



COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCE
ENGLISH CAREER

RESEARCH PROJECT

**“FOCUS TEACHING STRATEGIES TO DEVELOP LISTENING SKILL IN
ATTENTION DEFICIT HYPERACTIVE DISORDER EFL STUDENT”**

Project submitted previous to obtain the Science of Education Degree
with Major in the English Language

Author:

Robalino Pérez José Andrés

Director:

M.Sc Fabiola Cando

Latacunga - Ecuador

May, 2016

AUTHORSHIP

I, Robalino Perez Jose Andres declare to be author of the present research project: “FOCUS TEACHING STRATEGIES TO DEVELOP LISTENING SKILL IN ATTENTION DEFICIT HYPERACTIVE DISORDER EFL STUDENT”, being MSc. Fabiola Cando tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representative of any claims or legal action.

Moreover, I certificate that the ideas, concepts, procedures and findings in the present research are of my sole responsibility.

.....

José Andrés Robalino Pérez

C.I: 0503459992

TUTOR'S ENDORSEMENT

As a tutor of the research work titled "FOCUS TEACHING STRATEGIES TO DEVELOP LISTENING SKILL IN ATTENTION DEFICIT HYPERACTIVE DISORDER EFL STUDENT", presented by José Andrés Robalino Perez, of English major, I certify this research report meets the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, July 2016

Sincerely,

.....

MSc. Cando Guanoluisa Fabiola Soledad

Research Project Tutor

COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Jose Andres Robalino Perez with the research project titled; **“FOCUS TEACHING STRATEGIES TO DEVELOP LISTENING SKILL IN ATTENTION DEFICIT HYPERACTIVE DISORDER EFL STUDENT”** have considered the recommendations presented and the work has all the requirements to be deserted

Therefore, it is authorized to present the project, according to the institutional regulations.

Latacunga, July 2016

Yours faithfully,

.....

Msc. Patricia Mena

LECTOR 1

.....

Arq. Jorge Rosero Menéndez

LECTOR 2

.....

Msc. Mercedes Abata

LECTOR 3

GRAFULNESS

Thanks to my God that is a principal motivation to learn and work for the society. To my family that always gives me support and enthusiasm to be more constant and responsible. Finally, to my research project Tutor Msc. Fabiola Cando for her important recommendations to develop this project.

José Robalino

DEDICATION

First, I dedicate this research work to God because he gave me wisdom and constancy in the process. Second, to my parents Freddy and Amparo for their prayers and love all the time.

José Robalino

TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCES

TITLE: “FOCUS TEACHING STRATEGIES TO DEVELOP LISTENING SKILL IN ATTENTION DEFICIT HYPERACTIVE DISORDER EFL STUDENT”

AUTHOR: Robalino Pérez José Andrés

ABSTRACT

The principal objective of this investigative work was to analyze focus teaching strategies to develop listening skill in attention deficit hyperactive disorder EFL student (henceforth ADHD). This investigation was qualitative because it permits to study the behavior and human habits. It was used a case study in this investigation and it was applied instruments such as: a checklist, surveys, and questionnaires. These data tools were validated and let the research to get real information to be analyzed. The main findings were the following: First, it was applied a psycho-pedagogical indicator (Check list) in order to get more information about this deficit. So, it showed that the student is not very talkative in class, constantly stand up, and cannot manage their attention in class. The student also does not finish on time the assigned tasks. She is very forgetful and she cannot sit still for short periods of time. She shows difficulty in attention, etc. Second, through a listening diagnose was evidence that the student that will call FS4ADHD get one of the lowest qualifications. The rest of the students obtained excellent scores; finally, a questionnaire was socializing with the objective to assess Teachers' knowledge of Attention Deficit Hyperactive Disorder. The results permitted to find that teachers unknown strategies to develop listening skill. What is more, they are not familiarized with ADHD features. They do not have any information to identify this deficit in the students, and they have never had any ADHD training.

KEY WORDS: Deficit, attention, hyperactivity, listening, learning, strategy.

UNIVERSIDAD TECNICA DE COTOPAXI

UNIDAD DE CIENCIAS ADMINISTRATIVAS Y

HUMANISTICAS

TITULO: “FOCUS TEACHING STRATEGIES TO DEVELOP LISTENING SKILL IN ATTENTION DEFICIT HYPERACTIVE DISORDER EFL STUDENT”

AUTOR: Robalino Pérez José Andrés

RESUMEN

El objetivo principal de este trabajo de investigación fue analizar estrategias de enseñanzas de la habilidad auditiva centrados en la atención para estudiantes con déficit de atención e hiperactividad (TDH). Esta investigación fue cualitativa porque permitió estudiar el comportamiento y hábitos humanos. En esta investigación fue utilizado un estudio de caso y fueron aplicados instrumentos tales como: encuestas, listas de cotejo y cuestionarios, estas herramientas de recolección de datos fueron validados y permitió a la investigación obtener datos reales para ser analizada. Las principales acciones y hallazgos fueron: Primero, fue aplicado un indicador psicopedagógico (lista de cotejo) con el objetivo de conocer más información acerca del déficit. Esto mostro que la estudiante no habla mucho en clases, constantemente se levanta, no puede mantener su atención en clases, no termina a tiempo sus tareas dirigidas, se olvida de las cosas, permanece en su asiento por cortos periodos de tiempo, muestra dificultad en poner atención, etc. Segundo, fue evidenciado que la estudiante que llamaremos FS4ADHD obtuvo una de las más bajas calificaciones mientras que el resto de los estudiantes obtuvieron excelentes calificaciones. Finalmente un cuestionario fue socializado con el objetivo de evaluar el conocimiento de los docentes acerca de trastorno déficit de atención con hiperactividad. Los resultados permitieron encontrar a la investigación que los docentes desconocen estrategias para desarrollar la habilidad auditiva, ellos no están familiarizados con rasgos del TDH, ellos no tienen ninguna información para identificar este déficit, y señalaron que nunca han tenido ninguna capacitación acerca del TDH

PALABRAS CLAVES: Déficit, atención, hiperactividad, escuchar, enseñanza, guía, estrategias.

INDEX

RESEARCH PROJECT	i
TUTOR'S ENDORSEMENT	iii
COMMITTEE APPROVAL.....	iv
GRAFULNESS	v
DEDICATION	vi
ABSTRACT	vii
RESUMEN.....	viii
INDEX	ix
CHART AND GRAPHIC INDEX	xi
1. GENERAL DATA	1
2. PROJECT DESCRIPTION.....	2
3. ROJECT RATIONALE.....	2
5. RESEARCH PROBLEM:.....	4
6. OBJECTIVES:	5
6.1 General Objective:.....	5
6.2 Specific Objectives:.....	5
7. SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY	6
Table 1.....	6
8. SCIENTIFIC AND TECHNICAL FOUNDATIONS	7
8.1 ADHD.	7
8.2 Characteristic of the attention.....	9
8.2.1 Amplitude.....	9
8.2.2 Intensity	9
8.2.3 Oscillation	10
8.2.4 Control.....	10
8.3 The necessity of detection and early diagnostic.....	11
8.4 Foreign language learning difficulties.....	12

8.4.1 Teachers attitudes to teach ADHD; Identifying ADHD students.	12
8.4.2 Identifying principal characteristic of ADHD; Lack of attention	13
8.4.3 Hyperactivity	14
8.5 LEARNING STILES AND ADHD	14
8.5.1 Auditory learners	14
8.5.2 Visual Learners.....	15
8.5.3 Tactile learners	15
8.6 Treatments of the students with ADHD	15
8.7 Listening characteristics	17
8.8 Listening strategies for ADHD EFL learners	18
8.8.1 Wait your turn.	18
8.8.3 Talk and see about what did you hear.	19
8.8.4 No words for it and make a move	20
8.8.5 Focus on speaker	21
8.8.6 Open your mind.....	22
8.8.7 Connect.....	23
8.8.8 Use your eyes	24
8.8.9 Select	25
9. scientific questions	25
10. METHODOLOGY	25
11. ANALYSIS AND DISCUSSION OF CHECKLIST APPLIED TO ADHD STUDENTS.....	26
11.1 Observation	27
11.2 Diagnostic test	27
Chart N° 2	28
11.3 QUESTIONNAIRE	28
12. CONCLUSION AND RECOMMENDATION	37
Conclusions	37
13. References	38
14. Annexes.....	40
QUESTIONS.....	47

CHART AND GRAPHIC INDEX

Table 1.....	5
Chart N° 2	28
Graphic N° 1 Personal Information	29
graphic n° 2 teaching experience.....	30
graphic n° 3 what is your speacilization?.....	31
Graphic N° 4 have you ever received specefic adhd training?.....	32
Graphic n° 5 have you received any other information about adhd ?.....	32
Graphic n° 6 have you ever taugh a child diagnosed with adhd?	33
Graphic n° 7 knows anybody with adhd outside your work environment?.....	34
Graphic N °8 perceived knowledge.....	35
Graphic N° 9 perceived teaching capacity.....	36

1. GENERAL DATA

Research Title:

“Focus teaching strategies to develop listening skill in attention deficit hyperactive disorder EFL student”

Starting date:

April 04 2016

Completion date:

July 15 2016

Place:

Latacunga Rosa Darque a Ayacucho Jean Piaget Educative Unit

Academic Unit Sponsor

Academic Unit of Administrative Science and Humanistic

Major Sponsor

English Career

Work team:**Project Coordinator**

Name: Fabiola Soledad Cando

Phone Number: 0999865286

E-mail Address: Fabiola.cando@utc.edu.ec

Project tutor

Name: Fabiola Soledad Cando

Phone Number: 0999865286

E-mail Address: Fabiola.cando@utc.edu.ec

Research

Name: Jose Andre Robalino

Phone Number: 0998241057

E-mail Address: jose.robalino2@utc.edu.ec

Knowledge Area: the research Project is focused on the educative area for helping in the learning teaching process of English Language

Research Line: Education and communication as human and social source development

Research sub-line: methodologies to teach General English

2. PROJECT DESCRIPTION

The present investigative work is oriented to help students to learn English skills specially listening. ADHD students does not concentrate in the academic activities and is difficult to them get familiarized with new sounds and understand the contents; that is why teachers should know some strategies to help them involve in listening practice but they do not know how to catch their attention. Consequently, these students do not develop their listening skill. For this reason the following project is oriented to Analyze focus teaching strategies in the teaching of listening to ADHD learners in a positive was. It is positive because if the teachers consider work strategies, classroom rolls, they are going to have good result in this learning process. This project was done in five phases. First, the problem description Then, it is presented the theoretical bases that attempt to explain the concept and characteristics of ADHD students and the English listening skill. It also presented some strategies for working with ADHD students in English as a foreign language (henceforth EFL) classroom. After that, the research methodology is presented. Finally, results pointing out the main finding are presented.

✓ PROJECT RATIONALE

Teachers have the responsibility to apply adequate strategies to help EFL students to develop their language skills, including listening, since it is one of the major requirements to communicate; they have to comprehend to produce the language. This project focuses on analyzing some strategies to work with ADHD EFL students in an inclusive way. According to the literature review, this topic has not been explored locally even though national policies require promoting inclusive education in all settings. For example, the National Plan for Good Living (2013-2017) designed by the National Secretariat of Planning and Development of Ecuador states as one the strategies of the objective 4 that is:

Ampliar e implementar opciones de educación especial y mejorar la prestación de servicios de educación para niños, niñas, adolescentes, jóvenes y adultos con necesidades educativas especiales asociadas o no a la discapacidad, promoviendo su inclusión en el sistema educativo ordinario o extraordinario. (p. 168).

