



COTOPAXI TECHNICAL UNIVERSITY

HUMAN SCIENCE AND EDUCATION FACULTY

CAREER: EDUCATIONAL SCIENCES ENGLISH MAJOR

RESEARCH PROJECT

**USING FOCUSED TEACHING STRATEGIES TO DEVELOP
LISTENING IN ATTENTION DEFICIT HYPERACTIVITY DISORDER
(ADHD) ENGLISH LEARNER**

Project submitted prior to obtaining the Science of Education Degree with major
in the English Language

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Latacunga – Ecuador

Febrero 2019

AUTHORSHIP

I, Carmen Alejandra Cuchiye Cunuhay declares to be the author of the present research project **“USING FOCUSED TEACHING STRATEGIES TO DEVELOP LISTENING IN ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) ENGLISH LEARNER”**, being Ph.D. Olga Lorena González Ortiz tutor of the present work; we expressly exempt the Technical University of Cotopaxi and their legal representatives of any claims or legal action.

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

.....
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TUTOR'S ENDORSEMENT

As a tutor of the research work entitled: “USING FOCUSED TEACHING STRATEGIES TO DEVELOP LISTENING IN ATTENTION DEFICIT HYPERACTIVITY DISORDER IN (ADHD) ENGLISH LEARNER” presented by Carmen Alejandra Cuchipecunuhay, of the English major program, I certify this research report meets the methodological and scientific requirements and technical contributions to be evaluated by the Project Validation Committee that the Honorable Academic Board of the Human science and education faculty of Cotopaxi Technical University assigns for its study and evaluation.

Latacunga, Febrero 2019

Sincerely,

.....
Ph.D. Olga Lorena González Ortiz
Research Project Tutor

APPROVAL OF THE COURT OF TITULATION

As members of the committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi and the Human Science and Education Faculty; since the researcher: Carmen Alejandra Cuchiye Cunuhay with the research project title: “USING FOCUSED TEACHING STRATEGIES TO DEVELOP LISTENING IN ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) ENGLISH LEARNER”, have considered the recommendations presented and the work has all the requirements to be accepted.

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

Latacunga, Febrero 2019

Yours faithfully

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GRATEFULNESS

To God, who gave me life and had given me an excellent mother who has been my guide and is always there to support me and to help me reach my professional objectives. To my dear tutor Ph.D. Lorena González because with her patience, comprehension, knowledge and dedication has guided me throughout my project. In addition, thanks to the authorities and teachers who during the academic periods of this course have transmitted their knowledge onto me, their students and to this institution “Cotopaxi Technical University”.

Carmen Alejandra

DEDICATION

I dedicate this research to my beloved mother because during this scramble she has been my support and my stronghold. To my dear son and daughter, they are the force that pushes me to obtain my goals. To my couple who has been an important person during this bigger step of my life.

Carmen Alejandra



UNIVERSIDAD TÉCNICA DE COTOPAXI
FACULTAD
DE CIENCIAS HUMANAS Y EDUCACION

TÍTULO: “Uso de estrategias de enseñanza enfocadas a desarrollar la habilidad de escuchar en estudiantes con desorden de hiperactividad con Déficit de Atención (DHDA), que están aprendiendo inglés”.

AUTOR: Carmen Alejandra Cuchiye Cunuhay

RESUMEN

Los problemas de atención son cada día más frecuentes en las aulas de clase, especialmente en los niveles de Educación Básica; niños que parecen no escuchar, que están soñando despiertos e incapaces de una respuesta coherente; dentro de estos trastornos uno de los que tiene mayor injerencia en la educación es el llamado Desorden de Hiperactividad con Déficit de Atención (DHDA); frente a esta realidad, los docentes indican que a muchos de sus estudiantes les resulta cada día más difícil fijar y mantener la atención, generando dificultades de aprendizaje y a largo plazo, fracaso escolar. El objetivo de este trabajo fue identificar las estrategias metodológicas más adecuadas para mejorar el proceso de enseñanza aprendizaje del idioma inglés en estudiantes con DHDA; específicamente para mejorar las habilidades de escuchar. Este proyecto de investigación fue aplicado en las Unidades Educativas: “José María Velasco Ibarra”, “Ana Páez”, “Isidro Ayora”, y “Jorge Icaza” de la ciudad de Latacunga en la Provincia de Cotopaxi, sobre la base de la metodología descriptiva; donde se aplicó una encuesta para determinar la manera en la que los maestros manejan este tipo de casos. Los resultados de esta investigación contribuirán a los docentes del área de Inglés, quienes a través de estas estrategias tendrán el apoyo necesario para desarrollar una enseñanza efectiva, mejorando especialmente la habilidad de escuchar de los estudiantes con DHDA, aumentando así su interés y nivel académico en la asignatura de Inglés.

PALABRAS CLAVES: Hiperactividad, estrategias metodológicas, enseñanza- aprendizaje.



TECHNICAL UNIVERSITY OF COTOPAXI
HUMAN SCIENCE AND EDUCATION FACULTY

TITLE: "Using focused teaching strategies to develop listening in attention deficit hyperactivity disorder ADHD English learner"

AUTHOR: Carmen Alejandra Cuchiye Cunuhay

ABSTRACT

Nowadays, attention problems are common in the classrooms, especially in the Basic Education levels; children who seem not to listen, they are daydreaming and incapable of giving a coherent answer; one of the most influential in education is the Attention Deficit Hyperactivity Disorder (DHDA); Faced with this reality, teachers indicate that many of their students find it increasingly difficult to fix and maintain attention, generating learning difficulties and long-term, school failure. The objective of this work was to identify the most appropriate methodological strategies in order to improve the teaching – learning process in English language in students with DHDA; specifically to improve listening. This research was applied in the Educational Units: "José María Velasco Ibarra", "Ana Páez", "Isidro Ayora", and "Jorge Icaza" from Latacunga city in Cotopaxi Province. It based on descriptive methodology; where a survey was applied to determine the way in which teachers take into account the type of cases. The results of this research will contribute to English teachers, who through these strategies will have the necessary support to develop effective teaching, especially improving the listening skill of students with DHDA, thus increasing their interest level in English subject.

KEY WORDS: Hyperactivity, methodological strategies, teaching-learning.



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CENTRO CULTURAL DE IDIOMAS

TRANSLATION ENDOSEMENT

En calidad de Docente del Idioma Inglés del Centro Cultural de Idiomas de la Universidad Técnica de Cotopaxi; en forma legal CERTIFICO que: La traducción del resumen del proyecto al Idioma Inglés presentado por la señorita Egresada de la Carrera de Ciencias de la Educación mención Inglés de la Facultad de Ciencias Humanas y Educación : **CARMEN ALEJANDRA CUCHIPE CUNUHAY** cuyo título versa **“USING FOCUSED TEACHING STRATEGIES TO DEVELOP LISTENING IN ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) ENGLISH LEARNER”**, lo realizó bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente certificado de la manera ética que estimaren conveniente.

Latacunga, Febrero del 2019

Atentamente,

Ph.D. Lorena González

DOCENTE DEL CENTRO CULTURAL DE IDIOMAS

C.C. 1002377271

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PROJECT RESEARCH STRUCTURE

RESEARCH PROJECT II

1. GENERAL DATA

Research Title: “Using focused teaching strategies to develop listening in Attention Deficit Hyperactivity Disorder ADHD English learner”

Project Dates: March 2018- November 2018.

Places: “José María Velasco Ibarra”, “Ana Páez”, “Isidro Ayora” Educational Units. Cotopaxi Province – Latacunga City.

Academic Unit Sponsor: Human Science and Education Faculty

Major Sponsor: Educational Sciences English Mention

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Knowledge Area: The Research Project is focused on the Educational Area and it is meant to help the Learning - Teaching Process of English as a Foreign Language.

Research line: Education and Communication for Human and Social Development.

Research major sub line: Methodologies to Teach General English.

2. DESCRIPTION OF THE PROJECT

It can be said that Attention Deficit Hyperactivity Disorder (ADHD) is a behavioral syndrome with neurobiological bases and a strong genetic component. It is a highly prevalent disorder that, according to estimates, affects between 5% and 10% of the infant-juvenile population, according to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (Axelson, 2013). Being, about 3 times more frequent in males than females.

This disorder is mostly recognized during early childhood, however studies done about this matter, had helped to understand it better and establish its chronic nature, we know it persists and manifests itself beyond adolescence. There are long-term follow-up studies that have shown that most children with Attention Deficit Hyperactivity Disorder continue presenting symptoms until adult life, which means that the disorder has a considerable prevalence even after passing the childhood stage. (The American Psychiatric Association (APA), 2013)

According to the author, (Bula, 2011) it is one of the most common learning disorders in children and adolescents; however according to many authors, this disorder can be effectively treated in the classroom. For example, (Bula, 2011) conducted a research that informs about some strategies and techniques that can be applied to improve student performance. In addition, (Khalili Sabet et al 2015) conducted a study to determine the effect of focus strategies on vocabulary learning of students with ADHD in two high schools. The four strategies applied (keyword method, concentration, making sentences and repetitions) helped to increase vocabulary learning.

On the other hand, (Gorostiaga, 2011) carried out a study to evaluate teachers' knowledge about Attention Deficit Hyperactivity Disorder. The data showed that teachers lack the necessary knowledge to work with students with ADHD. This problem is presented in most of the classrooms; teachers are not prepared to identify many learning deficit problems, it's mainly because they do not have any training on the matter, and in fact, ADHD is not the exception. Therefore, this study attempts to analyze how this disorder affects the English teaching process, and how the listening skills can be improved in students with ADHD.

ADHD (Hyperactivity Disorder with Attention Deficit) is a condition that causes children, adolescents and adults who suffer from it, to have difficulty maintaining their attention and

concentration, and difficulty completing their tasks, these reasons are the common pathways that lead ADHD students to have learning difficulties and the need for specific methodological strategies which should be correctly prepared by the English teacher.

With regards to the general education, students with ADHD demonstrate signs of neglect and lack of attention. Additionally, their knowledge of many subjects are not always adequate as cognitive and behavioral impulsivities are commonly shown. In addition, these students can be whirlwinds that impede the rhythm of the teacher as he or she is teaching their class. For this reason, these behaviors are often misinterpreted, leading to low academic performances, excessive punishments, and even the rejection of their own peers.

