



Universidad Alberto Hurtado

Faculty of Education

English Department

Action Research

“How can I help 3rd grade ADHD students improve their reading skills through assessments?”

By

Camila Godoy Orellana

Santiago, Chile

November 2016

*For Vladimir and Vinka, greatest guides of my life
and the reason for becoming a better student.*

Table of Content

Abstract	3
Introduction	4
Context	5
Research Question	8
Rationale.....	9
Literature Review	12
Reading skills.....	12
Special Needs' Students.....	14
Young Learners with Attention Deficit Hyperactivity Disorder (ADHD).....	16
Assessing ADHD students	17
Methodology	22
Data Collection Instruments.....	22
Procedures for Data Collection	24
Data Analysis	30
Participants.....	30
Sampling and Data Analysis	31
Intervention Process.....	55
Reflection and Analysis of the Interventions.....	65
Conclusions and Implications.....	67
References	69
Appendices	71
Appendix A.....	71
Appendix B	75
Appendix C	76
Appendix D.....	77
Appendix E	78
Appendix F.....	81
Appendix G.....	83
Appendix H.....	88
Appendix I	90
Appendix J.....	105
Appendix K.....	107
Appendix L	108
Appendix M	110
Appendix N.....	112

Abstract

This action research encompassed how Attention Deficit Hyperactivity Disorder (ADHD) students faced reading assessments in a context in which differentiated evaluations were neither developed nor applied in an appropriate way. In this sense, this investigation aimed to seek and apply the most suitable strategies for assessing reading to ADHD young learner students, in order to discover whether these methods would lead an improvement of their reading skills or not. To prove the issue diagnosed by the researcher, different instruments were employed with the purpose of collecting substantial data. Journals, interviews and surveys were essential to confirm and support the problem observed.

Key concepts: Reading skills, Special Needs' Students, Young Learners with Attention Deficit Hyperactivity Disorder (ADHD), Assessing ADHD students.

Nowadays, all Chilean subsidized schools must include special needs' students in their classrooms, according to the "*Ley de inclusión*" which "[...] otorga libertad de elección a las familias para escoger el proyecto educativo que más les guste, sin estar condicionados a la capacidad de pago, rendimiento académico u otros tipos de discriminación arbitraria." (MINEDUC, 2016). Nevertheless, several schools might neither count with a well-designed program of differentiated evaluation to receive them, nor with teachers of English particularly trained to teach special needs' students, since this preparation is not included on most of the English Pedagogy's course maps at Chilean universities (See appendix A). Because of this reason, several special needs' students could not experience an appropriate learning process according to their different learning styles and paces. On the other hand, learning a new language is always a challenge, in which young learners need to be supported by their teachers, having an adequate development of receptive skills -on this early learning stage-, in order to allow them to produce the target language once they have learned how to produce it in their mother tongue. The previously stated directly affects special need students' learning processes at the school context encompassed by this action research, considering that most of them are diagnosed with attention deficit hyperactivity disorder (ADHD). ADHD pupils have initially shown difficulties in regard to comprehend and, consequently, demonstrate expected reading skills according to their level. One of the main reasons proposed by this research in regard to this issue, correspond to a lack of differentiated evaluations and special strategies applied. Due to this fact, the following action research will embrace the use of different methods with the aim of leading teachers towards validating ADHD students' reading skills, taking into consideration pupils' needs and age.

Context

This research was conducted in “Colegio Parroquial San Miguel”, a subsidized school located in San Miguel, which belongs to a Marianist administration. Regarding to the educative project published by the school, this administration corresponds to a Catholic one and it is characterized by promoting a Christian vision of man and society under pastoral beliefs, which attempts to educate students towards the Gospel (“Proyecto Educativo Marianista”, 2015). In view of the fact previously described, students from all levels must conduct a pray and a brief reflection (about varied contingency events) at the first hour of class, every day, as a routine. Furthermore, the school is committed to promote social work among their students and school members through the constant development of social initiatives as extracurricular activities.

The school goes from pre-kinder to 12th grade, counting with two classes per level (“A” and “B”). The number of students per class is 46 as an average, attending to a full school day, from 8:00 am to 4:20 pm.

Concerning the English subject, three teachers impart the class at different levels. The first teacher is in charge of teaching students from 1st to 4th grade. At those levels, students are taught and assessed under a communicative approach, where grammar is neither explicitly taught nor evaluated. Moreover, they are not expected to perform productive skills, but to develop and demonstrate comprehension of receptive ones. A second teacher is responsible of students from 5th grade to 8th grade, while another one teaches students from 9th to 12th grade. From 5th to 12th grade, according to what the researcher was able to observe, students receive a grammar based approach within the English class. In addition, teachers at all levels must base their classes according to the English’s text book used at the school, being its utilization compulsory, since its editorial “SM” is owned by the school administration, the Marianist company.

In regard to inclusion, at “Colegio Parroquial San Miguel” each class counts with a list of special needs’ students, in which their diagnosis and different evaluation requirements are specified. At primary education -from 1st grade to 6th grade- 50 students present special needs, where 39 students are diagnosed with attention deficit hyperactivity disorder. (Colegio Parroquial San Miguel, 2016). The school counts with a program of “*evaluación diferenciada*”. The protocol consists in “*Aplicar procedimientos y/o instrumentos evaluativos acordes con las características de la dificultad de aprendizaje que presenta el alumno(a)*” (Colegio Parroquial San Miguel, 2016). Highlighting that “*Implica además la aplicación de estrategias antes, durante y/o después de las evaluaciones mismas*” (Colegio Parroquial San Miguel, 2016).

Even though the school counts with the program of “*evaluación diferenciada*” for special needs’ students, the action taken by the school consists of applying a lower scale to the same test designed for the whole class. Through these months the researcher has been able to observe how special needs’ assessments and tests neither represent a change on their construction nor in its application method, but in its grading. The entire class must take the same test or assessment -in the same amount of time-, with the only difference that special need’s students are graded using a lower scale.

In regard to the English class within 3rd grade “A” -class in which this research is focused on- 44 students are taught under a communicative approach -as it was explained before-, having three pedagogical hours of English classes per week. This class correspond to a mingled one, and pupils’ age goes from 8 to 9 years old. Notwithstanding, this research will be focused on ADHD students. In the class, there are five ADHD students who demand special needs’ requirements. The participants show a low proficiency level of the target language and school performance, especially at reading assessments, based on the results obtained by them in regard to the English

class. Bearing this in mind, here is where the nature of the problem conducted by this research resides: The need of providing an appropriate learning process for special needs' students, placing the teacher's role as key for achieving this purpose. The aim of this research points to discover which assessment strategies might lead an improvement on 3rd grade ADHD students, and to prove whether this would represent a real progress in their performance at reading.

Research Question

Special needs' students should face assessments and evaluations through differentiated measurement methods, inasmuch as they need to be provided of tools which suit their requirements and abilities towards reading skills, potentiating in this way, their performance. Nevertheless, English teachers who do not count with specialization need resources to achieve this purpose. Regarding to what was previously stated emerges the following question:

“How can I help 3rd grade ADHD students improve their reading skills through assessments??”

Rationale

The main reason for conducting this research has to do with solving and finding answers to an observed issue at the school: Special need assessments' protocols are not fulfilling utterly what special needs' students are actually requiring; hence, pupils might are not being able to demonstrate effectively their real knowledge. Most of Chilean teachers of English do not receive training regarding how to teach special need's students (as it was previously exposed), and this could be the reason why nowadays several children are being labelled as restless, messy, introverted or even lazy.

The researcher has been able to observe and listen to teachers who, by not being able to deal with young learners "problem students", choose to ignore them focusing on the pupils who could actually follow the class. Apparently, in this sense, schools' vague knowledge concerning special needs' and ADHD specifically, are being the responsible ones of isolated students and mistaken strategies applied towards special needs pupils' learning processes. The recognition of the previously stated emerged from the observation of six 3rd grade ADHD students. The one who presented strongest behaviours in relation to his hyperactivity was finally taken out of the school, ostensibly because of his impossibility to fit in a class where teachers probably opted for letting him aside instead of modifying their methodologies. Nevertheless, still five ADHD students struggle with the content and skills developed in the English class. In their case, the researcher has mostly observed difficulties at reading and answering activities related to the texts presented at their English books and tests. In regard to this, it must to be noted that most of the texts included on students' books present readability levels corresponding to fourth and even sixth grade (see appendix N) , what could increase students' difficulties at reading them without being guided, especially for ADHD pupil's.

The relevance of undertaking this problem resides in the need of self-educating teachers towards validating ADHD students' abilities through different assessments implemented in the English class, in a context where special needs' methodologies for teaching and evaluating them are not massively known, although our national educational policies demand the inclusion of special needs' students within the classroom. Thereby, guiding young learners to accomplish an adequate learning process which responds to the needs –explicitly or implicitly- exposed by them, will represent a key goal to be exposed by this research, since it responds to considering and improving ADHD students' learning experiences. Notwithstanding, the main aspect encompassed by this research has to do with allowing ADHD students to reach and demonstrate understanding of reading skills through assessments, in concordance to their necessities and abilities. This also corresponds to facing with the best strategies a system where special needs' assessments are based on applying a lower scale, instead of modifying measurement tools.

This action research might lead an improvement for 3rd grade ADHD students' comprehension and performance within the English class. This, in account of encouraging an environment in which they could be able to discover more suitable ways to learn and express the content taught, being guided by the teacher. Moreover, might a substantial progress in regard to their performance at developing reading skills will be observed and consequently at demonstrating knowledge, in despite of merely applying a lower scale at the moment of correcting their tests. Contrasting the procedures proposed by this protocol to the methodologies actually applied by most of the teachers at 3rd grade "A", it must be argued that there is neither a special design at assessments and evaluations for special needs' students, nor an effective accomplishment of the protocol, since ADHD pupils do not receive a differentiated assessment in regard to the rest of the

class or special strategies performed by teachers in order to guide them. The impact that this action research pretends to achieve, according to the previously stated, has to do with guiding the school community into awareness regarding special need's students requirements, promoting strategies -employed by teachers- which allows ADHD pupils to achieve a better understanding and tools for demonstrating their knowledge.

Another important contribution embraced by this investigation, points to the impact that it will have on the researcher's teaching practice, concerning to students with special needs. Finding the more suitable strategies for improving ADHD students' experiences about lessons and assessments, will not exclusively validate ADHD learners' abilities, but it would also lead the researcher to face different requirements from them and perform a better class. All teachers want an appropriate classroom environment to teach, according to it, self-education about special needs' students will not only benefit pupils, but the whole class and its development.

Literature Review

In the following section, the main concepts embraced by this action research will be presented. It must be highlighted that definitions presented below were selected after finding different notions, being included those ones which most agreed to the focus of this investigation.

Reading skills

As common knowledge indicates, receptive skills correspond to “listening” and “Reading” skills, where the student receives information from an input. According to the Common European Framework of References for Languages, (2001, p.68)

“In visual reception (reading) activities the user as reader receives and processes as input written texts produced by one or more writers. Examples of reading activities include:

- *reading for general orientation;*
- *reading for information, e.g. using reference works;*
- *reading and following instructions;*
- *reading for pleasure.”*

Even though the definition provided by the Common European Framework might be the most recognized by English teachers, it must be complemented in order to being employed accurately through this action research. Ruth Schoenbach et al (1999) states that reading is a complex process in which problem solving strategies are required, where the reader must work in order to make sense not only of the words presented by the text but of the ideas, memories and knowledge evoked by it. The authors also argue that skillful reading requires decoding skills, quick word recognition

and previous knowledge of vocabulary related to the text. This conception not only defines it as receiving information from an input but as a skill which requires the use of other skills, involving the readers' background. Supporting the definition presented above, Shin and Crandall (2014, p.164) argue that reading is not exclusively getting meaning from a text, but also an interactive process which involves the reader, the text and the writer, explaining that:

“When we read, we interact with the text, bringing our knowledge of the world, of language, and of discourse or specific text types (a fairytale, newspaper article, poem, essay, or report) to what we read. Our understanding increases or lessens depending on our background knowledge, knowledge of the language, and our experience with discourse and text structure”.

Concerning to English language young learners and reading skills, Shin and Crandall (2014, p.160) state that learning to read is a complex and difficult process for learners, even in their mother tongue, declaring that *“Most EYL programs focus on oral until the children have learned to read and write in their own language, or at least have enough English language development to build on for literacy.”* According to the Chilean *“Programa de estudios de lenguaje y comunicación”* students should already have consolidated their reading skills by the end of their 1st grade's last unit, expressing that:

“Esta unidad tiene como propósito consolidar el proceso de lectoescritura a través de la práctica sistemática de las habilidades aprendidas en las unidades anteriores [...] Durante la lectura guiada, se pone énfasis en la enseñanza intencional de estrategias de comprensión.”

(Lenguaje y Comunicación, Programa de Estudios Primer Año Básico, 2013, p.156)

Nevertheless, those considerations vary for the research's participants embraced by this investigation, since they inattentive, hyperactive and/or impulsive behaviors affect their cognition and, consequently, their performance at academic tasks. In this sense, Reading skills are developed in different ways depending on the learner's characteristics. It is important to highlight that Chilean curriculums and "*programas de estudio*" encompass reading objectives towards a standard student's cognitive development. Chilean education does not count with a differentiated curriculum or program -per subject- for special needs' learners. Reading skills as explained above, comprehend multiple abilities which represent even more complexity for ADHD students, requiring guidance and strategies for being developed appropriately.

Special Needs' Students

According to Sheerman et al (2006) special needs' students used to be categorized and defined in medical terms by their disabilities. As consequence of this, many students were labelled as "uneducable", "maladjusted", or "educationally sub-normal". Nevertheless, years later, this conceptualization changed, being introduced an inclusive approach -based on goals for all children regardless of their abilities or disabilities-, as the ones presented below.

According to MINEDUC (2012, p.2),

"Se considera que un estudiante presenta Necesidades Educativas Especiales cuando muestra dificultades mayores que las del resto de sus compañeros para acceder a los aprendizajes que le corresponden de acuerdo a su edad o curso y requiere para compensar dichas dificultades, apoyos extraordinarios y especializados, que de no proporcionárseles limitan sus oportunidades de aprendizaje y desarrollo".

On the other hand, the British Columbia Ministry of education (2016, p.1) defines special needs' students as "*A student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability or has special gifts or talents*", stating that special needs' students are those who make necessary to provide a differentiated program from the one required by most of students, using varied resources. In this sense, special educational needs emerge from differentiated requirements raised by pupils who present diverse learning styles, skills and behaviours, being key the consideration of their abilities in order to propitiate and provide an adequate learning process. Notwithstanding, even though both definitions highlight the importance of demanding methodologies and strategies which can suit and fulfil students' needs, the British Columbia Ministry of Education counts with a resource which the Chilean Ministry of Education (MINEDUC) lacks: The utilization of a differentiated program designed for special needs' students at formal education. In this view, MINEDUC notion of special needs' students will be fundamental for the development of this research, since Chilean context only counts with strategies and suggestions for teaching special needs' students –concerning to non-specialist teachers-, being a limitation to be solved within the classroom.

Young Learners with Attention Deficit Hyperactivity Disorder (ADHD)

The National Institute of Mental Health (n.d.) defines Attention-deficit/hyperactivity disorder (ADHD) as “*a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.*” Being divided into three different key behaviours:

- *“Inattention: means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized; and these problems are not due to defiance or lack of comprehension.*
- *Hyperactivity: means a person seems to move about constantly, including in situations in which it is not appropriate; or excessively fidgets, taps, or talks. In adults, it may be extreme restlessness or wearing others out with constant activity.*
- *Impulsivity: means a person makes hasty actions that occur in the moment without first thinking about them and that may have high potential for harm; or a desire for immediate rewards or inability to delay gratification. An impulsive person may be socially intrusive and excessively interrupt others or make important decisions without considering the long-term consequences.”* (National Institute of Mental Health, n.d.)