One of the ways to promote inclusive education is by training teachers to make them able to foster students learning. It is hoped that this first diagnosis serves as the beginning for reflect on the importance of having knowledge about how to work with ADHD learners, especially in English learning since the project focus on analyzing a particular case in an English class.

4. BENEFICIARIES OF THE PROJECT:

The principal beneficiaries of the project are 28 students (especially who have the disorder mentioned) 16 male students and 12 female students of basic education of the Jean Piaget Educative Unit, parents, 4 English teachers and 2 authorities because they can foster the teaching learning process of English. Teachers are also direct beneficiaries because they are going to know pedagogical listening strategies to teach ADHD students. The Indirect beneficiaries are future language learners, (especially those who have the disorder mentioned) because their teachers are going to improve their teaching strategies to help them to improve their listening skill.

5. RESEARCH PROBLEM:

Attention deficit hyperactive disorder is a mental disorder characterized by incapacity to control the attention, behavior and impulsivity in the children. Students with ADHD have academic and behavioral disorders and if the teacher does not know how to manage the teaching and learning process, the class will not have a good development. Bula (as cited in Sousa, 2001, p. 2) points out that: "Attention-deficit hyperactivity disorder (ADHD) is a syndrome that interferes with an individual's ability to focus (inattention), regulate activity level (hyperactivity), and inhibits behaviour (impulsivity). It is one of the most common learning disorders in children and adolescents".

Lack of cognitive learning strategies is the core cause; for example, teachers do not observe the behavior of the students during and after an activity. Teachers do not focus on the acquisition of listening activities in a correct way. Teachers do not catch the attention with the activities that are presented. In the educative process, English can face a lot of problems of classroom management and learning control but teachers do not research about what to do in order to regulate behavior and control the development of skills taking account the necessities of them. Consequently, inattention in the classroom produce a lower level of the skills due to they do not reach with the task and homework because they forget follow instruction and complete responsibilities. So distraction is the principal role in their minds especially when English is exposing in a static form and the activity require silence to pay attention or transmit information.

There are some research about this problem; for example: Bula (2011) did a research (case study) apply a plan for a student with attention-deficit hyperactivity disorder attending a high school within an EFL environment in Costa Rica. The study reports on the strategies and techniques used with the student and the teacher in order to improve the student's performance in the class. One of the main findings is that this disorder can be effectively treated.

Another research that contributes with this investigation is Sabet, Farhoumand, Zafarghandi, and Naseh (2015) the purpose of this study was determine the effect of focus strategies on vocabulary learning of ADHD students at two junior high schools. It was applied to eight female ADHD and eight normal students from public schools. The study applied 4 strategies such us: key word method, concentration, making sentences and fold overs. The results of the four strategies increased the vocabulary learning in ADHD students.

Additionally, this research also it provides a questionnaire to measure the level of teacher's knowledge to work with ADHD students. Soroa, Balluerka, and Gorostiaga (2014) the purpose of this study was develop a questionnaire to assess school teachers' knowledge of attention deficit hyperactive disorder. The results suggest that this questionnaire is valid to assess teachers.

6. OBJECTIVES:

6.1 General Objective:

- To analyze focus teaching strategies in the teaching of listening to ADHD ELF students.

6.2 Specific Objectives:

- To examine ADHD learner's behavior and her listening comprehension.
- To identify the teacher's knowledge about strategies to work with ADHD EFL learners.
- To suggest conclusions and recommendations about the research in developing listening skill to ADHD EFL students in primary school.

7. SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY

TABLE 1

8. SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY			
OBJECTIVE	ACTIVITY	RESULT	METHODOLOGY
To examine ADHD learner's behavior and her listening comprehension.	Apply a checklist Design and apply a listening test	Characteristics of a ADHD learner Score	Observation Test
To identify the level of teacher's knowledge about strategies to teach ADHD.	Apply a questionnaire	Teachers' knowledge about how to teach	Survey
To suggest conclusions and recommendations about the research in developing listening skill to ADHD EFL students in primary school.	Literature Review	Listening guide.	Inductive – Deductive

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

8.1 ADHD.

ADHD is a common problem in children and adolescents that produce lacks of attentions. This type of students does not have the ability to control their behavior so it is a syndrome that requires special attention. Sousa (2001) states that:

Attention-deficit hyperactivity disorder (ADHD) is a syndrome that interferes with an individual's ability to focus (inattention), regulate activity level (hyperactivity), and inhibits behavior (impulsivity). It is one of the most common learning disorders in children and adolescents. It affects an estimated 4.1 percent of youths ages 9 to 17 for a period of at least six months. (p. 47)

It means that attention deficit with hyperactive disorder is a kind of neurological problem that produce learning problems where the students do not produce at the same level of studies. So teachers should be conscious about it and investigate how to help them. Learning problems produced by ADHD are challenges for teachers. For this reason teachers must be conscious about this syndrome; they have to acquire knowledge about this kind of pathology. Teachers as principals in the teaching learning process have the responsibility to know about the possible complications in the process of learning that students face every day and they must to inform and work as a group with parents.

The exact causes of ADHD are unknown. Scientific evidence indicates that this is a neurologically based medical problem for which there may be several causes. Some research studies suggest that the disorder results from an imbalance in certain neurotransmitters (most likely dopamine and serotonin) that help the brain regulate focus and behavior... ADHD has

been associated with symptoms in children after difficult pregnancies and problem deliveries. Maternal smoking as well as exposure to environmental toxins, such as dioxins, during pregnancy also increases the risk of an ADHD child. (Sousa, 2001, p. 48)

ADHD is a problem that comes from the neurological problem from birth and maternal problems. It causes disorders that teachers must to identify in order to take decisions in the class. In another hand, the causes are established in order to prevent maternal problems and take cares form environmental problems. So it is a problem that needs to be more socialized to the familiar society. Medically ADHD is problem that children and adults must to dial with it. Scientists do not possess specific data about it. Also parents of family and teachers unknown how to treat with them. For this reason all should be a group of work in order to help in the process of learning of the student Sousa (2001) affirms that:

Inattention, hyperactivity, and impulsivity are the core symptoms of Attention Deficit Hyperactivity Disorder (ADHD). A child's academic success is often dependent on his or her ability to attend to tasks and teacher and classroom expectations with minimal distraction. Such skill enables a student to acquire necessary information, complete assignments, and participate in classroom activities and discussions. (P. 7)

Those students need to special attention in the class in an inclusive form. Teachers must identify and face the possible symptoms to present active and positive activities in the class. Attention in class is very necessary to reach objectives in the class but distractions do not permit a good performance of students with this kind of neurological problem. So they need strategies that motivate and oriented to an active class. Attention has been developing an important factor of learning because it gives a capacity to acquire more experiences of learning. Attention is a mechanism that activates the reception of success in the environments in order response with the activity in a efficacy form (Sevilla Cited in Casajús, 2011). Teachers have the opportunity to catch the attention through activities. Students

are looking for learn in an interesting form; for this reason, Teachers should prepare task with efficacy to produce a good learning environment. Learning by listening activities is boring, if the teacher does not apply strategies and good materials.

8.2 Characteristic of the attention.

In the classroom management teacher usually identifies how the students learn, how much attention the students apply. But what happen if in the class exist some students with behavior and attentional problems? Here is presented some principal attention characteristics that contribute with the learning process in a positive way below the followings: Amplitude, intensity, oscillation, and control.

8.2.1 Amplitude

It consist of the frequency of information that the person can focus when he or her learn. In others words point of the author is that amplitude is the level of frequency of information that the organism can understand while students are doing an activity. It said that the capacity of attention can increase with attentional exercises. (Casajús, 2011). When the teacher knows the amplitude of the students and the limitation of the ADHD students, they must to organize the available plan of specific English task with interesting activities. It is due to the activity must be prepare to the time and to be objective in the hour to evaluate skills.

8.2.2 Intensity

The intensity of the attention is very important to obtain a good process of learning. If we are focusing more time in an activity, more experiences will experiment. About this point intensity is define as how much attention the person can focus on an activity (Casajús, 2011). While more active activities the teacher stablish in the classroom, more attention will have in the classroom, so it is very

useful to students with special necessities. But the activities must to be adequate to the level and positives to catch the attention.

8.2.3 Oscillation

Oscillation this means change constantly. Related with deficit of attention, the students does not have the capacity to maintain the attention in any activity that require a determinate level of frequency, amplitude and intensity. For this reason, if we are guidance counsellors of the teaching process, the class should present consents in different activities with different objectives and not present rhetoric classes. This process require reorientation of the activities and the author mention that the teacher should help to reoriented (change constantly) the concentration (Casajús 2011). Teachers must to be patients and be ready to reorient the class when the student has felt on inattention. So it is a challenge to teachers and ADHD students reach with the goal of the class but believe in this process with patient and control all the time of the classroom, it will obtain learning improvements.

8.2.4 Control

Teachers should win the attention with the class and planning is one of the most important tools to create achievable activities that produce positive application. The challenge of the students inside the class is learn to resolve problems in easiest forms. For this reason Attentional control is how students create their own and unique way of learning and the teacher give innovative teaching sharing “how” to think through the learning and not what learn. It means that student will have the control in their learning. It is like mechanism to resolve problems to demands of the environment. However, ADHD students do not identify distraction attitudes and teachers do not too. The effective way is guide the process and to know characteristics of concentration. So here are the Factors in the control of the attention that teachers should tacking account.

Garcia in Casajús (2011) stated that:

Dirigir la forma en que orienta la atención, Guiar los procesos de exploración y búsqueda, Aprovechar al máximo los medios de concentración, Suprimir al máximo las distracciones, Inhibir las respuestas inapropiadas y mantener la atención a pesar del cansancio y/o el aburrimiento. [Attention management, exploration and search process, prevent inappropriate answers and maintain the attention making the most the media of concentration, take away distractions, maintain focus despite of the fatigue or boring]. “Scholar didactic to ADHD students”

Taking account the application of this factors of concentrations, the students are going to be more regulated to reach the activities and to be ready to the gain process on each class. So it is a challenge for teachers work with ADHD students but acquire information about this theme will improve the teaching and acquisition process.

It is important to teachers develop an emotional intelligence to encourage this process; so opining the necessity of how to treat with these kinds of students and how to apply helpfully instruments. Sousa (2001) states that “If a child is diagnosed with ADHD and a treatment plan is established, it may be the responsibility of the teacher to implement an intervention in the classroom” (p. 2). A plan to face this process is important due to the necessity of a good guide in the class with adequate strategies are quite important.

8.3 The necessity of detection and early diagnostic.

Teacher must be prepared for the possible problems or any aspect that require solutions and management in the classroom; for this reason teachers must be conscious about this syndrome.

The early diagnose of ADHD through observation is a responsibility of parents and specially teachers. It is available detect between 5 and 8 years

old. It will help to teachers to learn more about this kind of deficit and contribute in the acquisition of skills (Casajús, 2011).

It recommends the early detection of ADHD features. Parents of family must to be conscious about this problem and looking for help to the child or adult. Teachers must be prepared to identify this pathology and to work with them.

8.4 Foreign language learning difficulties

In the teaching learning process every student has to face language problems in order to learn how to resolve problems. In other words, the class overcomes every problem over time. But what happen with ADHD language learning acquisition. According to ADDIS information center (2016) affirms that:

In particular, the ADHD child with language problems can have auditory processing difficulties such as: Short-term auditory memory weakness, problems following instructions, difficulties listening in distracting environments e.g. the classroom, Problems in listening for information when someone is talking or reading expecting them to listen (p.1).

These kinds of learning disabilities are common in the class but students with ADHD do not improve skills according to their learning stile especially auditory learners.