The general objective of this research is to identify the methodological strategies to develop listening skills in attention deficit hyperactivity disorder (ADHD) English learners, and to analyze the impact in the teaching of the listening skills.

Some cases of the condition mentioned above have been found in multiple schools such as "José María Velasco Ibarra", "Ana Páez", "Isidro Ayora", and "Jorge Icaza", located in the city of Latacunga in the province of Cotopaxi. The results of this research will greatly contribute to the application of new methodological strategies to improve teaching such as the learning of English through the planning and creation of supporting materials developed by the teacher. This will enable the development of effective teaching, specifically in the listening skills of English.

Finally, a special consideration about the importance of this research not only for English teachers who will set the tone, but for other teachers, to take notice of the great importance of helping students with ADHD in the four schools where problems have been detected.

3. JUSTIFICATION

Attention Deficit Hyperactivity Disorder is a neuropsychiatric disorder; however there are a large number of children without the neurological disorder that show some of the same symptoms. Features of hyperactivity or attention deficit are revealed by the presence of symptoms such as deficiency in psychomotor activity in coordination, problems of emotional disorganization, nutritional problems due to an unbalanced diet, scattered attention due to

inadequate family management or lag in their chronological age; characteristics that logically are an obstacle in their development and can affect any of the 3 areas where the school age child develops: academic, social and personal. As pointed out earlier the presence of these symptoms does not necessarily mean that the child has neuropsychiatric ADHD.

For this reason, in the field of education, this type of student is classified as children with "functional psychosocial ADHD", keeping in mind that the disorder is purely functional, not neurological but that the presence of its characteristics will need to be examined differentially in each of the areas where the human being develops in order to identify each particular case and provide the appropriate psychomotor treatment.

Parents often define a hyperactive child as immature, rude and uneducated; their behaviors generate conflicts within the family, disapproval and rejection. They are irritating and frustrating in terms of educational success and some children tend to social isolation. This disorder can already be detected before 7 years of age and some children present more severe symptoms than others. One thing to keep in mind, is that if the parents overreact to the hyperactive child, they may be fostering a deficit of self-esteem (especially if they are being criticized for everything they do) and feed the disorder, since the little one will end up refusing to behave well because he will always end up being scolded for whatever he does.

Although sometimes involuntarily or because of lack of knowledge or access to information and resources, teachers often are unable to recognize or properly handle their students with ADHD problems, knowing that currently a course/grade has more than 35 students and teachers must teach everyone. That is why it is imperative that teachers understand the problems and needs of these students and how to address them properly, helping them to avoid conflicts with authorities, parents or the same society. This project will contribute in all the educational contexts not just one single area and the beneficiaries will be the authorities of each of the institutions where the problems are present as well as the teachers in the correct application of their class plans, strategies and methods who interact day after day with this students and lastly it will help such students to improve their academic level.

The objective of this project is to find the correct methodological strategies to teach English to students with ADHD, who in spite of their circumstances can be successful language learners provided that the teaching - learning style of their teacher responds to their needs in an

appropriate manner. In summary, if the English teacher correctly applies the methodological strategies, he will obtain successful results with all students, including ADHD.

4. BENEFICIARIES OF THE PROJECT

The social approach in the educative area of this project points as direct beneficiaries 2 students of "José María Velasco Ibarra", 2 students of "Ana Páez", 1 student of "Isidro Ayora" and 1 student of "Jorge Icaza" Educational Units, especially those who present this problem, which was detected with this disorder.

The indirect beneficiaries will be ten teachers from these same institutions and of course the parents of those students and society.

5. PROBLEM RESEARCH

First, students from different years of Basic Education, that present ADHD symptoms at “José María Velasco Ibarra”, “Jorge Icaza”, “Ana Páez” and “Isidro Ayora” schools in the Latacunga city in Cotopaxi Province were identified; these ones exhibit hyperactivity throughout the class, since they could not cause apathy in the rest of the class at the moment that they were learning English.

A large percentage of the student population is affected by ADHD in schools, but teachers, unfortunately teachers are not able to use the correct methods of techniques to teach. According to the author (Gagnon, 1999) who states that "One of the tasks of the methodology is to improve the process of teaching English by training and facilitating teachers to work effectively. Teaching implies a continuous analysis of one's own work, the experiences of other teachers and the search for new means to improve teaching. There are some teaching methodologies that are: Grammar translation method, Direct method, Lingual audio method, Humanistic approaches, The natural / communicative approach, Total physical response / TPR, Silent mode, Suggestopedia, Community language learning / CLL

Most teachers use the same methodological technique for all the group without determining the specific needs of the students, this situation makes new developments in the learning and in the process of socialization between the students and the teacher. This situation intensifies the

degree of inattention of students with ADHD.

The correct application of methodological strategies by the teachers will help to reach objectives such as helping the students to be motivated, develop different strategies to convey meaning and organize elements of attention in the classroom for storage and recovery. This leads to students with autonomy and therefore academic success, which is the goal of teaching. With this teachers seek to improve and obtain the best result with ADHD students, thus improving their level of attention in teaching and learning.

6. OBJECTIVES

6.1. General objective

- To identify the methodological strategies to develop listening skills in attention deficit hyperactivity disorder (ADHD) English learners.

6.2. Specific objectives

- To determine the methodological strategies used by teachers to develop the listening skills in students with ADHD.
- To make a critical analysis of the methodological strategies applied in the teaching-learning process of English for students with ADHD
- To analyze the gotten results of the investigation carried out in the Educational Units in study.

7. TASKS SYSTEM BASED ON OBJECTIVES

SPECIFIC OBJECTIVES	ACTIVITY	RESULTS OF ACTIVITY	VERIFICATION MEDIA
<p>OBJECTIVE 1</p> <ul style="list-style-type: none"> To determine the methodological strategies used by teachers to develop the listening skills in students with ADHD through a field research. 	<ul style="list-style-type: none"> Apply investigation techniques Determine results. 	<ul style="list-style-type: none"> Real data about the investigation topic in the educational unites. 	<ul style="list-style-type: none"> Survey Questionnaire
<p>OBJECTIVE 2</p> <ul style="list-style-type: none"> To make a critical analysis of the methodological strategies applied in the teaching-learning process of English for students with ADHD 	<ul style="list-style-type: none"> Search bibliographic information. Literature review. 	<ul style="list-style-type: none"> Identification of generalities about for students with ADHD and the best methodological strategies 	<ul style="list-style-type: none"> Bibliography
<p>OBJECTIVE 3</p> <ul style="list-style-type: none"> To analyze the gotten results of the investigation carried out in the educational unites in study. 	<ul style="list-style-type: none"> Use the gotten information in order to determine the way teachers teach students with ADHD 	<ul style="list-style-type: none"> Statistic results about the topic research 	<ul style="list-style-type: none"> Analysis and discussion

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

8.1. Attention deficit/hyperactivity disorder (AD/HD)

This is a state that many people do not identify quickly is one of the most widely researched conditions of both childhood and adulthood. Although it has also created a media explosion of information, misinformation and conflicting opinions. Hence, it has permitted an investigation to discover at time this kind of condition and how to put under control and make classes more manageable and harmonious with people that have this state. So Calgary Learning Centre and Alberta Education (2006, págs. 1-28) mention:

Attention Deficit/Hyperactivity Disorder (AD/HD) is a neurobiological condition that can cause inattention, hyperactivity and/or impulsivity, along with a number of related difficulties, inappropriate for an individual's age.

ADHD is one of the most widely researched conditions of both childhood and adulthood. This research has increased awareness and understanding, but also created a media explosion of information, misinformation and conflicting opinions. The research in this area is both optimistic and hopeful. Edward M. Hallowell says that AD/HD is "a misleading name for an

intriguing kind of mind” and that it is more useful to view it simply as “a name for a collection of symptoms, some positive, some negative” (Hallowell & Ratey 2005, p. 4).

Inspired by Hallowell and other individuals who are both living with AD/HD and working with individuals with AD/HD, this resource offers practical information and sample strategies that teachers can use to help students with AD/HD manage learning so that school is a successful and satisfying experience for them and their families.

Students with AD/HD frequently struggle in academic areas. About 30 to 50 percent of these students also have learning disabilities. Even those without learning disabilities frequently experience difficulties in reading, writing and mathematics because of difficulties related to attention and short-term memory.

8.2. Characteristics of inattention, hyperactivity and impulsivity in the classroom include difficulties in:

- Keeping track of personal belongings and school supplies.
- Getting started on tasks.
- Sitting still and focusing attention on the task at hand.
- Regulating attention to tasks and to people.
- Organizing or following through on instructions, assignments and classroom duties.
- Organizing and managing time.
- Planning for and completing written assignments (both short-term and long-term).
- Working independently (e.g., completing paper-and-pencil tasks at desk).
- Self-monitoring.
- Maintaining consistent quality and quantity of work from day to day, and at different times in the same day.
- Participating in classroom discussions (e.g., waiting turns, staying on topic, listening to others).
- Dealing with change and transitions, including moving from one activity to the next during the school day and moving from grade to grade or from school to school.

8.3. Causes of ADHD

Study recommends that AD/HD is most likely caused by abnormalities in certain chemical messengers (neurotransmitters) in the brain. In simple terms, the brain is inefficient or sluggish in the areas that control impulses, screen sensory input and focus attention.

No one direct cause for AD/HD has been identified. AD/HD tends to run in families and heredity appears to be an important factor, accounting for 50 to 80 percent of children with AD/HD. Parents and siblings of children with AD/HD frequently have similar symptoms. Like many traits of behavior and temperament, AD/HD is genetically influenced, but not genetically determined.

Other possible causes of AD/HD have been suggested. These include trauma to the developing fetus caused by disease or injury, or exposure to alcohol, cigarettes/nicotine and environmental toxins. Babies who are born prematurely or with low birth weight are also more likely to become children with AD/HD.