Nevertheless, even though the definitions presented above represent a clear description of those behaviors, it is important to contextualize ADHD conceptions towards this research’s participants: Young learners. Céspedes et al (2013) define ADHD main behaviors in regard to students’ performance within the classroom at their pubertal stage (from 6 to 12 years old), declaring that:

“El grupo inatentivo mantiene dificultades verbales asociadas al TEL hasta los seis o siete años. Presentan retardo lector específico y adquieren tardíamente la conciencia fonológica. Leen después de los ocho años y conservan una lectura descifratoria por mucho tiempo. Tardan en ingresar a la etapa de lectura comprensiva [...] Muestran una significativa dificultad para aprender idiomas, especialmente los de raíz anglosajona. En el aula se muestran dispersos, cambian el foco de atención, dejan los trabajos a medio terminar, son conversadores y no logran cumplir con compromisos de silencio y de trabajo concentrado [...] Quienes pertenecen al grupo impulsivo tienen un rendimiento académico aceptable, pero con calificaciones muy oscilantes. Sus pruebas escritas no logran reflejar el real dominio de los temas, por su estilo impulsivo de trabajo, y cometen errores por precipitación. [...]”

In regard to the previously stated, ADHD students at their pubertal stage present a delay of their reading skills in their mother tongue, as well as difficulties at expressing their knowledge through assessments. Those issues correspond, certainly, to the main considerations that this action research seeks to develop. If students, who are struggling with their reading process in their first language, are being required to achieve it in a second one, strategies will be needed to support them.

Assessing ADHD students

Assessments are applied with the purpose of gathering information about students' performance, and as a method for measuring if learning is happening or not within the classroom. As Bachman (1996) states, assessments involve the concurrent gathering and analysis of test data, including other relevant information about the procedures. The main instrument employed by the school to evidence this, are tests. Concerning this, Carrol in Bachman (1996) states that an educational test is a procedure, constructed to elicit specific behaviour from which one can make inferences about

specific characteristics of an individual. Under the light of Carrol, Bachman, (1990, P, 20 – 21) expresses that a *“test is a measurement instrument designed to elicit a specific sample of an individual’s behavior. As one type of measurement, a test necessarily quantifies characteristics of individuals according to explicit procedures. What distinguishes a test from other types of measurement is that it is designed to obtain a specific sample of behavior.”* In this sense, testing is presented as part of the assessment process, which, in this action research context, seeks for eliciting a specific response by students, in order to prove if assessment strategies mean a progress or not for pupils’ learning process. Moreover, and as Bachman (1996) declares, this process requires of a “design stage”, where is needed to identify the target population and their real world needs as well as the available resources to accomplish this process successfully. According to the previously stated, this research points to the importance of taking into account the different needs of the target population –ADHD students- before designing assessments, as the author previously exposed, in order to ensure validity and reliability of the instrument applied.

In regard to the type of assessment provided, assessing ADHD students requires the employment of differentiated evaluations. That is to say, assessments specifically designed to evaluate and corroborate if special needs’ students are experiencing an appropriate learning process.

According to Valentina Mosso (2014), educational psychologist,

“La evaluación diferenciada es el recurso que el profesor utiliza al evaluar alumnos que presentan necesidades educativas especiales, que consiste en aplicar procedimientos acordes con las características del estudiante, dándole -de esta forma- la oportunidad de demostrar lo aprendido sin que dichas dificultades sean un

impedimento. Es importante aclarar [...] que evaluar diferenciadamente, no significa bajar la escala de notas, ni repetir la misma prueba dándole más tiempo. Tampoco que el alumno no pueda obtener notas bajo 4,0.”

Therefore, assessing ADHD students involves knowing the pupil and her/his capacities. According to the author conception of differentiated evaluation, the way in which the “*protocolo de evaluación diferenciada*” has been applied by the school, does not accomplish or fulfill a correct differentiated assessment process, since it consists of applying a lower scale and providing more time to develop tests and activities.

On the other hand, in order to assess ADHD students appropriately in a context in which teachers do not count with specialization, a wide range of strategies should be known and applied by them. Céspedes et al (2014, p. 120 - 121) suggest the following ones:

- *“Reducir la cantidad de texto escrito, privilegiando la imagen.*
- *Entregar claves que abran y activen la memoria de trabajo.*
- *Reducir la extensión de la prueba, recordar que la capacidad de concentración es [...] se fatigan fácilmente. Algunos, al ver la extensión de la prueba, experimentan contrariedad, se ofuscan y la enfrentan con disforia y predisposición negativa.*
- *Favorecer la organización del espacio mediante un buen diseño de prueba (espacio suficiente para escribir, márgenes bien definidos, formato atractivo, evitar letra manuscrita, verificar que la fotocopia sea legible).*
- *Tener presente que la prueba escrita no siempre refleja cuánto aprendió el alumno. Siempre se debe estar dispuesto a complementar la prueba escrita con una*

interrogación oral [...] que las interrogaciones “en frío” mantienen apagada la memoria de trabajo.

• Reducir las unidades temáticas a evaluar. La memoria de trabajo es tan frágil en estos alumnos, que las pruebas globales y los exámenes suelen ser una cortapisa insalvable. En cambio, en pruebas que miden conocimientos reducidos a pocas unidades temáticas son más exitosos.”

Notwithstanding, many of the strategies previously exposed could not being apply by the researcher towards all the evaluation methods experienced by students, because of school restrictions such as respecting their own test designs and procedures. However, through the development of reading activities within the English class, the researcher will corroborate their functioning and if assessments applied in this way would contribute to students' learning or not.

Moreover, besides of some strategies mainly focused on the content itself or assessments' designs, López et al (1999, p. 164) suggest different strategies which serve as methodological guidance while assessing ADHD students, -in despite of the assessment construction- being its objective managing students' impulsive and inattentive behaviors:

- “[...] Ayudarle a descubrir y seleccionar la información relevante y a organizar y sistematizar esa información.*
- Proporcionar pautas consistentes sobre lo que debe hacer [...] Reiterar las instrucciones es un punto clave en la ayuda, las rutinas de trabajo deben ser claras, sin variaciones imprevistas.*

- *Ocasionalmente pedir al niño que no responda hasta que se le pida expresamente que lo haga. Si falla, mostrarle que su impulsividad puede ser causa importante de su error.*
- *[...] más que otros niños, requieren de motivación externa, tareas significativas que atraigan su interés y que impliquen un desafío.*
- *Recordar al niño con frecuencia que debe pensar antes de responder [...] comparar sus respuestas con otras alternativas posibles. Favorecer procesos de pensamiento orientados a la reflexión sobre la propia actividad mental. No proponer actividades con límite de tiempo, que obviamente favorecen conductas impulsivas.”*

The suggestions presented above will represent more real and meaningful strategies to be applied in the school context in which this action research takes place. Teachers maybe cannot decide their test and assessments designs, however, they can manage how those assessments are presented and faced by special needs' students.

Methodology

Data Collection Instruments

The purpose of the instruments described below, consists of gathering relevant information concerning to the research's topic. It is essential to highlight that students' ages and features were key to determine the instruments chosen. Involving young learners, made the researcher to consider instruments which facilitated the process for them, that is to say, 8 year old students still are learning how to develop productive skills even in their mother tongue. That is why instruments in which they had to write their answers or express their ideas orally –In extensive ways- were discarded. Moreover, interviews and surveys were applied in students' mother tongue language, since it was fundamental to ensure accurate responses which could precisely guide students' real feelings and thoughts about the research's topic.

The instruments selected for this action research correspond to the following ones:

- Journals: The importance of employing this method relied on creating a systematic register of students' behavior regarding different situations experienced in the classroom. The development of systematic registers towards pupils' reactions and performance, could lead the researcher to evidence if the interventions applied were representing a progress on their learning process or not.
- Surveys: they worked as a good way of consulting young learners about their feelings and opinions in a quicker and simpler way than other instruments, since surveys guided students through a set of options. Nevertheless, surveys just provided a general conception of students'

experiences; inasmuch as they were asked to provide an overview of their relation towards the English class, assessments and tests. With respect to the previously stated, it must be highlighted that this instrument was complemented in conjunction with the interviews employed.

- Interviews: Interviews were considered as a useful instrument to be developed by participants, since they are young learners and, as it was explained before, still cannot produce -orally and written- extensive responses in their mother tongue. Wilkinson and Birmingham (2003) express that interviews have been used as a way of gathering detailed information concerning to a topic, and as a better alternative –among other type of instruments- for exploring basic literacy skills, stating also that “*interviews were used because it seemed inappropriate to ask respondents who had limited literacy skills to complete lengthy questionnaires.*” (Wilkinson and Birmingham, 2003, p.43-44). Therefore, interviews were chosen as a more suitable instrument for young learners. They were presented as well as an option for obtaining a depth view of teachers’ conceptions about the researched topic. According to the exposed above, both authors state that “*It has been said that while other instruments focus on the surface elements of what is happening, interviews give the researcher more of an insight into the meaning and significance of what is happening.*” (Wilkinson and Birmingham, 2003, p.44).

Procedures for Data Collection

Journals

This instrument was applied through Pre and while stages. They were developed from the very beginning of this research's process, applying ethnographic registers and objective observation sheets developed by the researcher. Through this instrument, in a first stage, were described students' reactions in relation to different assessments, activities and tests applied within the English class, as well as their relation towards their classmates and teachers. In an early stage, journals served as useful way of getting to know the participants, registering objective class' situations and reactions of pupils' in relation to interventions related to the research's topic. In regard to the while stage of this data collection process, journals provided a first glance at possible changes in students' behaviors according to the interventions applied. Here is where the earliest details appeared and glimpsed positive or negative results based on the responses expected by the researcher.

Surveys

Surveys were applied solely on the pre stage, where participants responded a short initial quantitative questionnaire (See appendix B) concerning their feelings towards the English class, assessments and tests. This survey was handed in during a regular English class. The researcher explained the timing, questions and different options, giving instructions about how to select them and deliver it back. Students had enough time to complete it without pressure, having the opportunity to ask questions about its development too. Once students delivered the survey back, their responses were archived to their subsequent analysis. It is important to remark that, as it was explained before, surveys just provided a general overview of students' feelings in

regard to the English class and its evaluation methods. The survey and the objectives of each question will be described above:

Students' Pre Survey:

Question one: “¿Cómo te sientes en la clase de inglés?”

Choices: a) *Cómodo* b) *Motivado* b) *Inseguro* c) *Nervioso*

Objective: To identify students' feelings towards the English class.

Question two: “¿Cómo te sientes usualmente durante el desarrollo de actividades en la clase?”

Choices: a) *Entusiasmado* b) *Concentrado* c) *Distraído* d) *Molesto*

Objective: To identify students' feelings towards activities developed within the English class.

Question three: “¿Cómo te hacen sentir tus compañeros durante el desarrollo de actividades en clase?”

Choices: a) *Cómodo* b) *Tranquilo* c) *Distraído* d) *Molesto*

Objective: To identify students' feelings towards their classmates.

Question four: ¿Cómo te hace sentir el profesor durante la clase y el desarrollo de actividades?

Choices: a) *Seguro* b) *Cómodo* c) *Inseguro* d) *Presionado*

Objective: To identify students' feelings towards their teacher.

Question five: *Frente a las actividades de lectura me siento:*

Choices: a) *Entusiasmado* b) *Concentrado* c) *Inseguro* d) *Aburrido*

Objective: To identify students' feelings towards Reading activities.

Interviews

Concerning interviews, they were applied at the while stage. ADHD students responded an interview about their feelings towards assessments, tests and the English class (See appendix C).

The interview was orally employed -recording students' responses-, since as it was explained in the data collection instruments, young learners neither produce extensive written responses nor oral ones. Nevertheless, through oral interviews they could be guided by the researcher in order to clarify the focus of the questions presented in a fluent way. For this, the participants were taken out of the classroom, so as to avoid the noise produced within it and possible distractors. The interviews did not exceed the number of five questions, providing enough time so students could respond it calmly. Just as in the survey applied, this employed interview pointed to identify participant's feelings towards the English class, even so, interviews delved into a deeper understanding of student's sentiments and perceptions

About teachers' interviews (See appendix D) they were printed and handed in to them, having to write their responses on the same sheet of paper, delivering it back during the end of the week in which it was handed in.

Students' While Interview:

Question one: "*¿Cómo te sientes en la clase de Inglés?*"

Objective: To identify deeper notions in regard to students' feelings towards the English class.

Question two: "*¿Cómo te sientes mientras realizas diversas actividades en la clase de Inglés?*"

Objective: To identify deeper notions in regard to students' feelings towards the different activities developed within the classroom.

Question three: "*¿Cómo te sientes antes de enfrentar una prueba?*"

Objective: Objective: To identify deeper notions in regard to students' feelings towards facing a test.

Question four: "*¿Estudias o te preparas antes de enfrentar una prueba? ¿Por qué? ¿Por qué no?*"

Objective: To identify if students study or not for English test, and their reasons.

Question five: "*¿Qué es lo más difícil en las clases de inglés? ¿Por qué?*"

Objective: To identify deeper notions in regard to students' difficulties within the English class.

Teachers' While Interview:

Question one: "*¿Qué necesidades educativas identifica dentro del aula?*"

Objective: To identify teachers' recognition of special needs within the classroom.

Question two: "*¿Cuáles estrategias utiliza para responder a dichas necesidades?*"

Objective: To identify strategies employed by the teachers in order to fulfill special needs.

Question three: "*¿Cree que existan obstáculos que dificulten la aplicación de dichas estrategias? De ser así, ¿Cuáles?*"

Objective: To identify teachers' recognition of limitations towards applying special needs' strategies.

Question four: "*En cuanto a las actividades realizadas en su asignatura, ¿Qué estrategias utiliza para el correcto desarrollo de éstas?*"

Objective: To identify strategies employed by the teachers while developing activities.

Question five: "*Sobre las pruebas y evaluaciones, ¿Qué estrategias y medidas utiliza respecto a la aplicación y posterior evaluación de éstas?*"

Objective: To identify strategies employed by the teachers at evaluations and tests.

Timeline

	Dates		
Instruments	September	October	November
Journals	x	x	x
Interview		x	
Survey		x	

Figure 1. Action plan dates.

Data Analysis

In this section results will be described according to the information obtained from the different instruments applied in this process and explained on the previous section, as well as the participant's description. The analyzed data will be divided according to the stage in which they were employed.

Participants

In this action research 5 ADHD students from 3 rd grade "A" took part of this process, three girls and two boys. Both, the pupils and parents' consents were requested to count with their participation (See appendix E), as well as the school permission to carry out this investigation. All the participants are diagnosed with attention deficit hyperactivity disorder; nevertheless, some of them have other conditions, as mild visual impairment, speech disorders or depression. It must be highlighted that this action research seeks for solutions in regard to attention deficit hyperactivity disorder towards students' learning processes within the English class. Notwithstanding, all the impairments or needs presented by the participants will be taken into account at the different interventions and instruments applied in this research, with the aim of making this process more comfortable for them.

Sampling and Data Analysis

Journal Analysis: Pre Stage

The first instrument that will be analyzed corresponds to the journal developed by the researcher (See appendix F). It must be noted that participants' names will be represented by letters "A", "B", "C", "D" and "E", considering the fact that their identities must be protected. The following categorization chart retrieves key situations concerning to the issue embraced by this research, representing fundamental data to prove if the problem diagnosed was actually occurring:

Student	Description of the Event: Vocabulary Activity	Categorization
A	-“Student A has not opened her book.” -“Seems to be distracted with a necklace and worried because it has broken. I tell her to put it in her backpack and pay attention to the activity. She opened her book, but still manipulating her necklace under the table.	-Distracted
B	-“Is motivated to participate when the class is asked to correct their responses all together, raising her hand constantly to answer the questions about the unit vocabulary “A seaside adventure”. -“sometimes answers the questions during their classmates’ turns.”	-Motivated -Impulsive
C	-“[...] Is observing the class silently; time to time she talks with her partner looking at their books. She completed one of the activities required.”	-Focused
D	-“[...] did not complete the activities and spent so much time talking to his partner.” - I explained the activity to him and he started writing [...] when I came back to monitor him, he was distracted with his partner again.”	-Distracted -Talkative
E	- The student Is distracted looking at some “Pokémon” trading cards. I told him to put the cards on his backpack and complete the activity. He wrote the answers looking at his classmate’s book and then stood up to talk with a classmate.”	-Distracted -Talkative

Figure 2. First Journal Analysis. (Godoy, 2016).