8.4.1 Teachers attitudes to teach ADHD; Identifying ADHD students.

Commonly, the school is the place where the deficit is discover because behavioral problem and low level of scores are the results. They do not improve their skills and produce distraction in the class. As foreign learners they do not have the possibilities to practice English outside the class. So it is not favorable to the process because all the learning responsibility has the teacher and students do not find a support of the learning skills in home. So ADHD students forget easily English contents due to the teacher do not impact their learning with positive

activities. As results in every class the teacher must apply feedback. For this reason, the investigation presents important characteristics in order to know this problem and styles of learning so it will help to understand how the students receive the learning.

8.4.2 Identifying principal characteristic of ADHD; Lack of attention

Lack of attention is a common characteristic that present ADHD students. They do not pay attentions to the class and they do not follow instruction. It produces a low development of the skill and bad result of learning. Related to lack of attention the author point out always ADHD students does not pay attention to the details and they does not care with homework or activities. (Casajús, 2011). So they do not have good presentation of the homework. Also they have difficulties pay attention in the activities. With frequency they have difficulty to organize his things and they always lost his or her personal belongings the author point out that they do not have care about their personal tolls to reach with the task or activities. For example, pencils, note books, books, etc. An ADHD student has lack of attention just with any stimulus and he or she forget daily thing. (Casajús, 2011).

It is difficult to see this lack of organization in the ADHD learners because they do not contribute with the class and the rest of the class could follow them. For this reason, to be informant about ADHD problems can add suggestions to management of the class. ADHD students have different learning problems and it is necessary to understand the possible factors in order to help them. Collier in Spencer and Rohena (2003) mention that: "Learning a second language is a long-term, complex, and dynamic process that also has a great impact on students' behaviors and educational performance". (p9) Students who are learning English and possess problems of inattention and impulsive acts need to be guide with available strategies of learning and positive reinforcement. Also the task's guides of parents at home produce a learning extension.

8.4.3 Hyperactivity

Here an example of ADHD student that followed symptoms during six months. (Casajús.2011) mentions that students with ADHD frequency are restless moving the hands, foods or squirms in the sit. To him or her is very hard to remain in the classroom seat or others situations where he should be sitting on hold. Those children have difficult playing or doing silent activities.

With frequency he is restless, moving hands or foods. He squirms in the chair of the class or in other places where he should be seated. ADHD students have difficulties to play silent games, when the students express these kinds of characteristics it will be necessary apply an observation tool or early diagnose in order to know if the student need any kind of help. The Teacher can do it because he or she is one of the principal actors in the teaching learning process.

8.5 LEARNING STYLES AND ADHD STUDENTS

If we know how ADHD students learn, we are going to be more effectives in the time to teach them. All of them could change the overview of planning and create a good environment and easy learning for them. Every student is unique and learns in a different manner.

8.5.1 Auditory learners

Students who use listening skills are students where need to use attention in active classes and learn English through music is important to Catch them. Segal and Smith (2016) claim that: “Auditory learners learn best by talking and listening. Have these kids recite facts to a favorite song. Let them pretend they are on a radio show and work with others often” (p7). For Example In the topic of the class is about “animals of the farm” so it will be find if the Teacher prepare some cards of those animals and play a memory game in the board Pronouncing correctly.

The Students should repeat the words and remember at the same time. Then you can present a song where they are going to guess the animal listening sounds.

8.5.2 Visual Learners

These kinds of student follow the color and objects. They like to learn visualization the thing and their memory has great part remembering through this form. Segal and Smith (2016) point out that. “Visual learners learn best through reading or observation. Let them have fun with different fonts on the computer and use colored flash cards to study. Allow them to write or draw their ideas on paper” (p 7) for example they recognize object just seeing a card and they can follow physical movement correctly and easily.

8.5.3 Tactile learners

Those kinesthetic students like to feel the learning with his or her body so teachers that identify this way of learning of ADHD student should be take account special activities for them. Segal and Smith said that: “Tactile learners learn best by physically touching something or moving as part of a lesson. For these students, provide jellybeans for counters and costumes for acting out parts of literature or history. Let them use clay and make collages” (p 7). All is going to depend to the level and the possibilities of the planning that requires the class. For those reasons are important to know how the class is going on in ever time and change the methodology constantly. It is important to present different ways to learn in the management of the English learning process.

8.6 Treatments of the students with ADHD

Nowadays students that have these problems inside and outside the classroom must be treating with psychologic, psychoeducational and pharmacy treatment. First, psychologic treatment is taking account in this problem to help ADHD

students. So ADHD student needs psychologic treatment that is use strategies of concentration, auto control and communication. (Casajús, 2011)

The children that are diagnosed and receive this important help will develop a good connection in class. Teacher must to be consent of this help and work by the hand in this process.

For Teachers is important to know what are going to face in order to contribute to student's development. For this reason is necessary to know the principal characteristic that Students with ADHD face every day and it is going to be helpfully to diagnose trough the observation in order to communicate to the authorities and parents and work in a positive way.

Psychoeducational help is necessary for these students in order facilitated academic support. The Author recommends psycho-pedagogic treatment because it better academic skills inside and outside of class. (Casajús, 2011). Mention that the teacher in not the principal responsible to the development of the student and the children need to the help of specialist to develop psychologic, educational skill next to farmers.

The Author says that one of the solutions to control this problem is that the teachers need to know the personal problem and accept him or her pathology.

Finally the pharmacy treatment is one of the most important in this process because it will help to the students maintain the attention. The author recommends drug treatment with a good application. It will help to the student to better intellectual levels and better interaction between partners, parents and teachers. (Casajús, 2011). Although few studies have evaluated the long-term effectiveness of psychotropic medications managing challenging behaviors in ADHD children, researchers have suggested that the variables which affect treatment effectiveness include a teacher's knowledge of a student's problem, knowledge of the intervention, or the acceptability of the intervention, such as how appropriate the intervention is perceived by the classroom teacher.

8.7 Listening characteristics

Listening is an important tool of communication. It is a receptive skill because through it, a person can receive a message and interchange ideas. According to Helping you develop life skills center (2016) point out: “Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated” (p.1). The effective listening process produces understanding when a student or a person pays attention the transmitter. For these reason, listening require a concentration process where the mind identify information in order to produce a responds. Helping you develop life skills center (2016) point out: “Listening is the ability to accurately receive and interpret messages in the communication process” (p.1). Ability is developing for the person and listening require training.

Listening and hearing are not the same. Listening is taking account every word (understanding) in order to produce information while hearing is perceive sounds without the necessity of understanding what the person are hearing.

(Remen, 2016, p.1) “Depend on the degree to which you perceive and understand these messages. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages your ability to listen effectively.”

Concentration is important in communication and just listen the voice of the announcer in not enough. To understand the message is difficult when exist distractions or when the speaker does not present it in a good form. For this reason

teacher's attitudes and student's concentration are important to receive and produce the language.

8.8 Focus teaching strategies to develop listening skill for ADHD EFL learners.

Nowadays teachers unknown how to apply good strategies to develop skill in the classroom with ADHD students Groves (2011) claim that:

This disorder can have a significant impact on students' academic success due to difficulty with selective attention, sustained attention, impulsivity, and high levels of activity. One specific characteristic which inhibits academic success is reduced ability to selectively attend in order to listen to and follow directions (p.5)

Listening is a skill that helps ADHD students to learn how to redirect negative aspects (lack of attention and not follow instruction) to positive aspects. For this reason they need to learn some listening strategies in order to improve their listening comprehension and act. Novotni (2004) point out that:

While effective listening is a highly regarded social skill, it does not come easily to people with ADHD, who have a hard time concentrating. Fortunately, it's a skill you can learn. To become a good listener, you need to identify how you listen. (p.1)

To get a message it is necessary listen every word in order to know how to answer in an ideal form and learn among conversations. So the author shares some kinds of listeners and theirs strategies to develop listening skill in ADHD people. Such us: Wait your turn, talk about you hear, no words for it and make a move, focus on the speaker, open your mind, connect, use your eyes, and select.

8.8.1 Wait your turn.

Novotni (2004) mention that:

ADHD “talkers” have difficulty controlling the impulse to jump in and interrupt. Aside from being annoying to others, the behavior makes it hard to focus on what someone is saying. When someone’s speaking, concentrate on waiting until he ends his sentence before you jump in. If you have a question, ask permission before asking it. “Excuse me, may I ask a question?” (p.2)

Every person need to know that it is important to recognize the opportunity to speak and wait for express ideas. For this reason this listening strategy is called *Wait your turn*. This strategy consists on the use of specific classroom language for asking permission. Teachers have to teach each phrase by using flashcards and making drilling activities.

Asking for Permission:
 Can I go out, please?
 May I open the window, please?
 Please, can I have a look at your photo album?
 Please, may I taste that hot spicy couscous dish?
 Do you mind if I smoke?
 Would you mind if I asked you something?
 Is it okay if I sit here?

Source: My English pages.com

At the same time teachers responds with a specific vocabulary, For example:

Giving permission:
 Yes, please do. Sure, go ahead.
 Sure. No problem.
 Please feel free.
Refusing to give permission:
 No, please do not.
 I’m sorry, but that’s not possible.
 I’m afraid, but you can't

Source: MyEnglishpages.com

8.8.3 Talk and see about what did you hear.

This listening strategy is like a game and it gives the opportunity to have listening practice with total concentration. This helps students visualize and learn better new words in English. For example vocabulary of the farm: the teacher asks to his or her students “close your eyes”. Then teachers presents some animals sounds, in order that they can identify some animals, giving short instructions like “Imagining the following words”. As a result students are going to say the animal and visualize through visual support.

Novotni (2004) mention that: “See what you hear: To think about what someone is saying to you, visualize the story in your mind. Pretend that you’ll be quizzed, and that you’ll have to summarize the conversation. Could you do it?” (p. 3)

8.8.4 No words for it and make a move

When everybody talks in the same time in a class, there is a lot of noise and it is very difficult for teachers to teach and for learners to learn. It is impossible for teachers to make themselves understand and communication is not effective if students do not give attention. To this point Novotni (2004) says “**Make a move.** Use nonverbal cues, like nods and smiles, to signal that you’re tuned in”. (p.2)

The following technique to this strategy catch the attention easily it is called:

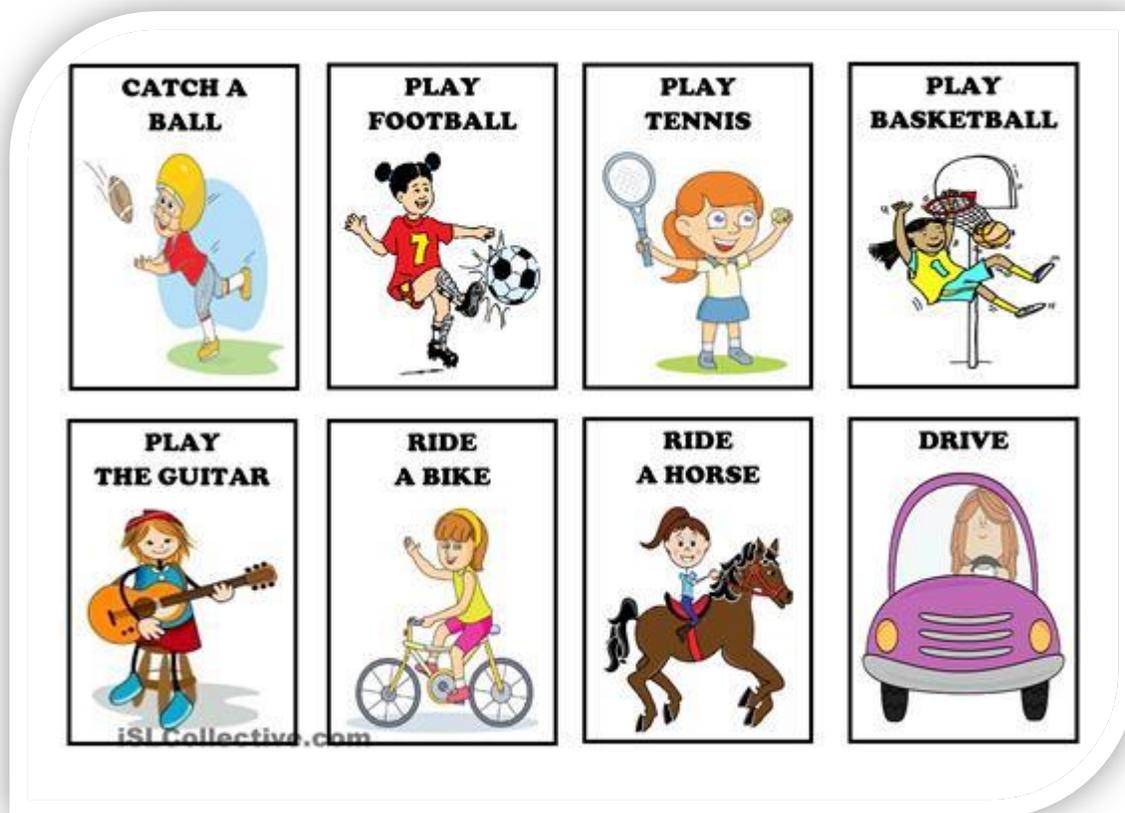
“Teach verbs through motion”



Source: Fluent U English educator blog

It consists on teaching action verbs and it makes a corporal expression with it. First the teacher gives a flash card to the student in order to identify the verb and

listen the pronunciation of each one and then the teacher makes the corporal



activity and

the students repeat the verbs.

Source: Action verbs- Flash Cards.

8.8.5 Focus on speaker

It strategy consist on demonstrate that a behavior consist on good listeners. Scott (2011) states that: "When teaching students to focus on the speaker, it is important to convey the reciprocity in communication. Students can be good listeners and not look at the speaker. (p. 5)

This listening strategy provide some videos about short real life conversation where the student should to identify by listening words, phrases, and verbs of the speakers are transmitted in the videos and the students select the correct flash cards in order to be focus on Daily routines vocabulary. And to finish the class present a song of the topic.

Video Resource YouTube: Daily Routines

Song Resources YouTube: Days of the week.



Source: Flash cards for autism.com

8.8.6 Open your mind

This strategy consist on teach to the student the word “interruption” the teacher is going to select couple works who are sitting opposite each other, then the teacher

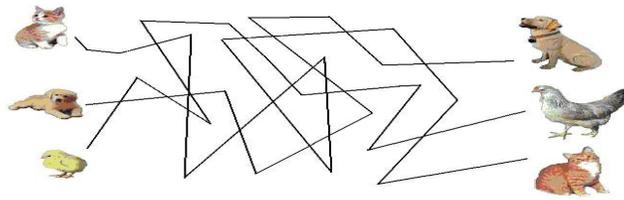
give the instruction that consist on every couple is going to ask 5 favorite colors among them and highlight the color with a color sheet. The challenge here is that every couple is going to ask to their partner at the same time and select the color so It will create interference in the speaking. Finally, the teacher will introduce the word “interruption” and create awareness of it.



Source: Color Scavenger Hunt in Kindergarten.

8.8.7 Connect

Make a connection between the language and visual activities prior the teaching learning process especially on listening skill and the student learn that they can finish an activity with a good work. ADHD give up in the goals of the activities. For this reason attentional visual exercises are recommended to give all the time motivation to learn new things and choosing pictures that like to the student. In this kind of activities ADHD students learn to the students identify, compare, and modify concepts making connections of the topic. It provides new information and motivation to learn. So they should try follow lines and concentrate to reach the activity.



Source: Free online eyes exercises.com

Scott (2011) mentions the following strategy: Who's the Artist? Separate students into pairs, and give each pair the name of an unfamiliar animal (i.e. kangaroo rat, aye-aye, naked neck chicken, pygmy marmoset, Andean condor, scorpion fish, sloth, and anglerfish). Student A will describe to Student B what he or she thinks the animal looks like. Student B will draw exactly what Student A describes. Then the partners will trade roles. After each student has had a turn to draw, ask them if it was easy or difficult to follow their partners' directions. Lead this discussion to the idea that they used their prior knowledge to draw what they thought the animal may look like. Students must take what they know about the topic and combine it with or replace it by the new information (p.6)

8.8.8 Use your eyes

Visual aids is important in the process to teach and it has a variety of item for example book, pictures, writes on the board, a poster, a worksheet, etc. teaching with visual aids help to the students to be more objectives and talk about it. Teacher is going to provide an animals of the farm picture in order to follow lines and discover where is the animals animal. The students are going to work in couple. The teacher ask where is (the dog) and the students are going to use prepositions of place under/ above. The dog is above the chinked. The students have to work in team because the student will listing suggestions of his/her partner and focus on the task.

8.8.9 Select

Select means looking for extraneous information to focus on what position is the object of the study. So this strategy motivates to develop listening following instructions. The listener will identify and remember different parts of the message. This game consist on the students will come to a specific place in the city map listening specific instruction of prepositions of place.



Source: Giving and getting direction Howad's blog.

9. SCIENTIFIC QUESTIONS

- ✓ What are the behaviors characteristic of ADHD EFL students?
- ✓ What is the teacher's knowledge about strategies to work with ADHD EFL students?
- ✓ What are the focus teaching strategies to ADHD EFL learners in listening skill?

10. METHODOLOGY

This qualitative research is descriptive because it allowed analyzing and describing subjectively a problem regarding the lack of strategies to work with

ADHD learners that English teacher have. In order to describe the object of study (ADHD), it was analyzed previous studies by using inductive and deductive method to understand this pathology, its characteristic and how to work with this type of students. Moreover, a girl of about 6 years old who is in the second grade of Jean Piaget Educative Unit was studied (her behavior and her level of listening comprehension). Finally, it was analyzed the English teachers' knowledge to teach ADHD students.

First, a check list has taken form Bula research. It was published in November 2011. It was applied with the aim to gather more information about ADHD student condition, affect in a positive way the listening practice. Furthermore, the checklist had 13 criteria related to behavior features and there were two options to choose from where the principal teacher of second grade was asked to observe the participant's features of behavior by using a checklist (See annex 1).

Second, it was used a questionnaire from ESL primary test website (2014) whose purpose was to know the level of listening to 1-2 grade learners specially ADHD EFL student. It was validate by English teacher of second grade of Jean Piaget. Finally, it was implement a survey from Soroa¹, Balluerka, and Gorostiaga published in 2014 in order to assess infants of primary school teachers' knowledge of attention deficit hyperactive disorder. The validity of the instrument was evaluated by 752 teachers and it said that this instrument is available to measure the level of knowledge to work with ADHD learners.

All in all, the instruments used in this investigation were relevant to know characteristic of ADHD, levels of listening skill, and capacities of teaching. For this reason, the research presents the following results in the next point.

11. ANALYSIS AND DISCUSSION

The main aim of analysis and discussion is provide interpretations of results using appropriate order. Findings are going to show the progress and the relevance of the investigation.

11.1 Observation

In this investigative process, the observation as a technique was applied in order to fulfill the following a pedagogical diagnosis. The First criterion was related to interruption in the classroom. 2. - It was about constantly stand up with a not apparent reason, 3.- It is about people with ADHD does not manage their attention, 4.- Does not finish on time the assigned tasks, 5.- it is very forgetful, 6.- cannot sit still for short periods of time. 7. - Does not pay attention to details, 8.- shows difficulty sustaining attention, 9.- has a messy desk, 10.- has short-term memory, 11.- loses personal belongings, 12.- *Is very talkative*, 13.- shows difficulty sustaining attention. As results, from 1 to 13 criteria presented in the check list about *behavior and features*, the item 12 was negative; it means that ADHD student is silent and shy in class. Consequently, the others items were positive. It means that FS4ADHD reach with the features of the diagnostic.

To Villalobos (2011) found in his research that Ngäbe is a fourteen years-old, male. His native language is Spanish. According to his academic file, Ngäbe was diagnosing as having ADHD because he followed the symptoms presented. While FS4ADHD has almost the same characteristics of this pathology with a difference that Ngäbe is very talkative and older than FS4ADHD. This results of the check list between Ngäbe and FS4ADHD are similar because they reach with the almost characteristic having ADHD. However, the difference is that FS4ADHD is no talkative.

11.2 Diagnostic test

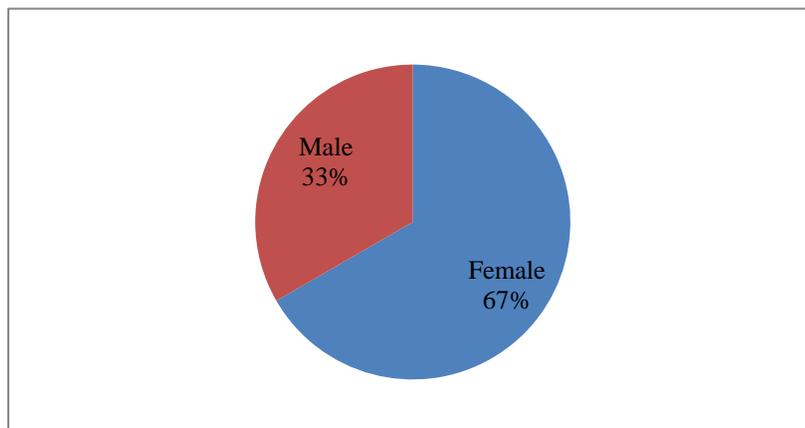
The investigation's results of a diagnostic test had a quite importance in order to know the level of listening skill and it was use an evaluation scale according to the

minister of education, the following scales were used: Excellent, very good, good and bad. It was evidenced that 14 students are in excellent listening level, 6 on very good, 4 on good while 4 students with bad listening level as well as the performance of the FS4ADHD is one of the lowest levels. It means that the students with attention deficit hyperactive have lower listening levels.

CHART N° 2

	Students	Mark	Score
1	FS1	3	2.5
2	FS2	10	8.3333
3	MS1	12	10
4	MS2	6	5
5	FS3	12	10
6	FS4ADHD	4	3.3333
7	MS3	12	10
8	FS5	12	10
9	MS4	11	9.1667
10	FS6	12	10
11	MS5	10	8.3333
12	MS6	3	2.5
13	MS7	0	0
14	MS8	10	8.3333
15	FS7	11	9.1667
16	FS8	8	6.6667
17	MS9	11	9.1667
18	MS9	11	9.1667
19	FS9	5	4.1667
20	MS10	11	9.1667
21	MS11	9	7.5
22	FS10	9	7.5
23	MS12	8	6.6667
24	FS11	12	10
25	FS12	10	8.3333
26	MS13	12	10
27	MS14	12	10
28	MS15	11	9.1667
	Mean score	9.179	7.6488

11.3 QUESTIONNAIRES

GRAPHIC N° 1 (PERSONAL INFORMATION)

Source: Survey to teachers

ANALISYS AND DISCUSSION

This question was analyzed teachers' ages from 25 to 37 years old with the objective to know the professional opinion according to the teaching experience.