8.4. Characteristics of ADHD

There are many characteristics that might indicate AD/HD. They vary from individual to individual, and in individuals, from age to age and from situation to situation. Generally, the characteristics are clustered under the general categories of inattention, hyperactivity, impulsivity, social-emotional difficulties and the overarching category of executive functions.

8.4.1. Inattention

- Losing or forgetting things.
- Poor listening (e.g., frequently appearing to “tune out”)
- Difficulty following instructions.
- Tendency to miss important details.
- Tendency to rush through tasks and make careless errors.
- Difficulty staying on task and completing assignments.
- Difficulty with short-term memory and recall.

- Organizational difficulties (e.g., keeping notebooks and supplies in order, planning for multi-step projects).
- Problems with focusing and maintaining attention.
- Distractibility.
- Tendency to daydream (e.g., appearing lost in own world).

8.4.2. Hyperactivity

- Restless and always on the go (e.g., appears “driven by a motor”).
- Squirming and fidgeting (e.g., finger tapping, foot tapping, knuckle cracking, rocking).
- Difficulty staying seated or being quiet when required.
- Excessive talking.

8.4.3. Impulsivity

- Acting without planning or thinking first.
- Difficulty following rules and sequences of steps.
- Blurting out inappropriate remarks.
- Disturbing or interrupting others.
- Demonstrating impatience at inappropriate times (e.g., difficulty waiting in lines or taking turns).
- Difficulty managing frustration and other emotions (e.g., getting angry or overreacting with little or no provocation).
- Demonstrating unsafe behavior.
- Difficulty considering consequences.
- Difficulty managing transitions from one activity to the next.

8.4.4. Social-emotional difficulties

Inattention, hyperactivity and impulsivity can also contribute to social-emotional difficulties such as:

- Limited confidence in self as a learner.

- Limited success as a team player.
- Misinterpreting social cues.
- Emotionally overreacting
- Difficulty managing anger.

8.4.5. Executive functions

A hallmark of AD/HD is impairment of higher level brain functions required to perform the following kinds of tasks:

- Regulating alertness, sustaining effort, and processing information at consistent and appropriate speeds.
- Focusing and sustaining attention- Organizing and prioritizing tasks.
- Planning and using foresight.
- Self-monitoring and regulating actions.
- Remembering details and accessing short-term memory.
- Distinguishing essential from nonessential detail.
- Elaborating on single or basic points.
- Delaying gratification.
- Inhibiting behaviors.
- Managing frustration and other emotions.
- Evaluating information and own performances.

8.4.6. Diagnosed of ADHD

A key to the successful management of AD/HD is a comprehensive assessment and accurate medical diagnosis. Children with AD/HD exhibit a range of behaviors and levels of severity. Individuals with AD/HD may be predominantly inattentive, predominantly hyperactive/impulsive or a combination of both. To warrant a diagnosis of AD/HD, the behaviors must:

- Be exhibited to an abnormal degree for the Child's age or developmental stage.
- Have been present to some extent prior to age seven.

- Have been present for at least six months.
- Have a negative impact on the child's ability to experience academic and/or social success.
- Be present in multiple settings.

8.5. Teaching strategies

STRATEGIES FOR EFFECTIVE TEACHING OF LISTENING: Listening strategies are techniques or activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes. Listening strategies can be broadly classified as top-down strategies and Bottom-up strategies. Top-down strategies are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened. Top-down strategies are for

- Listening for the main idea
- Predicting
- Drawing inference

Summarizing on the other hand, Bottom-up strategies are text based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to concentrate on specific details while listening recognize word-order patterns.

But listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages.

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness and control of one's learning, selecting strategies, and monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary. The use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general. The metacognitive strategies train the language learner to cope with the demands of listening. It is quite evident that metacognitive strategies make their learning more effective, hence, they are able to maximize the information received and thus this can be used to improve their listening skills.

(Wenden, 2018) Said that learners who use their metacognitive abilities seem to have the following advantages over the others:

- Learners become more strategic.
- Progress in learning is faster with improved quality and speed of their cognitive development.
- They are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners.
- They think clearly about inaccuracies when failure occurs during an activity.
- Their tactics match the learning task and adjustments are made to reflect changing circumstances.
- They perceive themselves as continual learners and can successfully cope with new situation.

Experimental and interactive strategies are great for students with limited attention spans and impulsivity. Staying flexible, positive and being open to alternative teaching approaches are also important when teaching students with ADHD.

Teachers who are successful in educating children with ADHD use a three-pronged strategy. They begin by identifying the unique needs of the child. For example, the teacher determines how, when, and why the child is inattentive, impulsive, and hyperactive. The teacher then selects different educational practices associated with academic instruction, behavioral interventions, and classroom accommodations that are appropriate to meet that child's needs.

Finally, the teacher combines these practices into an individualized educational program (IEP) or other individualized plan and integrates this program with educational activities provided to other children in the class. The three-pronged strategy, in summary, is as follows:

8.5.1. Method in english learning.

The method is how the student learns, for which it is important to start from the previous knowledge that each one has, this causes cognitive conflicts. These two learning processes determine two teaching methods: expository and discovery, which are then consolidated into multiple didactic techniques.

We must clarify that there is no specific method for each situation, but rather we will adapt them according to the needs and events that occur in the environment. However, at the moment of directing learning, the referents are the guidelines of the critical proactive paradigm and the model by processes of the critical school.

Thus, the acquisition of a foreign language is a constructive and reconstructive process, in which the student, relying on a set of natural strategies and a series of supports through slogans, formulates hypotheses to elaborate the rules that make up the new system. This process makes it possible to organize the language in a comprehensible and meaningful way, in order to produce messages in the different communicative situations. The reaction of the environment and the contrast possibilities that it offers, allow you to modify, enrich and refine the initial hypotheses.

Therefore, something very important as teachers must be taken into account: we can not fit into one single method, rather we must take into account three main aspects:

- a) That different methods are good for different contexts;
- b) That all methods have a positive and useful aspect;
- c) That the denomination of a good or bad method depends on the teacher, since for him it can be good, in another context it can be negative.

In accordance with the proposed model and the paradigm that we propose, a method is good insofar as it helps the student to know reality and to transform it.

To be effective in learning the English language, you must take into account the motivation, the environment and, of course, the method with which you are going to work, we can not get stuck in the use of a single method because there may be limitations in the cognitive interest of the students.

Our purpose should be for students to achieve meaningful learning and contribute to the development of linguistic and paralinguistic skills of English as their second language, which is an implicit ability for them to apply at any time in their lives.

8.5.2. Method-content relationship.

Participatory research will be the instrument through which the method will relate precisely to the content, help solve problems, thus making the development of creativity and critical reflection necessary.

The relationship must be logical, because through the research, updated contents are reached, which determine which method to use. But at the same time, the method has a great predominance in the treatment of content. The important thing is to understand that there are no unambiguous or absolute contents, just as methods are not global formulas.

The result of this systemic process are the significant understandings and, therefore, the consolidation of the same through the improvement of skills, skills, values and attitudes in the community.

8.5.3. Speaking and listening

(Igal, 2004), states that "children with ADHD demonstrate worse language skills at all levels of the language than children who do not suffer from this problem"

These difficulties act by interfering communication both expressively and comprehensively making them less effective in processing the language, fundamentally in linguistically more demanding contexts like, for example school. While it should be noted that while difficulties in speech are diluted over time, difficulties in processing aspects of language content and difficulties in aspects of meta language can remain. These problems lead, without a doubt, to

learning difficulties both in reading and writing and in other domains that require the use of language, such as problem solving.

When asked to tell previously heard stories they offer much less information about them, they tell much shorter stories. But not only are they shorter but they are more disorganized, they are less coherent stories. If we look at the type of information reported, they offer less information of all types of sequences. They report less information about the characters, less information about general descriptive aspects such as location, time, etc. They also contribute less information about the obstacles or problems that the characters have and less information about how they overcome those obstacles and action plans. They provide less data about the actions carried out by the main characters and the consequences of them. Likewise, they report less data about the emotional responses, goals, thoughts and desires of the characters.

(Mulas, Etchepareborda, & Díaz, 2006)comment that "children with ADHD have scarce linguistic resources, save words or whole pieces of information and are incoherent; they alter the logical order of the sentence and produce confused discourses; they often make phonological errors of replacement and substitution of investment; they show a disruption of the sequential and temporal organization of the phonemes; they regulate badly the intensity and speed of the speech; the voice record is usually high in their conversations"

These difficulties when it comes to processing auditory information means that these students need to have verbal instructions repeated, they also manifest problems when repeating and memorizing statements or numbers.

Given the problems of listening, the author (García Sevilla, 2011)offers the following guidelines:

Maintain eye contact while speaking.

Frequently ask questions during the conversation (or explanations if he is in class) and offer immediate feedback on his answers.

Involve him actively during the explanation of the topics, writing words or key ideas on the board, holding the material or distributing it, etc.

Ask him frequent and easy questions so that he is encouraged to see that he controls the answers. Stay close, approach his table and continue class from there when the teacher sees that he is distracted.

A useful strategy is to place a hand on the student's shoulder while an explanation is given.

In the face of speech problems, the teacher must:

Train the student to identify the sequence so that they are able to mentally organize the succession of events.

Training in social conversational patterns: start and maintain a conversation, appropriate tone in it, appropriate speed.

Guide his speech through questions in order to deepen his verbalization.

Teach to tell stories through questions like: who, when, what happened, why...

Finally, the authors (Orjales and Aquilino, 2011), give us some activities to work on attention and memory:

Couples: A memory games in which students have to look for identical pairs. It can be a material that the teacher can buy or make by himself with topics of interest to the student. Let's not forget that motivation is something essential to help the appropriate development of an activity and for the child to show more interest. In this game you can also increase the difficulty by increasing for example the number of chips.

Simon says game: Simon says "you have to touch your head" and everyone does. To increase its difficulty the teacher can have the students follow two instructions and increase the number of these.

The letters: A sheet with a multitude of vowels and consonants is presented. The student is asked to locate all the "A's" or "P's" and this way the student is discriminating a stimulus among many others presented.

The part I lack: A student is shown an incomplete drawing and a model that he has to observe. Observing the model, he should locate which part of the drawing is missing and draw it. It can also be done without presenting the model and intuitively complete the picture.