In the chart previously exposed, ADHD students' behaviors were described in regard to the English class. It must be highlighted that the categorization corresponds to different concepts or words that represent students behaviors at the specific situation described:

The development and revision of a vocabulary activity.

According to the categorization selected, it can be argued that two of five students demonstrated an acceptable behavior at developing the activities. Student B showed motivation and active participation of the class, while student C seemed very focus and supported by her classmate. Nevertheless, most of the categorizations selected show negative behaviors towards the class, such as being distracted and talkative. Student A was distracted with an object, while students D and E were distracted and talkative with their respective partners. Moreover, even when student B was really active in the class, she presented an impulsive behavior; do not respecting their classmates' turns. This allowed evidencing the need of applying special needs' assessment strategies which could help them to complete tasks successfully, understanding the content and being able to demonstrate it an.

Survey Analysis: Pre Stage

The second instrument was applied with the aim of discovering students' general feelings towards the English class and assessments, where the following results (See appendix G) were gathered:

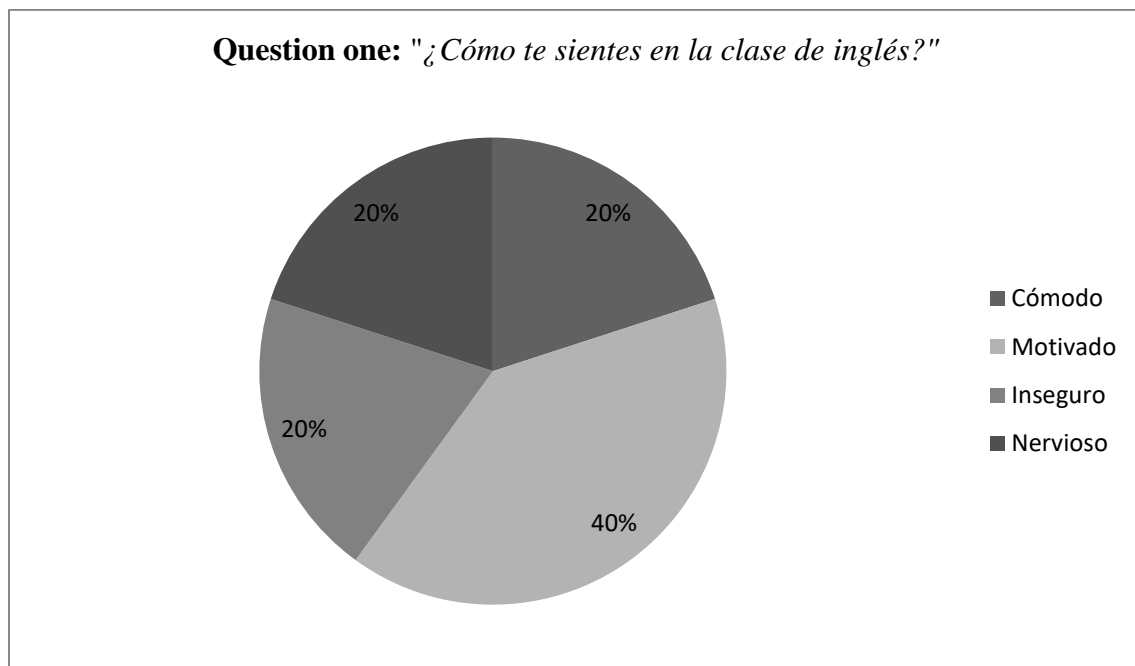


Figure 3. Survey Question one.

At question one, participants were asked about their feelings towards the English class in general terms, where two students (40%) answered to feel motivated. The other three participants answered to feel “comfortable” (20%), “insecure” (20%) and “nervous” (20%), respectively, in regard to the English class. From this first question it can be argued that the feelings produced by this class in ADHD students are varied. Nevertheless, still two students responded through negative feelings towards the class, by answering to feel “insecure” and “nervous”. According to their responses- assessment strategies will be applied taking into consideration those negative feelings, with the aim of reducing and changing them into positive ones.

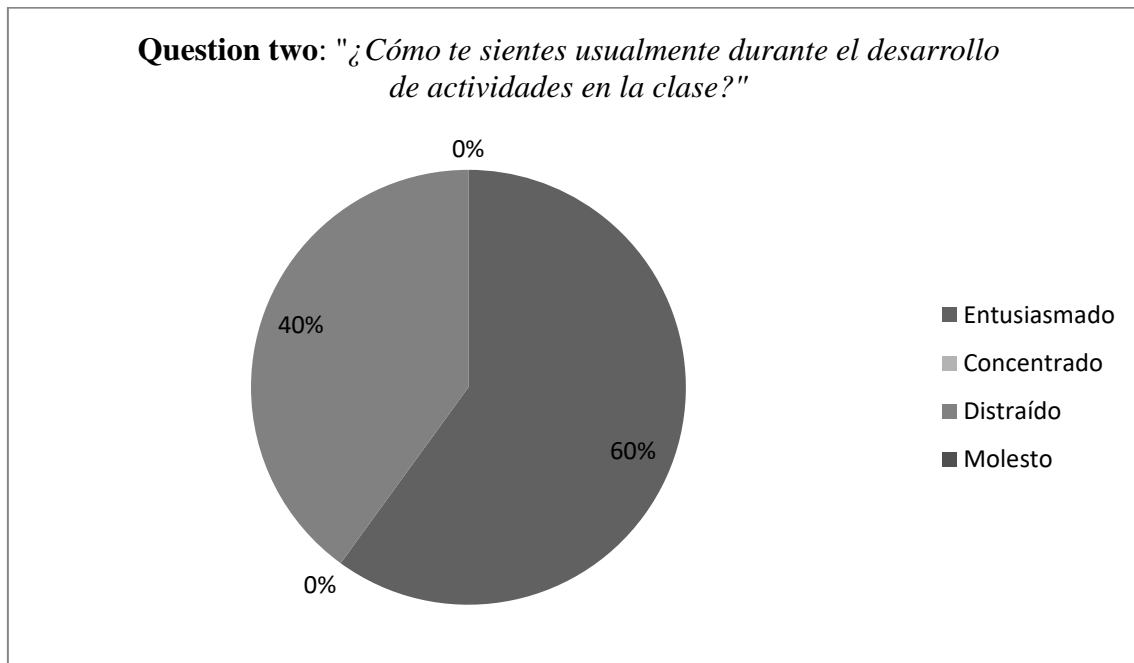


Figure 4. Survey Question two.

Question number two pointed to students' feelings towards activities developed within the English class. Three of the participants (60%) responded to feel "enthusiastic" while two students selected the option "distracted"(40%). At this class, many of the activities conducted by the teacher and by the researcher corresponded to group dynamics, where the whole class participates; even so, students must face many individual activities too.

According to the responses gathered, two students claimed to feel distracted during completing English activities, what could be also observed through the first journal extract showed at the beginning of this section. Based on the gathered information at question two, the answers demonstrate a need of monitoring ADHD students constantly and provide them activities in concordance with their attention span, what will be developed through the action plan. The objective of this will be support and lead students to achieve and complete their activities successfully.

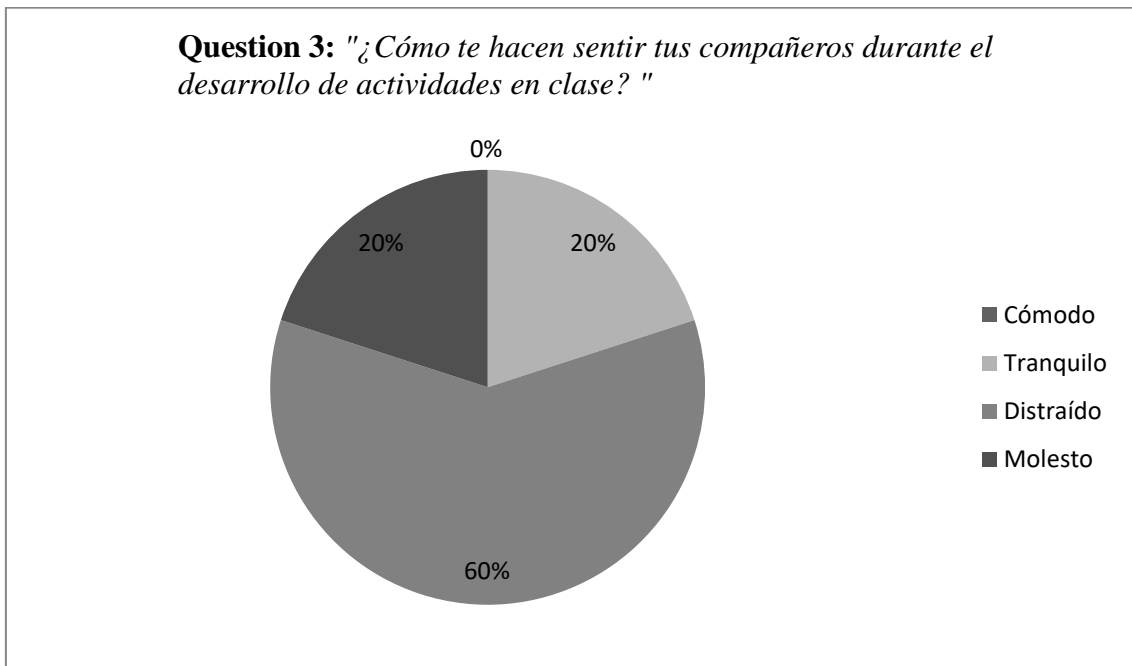


Figure 5. Survey Question three.

Concerning to question number three, most of the participants (60%) agreed on feeling distracted by their classmates during activities developed in the English class, while other participant answered to feel annoyed (20%). According to this, four of the five students asked responded selecting negative feelings towards their classmates' influence whereas one student claimed to feel calmed (20%) at completing the activities. About their responses, it could be assumed that ADHD students consider their classmates as a constant source of distraction. In regard to this situation, the action plan will consider the modification of ADHD students' sitting arrangements as a way of avoiding inattention. It must be highlighted that the English and ADHD students' opinions will be considered at the moment of looking for peers that could help and lead the participants into an appropriate work environment.

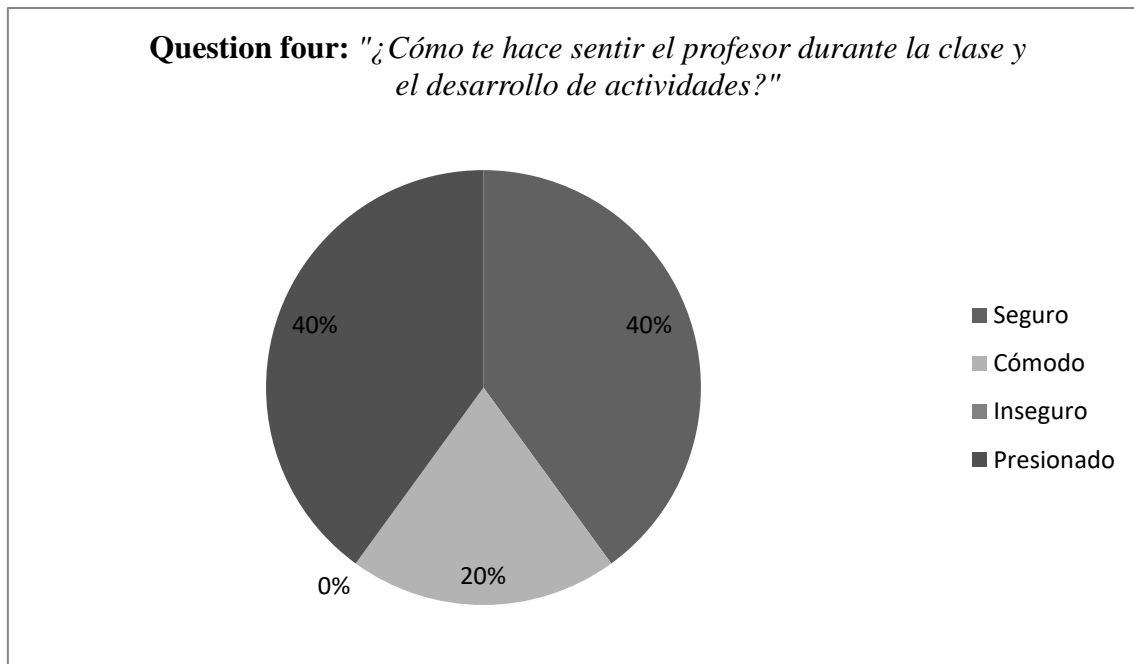


Figure 6. Survey Question Four.

About students' feelings in regard to the teacher and the researcher, three students (60%) responded through positive feelings: Two participants pointed to feel "secure" (40%) and one selected to feel "comfortable" (20%) during completing activities, what could be a good indicator. Nevertheless, two students selected negative feelings arguing to feel "pressured" (40%). Regarding to the previously exposed, it can be argued that the methodologies applied by the teacher and the researcher still might produce anxiety in ADHD students, what will be considered and improved through avoiding setting concrete timing and reducing the length of texts and activities in the action plan.

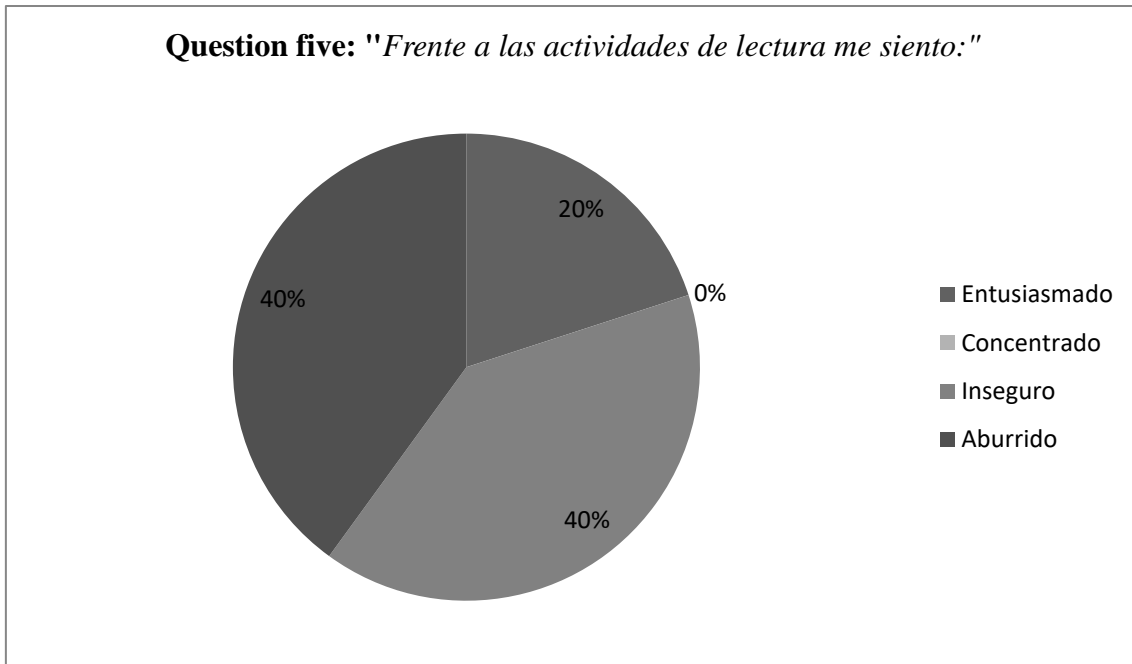


Figure 7. Question Five.