It said that 33% are male and 67 % are female. It means that the investigation has a homogeneous public base on the age of the population:

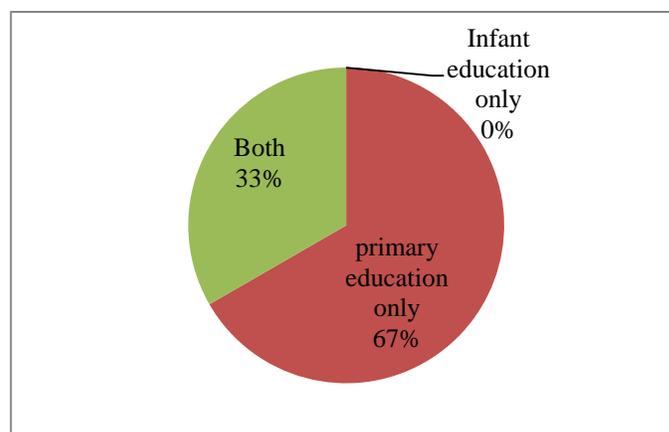
Madrid. D (2005) states that:

“Finalmente, se concluye que la edad influye en la metodología de enseñanza que emplea el profesorado en clase. Aunque la opinión general es que no hay gran diferencia en el rendimiento de los profesores jóvenes y mayores, no obstante, el alumnado opina que su rendimiento es algo mejor con los profesores jóvenes” [Finally, it concludes that the age has influence in the teaching methodology that apply teachers in class. Although, the general view is that there is not quite differences in the performance between young teachers and older teachers. However, the

students say that older teachers have better performance than young teachers] “La edad del profesorado en el proceso de enseñanza y aprendizaje de la lengua extranjera”.

2. TEACHING EXPERIENCE

GRAPHIC N° 2 INDIVIDUAL CHARACTERISTICS (TEACHING EXPERIENCE)



Source: Survey to teachers

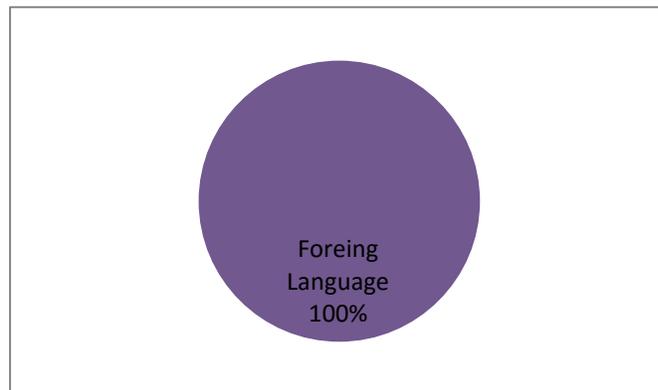
ANALYSIS AND DISSCUSION

In the investigation about the level of teaching experience, the 67% work in Primary education only, while the 33% work in both. It means that they teach children and adolescents between 6 and 12 years old.

“Primary education, also called elementary education, is for children in kindergarten through sixth grade. Primary education provides students with a basic understanding of various subjects as well as the skills they will use throughout their lives. Schools offering Elementary Education degrees can also be found in these popular choices”. (Moser. J. 2015: p. 5)

1.2. What is your **specialization**?

GRAPHIC N° 3 TEACHER SPECIALIZATION



Source: Survey to teachers

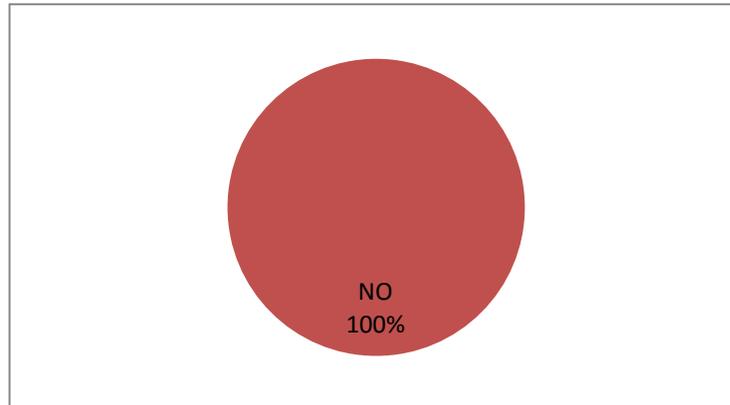
ANALYSIS AND DISSCUSION

100% of the teachers selected foreign language.

“A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself”.
(Moeller. A. 2015: p 2)

3. TRAINING

3.1. Have you ever received **specific ADHD training**?

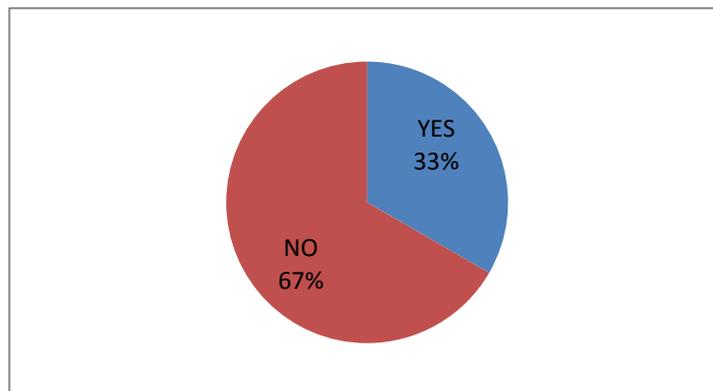
GRAPHIC N° 4 SPECIFIC ADHD TRAINING

Source: Survey to teachers.

ANALYSIS AND DISSCUSION

In the question 3.1, 100 % of teachers answered that they have never received ADHD training. According to National resources Centre on ADHD (2016) point out: “Teachers need good resources and often independently seek out training that will help them to be better educators for all students, while meeting the needs of those affected by ADHD. They look for how to educate students affected by ADHD, help students with behavioural management and instruct them in the classroom”.

3.3. Have you received any other **information about ADHD?**

GRAPHIC N° 5 RECEIVED INFORMATION ABOUT ADHD

Source: Survey to teachers

ANALYSIS AND DISSCUSION

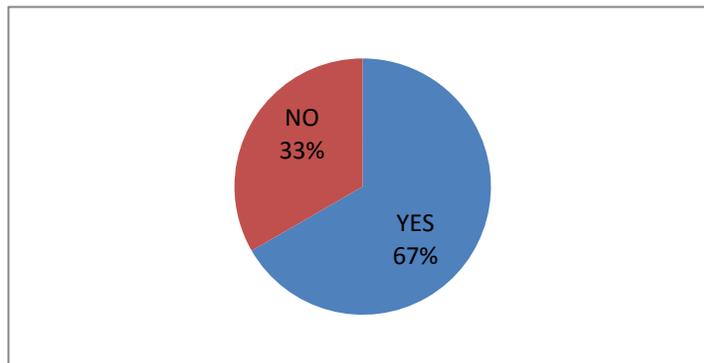
In question 3.3, 33% of teachers have checked some information on internet, newspapers, radio, and informative magazines, etc. but it did not give complete information about this deficit. While 67 % of teachers have never seen any information about ADHD.

4. EXPERIENCE OF PEOPLE WITH ADHD

4.1. Have you **ever taught a child diagnosed with ADHD?**

If the answer is yes; How many children diagnosed with ADHD have you taught during your career?

GRAPHIC N° 6 TEACHING WITH ADHD STUDENTS



Source: Survey to teachers

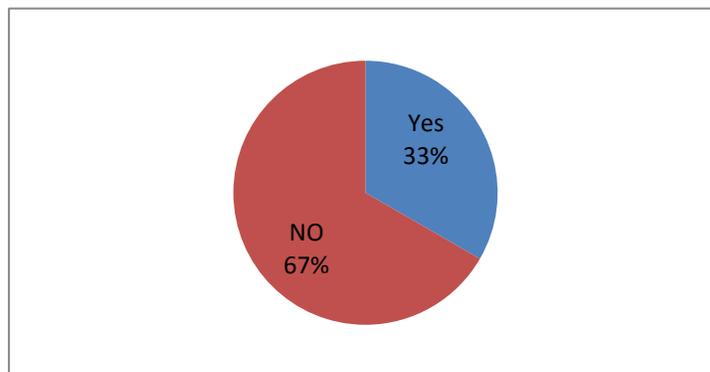
ANALYSIS AND DISSCUSION

In question number 4.1 the 33% of teachers answered that they never have taught children with ADHD while the 67 % have taught 5 students with ADHD. It means that most of the teachers have had the opportunity to work with them and they did not take the responsibility to help adequately those students.

“It is important for teachers to remember that the frequency and timing of feedback and reinforcement for students with ADHD is important. That is, children with ADHD often need more frequent and immediate feedback than their non-ADHD peers” (Darch, C. 2004)

4.2. **Do you know anybody with ADHD (child or adult) outside your work environment?**

GRAPHIC N° 7 ADHD OUTSIDE YOUR WORK ENVIRONMENT



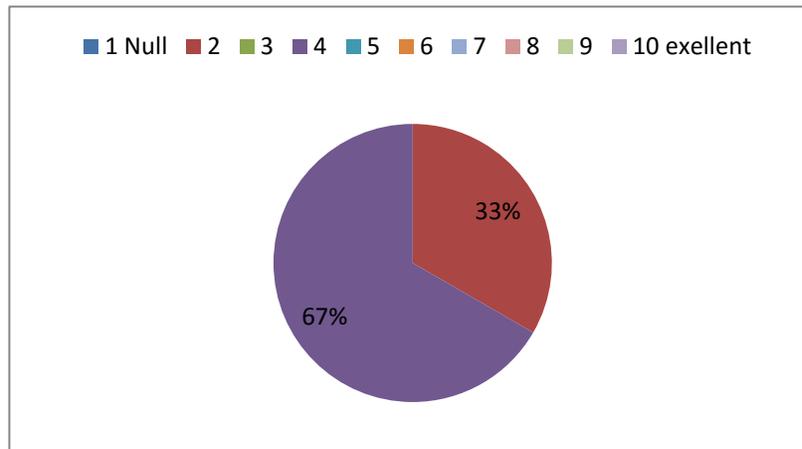
Source: Survey to teachers

ANALYSIS AND DISSCUSION

In question 4.2 the answers point out that the 33% have known anybody with ADHD while the 67% does not anybody with ADHD. According to Diario el Comercio 2016 claim that: ADHD is represent in the infantile population with a tendency between 5 and 8 % to child of scholar age, Being boys tree times more susceptible to represent this disorder than the girls. In the last inter American congress of psychologist. It was confirmed during the last 3 years the increment of 27 % in 42 countries. All in all, this is a real problem that is discovering in scholar periods; for this reason teacher should be prepare to understand this learning problem.

5.1. How would you describe your level of knowledge about ADHD?

GRAPHIC N °8 LEVEL OF KNOWLEDGE ABOUT ADHD



Source: Survey to teachers.

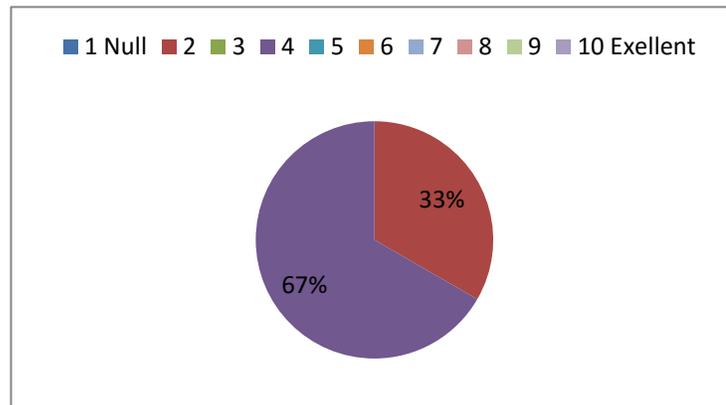
ANALYSIS AND DISSCUSION

According to this question the 33 % describe their level of knowledge as lower capacity to work with ADHD students while the 67 % of the answers are located on the number 4 that mean a little higher level of knowledge than two.