Tell me how many: The student will receive a card in which a multitude of geometric figures appear. Then the teacher will ask him to count all the triangles, or the circles...

Copy me: the student will get a sheet with a grid and a model that he must copy on the given sheet.

Letter soup: find and circle a list of words hidden a page full of letters or a letter soup.

Differences: the student will get two pictures that seem identical and he has to find and circle the differences. In this type of activities, the presence of a support figure is important in case help is needed, for example, if the child spends too much time finding a certain difference he can receive clues to avoid frustration.

Construction: Construction games or in which you have to follow a series of steps or guidelines to build something are beneficial on the improvement of impulse control and inhibitory control since the student must follow the indicated steps to obtain the desired result.

Labyrinths: they are easy to find activities that present different levels of difficulty.

Puzzles: these can be store bought or homemade.

8.3 Listening in ADHD English learner

8.3.1. Listening skill

Listening is the ability to accurately receive and interpret messages in the communication process. If communication breaks down and the sender of the message can easily become frustrated or irritated. Therefore, if there is one communication skill you should aim to master, then listening is it. Moreover, when you consider that good listening skills can lead to better student(s) satisfaction, greater productivity with fewer mistakes, and increased sharing of

information that in turn can lead to more creative and innovative task. Thus, Sharma (2011, págs. 12-16) declares:

This is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding. When interacting, people often are not listening carefully. They may be unfocused, thinking about other things, or thinking about what they are going to say next. Listening is a planned way of listening and responding to others, focusing attention on the speaker. There are three primary elements that comprise listening: comprehending, retaining, and responding.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages.

(Yagang, 2006, p. 12) States that: “Students need to learn how to listen, and to get the chance to listen to different types of English, so they will be able to listen with understanding to spoken English outside the classroom”. Listening skill is difficult to understand because when someone

want listening some idea or message the brain do different process as hear different sounds, symbols to try interpret the correct information. Moreover listening is essential part in oral communication. Students need to practice all the time listening conversation, music.

Sub-skills: In agreement with (Associates, 2009)proclaim the following sub-skills:

Fluency: Students practice speaking with a logical flow without planning or rehearsing.

Accuracy with Words & Pronunciation: Students practice using words, structures and pronunciation accurately.

Using Functions: Students use specific phrases for purposes like giving advice, apologizing, etc.

Appropriacy: Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.

Turn-taking Skills: Students practice ways of interjecting, eliciting an interjection or preventing one.

Relevant Length: Students practice speaking at a length appropriate to a situation.

Responding and Initiating: Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.

Repair and Repetition: Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.

Range of Words and Grammar: Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.

Discourse Markers: Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)

According to Iyer (2015, pág. 13) declares the next chat:

The ability to process	<ul style="list-style-type: none"> • Faster input • Lower frequency vocabulary • Text with higher vocabulary density • More complex structure • Longer segments • Text with a higher information density
The ability to	<ul style="list-style-type: none"> • Scan short segments to determine listening purpose • Synthesis scattered information • Use redundant information • Use word – matching strategies • Resist superficial word associations • Recall names • Make text – based inferences • Use background knowledge to make inferences (Buck, 2001)

8.3.2. Types of listening

- A person can listen whatever thing, it could be a noise, sound, music, and so on, but listen words that contains a message from another person or people is so different because the receptor can understand and respond about what speaker says. Thus, Listening skill is one of the abilities that requires to know a learner in order to learn and understand a foreign language, which involves to know how to get a best listening through the several types that (Tyagi, 2013) declares based on objective and manner in which the Listener takes and respond to the process of Listening, different types **Active listening**. - Listening in a way that demonstrates interest and encourages continued speaking.
- **Appreciative Listening**. - Looking for ways to accept and appreciate the other person through what they say. Alternatively listening to something for pleasure, such as to music.
- **Attentive listening**. - Listening obviously and carefully, showing attention.
- **Biased listening**. - Listening through the filter of personal bias.
- **Casual listening**. - Listening without obviously showing attention.
- **Comprehension listening**. - Listening to understand. Seeking meaning.
- **Critical Listening**. - Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
- **Deep listening**. - Seeking to understand the person, their personality and their real and unspoken meanings and motivators.
- **Discriminative listening**. - Listening for something specific but nothing else.
- **Empathetic listening**. - Seeking to understand what the other person is feeling.
- **Evaluative listening**. - Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
- **Inactive listening**. - Pretending to listen but actually spending more time thinking.
- **Judgmental listening**. - Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
- **Partial listening**. - Listening most of the time but also spending some time day-dreaming or thinking of a response.
- **Reflective listening**. - Listening, then reflecting back to the other person what they have said.

- **Relationship listening.** - Listening in order to support and develop a relationship with the other person.
- **Sympathetic listening.** - Listening with concern for the well-being of the other person.
- **Therapeutic listening.** - Seeking to understand what the other person is feeling.
- **Total listening.** - Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

8.3.3. The role of listening in English

Listening has an important role into the learning of a foreign language because through it, people can identify clearly the sounds given by each words, in other words individuals have the possibility to identify the phonetic and their correct pronunciation. So, if a person wants to learn another language, it is necessarily that this person pays attention to the pronunciation and writing because they depend of a correct listening. That's why the authors (Tanh & Long, 2016) state the following:

Listening interacts with speaking in the aural-oral communication feedback system. Ordinarily, it is not an isolated skill. In normal, daily communication, listening usually occurs in conjunction with speaking. One person speaks, and the other, through attending by means of listening process, responds. Therefore, listening operates with the aid of numerous language-related sub-skills, and the act of listening is not passive. What actually happens when we listen with understanding is that we actively work out what the discourse means as we go along predicting what is to come by reference to what has predicted or been heard.

8.3.4. The Role of Listening in Language Learning

Although listening is an important factor that takes place to the comprehension through a good pronunciation, this also can give place to some bad states in some students at the moment to do listening activities. That's why that teachers always must be innovator, dynamic, and creative and be available to get those difficulties as new challenges that can be solved of the better way as they can because students can get bored or get negative states about teaching and the acquisition of another language. So Long & Tanh (2016, pág. 8) declare:

The concentration of listener power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time. Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners.

Listening activities generally induces the anxiety and stress among the learners as it involves the interpersonal and interpretive modes of communication in which he/she has to actively participate. Mainly, unlike other language skills it is not at learner's control and may be done at variable speeds as it is not at the complete control of the listener at all settings.

8.3.5. Importance of listening skill

A listener must know how important it is to know how to listen and have an understanding in the learning of a foreign language, as well as how to achieve it through the four skills. So Long & Tanh (2016, pág. 5) declares that:

Good listening skills make workers more productive. The ability to listen carefully will allow a person to:

- Understand assignments in better way and find and what is expected from him.
- Build rapport with co-workers, bosses, and clients;
- Show support;
- Work better in a team-based environment;
- Resolve problems with customers, co-workers, and bosses;
- Answer questions;
- Find underlying meanings in what others say.

8.3.6. Listening process

As in the majority of the cases, listening needs of a process in order to reach a successful class. It depends on certain important points that a teacher and students need to take into count. Tyagi

(2013, págs. 1-2) proposes five steps: hearing, understanding, remembering, evaluating, and responding.

1. **Hearing** – It refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).
2. **Understanding-** This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.
3. **Remembering-** Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank, what is remembered may be quite different from what was originally seen or heard.
4. **Evaluating-** Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sort fact from opinion, and determines the presence or absence of bias or prejudice in a message.
5. **Responding-** This step needs that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received.

8.3.7. Oral communication in EFL

Communication is the process of understanding and sharing ideas, opinions or information. Thus, there are ways to teach students and get significant learning. That's why in the process for educate others it is important that educator can include to the participation of the classes and the cooperation from students along them. For instance learners can form part of the communication meaningful and spontaneous in different situations, or circumstances, what it could be eloquent as teacher as students. In this way Al Hosni (2015, pág. 65) stated that:

Learners of English as a foreign language (EFL) are often more preoccupied with improving their speaking skills than any other language skills, something they often voice in the classroom and which has been revealed in several studies where learners have been asked to reflect on

their language needs and learning (see for example, (Khan & Pinyana, 1992 ,2004). This is not surprising in the foreign language context where there are fewer practice opportunities for communicating in the target language than for those learning in the target community, and so oral communication skills are harder to develop than the other language skills: reading, listening and writing.

Factors that Cause Speaking difficulties to EFL Learners (Zhang, 2009)argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.

According to Ur (cited in Al Hosni, 2015), there are many factors that cause difficulty in speaking, and they areas follow:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In addition, (Rababa'h, 2005) as it was mentioned in (Hosni, 2015)) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going.

Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually —motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves (Littlewood, 1984, p.53). The development of

communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill.

Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology ((Rababa'ah, 2005)Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Children need both to participate in discourse and to build up knowledge and skills for participationl in order to learn discourse skills. Furthermore, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic featuresl.

8.3.8. The relationship between Listening and speaking

According to Brown [cited in Andryani Pinem, Yune (2008, pág. 15)] declares that from a pragmatic view of language performance, listening and speaking are almost always closely interrelated. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. Only in limited context of speaking (monologues, speeches, or telling story and reading a loud) can we assess oral language without the aural participation of an interlocutor (Brown, 2004)

Speaking

According to Wei & Zhang (2013, pág. 69) Oral language competence consists of oral language skill and ability. The former is the expression of the oral language. The latter influences the former, decides the degree of it and monitors it accordingly. Meanwhile, oral language skill is

the necessary process of mastering the language knowledge and cultivating the oral language ability. Actually oral language is divided into active oral speech and passive oral speech.

Active oral speech refers to “speaking” which is the process of language outputting and releasing, while passive oral speech refers to “listening” which is the process of language inputting and taking-in. The latter is the base of the former and both of them are closely related. (Zhang Q. W., 2013) gave another definition of oral language competence from the aspects of language competence, pragmatic competence and strategic competence. The oral language competence includes knowing the phonics, tone, grammar, words, rules of spoken language, cultural characters of language and using the proper language forms in the certain situation and non-language forms to overcome some difficulties in the language communication strategically.