Finally, regarding to student's feelings towards Reading activities, most of the participants answered through selecting negative feelings (80%). Two students responded to feel insecure at reading (40%), while two students argued to feel bored (40%). On the other hand, one participant declared to feel enthusiastic (20%). The data gathered from this question shows the need of engaging students into the texts that are presented to them. Concerning to this information, the action plan will consider providing to students texts with an appropriate length, engaging them through the use of pictures and question previous to the reading, which involves their opinions in regard to the text's topic.

While Stage:

At this stage participants were observed taking into account their responses at the pre-survey applied by the researcher. There were found a concordance between student's responses and their behavior and reactions towards reading activities, specifically. The following journal categorization chart illustrates students' behaviors during the development of a true or false activity (See appendix H):

Student	Description of the Event: Reading Assesment	Categorization
A	-“Student A is cutting paper in different shapes.” -She argues that she has forgotten her book, so she cannot work on the activity. -I tell her to work with her partner. -After a while, she is still playing with paper sheets.	-Distracted
B	-“Student B is drawing on a notebook. I tell her to stop drawing in the English class and that she ought to complete the activity. Student B putted away her notebook and colored pencils, opening her English book.” Nevertheless, when I came back to her sit after a while, she was drawing again.	-Motivated -Impulsive
C	-“She read the text with help of her partner -She got distracted talking. Nevertheless, she completed the task successfully.	-Focused
D	-“[...] did not complete the activities and spent so much time talking to his partner.”	-Distracted -Talkative
E	-“ Student E is reading silently but not answering the questions after finishing the text” -I repeat the instructions to him, but he ends writing the answers developed by his partner.	-Distracted -Talkative

Figure 8. Second Journal Analysis. (Godoy, 2016).

As it can be appreciated on the extract presented above, most of ADHD students were distracted doing other activities or unmotivated to read the text. Taking into consideration their responses at the instruments applied at the pre-stage, an agreement can be evidenced regarding student's answers and behaviors observed and registered in the journals developed: Most of the participants are not motivated or engaged to reading activities, since probably they are not able to comprehend the text by themselves. Moreover, a lack of constant monitoring or strategies applied by the teacher could be supporting those behaviors. That is to say, the inattention or disruptive behaviors shown by most of the participants could have been initiated because of a feeling of frustration towards developing assessments without an appropriate guidance.

Interview Analysis: While Stage (See appendix I)**Question 1:** “¿Cómo te sientes en la clase de Inglés?”

Student	Data Item: Student’s feelings in regard to the English class.	Codes
A	<p>“Me siento bien, porque a veces [...] Me tienen que enseñar y en unas veces me pueden como corregir[...] y como que me retan un poquito”</p> <p>“Porque por ejemplo estoy jugando en clases o no haciendo la tarea.”</p>	-Distraction
B	<p>“Em... A veces me siento distraída porque la Daniela a veces me pide dibujos y no me concentro en la clase”</p>	-Distraction
C	<p>“Ah... algunas veces nerviosa [...] como que me eh... me da escalofríos, no sé, algo [...] mi mamá dice que tengo que esforzarme más porque yo soy muy mala para el inglés”.</p> <p>“[...] me gusta ahora. Porque... Me... me dio interés y... me gustó mucho.”</p>	-Nervous -Insecure -Recently interested in the topic.
D	<p>“Me siento como que [...] Medio difícil igual, algunas veces me da nervio, por eso algunas veces como que no quiero y me escondo [...] Cuando dicen “ya, un voluntario” y yo digo “Ya, hoy toy’ tranquilo, pero cuando no levantan la mano, eligen [...] Entonces no sé cómo responderla y... y... Decir la respuesta y todas las cosas.”</p>	-Insecure -Frightened
E	<p>“Nervioso, porque cuando dice el profe así por la lista al azar, ahí me pongo nervioso cuando yo salgo” “Me cuesta lo... lo que sale en la pizarra, los ejercicios.”</p>	-Nervous

Figure 9. Interview Question One. (Personal communication, 2016)

Analyzing students' responses regarding question number one, it can be established that most of the participants feel distracted or nervous. In the case of students A and B, both of them recognized being distracted towards the English class, drawing or playing. In the case of students C, D and E, participants answered to feel nervous in the English class. Nevertheless, it seems that the causes for those students to feel nervous come from different reasons. In the case of student C, she argues to feel in that way since she was told she was not good at the English class. Concerning to student D and E, they stated that their feelings, nervousness, came from being requested –by the teacher- to answer questions in the English class.

Nearly all the codes extracted from students' answers represent negative feelings towards the English class, being “Nervous”, “Insecure”, and “Distracted” the most repeated ones. In this sense, students' responses confirm that most of the participants actually struggle with the English class.

Question 2: “¿Cómo te sientes mientras realizas diversas actividades en la clase de Inglés?”

Student	Data Item: Student’s feelings in regard to activities within the English class.	Codes
A	<p>-Sí, me... sí, me gusta mucho [...] me gusta ayudar a mis compañeros”</p> <p>- Em... me siento bien pero, mmm... más o menos. Porque a veces me siento como muy distraída y a veces me siento como para participar en la clase.”</p>	<p>-Motivated</p> <p>-Distracted</p>
B	<p>“Eh...A veces cuando salgo a la pizarra me siento nerviosa porque siento que voy a tener una respuesta mala [...] Es que ustedes la enseñan, entonces me preocupa que después mis compañeros me molesten porque [...] yo puse una pregunta mala””</p>	<p>-Nervous</p> <p>-Insecure</p>
C	<p>-“Hmmm, me gustan”.</p> <p>-Researcher Intervention: “¿Te gustan, te concentras bien? ¿Las puedes hacer bien, después revisarla...?”</p> <p>-“Sí.”</p>	<p>-Focus</p>
D	<p>“Ahí también me pongo nervioso, porque es como que [...] las van a revisar y ustedes después me tienen que explicar y llego de los últimos y me atraso. Entonces por eso mejor [...] Pongo un poco más de atención porque algunas veces no pongo atención [...] algunos se equivocan, otros dicen otra y después ya no sé.”</p>	<p>-Nervous</p> <p>-Confused</p> <p>-Distracted</p>
E	<p>Ahí también me pongo nervioso, como que no puse mucha atención, en lo... la clase [...] Porque estaba hablando con mi compañero”</p>	<p>-Nervous</p> <p>-Distracted</p>

Figure 10. Interview Question two. (Personal communication, 2016)

Concerning to the second question, students B, D and E answered to feel nervous. In the case of student B, she demonstrated to feel nervous regarding their classmates' reactions towards possible mistakes made by her while giving her activities' responses. In the case of student D, he stated being nervous since he feels he is unable to follow the pace of the class and usually gets confused at checking activities. Student E, instead, argued to feel nervous of being asked by the teacher, since he could be distracted and might unable to answer correctly. About students A and C, both of them showed to enjoy developing activities, student C answering concisely to feel focused on the activities. Nevertheless, student A demonstrated that, although she likes participating and help their classmates, she also felt distracted sometimes.

According to students' answers, the codes most repeated in this question also correspond to negative ones, which are: "Nervous" and "Distracted". From this data, it can be argued that most of ADHD Students present issues at keeping focused on activities, moreover, some of them feel nervous, insecure or even frightened, since they might are aware of the fact that the English class goes in a different rhythm. Assessments strategies applied at the action plan will look for avoiding those feelings, validating students learning paces.

Question 3: “¿Cómo te sientes antes de enfrentar una prueba?”

Student	Data Item: Student’s feelings in regard to tests	Codes
A	“Emm... nerviosa” “Porque... siento que me voy a sacar una mala nota, porque a veces no había estudiado [...] porque me distraigo con la tele, juego con el computador, en el celular, y en la tablet.”	-Nervous -Distracted
B	“Eh... a veces me siento nerviosa, porque siento que me puede ir mal [...] Porque cuando estudio en mi casa no entiendo mucho el inglés [...] Me da miedo que me vaya mal porque no me gusta que me reten.”	-Nervous -Frightened
C	“Ah... No muy preparada porque... Eh...yo no estudio tanto, y cuando yo necesito... mi mamá me dice oye, tienes una prueba, y es mañana y tengo que estudiar un día porque no me acuerdo muy bien [...] Como... Que... No la quiero hacer porque no estudié mucho”	-Insecure
D	“Cuando no estudio no me siento preparado y siento así como que tengo eh... en la mañana tengo que ver al tiro el libro para estudiar un poco, pero no [...] no puedo, porque no puedo estudiar con el libro solo, nunca aprendí a estudiar con el libro solo. Es como las letras, lo mismo, no entiendo tanto las letras, igual me desconcentran [...] vengo algunas veces preparado y algunas veces, pocas veces, no vengo [...] no me siento nervioso, pero algunas... algunas preguntas no las entiendo y las paso, algunas veces no las paso”.	-Insecure -Distracted
E	Student E: “Nervioso, como que me va a ir mal [...] De que pregunten las preguntas de la clase que yo no tomé atención [...] No me gusta mucho, es que me cuesta inglés y no entiendo las letras.”	-Nervous -Distracted

Figure 11. Interview Question three. (Personal communication, 2016)

In the answers presented above, almost all the participants pointed negative feelings concerning to their perceptions, before having an English test at the school, being the most repeated codes: “Distracted”, “Nervous” and “Insecure”. Students A, B, and E stated to feel nervous before tests, while student C argued to feel anguished. Those feelings probably came from insecurity, inasmuch as they did not feel prepared enough. All the participants that pointed to the fact of preparing the test, agreed on the following: If they feel nervous or calm regarding to English tests, it will depend on how much they prepared themselves. About student D, he demonstrated to feel prepared most of the times. Nevertheless, the days he did not, he never felt nervous but sometimes unable to answer all the questions.

Question 4: “¿Estudias o te preparas antes de enfrentar una prueba? ¿Por qué?
¿Por qué no?”

Student	Data Item: Student’s behaviors in regard to their preparation before facing a test	Codes
A	“Emm... No... Eh... Me siento nerviosa, porque no... No entiendo a veces las letras de... Yo... Como cualquier niña no pueden entender lo que dice en inglés” [...] a veces cuando llega mi papá en la noche me dice “Ya, ¿Vamos a estudiar? Pero tenemos muy poco tiempo” Y estudio un par de horas, con él...”	-Nervous -Not prepared
B	“Eh... Sí, porque mis papás me mandan a estudiar para que me vaya bien” “A veces mis papás me ayudan para traducirme del inglés al español”.	-Prepared
C	“Hmm... Sí, pero muy poco”[...] cuando no entiendo algo mi mamá me viene a decir “¿Qué no entiende? Y... yo le digo “Esto” y ella me dice “Ya, como... si estudiaste ven para acá, yo te voy a tomar por ejemplo... Eh... esta materia” Y me ayuda a estudiar.”	-Not prepared
D	“Estudio porque después dicen que van a... Osea, no es que yo quiera estudiar, osea, que la tía dice que tengo que estudiar [...] Es que yo voy a una, una cosa que se llama casa estudio, y cuando voy ahí me dicen que estudie [...] mi papá me viene a buscar algunas veces, y algunas veces estudiamos, con mi mamá también, algunas veces no más estudiamos [...]	-Partially prepared
E	Sí, estudio con mi mamá, con mi abuelita [...] ellas me hacen una hoja y me hacen así como una prueba y yo voy marcando [...] Aquí en el colegio me pongo nervioso [...] Porque donde hablan me desconcentro... Porque cuando el profesor habla yo no le entiendo mucho.”	-Prepared -Nervous

Figure 12. Interview Question four. (Personal communication, 2016)

In the case of students A, C, and D, they testified not having enough time to prepare English tests, as well as difficulties to study with help of their parents (Students A and D). On the other hand, students B and E declared studying with help of their family. Student B responded positively about learning at home, while student E too. Nevertheless, student E pointed that once at the school, he felt nervous, since he could not concentrate meanwhile others are talking or because he could not understand the teacher's explanation. This could demonstrate a lack of methodologies towards special needs' students at applying tests and at giving instructions.

Question 5: “¿Qué es lo más difícil en las clases de inglés? ¿Por qué?”

Student	Data Item: The most difficult activity or skill to develop in the English class	Codes
A	<i>“Leer una frase [...] No entiendo, yo no paso tanto tiempo en la casa de mis papás, pero digo, no paso tanto tiempo en la casa y mi papá es el único que me ayuda y eso es... casi nunca, y yo no me... me cuesta mucho. Mi papá de hecho me lo lee en español para que yo lo entienda, pero no me lo lee en inglés.”</i>	-Reading
B	<i>“Eh... encuentro que es difícil lo que dicen en los textos del libro [...] Porque está en inglés y no sé pronunciar muy bien en inglés [...] Aprenderlo en español.”</i>	-Reading
C	<i>“Identificar las imágenes y escribirlas”</i> -Researcher Intervention: <i>¿Relacionar las imágenes a las palabras, al vocabulario?</i> - “Sí”. -“Escuchar el audio”	-Vocabulary -Listening
D	<i>“Emm... hablar y... leer un poco, y a veces escuchar, porque a veces igual escucho las respuestas, como los profesores dicen “esa está mala, esa está mala, esa está mala”, pero igual algunas veces me confundo [...]pero leer es casi lo más difícil que me puede costar”</i>	-Reading
E	<i>“Cuando hablan por ahí en el altavoz, y las frases en inglés, las letras [...] Porque me pongo nervioso, como que no entiendo mucho lo que dicen.”</i>	-Listening -Reading

Figure 13. Interview Question five. (Personal communication, 2016)

In this question, most of the participants revealed that the hardest skill to develop corresponded to the code: “reading”. Students A, B, D, and E selected reading texts as the most complex activity to fulfil. On the contrary, student C selected listening activities as the most complex for her. Through this question, students’ responses validate “reading skills” as the more complex skill to develop by ADHD young learner students and support the necessity of applying assessment strategies to guide and help the participants to achieve an appropriate learning process.

While Stage: Teachers' Interview Analysis (See appendix J)

In the following charts, teachers' responses to a set of questions will be presented through thematic coding. It must be highlighted that the codes selected aim to represent in a global way the answers provided by the teachers.

Question one: “¿Qué necesidades educativas identifica dentro del aula?”

Teacher	Data Item: Educational Needs within the Classroom	Codes
Head Teacher	“-Trastorno con déficit atencional, trastorno obsesivo compulsivo, T. Asperger; trastorno bipolar, depresión.”	-Behavioral and cognitive disorders
English Teacher	“Problemas de visibilidad, déficit atencional, trastorno de aprendizaje, hiperactividad.”	-Behavioral and cognitive disorders -Physical impairment

Figure 14. Teachers' Interview Question one. (Personal communication, 2016)

In this question, both teachers demonstrate awareness of diverse special needs' within the classroom, being mainly related to the codes: “behavioral and cognitive disorders.” In this sense, there is recognition of students' requirements, probably through the observation of their different behaviors, assessments results and performance within the class.

Question two: “¿Cuáles estrategias utiliza para atender a dichas necesidades?”

Teacher	Data Item: Strategies Applied to Fulfill those Needs	Codes
Head Teacher	<i>“Atención personal y explicaciones aclaratorias. Entrevista a los padres. Observación de informes de especialistas, apoyo desde UTP. Proporcionar más tiempo al desarrollo de las actividades. Apoyo de la psicopedagoga.”</i>	-Personalized attention and explanations. -Looks for specialists’ support -Extra time
English Teacher	<i>“Pruebas y guías con letra más grande y ubicación delante de la sala. Mayor atención a ellos en las actividades. Mayor tiempo en las pruebas. Refuerzo instrucciones en forma oral, Permitir preguntas en la evaluación.”</i>	-Personalized attention -Extra time at tests -Allow questions at tests

Figure 15. Teachers’ Interview Question two. (Personal communication, 2016)

According to the strategies employed to fulfill students’ needs, both teachers exposed to apply “personalized attention” and “Extra time” at assessments and tests. Nevertheless, and as it was exposed in the literature review of this research, providing “Extra time” do not represent a concrete help for ADHD students, since is more accurate to make them complete activities without establishing concrete timing to achieve it, reducing in this way their anxiety.