According to Soroa. M (2013) states that: “The knowledge that teachers have about ADHD affects their behaviour and attitudes towards children with this condition. Teachers with more knowledge about ADHD have a more favourable conduct and attitudes towards students with this disorder”. If the teacher is not imparting a good teaching; students are not be involve in the learning experiences. For this reason teachers Knowledge is important to develop skills in a quite level.

6.1. How would you describe your capacity to teach children with ADHD?

GRAPHIC N° 9 TEACHING CAPACITIES WITH ADHD STUDENTS



Source: Survey to teachers

ANALYSIS AND DISSCUSION

In the last question teachers describes their capacity to teach this kind of students. In this way is correct to say that 67% is higher than null level. And the 33 % are consent that their level is lower to treat with ADHD student. So it means that the aptitude to work with them is not adequate to attend and collaborate in the learning process. According to Henderson K. (2006) states that “Teachers can help prepare their students with ADHD to achieve by applying the principles of effective teaching when they introduce, conduct, and conclude each lesson.” The capacity of teaching is obtain good result in their planning through experiences of real life situations, motivation, and student’s active role in class.

12. CONCLUSIONS AND RECOMENDATIONS

Conclusions

- ✓ After analyzing the case of study, it was concluded that ADHD showed specific characteristic such us: Constantly stand up, cannot manage their attention, Does not finish on time the assigned tasks, it is very forgetful, cannot sit still for short periods of time, shows difficulty sustaining attention, has a messy desk, has short-term memory, loses personal belongings, shows difficulty sustaining attention, etc. According to the listening level of the population it manifested that the 50% of the student have an excellent level while the rest 50% is between very good, good, and bad. FS4ADHD obtain one of the lowest levels of the diagnostic listening test.
- ✓ According to the identification of teacher's knowledge about ADHD it was found that they have not had a pedagogical training also they do not know information about this deficit, and during their experience in teaching with students with this learning and behavior problem, they did not implement activities on time and also they did know adequate strategies to work with them.
- ✓ After the research of listening strategies the investigation found 8 attentional tactics to develop this skill in ADHD EFL students such us: Wait your turn, Talk and see what your hear, No words for it and make a move, Focus on the speaker, Open your mind, Connect, Use your eyes and Select.

Recommendations

- ✓ It is necessary a constant evaluation of the behavior description in the students because the conduct is relevance in the time to learn.

- ✓ Therefore, it is recommended to socialize information through informative workshops about how to treat with ADHD EFL students with the intervention of school authorities and psychologist.
- ✓ It is recommended the application of these strategies through a didactic unit that contains listening and control behavior strategies. Also it will probably adapt those strategies to micro curricular planning and giving priority to students with special needs.

13. REFERENCES

- Olmedo, Bula. (2011), "Attention deficit hyperactive disorder in the EFL classroom: A case study" Retrieved from: [file:///C:/Users/MIEQUIIPO/Downloads/DialnetAttentionDeficitHyperactivityDisorderInTheEFLClass-5181308%20\(2\).pdf](file:///C:/Users/MIEQUIIPO/Downloads/DialnetAttentionDeficitHyperactivityDisorderInTheEFLClass-5181308%20(2).pdf)
- Angel, Casajús. (2005). "La resolución de problemas aritméticos verbales por alumnos con déficit de atención con hiperactividad". [The resolution of verbal arithmetic problems by students with attention deficit hyperactive disorder] Tesis Doctoral. Universidad de Barcelona. Retrieved from: <http://www.tesisenxarxa.net/TDX-0227106-133038/index.html>
- Angel, Casajús. (2011), "Didáctica escolar para alumnos con TDH", [scholar didactic to ADHD students] (2a. ed.) Ecuador: Hornosi Monográficos.
- Segal, Janet. (2016), "Helping children and teens with ADHD succeed at the school". Santa Monica. Retrieved from: <http://www.helpguide.org/articles/add-adhd/attention-deficit-disorder-adhd-and-school.htm>
- Scott, V.G. (2011) Illinois "Teaching Students with ADHD to F.O.C.U.S.: A Learning Strategy". Retrieved from: <http://education.jhu.edu/PD/newhorizons/Journals/Winter2011/Scott>

The national attention deficit hyperactive disorder information and support service,
 Language disorder and Attention Deficit Hyperactive Disorder. (2016)UK.
 Retrieved from: <http://www.addiss.co.uk/languagedisorders.htm>

Rachel, Remen. Helping you develop life skills. (2011)“listening skill”. UK.
 Retrieved from: <http://www.skillsyouneed.com/ips/listening-skills.html>

ESL English conversation. Daily actions. (2010). Retrieved from:

<https://www.youtube.com/watch?v=jEW5IPyIhNI>

ESL TEST FRO PRIMARY KIDS, Listening test for 1-2 grades. (2014)U.S.A.
 Retrieved from: <http://www.eslforprimarykids.com/test-your-listening-1-2-grade.html>

Matt R. (2012) Wake up! Daily Routines song for kids Retrieved from:
<https://www.youtube.com/watch?v=eUXkj6j6Ezw>

Davies Leah (2011), “30 ideas to teach attention deficit hyperactive disorder”.
 U.S.A. Retrieved from:
<http://www.kellybear.com/TeacherArticles/TeacherTip49.html>

Sandra, Sanz. (2012) “Didactic Unit” Mexico Retrieved from:
http://zagan.unizar.es/record/8066/files/TAZ-TFM-2012-175_ANE.pdf

Daniel, Madrid. (2005) “La edad del profesorado en el proceso de enseñanza y
 aprendizaje de la lengua extranjera”. España. Retrieved from:
http://www.ugr.es/~dmadrid/Publicaciones/Edad%20en%20EALE%20_F%20Serrano_.pdf

National resources Center on ADHD, Teacher Training on ADHD (2016) Louisiana.
 Retrieved from: <http://www.chadd.org/Understanding-ADHD/For-Professionals/For-Teachers/Teacher-Training-on-ADHD.aspx>

14. ANNEXES

UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS

LICENCIATURA EN INGLES

ANEXO 1

Indicador Psicopedagógico

Objetivo: Obtener más información acerca del estado del estudiante con TDH en orden de afectar a positivamente la práctica de la habilidad Auditiva.

COMPORTAMIENTO	Si	No
1.- Interrumpe al profesor o a sus compañeros		
2.- Tiene problemas para esperar su turno		
3.- Constantemente se pone de pie sin razón		
4.- Fácilmente se distrae		
5.- Se olvida de las cosas		
6.- Permanece en su asiento por cortos periodo de tiempo		
7.- No pone atención a los detalles		
8.- Muestra dificultad en poner atención		
9.- No termina a tiempo sus tareas dirigidas		
10.- Tiene memoria de corto plazo		
11.- Tiene un desorden en su mesa de trabajo		
12.- Habla mucho en clases		
13.- Pierde sus pertenencias		

RECURSO: (Bula, 2011, pag.27)

Firma: Docente Tutora

TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE SCIENCES AND
HUMANITIES

ENGLISH CAREER

Pedagogic diagnostic

ANNEX 2

Objective: To gather more information about ADHD student condition in order to affect in a positive in the listening practice.

BEHAVIOUR	YES	NO
1.-Interrupts or introduce the teacher and other students.		
2.-Has difficulty waiting for his turn.		
3. - Constantly stands up for no apparent reason.		
4. - Does not finish on time the assigned tasks.		
5.- Is very forgetful		
6. - Cannot sit still for short periods of time.		
7. - Does not pay attention to details.		
8.-Shows difficulty sustaining attention.		
9. - Has a messy desk.		
10. - Has short-term memory.		
11. - Loses personal belongings.		
12.- Is very talkative		
13. - Shows difficulty sustaining attention.		

Source: (Bula,2011, pag.27)

Firma Docente Tutor



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE SCIENCES AND
HUMANITIES

ENGLISH CAREER

CARTA DE PRESENTACIÓN Y AUTORIZACIÓN

ANNEX 3

Lic. Marina Campaña

Presente.

Reciba un Cordial Saludo.

Mi Nombre es Jose Andres Robalino Perez, Soy Estudiante-Maestro de la Universidad Técnica de Cotopaxi, de la Facultad Ciencias administrativas y Humanísticas dentro de la Licenciatura que curso actualmente desarrollando mi investigación final en beneficio de la sociedad educativa.

De la manera más atenta solicito a usted me permita generar la investigación objeto de estudio grado 2º, la temática que se plantea es **“Estrategias de enseñanza basados en la atención para desarrollar la habilidad auditiva en el idioma Inglés como lengua extranjera”**

Objetivo: El presente proyecto tiene como principal objetivo determinar la influencia de estrategias de enseñanza basados en la atención en el desarrollo de la habilidad auditiva.

Previo a este comunicado he logrado contactar a la docente Elizabeth del Rocío Lasluisa que tiene a cargo el curso, ella está interesada que sus estudiantes participen del proceso investigativo.

Cordialmente,

Jose Andres Robalino Estudiante -Maestro

TECHNICAL UNIVERSITY OF COTOPAXI

**ACADEMIC UNIT OF ADMINISTRATIVE SCIENCES AND
HUMANITIES**

ENGLISH CAREER

Carta informativa y Consentimiento

ANNEX 4

Su hijo (a) ha sido invitado (a) a participar en un proyecto que está siendo realizado por José Andres Robalino Perez Maestro de “**Proyectos vida Practica**” para la mejora de la práctica del listening (escucha) del idioma Ingles.

El presente documento es una carta de información y consentimiento que le ayudara a tomar la decisión de permitir o no la participación de su hijo(a) en el proyecto.

Nombre Del Proyecto: ”Focus Teaching strategies to develop listening skill EFL Students”

Español: “Estrategias de enseñanza basados en la atención para desarrollar la habilidad auditiva en el idioma Inglés como lengua extranjera”

Propósito de Estudio: El presente proyecto tiene como principal objetivo determinar la influencia de las estrategias de enseñanza basados en la atención en el desarrollo de la habilidad auditiva.

Selección: Dadas las características de estudio se está invitando a participar a los estudiantes de 2 grado de educación básica de manera voluntaria ya que sus características cognitivas, emocionales, y conductuales concuerdan con el perfil que se desea investigar.

Descripción de la participación:

- Los estudiantes no tendrán que pagar ningún valor económico ya que esta propuesta de estudio corresponde a un soporte académico que brinda la materia “Proyectos de vida Práctica”.
- Asistir normalmente a clases sin ninguna hora extra.
- Cumplir en clases con las tareas que se requiera.

Beneficios: El estudio busca aportar técnicas de aprendizaje como herramientas básica para el estudiante se desenvuelva de mejor manera en las actividades auditivas del idioma Ingles.

Los resultados obtenidos podrán ser de utilidad para diseñar experiencias de aprendizaje más efectivas.

Contacto: Lic. Marina Campaña tel:032809218

Jose Andres Robalino cel: 0998241057 mail: joserobalino3d@hotmail.com

Si autoriza por favor sírvase a escribir los datos de su hijo(a) y su firma por favor, por su gentil atención gracias.

Datos del participante

Nombre: _____

Firma del Padre o madre

ANNEX 5
TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE SCIENCES AND
HUMANITIES
ENGLISH CAREER
LISTENING TEST

Name: _____

1.-What letter do you hear?

- A
- E
- I

2.-What letter do you hear?