8.3.9. Major problems that learners face with listening comprehension

There is a huge quantity of students have several problems at the moment to hear, although some of them can be of little difficulty another of great difficulty but this is another point that students face. For this reason it is necessary to mention that students also can have complications at the moment to understand the English classes, despite this, students also can present these kinds of troubles, if teacher would be correct teachers or do not use a correct didactic material or a correct pronunciation. That’s why Pourhosein Gilakjani & Banou Sabouri (2016, págs. 124-127) state:

According to (Azmi, Celik, Yidliz, & Tugrul, 2014) there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

- 1. Quality of Recorded Materials:** In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners’ listening (Azmi, Celik, Yidliz, & Tugrul, 2014) **Cultural Differences:** Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners’ understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance (Azmi, Celik, Yidliz, & Tugrul, 2014).

2. **Accent:** Munro and (Derwing, 1999)) expressed that too many accented speech can lead to an important reduction in comprehension. According to (Goh, 1999)66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. (Buck, 2001) Indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.
3. **Unfamiliar Vocabulary:** According to (Azmi, Celik, Yidliz, & Tugrul, 2014)when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.
4. **Length and Speed of Listening:** (Azmi, Celik, Yidliz, & Tugrul, 2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind.

It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to (Underwood, 1989), speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

According to Underwood (mentioned in Pourhosein Gilakjani & Banou Sabouri, 2016), though that there are some barriers to effective listening comprehension process. First, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard. Third, listeners do not

have high vocabulary knowledge. Speakers may select words that listeners do not know them. Listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech. Fourth, listeners may lack contextual knowledge. Mutual knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it. Fifth, it is not very easy for listeners to concentrate on the listening text. Sometimes a shortest break in attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them.

8.4 Evaluate the child's individual needs and strengths

Assess the unique educational needs and strengths of a child with ADHD in the class. Working with a multidisciplinary team and the child's parents, consider both academic and behavioral needs, using formal diagnostic assessments and informal classroom observations. Assessments, such as learning style inventories, can be used to determine children's strengths and enable instruction to build on their existing abilities. The settings and contexts in which challenging behaviors occur should be considered in the evaluation.

Select appropriate instructional practices. Determine which instructional practices will meet the academic and behavioral needs identified for the child. Select practices that fit the content, are age appropriate, and gain the attention of the child.

For children receiving special education services, integrate appropriate practices within an IEP. In consultation with other educators and parents, an IEP should be created to reflect annual goals and the special education-related services, along with supplementary aids and services necessary for attaining those goals. Plan how to integrate the educational activities provided to other children in your class with those selected for the child with ADHD.

Because no two children with ADHD are alike, it is important to keep in mind that no single educational program, practice, or setting will be best for all children.

Successful programs for children with ADHD integrate the following three components:

- Academic Instruction;
- Behavioral Interventions; and
- Classroom Accommodations.

The first major component of the most effective instruction for children with ADHD is effective academic instruction. 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 discussion and techniques that follow pertain to the instructional process in general (across subject areas); strategies for specific subject areas appear in the subsequent subsection “Individualizing Instructional Practices.”

Students with ADHD learn best with a carefully structured academic lesson—one where the teacher explains what he or she wants children to learn in the current lesson and places these skills and knowledge in the context of previous lessons. Effective teachers preview their expectations about what students will learn and how they should behave during the lesson. A number of teaching-related practices have been found especially useful in facilitating this process:

Provide an advance organizer. Prepare students for the day’s lesson by quickly summarizing the order of various activities planned. Explain, for example, that a review of the previous lesson will be followed by new information and that both group and independent work will be expected.

Review previous lessons. Review information about previous lessons on this topic. For example, remind children that yesterday’s lesson focused on learning how to regroup in subtraction. Review several problems before describing the current lesson.

Set learning expectations. State what students are expected to learn during the lesson. For example, explain to students that a language arts lesson will involve reading a story about Paul Bunyan and identifying new vocabulary words in the story.

Set behavioral expectations. Describe how students are expected to behave during the lesson. For example, tell children that they may talk quietly to their neighbors as they do their seatwork or they may raise their hands to get your attention.

State needed materials. Identify all materials that the children will need during the lesson, rather than leaving them to figure out on their own the materials required. For example, specify that children need their journals and pencils for journal writing or their crayons, scissors, and colored paper for an art project.

Explain additional resources. Tell students how to obtain help in mastering the lesson. For example, refer children to a particular page in the textbook for guidance on completing a worksheet.

Simplify instructions, choices, and scheduling. The simpler the expectations communicated to an ADHD student, the more likely it is that he or she will comprehend and complete them in a timely and productive manner.

In order to conduct the most productive lessons for children with ADHD, effective teachers periodically question children's understanding of the material, probe for correct answers before calling on other students, and identify which students need additional assistance. Teachers should keep in mind that transitions from one lesson or class to another are particularly difficult for students with ADHD. When they are prepared for transitions, these children are more likely to respond and to stay on task. The following set of strategies may assist teachers in conducting effective lessons:

Be predictable. Structure and consistency are very important for children with ADHD; many do not deal well with change. Minimal rules and minimal choices are best for these children. They need to understand clearly what is expected of them, as well as the consequences for not adhering to expectations.

Support the student's participation in the classroom. Provide students with ADHD with private, discreet cues to stay on task and advance warning that they will be called upon shortly. Avoid bringing attention to differences between ADHD students and their classmates. At all times, avoid the use of sarcasm and criticism.

Use audiovisual materials. Use a variety of audiovisual materials to present academic lessons. For example, use an overhead projector to demonstrate how to solve an addition problem requiring regrouping. The students can work on the problem at their desks while you manipulate

counters on the projector screen.

Check student performance. Question individual students to assess their mastery of the lesson. For example, you can ask students doing seatwork (i.e., lessons completed by students at their desks in the classroom) to demonstrate how they arrived at the answer to a problem, or you can ask individual students to state, in their own words, how the main character felt at the end of the story.

Ask probing questions. Probe for the correct answer after allowing a child sufficient time to work out the answer to a question. Count at least 15 seconds before giving the answer or calling on another student. Ask follow-up questions that give children an opportunity to demonstrate what they know.

Perform ongoing student evaluation. Identify students who need additional assistance. Watch for signs of lack of comprehension, such as daydreaming or visual or verbal indications of frustration. Provide these children with extra explanations, or ask another student to serve as a peer tutor for the lesson.

Help students correct their own mistakes. Describe how students can identify and correct their own mistakes. For example, remind students that they should check their calculations in math problems and reiterate how they can check their calculations; remind students of particularly difficult spelling rules and how students can watch out for easy-to-make errors. Help students focus. Remind students to keep working and to focus on their assigned task. For example, you can provide follow-up directions or assign learning partners. These practices can be directed at individual children or at the entire class.

Follow-up directions. Effective teachers of children with ADHD also guide them with follow-up directions:

Oral directions. After giving directions to the class as a whole, provide additional oral directions for a child with ADHD. For example, ask the child if he or she understood the directions and repeat the directions together.

Written directions. Provide follow-up directions in writing. For example, write the page

number for an assignment on the chalkboard and remind the child to look at the chalkboard if he or she forgets the assignment.

In addition to the general strategies listed above for introducing, conducting, and concluding their lessons, effective teachers of students with ADHD also individualize their instructional practices in accordance with different academic subjects and the needs of their students within each area. This is because children with ADHD have different ways of learning and retaining information, not all of which involve traditional reading and listening. Effective teachers first identify areas in which each child requires extra assistance and then use special strategies to provide structured opportunities for the child to review and master an academic lesson that was previously presented to the entire class. Strategies that may help facilitate this goal include the following (grouped by subject area):

8.4.1. Inclusive programmes for children with adhd

Schools often try to change the child with ADHD to adapt to the school environment. Attempts to "normalize" behavior include the adoption of a child outside the classroom, perhaps applying a remedial strategy and putting the child back to the previous position with the hope that now it will be successful. This strategy identifies as a problem child, serves to isolate and stigmatize the child and prevent exploration environments. The advantage of general designs is that many children with ADHD are educated in general classes. Benefit from the overall design of all children in the classroom, especially those with ADHD. These interventions may not reduce the differences between children with ADHD and their peers without ADHD in some measure, it can be standardized tests. However, the most important is whether children with ADHD reach a higher threshold of achievement as may be reading improvement. The second approach includes specific interventions for children with ADHD. These interventions may include teaching methods, new curriculum, behavior management and intervention with specific focus school.

When selecting and implementing successful instructional strategies and practices, it is imperative to understand the characteristics of the child, including those pertaining to disabilities or diagnoses. This knowledge will be useful in the evaluation and implementation of successful practices, which are often the same practices that benefit students without ADHD.

During the quasi-experiment the inclusive programme that was designed involved several components important for implementing the intervention. These components were part of the training curricula for the teachers in order to be treated with children with **ADHD in classroom**.

- Teachers who are successful in educating children with ADHD use a three-pronged strategy. They begin by identifying the unique needs of the child. For example, the teacher determines how, when, and why the child is inattentive, impulsive, and hyperactive.
- The teacher then selects different educational practices associated with academic instruction, behavioral interventions, and classroom accommodations that are appropriate to meet that child's needs.

Finally, the teacher combines these practices into an individualized educational program (IEP) or other individualized plan and integrates this program with educational activities provided to other children in the class.

Because no two children with ADHD are alike, it is important to keep in mind that no single educational program, practice, or setting will be best for all children. Successful programs for children with ADHD integrate the following three components:

- Academic Instruction;
- Behavioral Interventions; and
- Classroom Accommodations (pág. 35).

9. SCIENTIFIC QUESTIONS

Do teachers use different methodological techniques to develop students with different needs?

Does the use of general methodological techniques limits the development of listening skills in English in students with ADHD?

How do teachers manage ADHD students in the class?

10. METHODOLOGY

The following research is a descriptive project because it allows me to know about the ADHD learners and identify the methodological strategies that the teachers are applying during the listening English class, the didactic resources to promote listening. The descriptions of these characteristics were done in two different ways. First the research methodology, where its main characteristics is the analysis and deduction of content from a theoretical framework and second the use of a descriptive method that permits the analysis of teacher surveys.