On the other hand, the head teacher of this class pointed to “looking for specialists’ support”, while the English teacher did not, probably because of being this his first year teaching and facing a class with special needs’ students. “Looking for specialists’ support” seems to be the most important resource for teachers that do not count with concrete knowledge towards special needs’ students and the more accurate methodologies to be employed with them.

Question three: “¿Cree que existan obstáculos que dificulten la aplicación de dichas estrategias? De ser así ¿Cuáles?”

Teacher	Data Item: Limitations towards the Application of Strategies	Codes
Head Teacher	<i>“Sí, la gran cantidad de alumnos y el poco tiempo para elaborar material didáctico específico a cada necesidad especial. Falta una psicopedagoga en el aula, que acompañe al niño con necesidades especiales.”</i>	-Having too many students -No time for elaborating special material -Lack of specialists within the class
English Teacher	<i>“Sí, la cantidad de alumnos por sala (45) no me permite darles la atención necesaria, ya que debo estar pendiente de todos.”</i>	-Having too many students

Figure 16. Teachers' Interview Question three. (Personal communication, 2016)

Regarding to question number three, both of the teachers agreed on “Having too many students” as a limitation for applying strategies towards special needs’ students. For most of the teachers, having 45 students to attend while they complete tasks could be so demanding, being this, possibly, one of the main reasons why teachers cannot apply assessment strategies constantly with ADHD students. In addition, the head teacher argues not having enough time to prepare material for special needs’ students, what could demonstrate why special needs’ students are facing the same type of assessment that are faced by the whole class, instead of assessments designed specially according to their needs. Finally, the head teacher also recognized as a limitation a “lack of specialists within the classroom”, what could show her difficulties for managing special needs’ students appropriately.

Question Four: “En cuanto a las actividades realizadas en su asignatura, ¿Qué estrategias utiliza para el correcto desarrollo de estas?”

Teacher	Data Item: Strategies towards activities	Codes
Head Teacher	“Dar instrucciones, volver a repetirlas. Aclarar dudas, observación de los estudiantes; procurar el silencio-solidario para ayudar en la concentración”	-Give and repeat instructions -Promote a silent class
English Teacher	“Estrategias de manejo de aula: Dinámicas por fila basada en el refuerzo positivo; retroalimentación mediante el uso de la pizarra por parte de los alumnos; Ejemplos de ejercicios para reforzar las instrucciones; Uso de ICQ.”	-Positive reinforcement - Provide Feedback -Use of ICQ (Instruction Checking Questions)

Figure 17. Teachers' Interview Question four. (Personal communication, 2016)

Concerning to strategies while developing activities, teachers point to the importance of clarifying instructions. Those are represented through the codes “Give and repeat instructions” and “Use of ICQ”. Moreover, the head teacher pointed to “promote a silent class” as a way of facilitating an environment of concentration. On the other hand, the English teacher pointed to “Positive reinforcement” and “Provide Feedback” as strategies employed during activities. Notwithstanding, all the strategies presented by the teachers denote external methods to set clear instructions or methods for checking the activity. In this sense, it could be assumed that the displayed responses do not show considerations towards implementing accommodations for special needs’ students in regard to the activities developed by the whole class.

Question Five: “Sobre las pruebas y evaluaciones, ¿Qué estrategias y medidas utiliza respecto a la aplicación y posterior evaluación de estas?”

Teacher	Data Item: Strategies towards Tests and Evaluations	Codes
Head Teacher	<i>“Las mencionadas anteriormente, dar más tiempo para el desarrollo, volver a revisar las respuestas con el o la estudiante y que corrija si descubre errores.”</i>	-Extra Time -Allow students to correct the test with the teacher guidance
English Teacher	<i>“Fuente con letra más grande para alumnos con problemas de visión, permitir preguntas más detalladas, Mayor tiempo para realizar pruebas.”</i>	-Allow detailed questions -Extra Time

Figure 18. Teachers' Interview Question five. (Personal communication, 2016)

About tests and evaluations, both teachers answered giving “Extra Time” as one of the strategies employed towards these instruments. Notwithstanding, it is important to remark that providing extra time might do not represent a real help for students, since the test or evaluation faced is not constructed according to their needs. Even though, the head teacher pointed to “Allowing students to correct the test with the teacher guidance”, while the English teacher pointed to “Allowing detailed questions”. In this sense, it can be argued that providing “Extra time” it is not an isolated strategy, since teachers allow students to make questions and check their responses with their guidance. Nevertheless, it still exist a lack of instruments specially designed for ADHD students in order to ensure complete assessments methods.

Intervention Process

Regarding to the data gathered from the different instruments applied, and taking into account the methodological context in which students are immerse, the following intervention process was developed maintaining students' reading tools: "Pupil's book", since they would be still ought to its utilization in the future. In addition, the item selected to elaborate the reading assessments corresponded to "True or False" exercises, insomuch as these types of activities are requested at every single test and most of the assessments faced by the students. For the first intervention, students answered "True or False" exercises without any substantial guidance, as in their regular assessments. The objective of this first intervention was to confirm pupils' performance at reading texts which were not specially prepared for their skills. In the case of the second intervention, only accommodations related to the text's construction were considered, so as to confirm if this factor was enough to ensure a substantial progress in their reading skills. A shorter text with vocabulary already taught and with a readability level (See appendix L) which actually corresponded to 3rd grade was chosen from the "Comet pupil's book" for this intervention. Finally, for the third intervention, many strategies proposed by the authors mentioned in the literature review were applied, not only related to the assessment design but also to the guidance provided by the researcher, which consisted in setting specific time with the aim of reducing students' anxiety, introduce the text's topic relating it to students experiences, monitoring and reminding students not to precipitate their answers and helping them to analyze the information provided by the texts.

First Intervention Analysis: While Stage

Before starting the analysis of this intervention, it must to be noted that student A could not participate since she missed the school day in which this assessment took place. The following charts contain the answers of students B, C, D, and E (See appendix K):

Student B

1) Carolina likes dolphins and whales.	<u>F</u> X
2) Carolina's favorite animal is the shark	<u>F</u> ✓
3) She thinks whales are happy	<u>F</u> X
4) She doesn't help starfish to come back to the water	✓ <u>X</u>
5) Carolina is not afraid of sharks	✓ <u>X</u>

Figure 19. Responses First Intervention.

Student C

1) Carolina likes dolphins and whales.	<u>F</u> X
2) Carolina's favorite animal is the shark	<u>T</u> X
3) She thinks whales are happy	<u>F</u> X
4) She doesn't help starfish to come back to the water	<u>F</u> X ✓
5) Carolina is not afraid of sharks	<u>T</u> X

Figure 20. Responses First Intervention.

Student D

1) Carolina likes dolphins and whales.	<u>V</u> ✓
2) Carolina's favorite animal is the shark	<u>F</u> ✓
3) She thinks whales are happy	<u>F</u> X
4) She doesn't help starfish to come back to the water	<u>T</u> X
5) Carolina is not afraid of sharks	<u>T</u> X

Figure 21. Responses First Intervention.

Student E

1) Carolina likes dolphins and whales.	<u>T</u> ✓
2) Carolina's favorite animal is the shark	<u>T</u> X
3) She thinks whales are happy	<u>F</u> X
4) She doesn't help starfish to come back to the water	<u>T</u> X
5) Carolina is not afraid of sharks	<u>F</u> ✓

Figure 22. Responses First Intervention.

In this first intervention, students B and C obtained just one correct answer of five, while students D and E obtained two correct answers.

It can be appreciated that students could not demonstrate comprehension of the read text, since most of their answers were wrong. This first intervention confirms what the researcher first postulated: ADHD students are not able to read and answer exercises regarding a text appropriately, without being provided of the right assessments (specially designed for them) and the appropriate strategies.

Second Intervention Analysis: While Stage.

Student A

True(T) or false (F):	
Sinbad is cold and hungry. So he drinks water	<u>F</u> ✓
Sinbad makes a fire	<u>T</u> ✓
The island is not an island. It is a shark!	<u>T</u> X
Sinbad is small and weak	<u>F</u> X
Sinbad is bigger and stronger than the whale	<u>T</u> X
A small squid helps Sinbad	<u>F</u> ✓

Figure 23. Responses Second Intervention.

Student B

True(T) or false (F):	
Sinbad is cold and hungry. So he drinks water	<u>F</u> ✓
Sinbad makes a fire	<u>T</u> ✓
The island is not an island. It is a shark!	<u>T</u> X
Sinbad is small and weak	<u>F</u> X
Sinbad is bigger and stronger than the whale	<u>F</u> ✓
A small squid helps Sinbad	<u>F</u> ✓

Figure 24. Responses Second Intervention.

Student C

True(T) or false (F):		
Sinbad is cold and hungry. So he drinks water	F	✓
Sinbad makes a fire	T	✓
The island is not an island. It is a shark!	T	X
Sinbad is small and weak	F	X
Sinbad is bigger and stronger than the whale	F	✓
A small squid helps Sinbad	T	X

Figure 25. Responses Second Intervention.

Student D

True(T) or false (F):		
Sinbad is cold and hungry. So he drinks water	T	X
Sinbad makes a fire	T	✓
The island is not an island. It is a shark!	F	✓
Sinbad is small and weak	T	✓
Sinbad is bigger and stronger than the whale	F	✓
A small squid helps Sinbad	T	X

Figure 26. Responses Second Intervention.

Student E

True(T) or false (F):		
Sinbad is cold and hungry. So he drinks water	<u>F</u>	✓
Sinbad makes a fire	<u>T</u>	✓
The island is not an island. It is a shark!	<u>T</u>	X
Sinbad is small and weak	<u>F</u>	X
Sinbad is bigger and stronger than the whale	<u>F</u>	✓
A small squid helps Sinbad	<u>T</u>	X

Figure 27. Responses Second Intervention.

In regard to this second intervention, students A, C, and E obtained three points from a total of six, while students B and D obtained four points.

This second intervention, in where strategies linked to the assessment design exclusively (providing a shorter text with a readability level according to their age), demonstrates a slight improvement in students' performance. Nevertheless, the results still seem to be regular, what suggests the implementation of external assessment strategies employed by the teachers.

Third Intervention Analysis: Post Stage

Student A

True (T) or False (F):		
Ants have got four legs	F	✓
Ants have two antennae	T	✓
The antennae help the ant to eat, walk and run	F	✓
Bees make honey	T	✓
Bees have got four wings and six eyes	T	X
Flies like fruit	F	X
Lady birds are red with black spots	T	✓

Figure 28. Responses Third Intervention.

Student B

True (T) or False (F):		
Ants have got four legs	F	✓
Ants have two antennae	T	✓
The antennae help the ant to eat, walk and run	T	X
Bees make honey	T	✓
Bees have got four wings and six eyes	F	✓
Flies like fruit	T	✓
Lady birds are red with black spots	T	✓

Figure 29. Responses Third Intervention.

Student C

True (T) or False (F):		
Ants have got four legs	T	✓
Ants have two antennae	T	✓
The antennae help the ant to eat, walk and run	X	✓
Bees make honey	T	✓
Bees have got four wings and six eyes	T	✓
Flies like fruit	T	✓
Lady birds are red with black spots	X	✓

Figure 30. Responses Third Intervention.

Student D

True (T) or False (F):		
Ants have got four legs	F	✓
Ants have two antennae	T	✓
The antennae help the ant to eat, walk and run	F	✓
Bees make honey	T	✓
Bees have got four wings and six eyes	T	X
Flies like fruit	T	✓
Lady birds are red with black spots	T	✓

Figure 31. Responses Third Intervention.

Student E

True (T) or False (F):	
Ants have got four legs	<u>F</u> ✓
Ants have two antennae	<u>T</u> ✓
The antennae help the ant to eat, walk and run	<u>T</u> ✗
Bees make honey	<u>T</u> ✓
Bees have got four wings and six eyes	<u>F</u> ✓
Flies like fruit	<u>T</u> ✓
Lady birds are red with black spots	<u>T</u> ✓

Figure 32. Responses Third Intervention.

In the last intervention, students A and C obtained five points from a total of seven, while students B, D, and E obtained six points, almost reaching a perfect score.

From this last results gathered, it can be argued that the employment of internal and external assessment strategies represent a substantial progress in ADHD students' reading performance.

Reflection and Analysis of the Interventions

The interventions applied, which aimed to represent a gradual change towards reading assessment strategies applied, demonstrated a significant progress on students' performance. In the first intervention, students faced reading assessments in the same format in which they are requested at school, obtaining low results. From the very beginning, this situation was essential to discover an underlying need: ADHD students' lack of assistance towards assessments, especially on the skill in which they struggle the most: reading. This first intervention not only proved what the data collected from instruments and observation were revealing, but encouraged the researcher to find out assessment strategies which could change this results in future interventions.

Concerning to the second intervention applied, a remote progress was observed at students' performance. Nevertheless, even though students faced one of the shortest texts presented on their "pupil's book" –with a readability level according to their age-, pictures and pre taught vocabulary, it was recognized that presenting actions towards the assessment construction only, was not enough to ensure an improvement of their reading skills but still could play an important factor complemented with other strategies directly provided by the teacher, leading the beginning of the third and last intervention.

A lot of expectations were made towards the third intervention. In this instance it would be revealed if the use of external assessment strategies portrayed or not progress in students' reading performances. In this intervention, several strategies were displayed and most of them were related to motivate students in order to keep them on task and reduce their anxiety towards the assessment. In this last activity, students were asked to predict the text looking at the pictures and about their opinion through different questions related to the topic. In this instance –previous reading the text- is where the

first difference in regard to preceding interventions appeared: Students were engaged and eager to read the text and participate giving their perceptions. The results obtained in this last intervention were extremely encouraging. Students not only demonstrated a significant progress, they also seemed more open to asking questions and organize their work. In addition, one of the most remarkable improvements through this last assessment was guiding students to analyze the text before starting to answer.

As a conclusion for the intervention processes, students not only showed better results, they also expressed a better attitude towards reading. They probably had seen it not as boring task anymore but as a moment to share experiences; being challenged and interested, what might signified a change in their perception towards their own abilities and performance, overthrowing possible limitations felt by them.

Conclusions and Implications

This action research was conducted after getting to know ADHD pupils' behaviors within the classroom. Probably this in previous teaching experiences could not been recognized, because of personal beliefs and prejudices towards inattentive and/or hyperactive children. Notwithstanding this term, one situation changed those misconceptions: Knowing a young learner student totally isolated and taken out from his class and school because of his behavior. This specific situation propitiated an intrinsic feeling of duty towards understanding students with the same condition: ADHD. In this sense, this investigation involved the desire of improving the researcher's own teaching practice, and consequently, students' learning processes through applying differentiated assessment strategies.

The progress of students' reading performance was notorious through the three interventions employed. They demonstrated that students' reading performance can be improved, through the application of well-designed instruments and especially through external strategies managed by the teacher. That is to say, both type of strategies, related to assessments' construction and to assessments' application, conform the answer to improve students reading skills. Moreover, those methods also revealed to the participants that they were able to achieve high scores with the correct guidance, which encouraged them to ask and request more attention while completing activities within the class, and also allowed the researcher to notice this improvement.

The results were also shared to the English and head teacher in charge of the participants' class, with the purpose of suggesting them to include some of the strategies experienced by both, the researcher and the students, being the continuity of these practices one of the main objectives after conducting this research. Nonetheless, still some limitations for carrying out this research were present, related to school schedules

in which several classes were missed because of ceremonies, activities, educational field trips, among others. This signified not having enough time to finish this research with a final interview which expressed students' feelings towards the interventions and the results obtained by them in the last assessment applied, as the researcher firstly planned.