- A
- I
- Y

3.-What letter do you hear?

- A
- I
- E

4.-What letter do you hear?

- U
- Y
- I

5.-What number do you hear?

- 9

8

6.-What number do you hear?

• 5

• 4

7.-What number do you hear?

• 8

• 9

8.-What number do you hear?

• 4

• 5

9.-What color do you hear?

• blue

• black

10.-What color do you hear?

• green

• red

11.-What color do you hear?

• White

• yellow

12.-What color do you hear?

• blue

• brown

Source: ESL test for primary kits; <http://www.eslforprimarykids.com/test-your-listening-1-2-grade.html>

ANNEX 6
TECHNICAL UNIVERSITY OF COTOPAXI
VALIDATION INSTRUMENT TEST

OBJECTIVE: To determinate the level of English listening skill in second graders.

INSTRUCTION: The following test is going to be applying as diagnostic instrument and it is necessary your validation as the principal teacher of the curse so read carefully each question and check in the option box.

QUESTIONS	REDACTION AND CONTENTS		CORRESPONDING TO THE LEVEL		Recommendations (any suggestions that you want to say)
	Adequate	Inadequate	Adequate	Inadequate	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Name of the validator					Firm: _____ _____ IC.
Years of teaching experience:					
Place of work:					
Job that performs:					
Date and place of validation:					

TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE SCIENCES AND
HUMANITIES
ENGLISH CAREER
QUESTIONNAIRE
ANNEX 7

Objective: To assess Teachers' Knowledge of Attention Deficit Hyperactivity Disorder.

Please answer the questions in this section by filling in the blanks or with an "X" on the correct answer. Read all the questions and make sure you do not skip any.

1. PERSONAL INFORMATION

1.1. **Age:** _____

1.2. **Sex:** Male Female

2. TEACHING EXPERIENCE

2.1. Which **stage(s)** do you teach?

- Infant education only
 Primary education only
 Both

2.2. What is your **specialization**?

- Infant education
 Primary education
 Special education
 Foreign language
 Music education
 Physical education

2.3. **How many children** are you teaching this year? _____

2.4. **How long** have you been working **as a teacher**? _____

3. TRAINING

3.1. Have you ever received **specific ADHD training**? Yes No. If your answer is Yes, please indicate where:

- Teacher training course subjects
- Postgraduate or Master's studies
- Continuing education courses
- Talks or conferences
- Family associations of children with ADHD
- Others (specify): _____

3.2. State the approximate **numbers of hours of ADHD training you have** received:

3.3. Have you received any other **information about ADHD**? Yes No. If your answer is Yes, state how you have been informed:

- People around you: family, friends, colleagues, etc.
- Parents of children with ADHD
- Professionals outside your work environment treating your pupils: psychiatrists, clinical or educational psychologists, pediatricians, neurologists, etc.
- Family associations of children with ADHD
- Books
- Scientific or professional journals
- Mass media: T.V., internet, radio, newspapers, informative magazines, etc.
- Others (specify): _____

If you had to choose one of the above, **which would you say most frequently provided you with information about ADHD**? _____

4. EXPERIENCE OF PEOPLE WITH ADHD

4.1. Have you **ever taught a child diagnosed with ADHD**? Yes No. If your answer is Yes, **how many** children diagnosed with ADHD have you taught **during your career**?

4.2. **Do you know anybody with ADHD** (child or adult) **outside your work environment**? Yes No

5. PERCEIVED KNOWLEDGE

5.1. How would you describe your level of knowledge about ADHD? (Put an "X" where appropriate):

1 2 3 4 5 6 7 8 9

10

Null

Excellent

6. PERCEIVED TEACHING CAPACITY

6.1. How would you describe your capacity to teach children with ADHD?

(put an "X" where appropriate):

1	2	3	4	5	6	7	8	9
10								
Not prepared								totally
prepared								

Source: (Soroa, Balluerka & Gorostiaga, 2014. Pag.1043)

ANNEX 8



UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS

LICENCIATURA EN INGLÉS

Anexo 1

Indicador Psicopedagógico

Objetivo: Obtener más información acerca del estado del estudiante con TDH en orden de afectar a positivamente la práctica del listening.

COMPORTAMIENTO	Si	No
Interrumpe al profesor o a sus compañeros	✓	
Tiene problemas para esperar su turno	✓	
Constantemente se pone de pie sin razón	✓	
Fácilmente se distrae	✓	
Se olvida de las cosas	✓	
Permanece en su asiento por cortos periodo de tiempo	✓	
No pone atención a los detalles	✓	
Muestra dificultad en poner atención	✓	
No termina a tiempo sus tareas dirigidas	✓	
Tiene memoria de corto plazo	✓	
Tiene un desorden en su mesa de trabajo	✓	
Habla mucho en clases		✓
Pierde sus pertenencias	✓	

RECURSO: (Bula, 2011, pag 27)

Firma: Docente Tutora

Av. Simón Rodríguez s/a Barrio El Ejido / San Felipe. Tel: (03) 2252348 - 2252307 - 2252209

Acti
Ira C
Winc

ANNEX 9



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE SCIENCES AND HUMANITIES

ENGLISH CAREER

Pedagogic diagnostic

Annex 2

Objective: To gather more information about ADHD student condition in order to affect in a positive in the listening practice.

BEHAVIOUR	YES	NO
Interrupts or introduce the teacher and other students.	✓	
Has difficulty waiting for his turn.	✓	
Constantly stands up for no apparent reason.		
Is very talkative		✓
Is very forgetful	✓	
Cannot sit still for short periods of time.	✓	
Does not pay attention to details.	✓	
Shows difficulty sustaining attention.	✓	
Has a messy desk.	✓	
Has short-term memory.	✓	
Loses personal belongings.	✓	
Does not finish on time the assigned tasks.	✓	
Shows difficulty sustaining attention.	✓	

Source: (Bula,2011, pag.27)

Firma Docente Tutora

Activar Win
Ir a Configurac
Windows.

Annex 10



ANNEX 6

TECHNICAL UNIVERSITY OF COTOPAXI

VALIDATION INSTRUMENT TEST

OBJECTIVE: To determinate the level of English listening skill in second graders.

INSTRUCTION: The following test is going to be applying as diagnostic instrument and it is necessary your validation as the principal teacher of the course so read carefully each question and check in the option box.

QUESTIONS	REDACTION AND CONTENTS		CORRESPONDING TO THE LEVEL		Recommendations (any suggestions that you want to say)
	Adequate	Inadequate	Adequate	Inadequate	
1	✓		✓		
2	✓		✓		
3	✓		✓		
4	✓		✓		
5	✓		✓		
6	✓		✓		
7	✓		✓		
8	✓		✓		
9	✓		✓		The teacher should give a feedback for the questions about colors.
10	✓		✓		
11	✓		✓		
12	✓		✓		
Name of the validator: <i>Lic. Elizabeth Lualaba H.</i>					Firm: <i>[Signature]</i> IC. 050364115-1
Years of teaching experience: <i>2 years</i>					
Place of work: <i>"Jean Piaget" Educative Center</i>					
Job that performs: <i>English Teacher</i>					
Date and place of validation: <i>Wednesday 22nd, June 2016</i>					

ANNEX 11

Maestro de "Proyectos vida Practica" para la mejora de la práctica del listening (escucha) del idioma Ingles.

El presente documento es una carta de información y consentimiento que le ayudara a tomar la decisión de permitir o no la participación de su hijo(a) en el proyecto.

Nombre Del Proyecto: "Focus Teaching strategies to develop listening skill EFL Students"

Español: "Estrategias de enseñanza basados en la atención para desarrollar la habilidad auditiva en el idioma Inglés como lengua extranjera"

Propósito de Estudio: El presente proyecto tiene como principal objetivo determinar la influencia de las estrategias de enseñanza basados en la atención en el desarrollo de la habilidad auditiva.

Selección: Dadas las características de estudio se está invitando a participar a los estudiantes de 2 grado de educación básica de manera voluntaria ya que sus características cognitivas, emocionales, y conductuales concuerdan con el perfil que se desea investigar.

Descripción de la participación:

- Los estudiantes no tendrán que pagar ningún valor económico ya que esta propuesta de estudio corresponde a un soporte académico que brinda la materia "Proyectos de vida Práctica".
- Asistir normalmente a clases sin ninguna hora extra.
- Cumplir en clases con las tareas que se requiera.

Beneficios: El estudio busca aportar técnicas de aprendizaje como herramientas básica para el estudiante se desenvuelva de mejor manera en las actividades auditivas del idioma Ingles.

Los resultados obtenidos podrán ser de utilidad para diseñar experiencias de aprendizaje más efectivas.

Contacto: Lic. Marina Campaña <tel:032809218>

Jose Andres Robalino cel: 0998241057 mail: joserobalino3d@hotmail.com

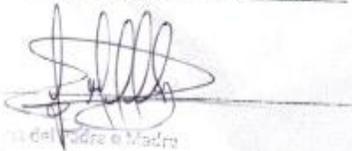
"La enseñanza que deja huellas no es la que se hace de cabeza a cabeza sino de corazón a corazón"

Howard G. Hendrick:

autoriza por favor sírvase a escribir los datos de su hijo(a) y su firma por favor, por su gentil atención gracias.

datos del participante

Nombre: Loussiana Cepeda



Firma del Padre o Madre

Activ
Ir a Cor
Windo

ANNEX 12



Unidad Educativa Particular Jean Piaget

Carta de Presentación y Autorización

Lic. Marina Campaña

Presente.

Reciba un Cordial Saludo.

Mi Nombre es Jose Andres Robalino Perez, Soy Estudiante-Maestro de la Universidad Técnica de Cotopaxi, de la Facultad Ciencias administrativas y Humanísticas dentro de la Licenciatura que curso actualmente desarrollando mi investigación final en beneficio de la sociedad educativa.

De la manera más atenta solicito a usted me permita generar la investigación en esta institución con el "Segundo grado de Educación Básica", la temática que se plantea es **"Estrategias de enseñanza basados en la atención para desarrollar la habilidad auditiva en el idioma Inglés como lengua extranjera"**

Objetivo: El presente proyecto tiene como principal objetivo determinar la influencia de las estrategias de enseñanza basados en la atención en el desarrollo de la habilidad auditiva.

Previo a este comunicado he logrado contactar a la docente Elizabeth del Rocío Lasluisa que tiene a cargo el curso, ella está interesada que sus estudiantes participen del proceso investigativo.

Cordialmente,

Jose Andres Robalino Estudiante -Maestro

Recibido

Lic Marina Campaña

*Recibido
Lic. Guillaume Compañero*

04-05-2016

ANNEX 13

SUGGESTING FOCUS TEACHING STRATEGIES TO TEACH LISTENING SKILL IN PRIMARY SCHOOL



Source: <https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTA7IibvJ52xA4DmbubeZeT7cl4XFLdipJiBf0U6xaRJJYg8P6iVMPeig>

Flash Cards of ADHD.

INTRUCTION

CONTEXTUALIZATION

Educative centre: This didactic unit has been implemented in "JEAN PIAGET" EDUCATIVE UNIT which is located in Latacunga city province of Cotopaxi. This important institution has an English centre with a group of four teachers that performs this language.

The class: This linguistic intervention guide has been designed for students of 3Th Grade of basic media. It consists in 32 students; In addition there is a Student with ADHD diagnosed by a psychologist. Furthermore they use a Cambridge book called "Super minds".

Official contextualization: This learning unit is based on art 295 of the department of education that says in the III module that an inclusive education is defined as the process of identify and responds to the diversity of special needs of

the students through the participation in the teaching, cultures, and communities with the goal of decrease exclusion in the education process.