10.1. Methods

This project is based on a qualitative paradigm because it allowed analyzing subjectively the characteristics of ADHD problem. The type of research is descriptive which permits to describe the lack of strategies that English teachers have for working with ADHD students.

The following methods will be applied in this investigation:

Qualitative Method, because it is the richest in details, besides being based on a shows considerable what facilitates to share facts and phenomenon.

The Quantitative Method because the work requires external research encompassing some causes and effect variables in order to identify the problem.

10.2. Techniques and instruments

For this work, a primary information technique was used: the survey. With this technique the informants responded in written form some questions delivered; they served as link between the objectives of the research and the reality studied. The purpose of questionnaire is systematically have information about the population researched about the variables that interest study. The instrument for the survey is the questionnaire.

10.3. Population and sample.

The research was carried out in Latacunga city with the Institutions registered with ADHD students at the student counseling department (DECE).

INSTITUTION	ENGLISH TEACHERS
EDUCATIONAL UNIT "ISIDRO AYORA"	1
EDUCATIONAL UNIT "ANA PAEZ"	2
EDUCATIONAL UNIT "JORGE ICAZA"	2
EDUCATIONAL UNIT "VELSCO IBARRA"	5

11. ANALISIS AND DISCUSSION

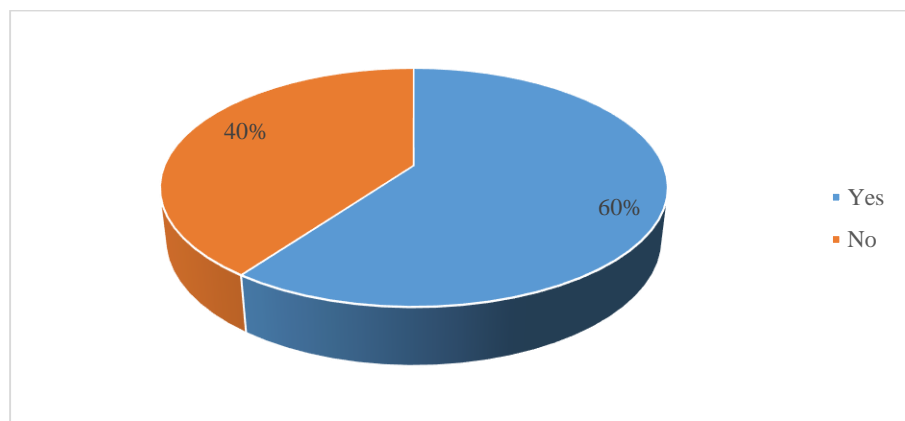
TEACHERS' SURVEY RESULTS AT ANA PÁEZ, ISIDRO AYORA, JORGE ICAZA AND VELASCO IBARRA EDUCATIONAL UNITS

1. Do you know anything about Attention Deficit Hyperactivity Disorder (ADHD)?

Table 1. ADHD

Options	Frecuency	%
Yes	6	60
No	4	40
Total	10	100

Graphic 1. ADHD



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

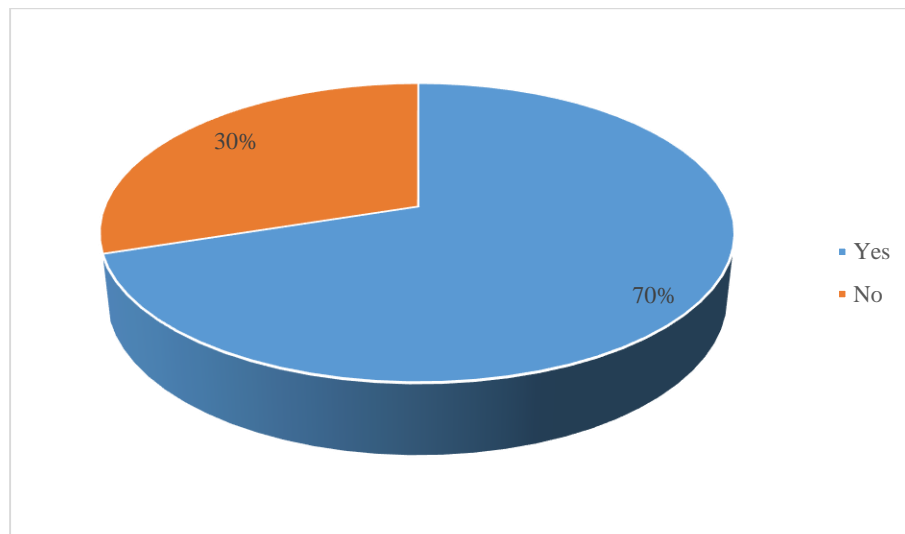
In this question 60 % of teachers answered yes. That they know about ADHD, while 40 % of teachers answered that they do not know about it. Attention Deficit/Hyperactivity Disorder (AD/HD) is a neurobiological condition that can cause inattention, hyperactivity and/or impulsivity, along with a number of related difficulties, inappropriate for an individual's age. The majority of the teachers know about ADHD.

2. Do you believe that you can detect the ADHD students?

Table 2. Detect ADHD

Option	Frecuency	%
Yes	7	70
No	3	30
Total	10	100

Graphic 2. Detect ADHD



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

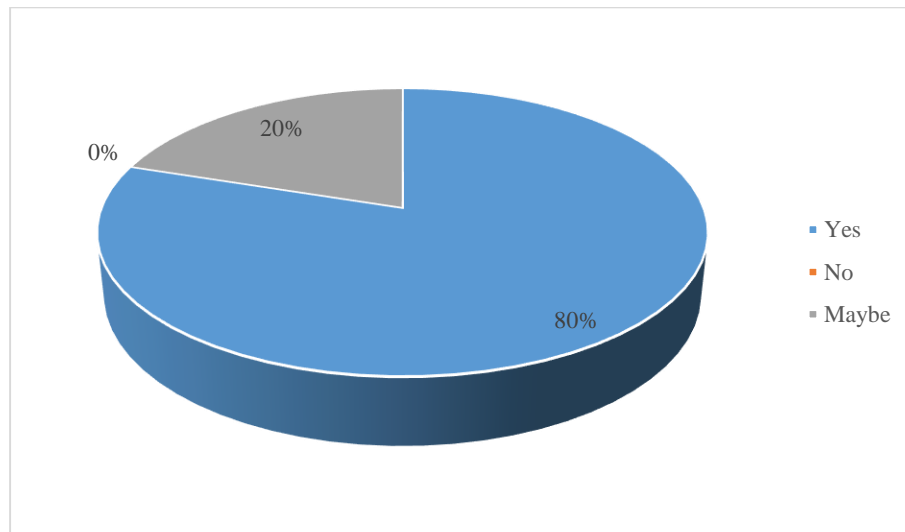
In this question the 70% of surveyed answered that yes, they can detect ADHD students, while the 30 % answered that they can not identify these cases in students. There is a huge quantity of students have several problems at the moment to hear, although some of them can be of little difficulty another of great difficulty but this is another point that students face. For this reason it is necessary to mention that students also can have complications at the moment to understand the English classes, despite this, students also can present these kinds of troubles, if teacher would be correct teachers or do not use a correct didactic material or a correct pronunciation. That's why Pourhosein Gilakjani & Banou Sabouri (2016, págs. 124-127). The teachers can identify according to the experiences during the class.

3. In your class, the ADHD students have shown any of this signs: attention difficulty, impulsivity, hyperactivity, distraction?

Table 3. ADHD students

Option	Frecuency	%
Yes	8	80
No	2	20
Total	10	100

Graphic 3. ADHD students



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

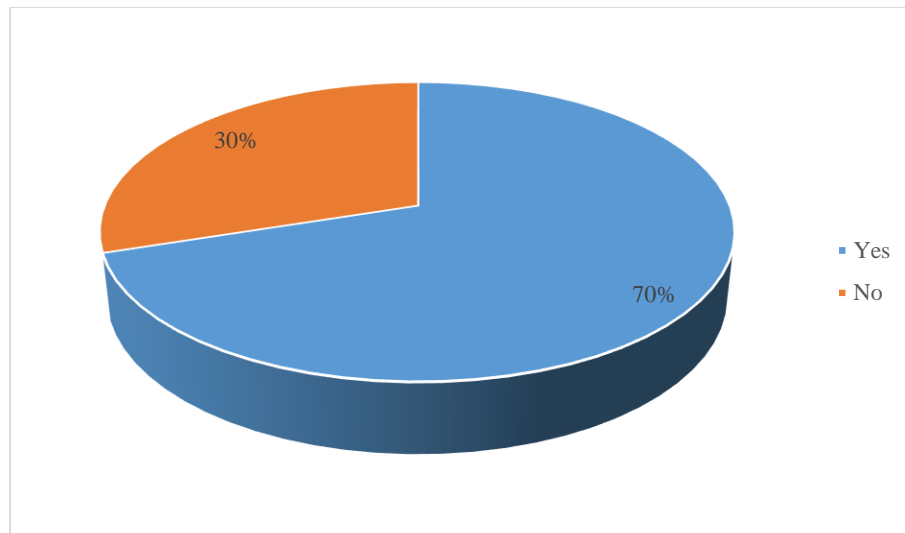
In this question 80% of teachers have answered that they have observed these signs in some students during the class. While the 20% of teachers answered that they do not remark these signs because is normal this behavior in all children. A key to the successful management of AD/HD is a comprehensive assessment and accurate medical diagnosis. Children with AD/HD exhibit a range of behaviors and levels of severity. Individuals with AD/HD may be predominantly inattentive, predominantly hyperactive/impulsive or a combination of both. Only the teachers that do not have students with ADHD can not evidence these differences between normal students and the ADHD students.

4. Do you think that the bellow characteristics are signs that ADHD children shown: difficulty to maintain attention, during class they have a hard time staying still and in one place, they can be taken as undisciplined because they are always on the move, they are bother someone to the rest of the class?