Finally, even when most of Chilean schools might are not well prepared for carrying out differentiated programs correctly, still many improvements can be done by teachers within the classroom. However, and concerning this, new questions have arisen at the end of this process, such as: “What affective factors could complement the strategies employed?” and “How to maintain the work environment experienced in the interventions within a classroom with several students?”

References

- Bachman L., & Palmer, A. (1996) Language testing in practice. OXFORD.
- Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford: Oxford University Press.
- Céspedes A, et al. (2013). Camino a la escuela Inclusiva, trastornos del desarrollo desde las neurociencias aplicadas a la educación. Chile.
- Common European framework of reference for languages: Learning, teaching, assessment. (2001). Cambridge, U.K.: Press Syndicate of the University of Cambridge.
- Fundación Chaminade, Colegio Parroquial San Miguel. Psicopedagogía. (2016). “Protocolo de procedimientos de evaluación diferenciada” [Word document]. Santiago.
- Fundación Chaminade, Colegio Parroquial San Miguel. Psicopedagogía. (2016). “Evaluación Diferenciada Segundo Trimestre Kínder a 6° Básico N° 17” [Word document]. Santiago.
- Fundación Chaminade, Colegio Parroquial San Miguel. Proyecto Educativo Marianista (2015), from <http://www.cpsm.cl/documentos/PEI2015.pdf>
- NIMH » Attention Deficit Hyperactivity Disorder.(n.d.). Retrieved October 09, 2016, from <https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>
- Lenguaje y comunicación: Programa de estudio. (2013). Santiago, Chile: Ministerio de Educación.
- López, I. (1999). Síndrome de déficit atencional: Neurobiología, diagnóstico y

tratamiento. Santiago de Chile: Comité de Publicaciones Científicas, Vicerrectoría Académica, Universidad de Chile.

MINEDUC. (2016). Un paso enorme en la Reforma Educacional. Retrieved November 21, 2016, from <http://leyinclusion.mineduc.cl/>

Mosso, V. (2014, April 30). ¿Qué es la Evaluación Diferenciada? Retrieved December 05, 2016, from <http://psicopedagogia-ccm.webnode.cl/news/que-es-la-evaluacion-diferenciada-/>

Special education services: A manual of policies, procedures and guidelines. (2016).

Victoria: Special Education Branch, Ministry of Education, Province of British Columbia.

Sheerman, B. (2006). Special educational needs: Third report of session 2005-06.

London: Stationery Office.

Schoenbach, R., Hurwitz, L., Cziko, C., & Greenleaf, C. (1999). Reading for

Understanding: A Guide to Improving Reading in Middle and High School Classrooms. the Jossey-Bass Education Series. Jossey-Bass.

Shin, J. K., & Crandall, J. J. (2014). Teaching young learners English: From theory to practice. United States of America: Sherrise Roehr.

Wilkinson, D., & Birmingham, P. (2003). Using research instruments: A guide for researchers. London: RoutledgeFalmer.

Appendices

Appendix A

Chilean Universities English Pedagogy Course Maps

“Universidad Alberto Hurtado (UAH)”

MALLA CURRICULAR PEDAGOGÍA EN INGLÉS

CICLO BÁSICO				
1º SEMESTRE	2º SEMESTRE	3º SEMESTRE	4º SEMESTRE	5º SEMESTRE
HISTORIA: El ser situado y fechado: Hacia una historia social de los/as educadores/as en Chile y América Latina	SOCIOLOGÍA: Sociedad Moderna, Organización Política y Ciudadanía	FILOSOFÍA: El hombre y el mundo como problema	INTRODUCCIÓN A LA PSICOLOGÍA	PSICOLOGÍA DEL APRENDIZAJE DEL NIÑO Y EL ADOLESCENTE I
EXPRESIÓN ESCRITA		MATEMÁTICA		
			INTRODUCCIÓN A LA LINGÜÍSTICA	LINGÜÍSTICA APLICADA
INTRODUCCIÓN A LA EDUCACIÓN	REALIDAD EDUCACIONAL CHILENA	ÉTICA Y EDUCACIÓN	INTRODUCCIÓN A LA PRÁCTICA EDUCATIVA Y EL CURRÍCULUM	TALLER DE REFLEXIÓN I: Cultura Escolar y Proyecto Educativo
LENGUA INGLESA INTEGRADA I	LENGUA INGLESA INTEGRADA II	LENGUA INGLESA INTEGRADA III	LENGUA INGLESA INTEGRADA IV	LENGUA INGLESA INTEGRADA V
				EXPERIENCIA LABORAL I

CICLO DE PROFUNDIZACIÓN/ESPECIALIZACIÓN				
6º SEMESTRE	7º SEMESTRE	8º SEMESTRE	9º SEMESTRE	10º SEMESTRE
PSICOLOGÍA DEL APRENDIZAJE DEL NIÑO Y EL ADOLESCENTE II				
	LITERATURA BRITÁNICA	LITERATURA NORTEAMERICANA		
METODOLOGÍA I: Ambientes de Aprendizaje y Uso de TICs	METODOLOGÍA II: Estrategias y Habilidades	METODOLOGÍA III: Planificación, Diseño y Selección de Materiales	METODOLOGÍA IV: Evaluación para el Aprendizaje	
TALLER DE REFLEXIÓN II: Cultura Escolar y Proyecto Educativo	TALLER DE REFLEXIÓN III: Práctica en sala de clase	TALLER DE REFLEXIÓN IV: Desarrollo personal y práctica en sala de clase	TALLER DE REFLEXIÓN V: Consejo de curso y profesor jefe	EXAMEN DE GRADO Y TÍTULO
LENGUA INGLESA INTEGRADA VI	LENGUA INGLESA INTEGRADA VII	LENGUA INGLESA INTEGRADA VIII	LENGUA INGLESA INTEGRADA IX	SEMINARIO DE GRADO
EXPERIENCIA LABORAL II	EXPERIENCIA LABORAL III	EXPERIENCIA LABORAL IV	PRÁCTICA I	PRÁCTICA II

“Universidad Andrés Bello (UNAB)”

año 01		año 02	
semestre 1	semestre 2	semestre 3	semestre 4
English Language I	English Language II	English Language III	English Language IV
Formación General en Educación	Procesos Cognitivos y Aprendizajes	Psicología del Ciclo Vital	British Culture, Civilization and Literature
Electivo de Formación General I	Electivo de Formación General II	Curriculum y Evaluación	English as a Foreign Language Teaching Methodology
		Integración Laboral I	General Linguistics
			Integración Laboral II

año 03		año 04	
semestre 5	semestre 6	semestre 7	semestre 8
English Language V	English Language VI	English Language VII	Integración Laboral VI
North American Culture, Civilization and Literature	Culture, Civilization and Literature of English Speaking Countries	Investigación Educativa II	Seminario de Tesis II
Applied Linguistics and English Language Learning	English as a Foreign Language Teaching Methodology at the High School Level	Integración Laboral V	Examen de Grado
English as a Foreign Language Teaching Methodology at Elementary School	Investigación Educativa I	Seminario de Tesis I	
Integración Laboral III	Integración Laboral IV		

“Universidad Metropolitana de Ciencias de la Educación (UMCE)”

I		II		III		IV		V	
Educación y Pedagogía 4 hrs		Desarrollo Psicológico 4 hrs		Psicología Educacional 4 hrs		Investigación Educacional 4 hrs		Modelos y Enfoques Educativos 4 hrs	
		Filosofía de la Educación 4 hrs		Sociología de la Educación 4 hrs					
Práctica I 2 hrs								Práctica II 2 hrs	
Métodos de Estudio 2 hrs						Lingüística General 4 hrs		Lingüística Aplicada 4 hrs	
Inglés Oral Básico 4 hrs		Inglés Oral Elemental 4 hrs		Inglés Oral Pre-Intermedio 4 hrs		Inglés Oral Intermedio 4 hrs		Discurso Oral y Escrito Post-Intermedio 6 hrs	
Inglés Escrito Básico 4 hrs		Inglés Escrito Elemental 4 hrs		Inglés Escrito Pre-Intermedio 4 hrs		Inglés Escrito Intermedio 4 hrs			
Fonética Aplicada Básica 4 hrs		Fonética Aplicada 4 hrs		Introducción a la Fonética Inglesa 4 hrs		Fonética Inglesa: Segmental 4 hrs		Fonética Inglesa: Acentuación 4 hrs	
Gramática Aplicada Básica 4 hrs		Gramática Aplicada 4 hrs		Introducción a la Gramática Inglesa 4 hrs		Gramática Inglesa: Morfosintaxis 4 hrs		Gramática Inglesa: Oracional 4 hrs	
Léxico Básico 4 hrs		Léxico Elemental 4 hrs		Civilización y Cultura Británica 4 hrs		Civilización y Cultura Norteamericana 4 hrs		Competencia Literaria 4 hrs	
VI	VII	VIII		IX		X			
Curriculum Educacional 4 hrs	Evaluación Educacional 4 hrs	Tesina							
	Políticas Educativas 4 hrs	Gestión y Proyectos Educativos 4 hrs							
		Orientación Educacional 4 hrs							
	Práctica de la Especialidad: Observación y Diagnóstico 2 hrs	Práctica de la Especialidad en Aula 2 hrs		PRÁCTICA PROFESIONAL 20 hrs		PRÁCTICA PROFESIONAL 20 hrs			
Bases Metodológicas de la Especialidad 4 hrs				SEMINARIO DE TÍTULO 4 hrs		SEMINARIO DE TÍTULO 4 hrs			
Discurso Oral y Escrito Pre-Avanzado 6 hrs	Discurso Oral y Escrito Avanzado 6 hrs	Discurso Oral y Escrito Post-Avanzado 6 hrs		EXAMEN DE TÍTULO		EXAMEN DE TÍTULO			
Gramática Inglesa Textual 4 hrs									
Fonética Inglesa: Entonación 4 hrs									
Literatura Británica Medieval y Renacentista 4 hrs	Literatura Británica Moderna y Contemporánea 4 hrs	Literatura Norteamericana 4 hrs							
Metodología de la Investigación en la Especialidad	Enfoques y Estrategias Metodológicas	Diseños Metodológicos de la Especialidad							
				GRADO ACADÉMICO		TÍTULO PROFESIONAL			

“Universidad de Santiago de Chile (USACH)”

1° Año		2° Año		3° A
Semestre 1	Semestre 2	Semestre 3	Semestre 4	Semestre 5
Estrategias Básicas de la Comunicación I	Estrategias Básicas de la Comunicación II	Funciones Comunicativas I	Funciones Comunicativas II	Discurso Oral I
Morfosintaxis Inglesa I	Morfosintaxis Inglesa II	Composición Inglesa I	Composición Inglesa II	Lingüística Aplicada
Fonética Aplicada I	Fonética Aplicada II	Fonética y Fonología Inglesa I	Fonética y Fonología Inglesa II	Análisis y Redacción de Ensayos
Fundamentos Filosóficos de la Educación en la Sociedad del Conocimiento	Cultura y Civilización Británica	Gramática Contrastiva	Introducción a la Lingüística	Literatura de los pueblos de habla Inglesa I
Teorías del Desarrollo	Fundamentos Sociales de los Modelos Educativos	Cultura y civilización norteamericana	Introducción a los Géneros Literarios	Metodología de la Especialidad I
Taller de Literacidad	Psicología del Aprendizaje Escolar	Curriculum Escolar	TIC en la Escuela	Didáctica General
	Taller de Oralidad	Electivo especialidad	Electivo especialidad	Taller de Acercamiento a la Comunidad Escolar

Año	4° Año		5° Año	
Semestre 6	Semestre 7	Semestre 8	Semestre 9	Semestre 10
Discurso Oral II	Competencias Comunicativas I	Competencias Comunicativas II	Proyecto de Seminario	Seminario de Título
Paradigmas Lingüísticos	Taller práctico de pronunciación Inglesa	ESP para la E. Técnico Profesional	Proyecto de innovación en Educación	Electivo de Educación
El Lenguaje en el Discurso	Electivo de Especialidad	Metodología de la Investigación Lingüística	Ética profesional Docente	Desarrollo Profesional Docente
Literatura de los pueblos de habla Inglesa II	Análisis de Interpretación Literaria	Metodología de la Investigación Literaria	Práctica Profesional Guiada	Práctica Profesional Autónoma
Metodología de la Especialidad II	Investigación acción en el aula	Práctica de acercamiento profesional		
Evaluación Escolar	Metodología de Evaluación para el Aprendizaje del Inglés	Metodología de la Enseñanza del Inglés a través de la literatura		
Investigación Educativa	Práctica de Análisis de la realidad Escolar			

Appendix B**Students' Survey**

Students' Pre Survey:

Name: _____

Grade: _____

En cuanto a la clase de inglés, marca la opción que más te identifique en cada una de las situaciones planteadas:

1) ¿Cómo te sientes en la clase de inglés?

Cómodo b) Motivado b) Inseguro c) Nervioso

2) ¿Cómo te sientes usualmente durante el desarrollo de actividades en la clase?

Entusiasmado b) Concentrado c) Distráido d) Molesto

3) ¿Cómo te hacen sentir tus compañeros durante el desarrollo de actividades en clase?

Cómodo b) Tranquilo c) Distráido d) Molesto

4) ¿Cómo te hace sentir el profesor durante la clase y el desarrollo de actividades?

Seguro b) Cómodo c) Inseguro d) Presionado

5) Frente a las actividades de lectura me siento:

a) Entusiasmado b) Concentrado c) Inseguro d) Aburrido

Appendix C

Students' Interview

Students' While Interview:

- 1) ¿Cómo te sientes en la clase de Inglés?
- 2) ¿Cómo te sientes mientras realizas diversas actividades en la clase de Inglés?
- 3) ¿Cómo te sientes antes de enfrentar una prueba?
- 4) ¿Estudias o te preparas antes de enfrentar una prueba? ¿Por qué? ¿Por qué no?
- 5) ¿Qué es lo más difícil en las clases de inglés? ¿Por qué?

Appendix D

Teachers' Interview

Teacher's While Interview:

Nombre: _____ Fecha: _____

Asignatura: _____

Sobre los estudiantes diagnosticados con necesidades educativas especiales:

1) ¿Qué necesidades educativas identifica dentro del aula?

2) ¿Cuáles estrategias utiliza para responder a dichas necesidades?

3) ¿Cree que existan obstáculos que dificulten la aplicación de dichas estrategias? De ser así, ¿Cuáles?

4) En cuanto a las actividades realizadas en su asignatura, ¿Qué estrategias utiliza para el correcto desarrollo de éstas?

5) Sobre las pruebas y evaluaciones, ¿Qué estrategias y medidas utiliza respecto a la aplicación y posterior evaluación de éstas?

Appendix E**Consent Form****Proyecto investigativo – Tesis de grado**

Señor apoderado:

Junto con saludarlo, envío la presente autorización a ser leída y firmada en pos de trabajos investigativos.

Mi nombre es Camila Godoy Orellana, y actualmente me encuentro desarrollando mi tesis, la cual consta de un trabajo investigativo basado en la mejora del desempeño escolar de su pupilo en la asignatura de inglés. Dicho trabajo trata de variadas intervenciones y aplicación de diversas estrategias, con el fin de guiar a los estudiantes participantes de la investigación a desarrollar y a aprender el contenido de la asignatura de acuerdo a sus necesidades.

Cabe destacar que los datos recolectados serán de uso exclusivo para la presente investigación y los nombres de los pupilos no serán revelados bajo ninguna circunstancia.

Ante cualquier duda o inquietud, sienta total libertad de contactarme cuando lo estime conveniente.

Se despide atentamente,
Camila Godoy Orellana, profesora practicante de inglés
Colegio Parroquial San Miguel.

AUTORIZACIÓN

Yo, _____, apoderado/a
de _____, curso 3ro _____. Autorizo a mi pupilo/a a
participar del proyecto investigativo realizado en Colegio Parroquial San Miguel.
Además, tomo conocimiento de que mi hijo/a puede retirarse de la investigación en
cualquier
momento si así lo estima conveniente.