JUSTIFICATION

I have chosen this work for many reasons but principally for the following aspects:

- It comes from the necessity of help to Attention deficit with hyperactive disorder students.
- To provide Listening strategies to ADHD EFL students.
- To facilitate the teaching learning process.
- To identify students with ADHD with a quick diagnosis.
- To create strategies of behaviour and methodology.

OBJECTIVES

At the end of the unit students will be able to:

- Strong the communicative competences speaking- listening. Through a post-test.
- They will identify basic vocabulary on the standards established.
- They will identify and associate sound with the real life.

ORGANIZATION OF THE LEARNIN UNIT

My learning unit is organizing by 16 session and 8 lessons. It will contain two sessions per lesson of 40 minutes. And a Listening post-test (Evaluation)

LEARNING UNIT OF WORK

CONTRIBUTION THROUG THE KEY COMPETENCES

Oral communication

EFL 2.2.1: Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instruction and simple question about self, people, animals or things, especially when spoken slowly and clearly.

EFL 2.1.10: Recognize when to speak and when to listen while working in pairs or small

EFL2.2.5: Record Key items of specific information from a heard message or description, by drawing picture.

METHODOLOGY

Communicative language teaching has been provided teaching methodologies, Orellana 2016 point out that “the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels” (p,1) it provide a good reason to choose this method because it is suitable with the level.

What is communicative language teaching?

CLT use the real life situation to produce a communications. It comes from with dissatisfied of grammar translation and audio lingual methods because they does not introduce with the real life and the contents are not real communication. Orellana mentions that “Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills” (p, 2) Today the teaching process need more results that students can resolve life problems and CLT is helpful to responds in the class normally and real English practice.

Communicative Language Teaching is express by active exercises where output has a quite importance to the practice. Simulations of any real-life topic are the core of these kinds of class; in a restaurant, buying the ticket, travelling, etc. Listening audios simulating situation by visual aids as pictures can motivate to learn with interesting context.

English Teachers and ADHD learners

- **Assignments notebooks.**

- Provide the child with an assignment notebook to help organize homework and other seatwork.
- **Color-code folders.**
- Provide the child with color-code folders to help organize assignment for different works.
- **Work with a homework partner.**

Assign the child a partner to help record homework and other seatwork in the assignment notebook and file work sheets and other papers in the proper folders.

- **Clean out and book bags.**

Ask the child to periodically sort through and clean out his or her desk, book bag, and another special place where written assignments are stored.

- **Assisting students with ADHD with time management.**

Use a watch, to do that teach the child how to read and us a clock in order to manage time when completing assigned work.

- **Use the diary activity paper**

Tape the schedule of planned daily activities to the child's desk.

- **Monitor homework assignments**

Obtain the information how well ADHD students complete their assigned homework. Discuss and resolve with their parents any problem in completing these assignments. For example, evaluate the difficulty of the assignment and how long the children spend on their homework each night. Keep in mind that the “quality”, rather than the “quantity”, of the homework assigned is the most important. While doing the homework is an important part of developing study skills, it should use to reinforce skills and to review material learned in class,

Focus teaching strategies to develop listening skill to ADHD students

1.- Wait your turn.

Novotni (2004) mention that:

ADHD “talkers” have difficulty controlling the impulse to jump in and interrupt. Aside from being annoying to others, the behavior makes it hard to focus on what someone is saying. When someone’s speaking, concentrate on waiting until he ends his sentence before you jump in. If you have a question, ask permission before asking it. “Excuse me, may I ask a question?” (p.2) Every person need to know that it is important to recognize the opportunity to speak and wait for express ideas. For this reason this listening strategy is called Wait your turn because it will teach how to students can introduce sentences or question in the conversation and give specific word to ask permission. It will create some picture related to it and work with flash card in the class.

Asking for Permission:

Can I go out, please?

May I open the window, please?

Please, can I have a look at your photo album?

Please, may I taste that hot spicy couscous dish?

Do you mind if I smoke?

Would you mind if I asked you something?

Is it okay if I sit here?

Giving permission: (Teachers)

Yes, please do, Sure, go ahead.

Sure, No problem, Please feel free, Refusing to give permission:

No, please do not.

I’m sorry, but that’s not possible, I’m afraid, but you can’t

2.- Talk and see about what Did you hear.

Here this listening strategy give as the opportunity to have real listening where the class is going to visualize and remember the word as a good game in a English class. For example vocabulary of the farm: the teacher ask to his /her students “close your eyes”, then the teacher present some animals sounds, in order to students identify some animals, giving short instructions like “imaging the following words”. As a result students are going to say the animal and visualize through visual support.

Novotni (2004) said that: “**See what you hear.** To think about what someone is saying to you, visualize the story in your mind. Pretend that you’ll be quizzed, and that you’ll have to summarize the conversation. Could you do it?” (p. 3)

3.- No words for it and make a move

When a class everybody talks in the same time and exist a lot of noise is very difficult to work and transmit knowledge. So for teachers is impossible communicate and present the class the information if the student does not give attention for this reason Novotni (2004) says that: “**Make a move.** Use nonverbal cues, like nods and smiles, to signal that you’re tuned in”. (p.2)

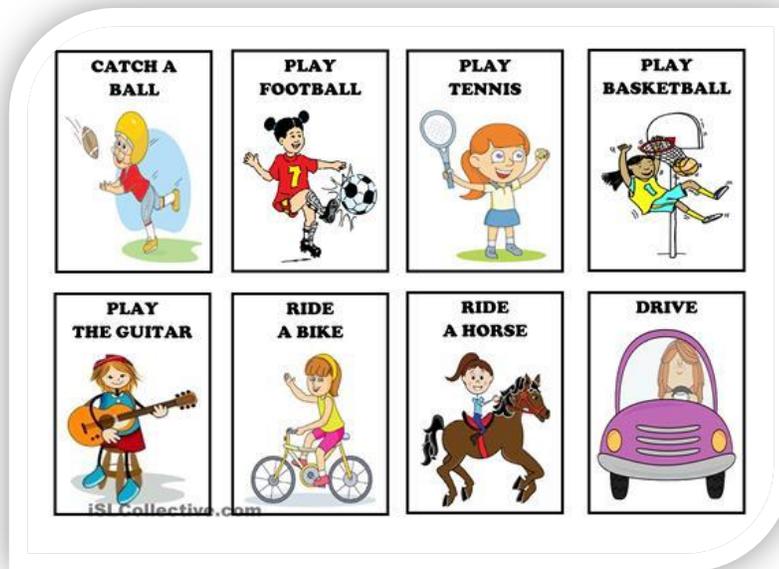
The following technique to this strategy catch the attention easily it is called:



Source: FluentU English educator blog

“Teach verbs through motion”

It consist on teach action verbs and make a corporal expression, First the teacher give a flash card to the student in order to identify the verb and listen the pronunciation of each one and then the teacher make the corporal activity and the students speak the name.



Source: Action verbs- Flash Cards.

4.- Focus on speaker

It strategy consist on demonstrate that a behavior consist on good listeners. Scott, V (2011) states that: “When teaching students to focus on the speaker, it is important to convey the reciprocity in communication. Students can be good listeners and not look at the speaker. (p. 5)

This listening strategy provide some videos about short real life conversation where the student must to identify words, phrases, and verbs of the speakers are transmitted together with flash cards in order to introduce the class and orient to be focus on Daily routines vocabulary. And to finish the class present a song of the topic.

Video Resource: Daily Routines

<https://www.youtube.com/watch?v=jEW5IPyIhNI>

Song: <https://www.youtube.com/watch?v=eUXkj6j6Ezw>



Source: Flash cards for autism.com

5.- Open your mind

This strategy consist on teach to the student the word “interruption” the teacher is going to select couple works who are sitting opposite each other, then the teacher give the instruction that consist on every couple is going to ask 5 favorite colors among them and highlight the color with a color sheet. The challenge here is that every couple is going to ask to their partner at the same time and select the color so It will create interference in the speaking. Finally, the teacher will introduce the word “interruption” and create awareness of it.



Source: Color Scavenger Hunt in Kindergarten.

6.- Connect

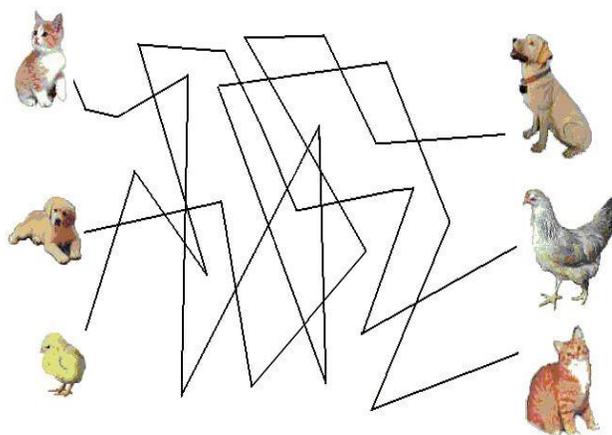
Making connection prior the teaching learning process specially listening skills including the interest to reach the goals. This activity learn to the students identify, compare, modify concepts making connections of the topic. It provides new information and motivation to learn.

Scott, V (2011) mentions the following strategy:

“Who’s the Artist? Separate students into pairs, and give each pair the name of an unfamiliar animal (i.e. kangaroo rat, aye-aye, naked neck chicken, pygmy marmoset, Andean condor, scorpion fish, sloth, and anglerfish. Student A will describe to Student B what he or she thinks the animal looks like. Student B will draw exactly what Student A describes. Then the partners will trade roles. After each student has had a turn to draw, ask them if it was easy or difficult to follow their partners’ directions. Lead this discussion to the idea that they used their prior knowledge to draw what they thought the animal may look like. Students must take what they know about the topic and combine it with or replace it by the new information” (p.6)

7.- Use your eyes

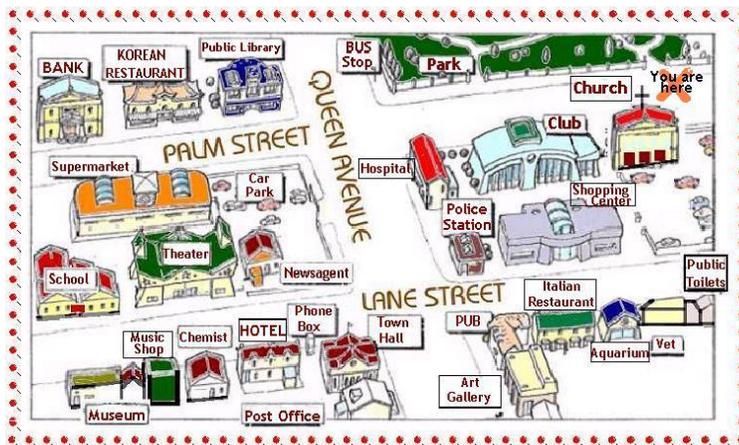
Visual aids is important in the process to teach and it has a variety of item for example book, pictures, writes on the board, a poster, a worksheet, etc. teaching with visual aids help to the students to be more objectives and talk about it. Teacher is going to provide an animals of the farm picture in order to follow lines and discover where is the animals animal. The students are going to work in couple. The teacher ask where is (the dog) and the students are going to use prepositions of place under/ above. The dog is above the chinked. The students have to work in team because the student will listing suggestions of his/her partner and focus on the task.



Source: Free online eyes exercises.com

8.- Select

Select means looking for extraneous information to focus on what position is the object of the study. So this strategy motivates to develop listening following instructions. The listener will identify and remember different parts of the message. This game consist on the students will come to a specific place in the city map listening specific instruction of prepositions of place.



Source: Giving and getting direction Howad's blog.