Table 4. Charateristics of ADHD

Option	Frecuency	%
Yes	7	70
No	3	30
Total	10	100

Graphic 4. Charateristics of ADHD



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

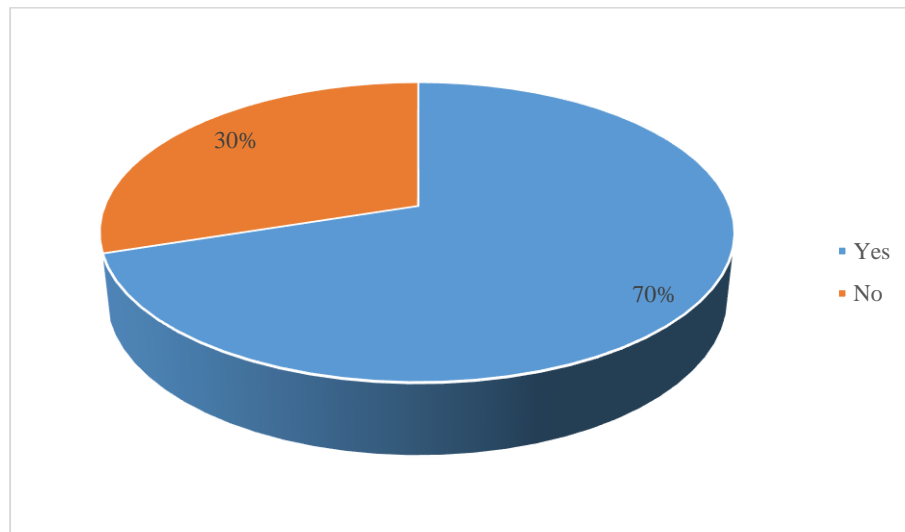
According to the graphic in this question 70% are agree that thare the characteristics of ADHD. While the 30% the rest of the English teachers do not have this cases. There are many characteristics that might indicate AD/HD. Generally, the characteristics are clustered under the general categories of inattention, hyperactivity, impulsivity, social-emotional difficulties and the overarching category of executive functions. The teachers detected with facility these characteristics by the experience that they have with the children identify by DECE.

5. Do you believe the teaching- learning listening English process, is most difficult if you have ADHD students?

Table 5. Teaching- learning listening English process

Option	Frecuency	%
Yes	7	70
No	3	30
Total	10	100

Graphic 5. Teaching- learning listening English process



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

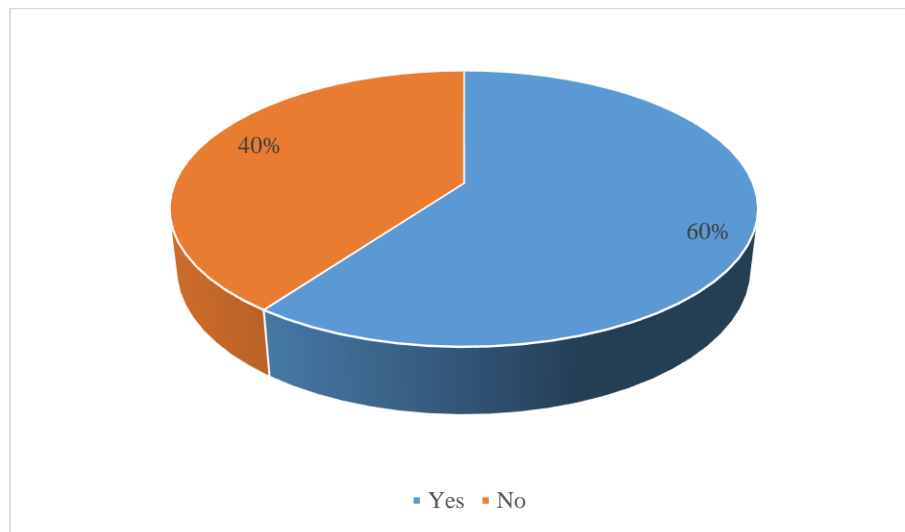
In this question 70% of English teachers answered that is difficult to teach the listening skill, while the 30 % answered that they do not know beacuse they do not have experiences with this cases. (Yagang, 2006, p. 12) States that: “Students need to learn how to listen, and to get the chance to listen to different types of English, so they will be able to listen with understanding to spoken English outside the classroom”. Listening skill is difficult to understand because when someone want listening some idea or message the brain do different process as hear different sounds, symbols to try interpret the correct information. Moreover listening is essential part in oral communication. Students need to practice all the time listening conversation, music. The teachers say that they have difficulty during the class with the rest of the teachers do not say nothing, because they do not have ADHD students.

6. Have you had student with ADHD?

Table 6. Have you had student with ADHD?

Option	Frecuency	%
Yes	6	60
No	4	40
Total	10	100

Graphic 6. Have you had student with ADHD?



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

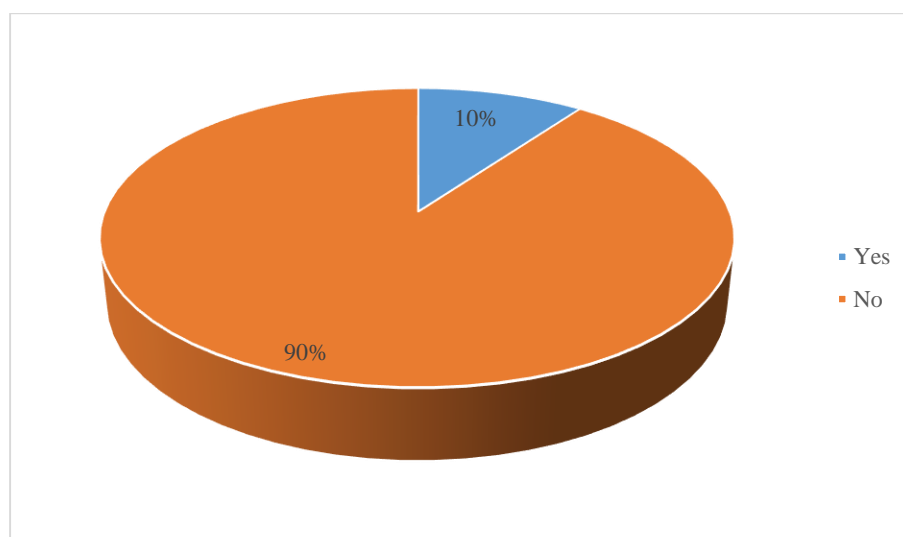
In this question 60% of surveyed answered that they have students with ADHD, while the 30% do not work with ADHD students. Teachers who are successful in educating children with ADHD use a three-pronged strategy. They begin by identifying the unique needs of the child. For example, the teacher determines how, when, and why the child is inattentive, impulsive, and hyperactive. The teacher then selects different educational practices associated with academic instruction, behavioral interventions, and classroom accommodations that are appropriate to meet that child's needs. The teachers that have ADHD students should investigate about it.

7. Do you know any strategies to apply in ADHD student?

Table 7. Strategies

Option	Frecuency	%
Yes	1	10
No	9	90
Total	10	100

Graphic 7. Do you know any strategies to apply in ADHD student?



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

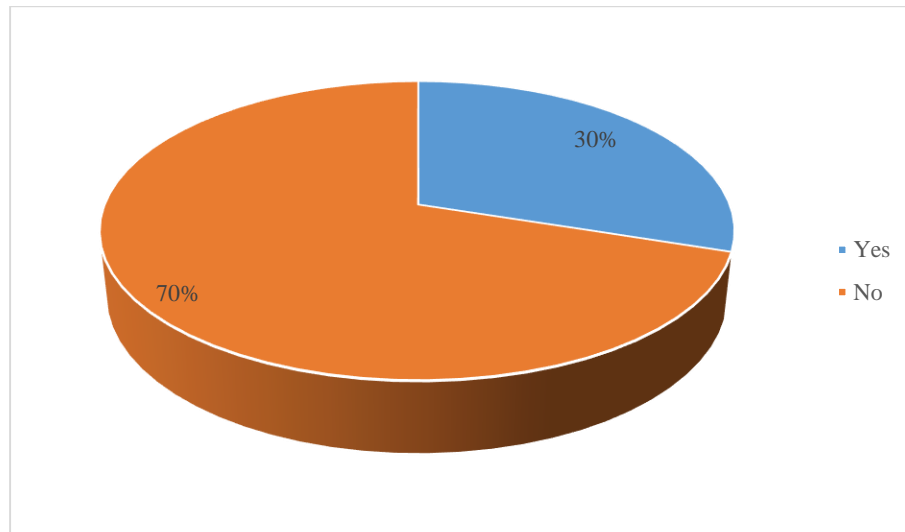
The 10 % answered that know some methodological strategies that will be applied in ADHD students. While the 90% said that they do not know strategies to use in this situation. The concentration of listener power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time. Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners. (Tanh & Long, 2016) They only use the possible strategies because it maintains to the students occupied. Some English teachers said “it is very difficult to deal with the problem when there is not a clear idea or the necessary knowledge to work with ADHD students”.

8. Have you searched any activity in order to use in ADHD students?

Table 8. ADHD activities

Option	Frecuency	%
Yes	3	30
No	7	70
Total	10	100

Graphic 8. ADHD activities



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

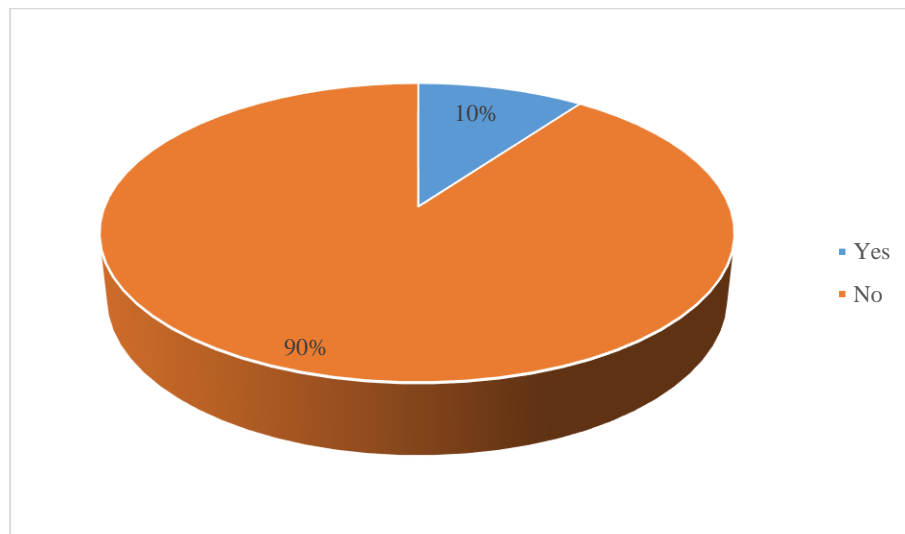
According to the graphic 30% of the surveyed answered have investigated about any activity that they can apply in the teaching- listening skill for ADHD students. While the 70% of surveyed answered do not search an extra activity and develop the class together with the rest of the students. Experimental and interactive strategies are great for students with limited attention spans and impulsivity. Staying flexible, positive and being open to alternative teaching approaches are also important when teaching students with ADHD. This fact has happened most of the time in Ecuadorian education because teachers only use one strategy to teach any topic, so they do not recognize individual needs in students.

