. (2012). *ENFOQUES CUANTITATIVO, CUALITATIVO Y MIXTO*. Eumed.Net. [https://www.eumed.net/tesis-doctorales/2012/mirm/enfoque\\_cualitativo.html](https://www.eumed.net/tesis-doctorales/2012/mirm/enfoque_cualitativo.html)
- Understood. (2019). *Learning Disabilities in Children*. [https://www.understood.org/en/articles/learning-disabilities-by-the-numbers?\\_sp=90928a65-63fc-4dbd-b312-513fd1118232.1657733845003](https://www.understood.org/en/articles/learning-disabilities-by-the-numbers?_sp=90928a65-63fc-4dbd-b312-513fd1118232.1657733845003)
- U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Identifying and Treating Attention Deficit Hyperactivity Disorder: A Resource for School and Home, Washington, D.C., 2020.
- Vásquez, D. (2017). *The effects of ludic activities as a motivational strategy to increase and use english vocabulary in sixth level learners at "Asunción" elementary school*. *Philosophy*. <https://www.semanticscholar.org/paper/The-effects-of-ludic-activities-as-a-motivational-Paredes-Eulalia/21b3ef6fe907cfd713edcd64dbc4c28c2333dad>.
- Wilma, R. F. G. (2013). *Etiología del trastorno por déficit de atención e hiperactividad y características asociadas en la infancia y niñez*. *Acta de investigación psicológica*, 3(2), 1079-1091.
- Xiao, Y. &. (2019). *Guidance on conducting a systematic literature review*. *Journal of Planning Education and Research*, 39(1), 93-112.



**ANEXES**









## UNIVERSIDAD NACIONAL DE CHIMBORAZO

### FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

#### CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Objective:** To describe, from the teacher's expertise, the usage and usefulness of ludic strategies to teach English to students with ADHD.

#### TEACHER TRAINING

1. As a teacher, have you been trained in inclusive education?
2. How has your preparation for teaching students with ADHD been?
3. How often do you expand your knowledge to improve your teaching to students with ADHD?

#### METHODOLOGICAL APPLICATION

4. Within an inclusive education we talk about curricular adaptations, which have been the adaptations that you have carried out?
5. How is the process of applying the ludic methodology?
6. Which activities have been developed to help children with attention deficit hyperactivity disorder (ADHD) learning?
7. What are the advantages gotten after applying the ludic methodology to students with ADHD?
8. Have you applied academic reinforcement for students with ADHD?
9. How are students with ADHD evaluated through the ludic methodology?
10. What is the role that parents should play when ludic methodology is applied to their ADHD children?

#### PRAXIAL REFLECTION

11. How has it worked with students with ADHD?
12. What have been the challenges of working with ADHD children?
13. How would you compare your current experience working with ADHD children and the ludic methodology with your experience when you were not doing it?



## UNIVERSIDAD NACIONAL DE CHIMBORAZO

### FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

#### CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Objective:** To interpret the ADHD students' perception regarding the use of ludic methodology when being taught English as a Foreign language.

1. ¿Te gusta aprender inglés? ¿Por qué?
2. ¿Cómo te sientes durante las horas de clase de inglés? Triste, feliz, enojado  
¿Por qué?
3. ¿Cuáles son las actividades que la docente realiza durante las clases?
4. ¿Cómo son las evaluaciones (exámenes, pruebas) que la docente utiliza?  
¿fáciles, difíciles, extensas?
5. ¿Tus padres te ayudan con las tareas de inglés en tu casa?



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

| <b>Observation Guide</b>         |  |
|----------------------------------|--|
| <b>Objective</b>                 | To understand how the English educator uses ludic methodology when teaching students with Attention Deficit and Hyperactive Disorder in a regular class. |
| Class N°                         |  |
| Date                             |  |
| <b>Beginning of the class</b>    |  |
| Knowledge activation             |  |
| Topic Introduction               |  |
| <b>Development of the lesson</b> |  |
| Topic development                |  |
| Strategies to teach              |  |
| Resources                        |  |
| Activities to be performed       |  |
| Time for activity development    |  |
| Participation of students        |  |
| Teacher´s role                   |  |
| Class organization               |  |
| Student concentration            |  |
| <b>Closing the class</b>         |  |
| Feedback                         |  |
| Reinforcement                    |  |
| Decision making                  |  |



---

Srta. Leslie Pérez

**ESTUDIANTE**

**C.I. 1804149498**