Firma apoderado

Firma estudiante

Timbre y firma colegio

AUTORIZACIÓN

Yo, [redacted], apoderado/a de [redacted]
curso 3ro A. Autorizo a mi pupilo/a a participar del proyecto investigativo realizado
en Colegio Parroquial San Miguel.

Además, tomo conocimiento de que mi hijo/a puede retirarse de la investigación en cualquier
momento si así lo estima conveniente.



Firma apoderado



Firma estudiante

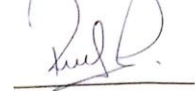


Consent Form Student B

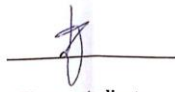
AUTORIZACIÓN

Yo, [redacted], apoderado/a de [redacted]
curso 3ro A. Autorizo a mi pupilo/a a participar del proyecto investigativo realizado
en Colegio Parroquial San Miguel.

Además, tomo conocimiento de que mi hijo/a puede retirarse de la investigación en cualquier
momento si así lo estima conveniente.



Firma apoderado



Firma estudiante



Consent Form Student C

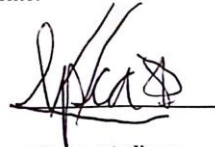
AUTORIZACIÓN

Yo, [redacted], apoderado/a de [redacted]
curso 3ro A. Autorizo a mi pupilo/a a participar del proyecto investigativo realizado
en Colegio Parroquial San Miguel.

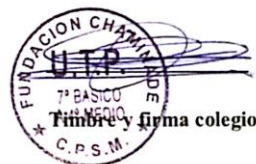
Además, tomo conocimiento de que mi hijo/a puede retirarse de la investigación en cualquier
momento si así lo estima conveniente.



Firma apoderado




Firma estudiante



Consent Form Student D

AUTORIZACIÓN

Yo [Redacted], apoderado/a de [Redacted]
curso 3ro _____. Autorizo a mi pupilo/a a participar del proyecto investigativo realizado
en Colegio Parroquial San Miguel.
Además, tomo conocimiento de que mi hijo/a puede retirarse de la investigación en cualquier
momento si así lo estima conveniente.

[Signature] [Signature] 

Firma apoderado Firma estudiante firma colegio

Consent Form Student E

Sr.(a): Comilis Fecha: 9/11/2016

Junto con Saludarla comunico
a usted que Vicente Estrovo
su circular de Autorización
pero hoy en la reunión me
faltó de todo, por lo tanto
Yo [Redacted] autoriza
la participación de la actividad
de Inglés con usted.

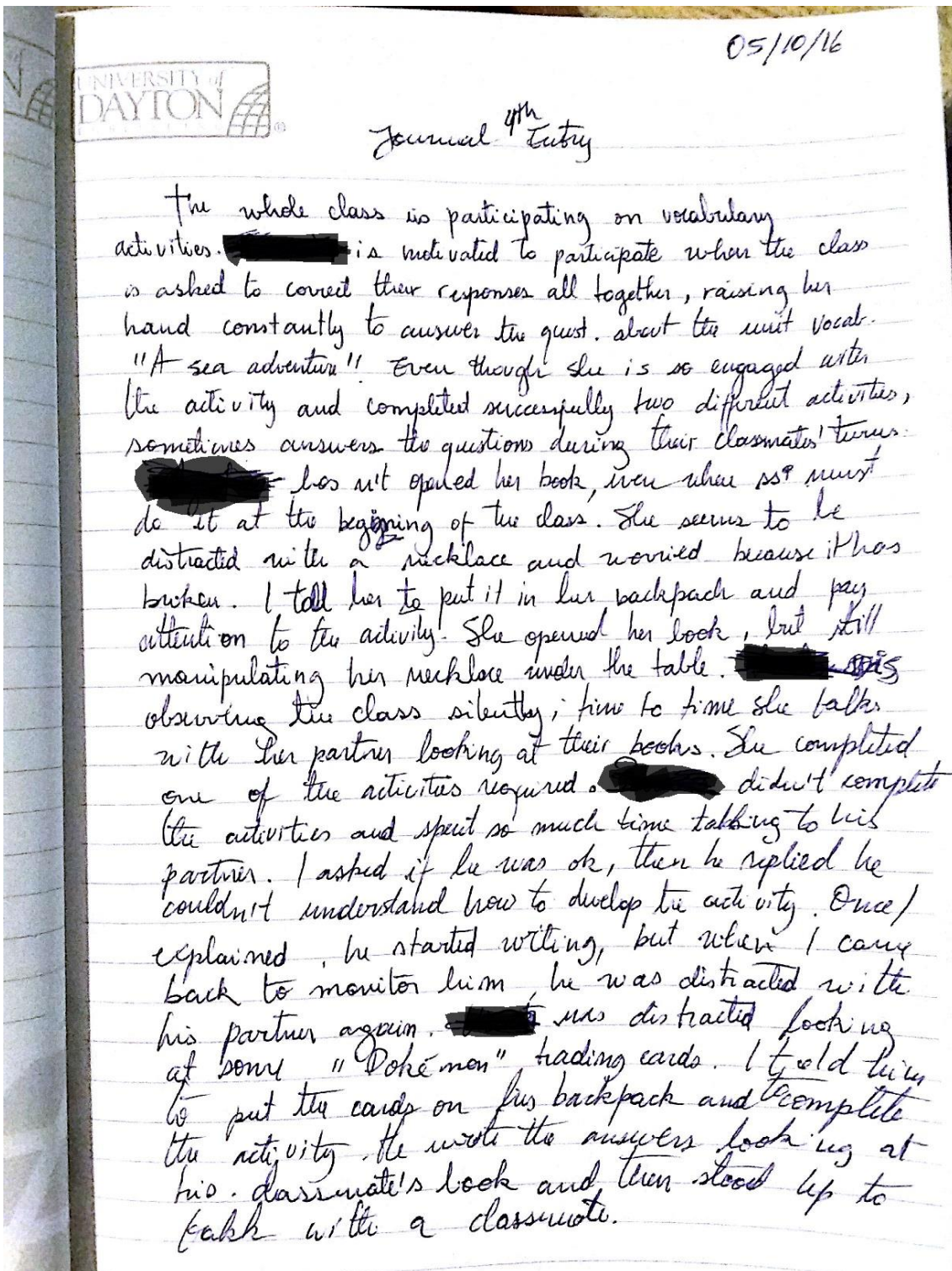
[Redacted]
Firma Alumno.
Vicente Soto Vilches

[Signature]
Firma Profesor (a)

[Signature]
Firma Apoderado (a)

Appendix F

Journal: Pre Stage



Journal Pre Stage's transcription:

“The whole class is participating on vocabulary activities. Student B is motivated to participate when the class is asked to correct their responses all together, raising her hand constantly to answer the questions about the unit vocabulary “A seaside adventure”. Even though she is so engaged with the activity and completed successfully two different activities, sometimes answers the questions during their classmates’ turns. Student A has not opened her book, even when students must do it at the beginning of the class. She seems to be distracted with a necklace and worried because it has broken. I told her to put it in her backpack and pay attention to the activity. She opened her book, but still manipulating her necklace under the table. Student C is observing the class silently; time to time she talks with her partner looking at their books. She completed one of the activities required. Student D didn’t complete the activities and spent so much time talking to his partner. I asked if he was ok, then he replied he couldn’t understand how to develop the activity. Once I explained he started writing., but when I came back to monitor him, he was distracted with his partner again. Student E was distracted looking at some “Pokémon” trading cards. I told him to put the cards on his backpack and complete the activity. He wrote the answers looking at his classmate’s book and then stood up to talk with a classmate.”

Appendix G

Student's pre survey responses

Student A



Surveys

En cuanto a la clase de inglés, marca la opción que más te identifique en cada una de las situaciones planteadas:

- 1) ¿Cómo te sientes en la clase de inglés?
a) Cómodo b) Motivado c) Inseguro d) Nervioso
- 2) ¿Cómo te sientes usualmente durante el desarrollo de actividades en la clase?
 a) Entusiasmado b) Concentrado c) Distraído d) Molesto
- 3) ¿Cómo te hacen sentir tus compañeros durante el desarrollo de actividades en clase?
a) Cómodo b) Tranquilo c) Distraído d) Molesto
- 4) ¿Cómo te hace sentir el profesor durante la clase y el desarrollo de actividades?
a) Seguro b) Cómodo c) Inseguro d) Presionado
- 5) Frente a las actividades de lectura me siento:
a) Entusiasmado b) Concentrado c) Inseguro d) Aburrido

Student B

**Surveys**

En cuanto a la clase de inglés, marca la opción que más te identifique en cada una de las situaciones planteadas:

- 1) ¿Cómo te sientes en la clase de inglés?
 a) Cómodo b) Motivado c) Inseguro d) Nervioso
- 2) ¿Cómo te sientes usualmente durante el desarrollo de actividades en la clase?
 a) Entusiasmado b) Concentrado c) Distráido d) Molesto
- 3) ¿Cómo te hacen sentir tus compañeros durante el desarrollo de actividades en clase?
 a) Cómodo b) Tranquilo c) Distráido d) Molesto
- 4) ¿Cómo te hace sentir el profesor durante la clase y el desarrollo de actividades?
 a) Seguro b) Cómodo c) Inseguro d) Presionado
- 5) Frente a las actividades de lectura me siento:
 a) Entusiasmado b) Concentrado c) Inseguro d) Aburrido

Student C



Surveys

En cuanto a la clase de inglés, marca la opción que más te identifique en cada una de las situaciones planteadas:

- 1) ¿Cómo te sientes en la clase de inglés?
 - a) Cómodo Motivado
 - b) Inseguro
 - c) Nervioso
- 2) ¿Cómo te sientes usualmente durante el desarrollo de actividades en la clase?
 - Entusiasmado
 - b) Concentrado
 - c) Distruido
 - d) Molesto
- 3) ¿Cómo te hacen sentir tus compañeros durante el desarrollo de actividades en clase?
 - a) Cómodo
 - Tranquilo
 - c) Distruido
 - d) Molesto
- 4) ¿Cómo te hace sentir el profesor durante la clase y el desarrollo de actividades?
 - a) Seguro
 - Cómodo
 - c) Inseguro
 - d) Presionado
- 5) Frente a las actividades de lectura me siento:
 - Entusiasmado
 - b) Concentrado
 - c) Inseguro
 - d) Aburrido

Student D

Surveys

En cuanto a la clase de inglés, marca la opción que más te identifique en cada una de las situaciones planteadas:

- 1) ¿Cómo te sientes en la clase de inglés?
a) Cómodo b) Motivado c) Inseguro c) Nervioso
- 2) ¿Cómo te sientes usualmente durante el desarrollo de actividades en la clase?
a) Entusiasmado b) Concentrado c) Distráido d) Molesto
- 3) ¿Cómo te hacen sentir tus compañeros durante el desarrollo de actividades en clase?
a) Cómodo b) Tranquilo c) Distráido d) Molesto
- 4) ¿Cómo te hace sentir el profesor durante la clase y el desarrollo de actividades?
 a) Seguro b) Cómodo c) Inseguro d) Presionado
- 5) Frente a las actividades de lectura me siento:
a) Entusiasmado b) Concentrado c) Inseguro d) Aburrido

Student E

Surveys

3^o-A

En cuanto a la clase de inglés, marca la opción que más te identifique en cada una de las situaciones planteadas:

- 1) ¿Cómo te sientes en la clase de inglés?
a) Cómodo b) Motivado b) Inseguro c) Nervioso
- 2) ¿Cómo te sientes usualmente durante el desarrollo de actividades en la clase?
a) Entusiasmado b) Concentrado c) Distráido d) Molesto
- 3) ¿Cómo te hacen sentir tus compañeros durante el desarrollo de actividades en clase?
a) Cómodo b) Tranquilo c) Distráido d) Molesto
- 4) ¿Cómo te hace sentir el profesor durante la clase y el desarrollo de actividades?
a) Seguro b) Cómodo c) Inseguro d) Presionado
- 5) Frente a las actividades de lectura me siento:
a) Entusiasmado b) Concentrado c) Inseguro d) Aburrido

Appendix H

Journal: While Stage

DAYTON

26/10/16

The whole class was working on a reading activity. They had to read a text from their books and answer five different "true or false" exercises. The text was linked to the unit vocabulary reviewed in classes. ~~She~~ was reading silently but not answering the questions, he spent so much time talking to her partner.

~~She~~ was drawing on a notebook. I told her to stop drawing in the English class and that she ought to complete the activity. She put away her notebook and colored pencils, opening her Eng. book, but when I came back to her sit, she was drawing again. ~~She~~ was also doing other activities more related to the 2nd class, cutting paper in different shapes. She told me that she ^{had} forgotten her book, so I suggested her to work with her partner. When I came back to her sit, she was playing with some sheets of paper. ~~She~~ had his book opened, but he wasn't reading the text. When I asked about why he was not reading, he argued he didn't understand anything of the reading presented. I explained the activity again for him, but he ended writing her partner's answers.

~~She~~ read the text with help of her partner. Sometimes they are talkative, but ~~she~~ completed the task successfully.

Journal Transcription

“The whole class is working on a reading activity. They have to read a text from their books and answer five different “true” or “false” exercises. The text is linked to the unit vocabulary reviewed in classes. Student D is reading silently but not answering the questions, he spent so much time talking to her partner. Student B was drawing on a notebook. I told her to stop drawing in the English class and that she ought to complete the activity. Student B putted away her notebook and colored pencils, opening her English book. But when I came back to her sit, she was drawing again. Student’ A was also doing other activities none related to the class, cutting paper in different shapes, she told me that she had forgotten her book, so I suggested her to work with her partner. When I came back to her sit, she was playing with some sheets of paper. Student E had his book opened, but he wasn’t reading the text. When I asked about why he was not reading, he argued that he didn’t understand anything of the reading presented. I explained the activity again for him, but he ended writing his partner’s answers. Student C read the text with help of her partner, Sometimes they are talkative, but Student C completed the task successfully”.

Appendix I

Interview Transcription

Student A

Question 1

Researcher: ¿Cómo te sientes en la clase de inglés?

Student A: *“Me siento bien, porque a veces me tienen que... me tienen que... cómo se llama, me tienen que, eh... Me tienen que enseñar y en unas veces me pueden como corregir, y... me, y como que me retan un poquito”*

Researcher: “Ya, ¿Por qué te retan?”

Student A: *“Porque por ejemplo estoy jugando en clases o no haciendo la tarea.”*

Researcher: Ya, ¿Estás jugando, haciendo otras cosas, entonces te sientes un poco distraída en la clase? ¿Te pones a hacer otras cosas?

Student A: *“Sí, me pongo como a jugar, a jugar con la goma, con cosas así”.*

Researcher: “Ya, y en general ¿Te gusta la clase de inglés o no te gusta mucho?”

Student A: *“Sí me gusta”*

Researcher: “Ya, si te gusta pero te distraes con facilidad.”

Student A: *“Sí”.*

Question 2

Researcher: “¿Cómo te sientes mientras realizas distintas actividades en la clase de inglés? Las actividades del libro, las tareas que dan los profesores...”

Student A: *“Eh... con las actividades que dan los profesores en el cuaderno...”*

Researcher: “Ahah ¿Cómo te sientes ahí?”

Student A: *Ahí me siento, me siento bien... porque... digo, porque a veces puedo... a veces me dan ganas de escribir, y eso.”*

Researcher: “Ya, ¿Y te gusta participar de las actividades, dar las respuestas?”

Student A: *“Sí, me... sí, me gusta mucho, porque a veces... me gusta ayudar a mis compañeros”*

Researcher: “Ya, te gusta participar y dar tus respuestas y aportar a la clase”

Student A: *Sí.*

Researcher: Súper ¿Y cuando estás haciendo esas actividades, eh... de repente te distraes también o te cuesta, o sientes que te concentras bien cuando tienes que hacer actividades?