9. What should you do if you have an ADHD student, when you teach listening skill?

Table 9. When you teach listening skill?

Option	Frecuency	%
Yes	1	10
No	9	90
Total	10	100

Graphic 9. When you teach listening skill?



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

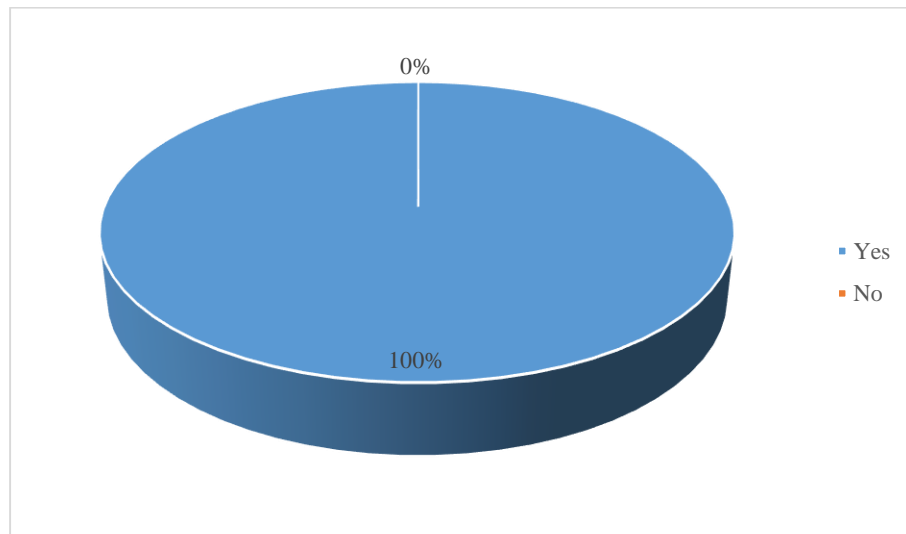
In this question the 10% have received other information about ADHD students and how manage them in the class; while 90 % have not received any information about ADHD. (Littlewood, 1984, p.53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Teachers said that the information that acquire with the most frequent resources exist on internet, radio, newspapers, and informative magazines.

10. Do you agree with receive a capacitation or any information about methodological strategies for improving the teaching- learning process in ADHD students?

Table 10. Receive a capacitation or any information about methodological strategies

Option	Frecuency	%
Yes	10	100
No	0	0
Total	10	100

Graphic 10. Receive a capacitation or any information about methodological strategies



Source: Teachers: Ana Paez, Isidro Ayora, Jorge Icaza and Velasco Ibarra Educational Units.

Elabored by: Carmen Alejandra Cuchiye Cunuhay

ANALYSIS AND DISCUSSION

A complete 100% of teachers that participated of this survey have not received training on ADHD, which is the total of population, for that reason they do not use the exact methodology strategy apply with ADHD students in order to improve the teaching- learning process in ADHD students. When selecting and implementing successful instructional strategies and practices, it is imperative to understand the characteristics of the child, including those pertaining to disabilities or diagnoses. This knowledge will be useful in the evaluation and implementation of successful practices, which are often the same practices that benefit students without ADHD. According to the graphic, it shows teachers do not have training about ADHD, but they want to learn more about this topic, it means that they will be motivated by any new strategy that can help them to improve de outcome of their class.

12. IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL OR ECONOMIC):

This project, being of educational nature, does not have a technical or environmental impact, since it is aimed at knowing the difficulties that arise in the education sector, which makes it have a social and at the same time formative impact, since it involves the educational actors, who are in charge of the integral formation, directed to improve the social and academic relations of the students.

13. CONCLUSIONS

- The inadequate use of methods and techniques in the teaching of English, limits the student's active participation in the process. For the verification of the scientific questions posed in the research, which were guide of the development of the listening skill in students with ADHD, we use the information gathered in the field research.
- The English teacher, indicate that: they do not have knowledge of methods and techniques that is used in the teaching-specific process for students with ADHD, because there are teaching resources such as the book, with which students and teachers they work, and the methodological techniques are applied to all students without taking into account the specific needs of those who require differentiated treatment.
- Each student learns in different ways and teachers need to be prepared to meet those needs that all students have be whatever disorder it may be. In this case it has been shown that the teachers need a lot of patience to be able to follow through with these types of students since they are not the only students in the classroom.
- For some teachers that have had experience with these types of students, mention that it is essential to have the students pay attention and participate by showing them songs that they can sing, riddles, tongue twisters, chants, and flashcards. A teacher's role is not only to provide information or control behavior, but to be a mediator and attend to all the student's needs.

14. RECOMMENDATIONS

- To achieve the active participation of students and achieve the proposed objectives, the methods and techniques should be used correctly within the context; and, take into account the motivation in the development of their classes, in this way you can build an environment of interest and confidence.
- Teachers have to be trained in terms of ADHD and be able to maintain the student's attention while in class. Many teachers do not have the knowledge of what this disorder is and how to manage it during a class.
- Teachers should be encouraged to use supplementary teaching materials to maintain the student's interest in learning, and even if the teaching activity seems a little stronger, the result will be very rewarding when students with attention deficit hyperactivity disorder can communicate in English.
- Teachers should be trained to know what methodological strategies they could use, aimed directly at this type of students.

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16. ANNEX

Annex 1



Objective of survey. - To investigate if the teachers use adequate strategies in students with ADHD students during the teaching listening class.

1. Do you know anything about Attention Deficit Hyperactivity Disorder (ADHD)?
Yes No

2. Do you believe that you can detect the ADHD students?
Yes No

3. In your class, the ADHD students have shown any of this sings: attention difficulty, impulsivity, hyperactivity, distraction?
Yes No

4. Do you think that the bellow characteristics are signs that ADHD children shown: difficulty to maintain attention, during class they have a hard time staying still and in one place, they can be taken as undisciplined because they are always on the move, they are bother someone to the rest of the class?
Yes No

5. Do you believe the teaching- learning listening English process, is most difficult if you have ADHD students?
Yes No

6. Have you had student with ADHD?
Yes No

7. Do you know any strategies to apply in ADHD student?
Yes No

8. Have you searched any activity in order to use in ADHD students?
Yes No

9. What should you do if you have an ADHD student, when you teach listening skill?
Yes No

10. Do you agree with receive a capacitation or any information about methodological strategies for improving the teaching- learning process in ADHD students?
Yes No

Annex 2



CURRICULUM VITAE

1.- DATOS PERSONALES

NOMBRES Y APELLIDOS: OLGA LORENA GONZALEZ ORTIZ
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2.- ESTUDIOS REALIZADOS

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 NIVEL SECUNDARIO: Colegio Nacional de Señoritas “Ibarra”
 NIVEL SUPERIOR : Universidad Técnica de Cotopaxi
 Universidad Estatal de Bolívar
 Universidad de Oriente (Cuba)

3.- TITULOS:

PREGRADO: Profesora de Segunda Enseñanza
 Licenciada en Ciencias de la Educación
 Especialidad Inglés

TITULO/GRADO DE POSGRADO:

Diploma Superior en Gestión y Planificación Educativa

Magister en Gerencia Educativa

Doctora en Ciencias Pedagógicas (Ph.D)

4.- EXPERIENCIA LABORAL

Profesora de Inglés en la Universidad Técnica de Cotopaxi, desde abril del 2004.

Profesora de Inglés Técnico en el Nivel Superior del Instituto Tecnológico Superior “Ramón Barba Naranjo”, por el lapso de 3 años.

Profesora de inglés en la Unidad Educativa Bilingüe “Gabriela Mistral”.

Profesora de Inglés en el Colegio Técnico Industrial “19 de Septiembre”, por el lapso de un año.

Tutora de la Unidad Educativa Particular a Distancia “José María Vélaz”, por el lapso de un año.

5.- CARGOS DESEMPEÑADOS

- Facilitadora en el Seminario Internacional realizado por la FENAPIUPE.
- Coordinadora de Extensión Universitaria.
- Directora de Tesis.
- Miembro del Honorable Consejo Universitario.
- Directora de Vinculación Social, Universidad Técnica de Cotopaxi, agosto 21, 2015

Annex 3



CURRICULUM VITAE

1.- DATOS PERSONALES

NOMBRES Y APELLIDOS: CARMEN ALEXANDRA CUCHIPE CUNUHAY
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2.- ESTUDIOS REALIZADOS

NIVEL PRIMARIO: Escuela “Dr. Carlos Andrade Marín”
 NIVEL SECUNDARIO: Colegio Provincia de Cotopaxi”

3.- TITULOS OBTENIDOS

- Bachiller en Ciencias Sociales
- Egresada Ciencias de la Educación mención Inglés

4.- CARGOS DESEMPEÑADOS

- Profesora en la Unidad Educativa General “ Bolivar Cisneros”
- Profesora en la Unidad Educativa “ACMIL”
- Profesora en el Instituto “American English”
- Profesora en la Unidad Educativa “ Centebad y Britanico School”

5.- CURSOS REALIZADOS

- ❖ Curso de computación Instituto Bolivariano
- ❖ Curso de auxiliar de enfermería Uniandes
- ❖ Suficiencia en Francés Universidad Técnica de Cotopaxi