Student A: *Em... me siento mal, digo bien pero, mmm... más o menos.*

Researcher: *“¿Por qué más o menos?”*

Student A: *“Porque a veces me siento como muy distraída y a veces me siento como para participar en la clase.”*

Researcher: *“Ya, ¿Y te cuesta a veces entender las actividades que tienes que hacer?”*

Student A: *“Sí, a veces, porque yo tengo un problema a la vista.”*

Researcher: *“Ah, te cuesta leer de repente las actividades que salen en el libro, salen las letras muy chicas...”*

Student A: *“Sí”*

Question Three

Researcher: *“¿Cómo te sientes antes de enfrentar una prueba?”*

Student A: *“Emm... nerviosa”*

Researcher: *“¿Por qué?”*

Student A: *“Porque... siento que me voy a sacar una mala nota, porque a veces no había estudiado y eso.”*

Researcher: *Sientes que te puedes sacar una mala nota porque... ¿A veces no estudias?*

Student A: *“A veces no estudio, porque me distraigo con la tele, juego con el computador, en el celular, y en la tablet.”*

Researcher: *“Ya, te distraes con otras cosas en tu casa, por eso a veces no estudias, entonces cómo te sientes en la prueba ¿Nerviosa?”*

Student A: *“Sí, nerviosa, pero a veces cuando estudio no me siento tan nerviosa porque... eh... yo ya sé que voy a confiar en mí y voy a sacarme una buena nota”.*

Researcher: *“Ahí te sientes más segura, cuando te preparas...”*

Student A: *“Sí”.*

Question four

Researcher: *“¿Estudias o te preparas antes de enfrentar una prueba? ¿Por qué? O ¿Por qué no?”*

Student A: *“Emm... No... Eh... Me siento nerviosa, porque no... No entiendo a veces las letras de... Yo... Como cualquier niña no pueden entender lo que dice en inglés”*

Researcher: *“Ya, entonces te sientes nerviosa al estudiar... ¿Tú estudias sola?”*

Student A: *“Sí, porque mis papas tr... Mi mamá por ejemplo trabaja en la PDI y a veces tiene que trabajar en la noche, mi papá trabaja en ingeniería, y mi hermana mayor... eh... está con su pololo a veces.”*

Researcher: *“Ya, entonces tú no sientes mucho apoyo de los demás para estudiar...”*

Student A: *“Sí, por eso yo tengo una profesora en la casa.”*

Researcher: *“¿Y ella te enseña inglés?”*

Student A: *“No, lenguaje, lo que más.... Ehh, lo que más me va mal.”*

Researcher: *“Ya, te enseña lenguaje que es en lo que más te va mal, ¿Entonces tienes que estudiar tú sola, estudias sola inglés...”*

Student A: *“O a veces cuando llega mi papá en la noche me dice “Ya, ¿Vamos a estudiar? Pero tenemos muy poco tiempo” Y estudio unas par de horas, con él...”*

Researcher: *“¿Entonces solita tú sientes que te cuesta mucho leer las palabras... acordarte de qué significan?”*

Student A: *“Sí”.*

Question Five:

Researcher: *“Qué es lo más difícil de las clases de inglés?”*

Student A: *“Emm, cuando me dicen... A veces cuando me dicen... Yo no, o estoy jugando por ejemplo en la clase, y me dicen “Ya, pase a la pizarra” yo no entiendo nada, y...”*

Researcher: *“Pero ¿Porque estabas distraída?”*

Student A: *“Sí”*

Researcher: *“Entonces quedas como un poco colgada, como que estabas haciendo otra cosa y te preguntan de repente...”*

Student A: *“Sí, y yo como que estaba escribiendo mi papel y de repente me dicen “ya, pase a la pizarra” y ya... y yo “Ay, no sé...”*

Researcher: *“Entonces lo que más te cuesta sería estar prestando atención todo el tiempo?”*

Student A: *“Sí, sí porque yo... solamente estoy con mi abuela, pero mi abuela no entiende nada de lenguaje, de inglés... Lo único que entiende es de matemática. Y eso.”*

Researcher: *“Ya, entonces en la clase te cuesta mantenerte enfocada en la clase, concentrada...”*

Student A: *“Sí.”*

Researcher: *“Y ¿Por qué crees tú que es eso?”*

Student A: *“Porque eh... no me ayudan en la ca... clase, digo en la casa, y me pongo a hacer otras cosas”*

Researcher: *“Estás pensando en otras cosas...”*

Student A: *“Sí”*

Researcher: *“Ya, Y de las actividades ¿Cuáles crees que te cuestan más? ¿Leer un texto, escuchar a una persona, o tener que leer una frase, o tener que escribir una oración?”*

Student A: *“Leer una frase.”*

Researcher: *“¿Tener que leer un texto te cuesta más...?”*

Student A: *“Sí”*

Researcher: *“¿Y por qué sientes que te cuesta? ¿Te complica mucho saber de qué se está hablando en el texto?”*

Student A: *“Sí, porque me... No entiendo, yo no paso tanto tiempo en la casa de mis papás, pero digo, no paso tanto tiempo en la casa y mi papá es el único que me ayuda y eso es... casi nunca, y yo no me... me cuesta mucho. Mi papá de hecho me lo lee en español para que yo lo entienda, pero no me lo lee en inglés.”*

Researcher: *“A ya, entonces no te acostumbras a leerlo en inglés, y cuando tú antes te repasas el vocabulario de lo que se ve en el texto ¿Sientes que estás más preparada para leer el texto, cuando ya te sabes con anterioridad las palabras?”*

Student A: *“Eh... Sí, sí porque, porque eh... me siento como más confiada y empiezo como a... enfocarme en la clase, algunas veces, porque la mayoría de las clases estoy pajareando”.*

Student B:

Question one

Researcher: *“¿Cómo te sientes en la clase de inglés?”*

Student B: *“Em... A veces me siento distraída porque la Daniela a veces me pide dibujos y no me concentro en la clase”*

Researcher: *“Ya, la Daniela es tu compañera de banco...”*

Student B: *“No, se sienta atrás mío”*

Researcher: *“¿Y a ti te gusta dibujar?”*

Student B: *“Sí.”*

Researcher: *“¿Y dibujas bien, por eso ella te pide dibujos?”*

Student B: *“Sí.”*

Researcher: *“Ya, ¿Entonces tú te distraes en la clase de inglés porque te gusta dibujar y te distraes mucho haciendo dibujos, entonces cuando hacemos actividades relacionadas a dibujar, a ti te gustan mucho esas actividades?”*

Student B: *“Sí.”*

Question two

Researcher: *“Cómo te sientes mientras realizas diversas actividades en la clase de inglés?”*

Student B: *“Eh...A veces cuando salgo a la pizarra me siento nerviosa porque siento que voy a tener una respuesta mala”*

Researcher: “Ya, y por qué te sientes nerviosa cuando tienes que salir a la pizarra y piensas que te vas a equivocar?”

Student A: “Porque... a veces no sé lo que hay que anotar y no sé muy bien inglés”

Researcher: “¿Te sientes como un poco insegura?”

Student B: “Ahá”.

Researcher: “¿Y qué es lo que te preocupa de equivocarte? Porque si te equivocas no pasa nada...Entonces ¿Qué te preocuparía de equivocarte?”

Student B: “Es que ustedes la enseñan, entonces me preocupa que después mis compañeros me molesten porque yo hice algo... porque yo puse una pregunta mala”

Researcher: “Ya, te preocupan tus mismos compañeros, ¿Y no te preocupa que yo o el profesor te podamos retar?”

Student B: “No.”

Question three

Researcher: “¿Cómo te sientes antes de enfrentar una prueba?”

Student B: “Eh... a veces me siento nerviosa, porque siento que me puede ir mal”

Researcher: “¿Porque sientes que te puede ir mal?”

Student B: “Porque cuando estudio en mi casa no entiendo mucho el inglés”

Researcher: “Ya, ¿Tú estudias sola en tu casa?”

Student B: “Sí, pero cuando yo no entiendo algo mis papás me lo dicen y a veces mis papás estudian conmigo para traducirme del inglés al español.”

Researcher: “Ya, tus papás te ayudan a estudiar inglés... y ¿Tú sientes que aprendes bien en tu casa, puedes entender las materias si las repasas?”

Student: “Sí.”

Researcher: “¿Bueno, frente a las pruebas te sientes como con miedo a la prueba, con nervios?”

Student B: “Es que... Me da miedo que me vaya mal porque no me gusta que me reten”

Researcher: “Ya, ¿Te da miedo que la prueba esté difícil, que no te acuerdes de las cosas, eso?”

Student B: “Hm, Sí.”

Question four

Researcher: “¿Estudias o te preparas antes de enfrentar una prueba? ¿Por qué o por qué no?”

Student B: “Eh... Sí, porque mis papás me mandan a estudiar para que me vaya bien”

Researcher: *Ya, tus papás te mandan a estudiar... Ellos te están monitoreando que tú estés estudiando, cierto?*

Student B: *"Sí."*

Researcher: *"Ya, ¿Y cómo cuánto antes de una prueba tú te preparas, más o menos?"*

Student B: *"Es que, eh... como cuando ustedes dan el aviso y después mis papás me mandan a estudiar."*

Researcher: *"Y cuando estás haciendo las mismas actividades en clase, tú sientes que estás estudiando cuando haces las actividades?"*

Student B: *"Sí."*

Researcher: *"Sólo con las actividades de la clase tú ¿Te sentirías preparada para dar una prueba, o piensas que necesitarías estudiar un poco más?"*

Student B: *"Sí, tal vez necesitaría estudiar un poco más."*

Question five

Researcher: *"¿Qué es lo más difícil de la clase de inglés, y por qué?"*

Student B: *"Eh... encuentro que es difícil lo que dicen en los textos del libro"*

Researcher: *¿Y por qué sientes que te cuesta mucho leer un texto?"*

Student B: *"Porque está en inglés y no sé pronunciar muy bien en inglés".*

Researcher: *"Pero ¿Te cuesta leerlo, entenderlo o leerlo en voz alta y pronunciarlo? ¿Qué es lo que te cuesta?"*

Student B: *"Eh... Aprenderlo en español"*

Researcher: *"¿Saber lo que significa?"*

Student B: *"Ahá".*

Student C:

Question one: *"¿Cómo te sientes en la clase de inglés?"*

Student C: *"Ah... algunas veces nerviosa, amm... eh... Como...eh... como que me eh... me da escalofríos, no sé, algo."*

Researcher: *"Escalofríos, ya... ¿Mucho nervio entonces?"*

Student C: *"Sí"*

Researcher: *"¿Y por qué tanto nervio?"*

Student C: *"Sí, porque... emm... yo, me cuesta m... Cuando chiquitita me costó mucho el inglés, porque en... En primero me tocó con una tía y mi mamá dice que tengo que esforzarme más porque yo soy muy mala para el inglés"*

Researcher: *“Entonces a ti te dicen que eres mala para el inglés... Entonces tú te sientes insegura cuando tienes clases de inglés”...*

Student C: *“Sí”.*

Researcher: *“Pero a ti te gusta participar harto en la clase...”*

Student C: *“Sí.”*

Researcher: *“¿Y te gusta la clase de inglés? ¿O te aburre, sientes que es fome?”*

Student C: *“No, me gusta ahora. Porque... Me... me dio interés y... me gustó mucho.”*

Researcher: *“¿Y cómo en qué momento te empezó a interesar la clase de inglés?”*

Student C: *“Cuando practicamos eso de... de cuando practicamos eso de la playa, ahí me empezó a interesar el inglés”*

Researcher: *“Ya, por los temas que estábamos viendo, más entretenidos...”*

Student C: *“Sí.”*

Question two

Researcher: *“¿Cómo te sientes mientras realizad diversas actividades de la clase de inglés?”*

Student C: *“Hmmm, me gustan”.*

Researcher: *“¿Te gustan, te concentras bien? ¿Las puedes hacer bien, después revisarla...?”*

Student C: *“Sí.”*

Question three:

Researcher: *“¿Cómo te sientes antes de enfrentar una prueba de inglés?”*

Student C: *“Ah... No muy preparada porque... Eh...yo no estudio tanto, y cuando yo necesito... mi mamá me dice oye, tienes una prueba, y es mañana y tengo que estudiar un día porque no me acuerdo muy bien”*

Researcher: *“¿Estudias el día antes?”*

Student C: *“Sí.”*

Researcher: *“Ya, pero cuando vas a tener la prueba aquí en el colegio, antes de dar la prueba ¿Cómo te sientes?”*

Student C: *“Amm... Como... Que... No la quiero hacer porque no estudié mucho”*

Researcher: *“Ya, entonces te sientes como no muy preparada... ¿Un poco insegura?”*

Student C: *“Sí.”*

Researcher: *“¿Y miedo o angustia? ¿O no es tan extremo?”*

Student C: *“No, angustia.”*

Question four

Researcher: *“¿Estudias o te preparas antes de enfrentar una prueba?”*

Student C: *“Hmm... Sí, pero muy poco”*

Researcher: *“Ya, ¿Con muy poco tiempo antes de la prueba?”*

Student C: *“Sí”*

Researcher: *“¿Y estudias sola o con tu mamá o tu papá?”*

Student C: *“No, cuando no entiendo algo mi mamá me viene a decir “¿Qué no entiende? Y... yo le digo “Esto” y ella me dice “Ya, como... si estudiaste ven para acá, yo te voy a tomar por ejemplo... Eh... esta materia” Y me ayuda a estudiar.”*

Researcher: *“Ya, entonces estudias con tu mamá, pero sientes que estudias muy antes de la prueba...”*

Student C: *“Sí.”*

Researcher: *“¿Y en la semana mientras están haciendo las actividades de inglés tú sientes que eso te sirve como estudio o lo llegas a repasar en la casa, o ya cuando sales del colegio no ves las cosas de inglés?”*

Student C: *“Eh, yo... también estudio cuando, cuando estoy en otra clase...”*

Researcher: *“Pero sólo cuando tienes prueba de ese ramo...”*

Student C: *“Sí.”*

Question five

Researcher: *“¿Qué es lo más difícil para ti de la clase de inglés?”*

Student C: *“Identificar las imágenes y escribirlas”*

Researcher: *¿Relacionar las imágenes a las palabras, al vocabulario?*

Student C: *“Sí”.*

Researcher: *“Ya, ¿Y entre leer un texto, escuchar un audio, o leer una frase o escribir una oración, qué crees que es lo que más te costaría?”*

Student C: *“Escuchar el audio”*

Researcher: *“Escuchar el audio, te complica entender lo que la persona está diciendo...”*

Student C: *“Sí.”*

Student DQuestion one

Researcher: *“¿Cómo te sientes en la clase de inglés?”*

Student D: *“Hmm... Bien, pero no... No, no es tan... No me gusta así como lenguaje que es más fácil que inglés, o matemática... Porque me cuesta inglés.”*

Researcher: *¿Tú sientes que es como más complicado...?*

Student D: *“Como letras japonesas”*

Researcher: *Ah, como aprender chino, así... ¡Cómo japonés!*

Student D: *“Sí.”*

Researcher: *“Ya, se te hace complicado... ¿Y cómo te hace sentir eso, así como... a lo mejor nervioso, o desinteresado... Cómo crees que te hace sentir?”*

Student D: *“Cuando me preguntan así, me siento nervioso, porque algunas sé y algunas no sé, pero me preguntan así como frases largas y son muy difícil, me llevan a la pizarra a escribir pero no cacho tanto y me tienen que ayudar igual...”*

Researcher: *¿Cómo es el sentimiento general que tú sientes en la clase?*

Student D: *“¿Cómo general?”*

Researcher: *“Lo que tú sientes la mayoría del tiempo en la clase”*

Student D: *“Me siento como que... Es como... No sé, es como medio... Medio difícil igual, algunas veces me da nervio, por eso algunas veces como que no quiero y me escondo pa’... No... Cuando dicen “ya, un voluntario” y yo digo “Ya, hoy toy’ tranquilo, pero cuando no levantan la mano, eligen a un voluntario”*

Researcher: *“Cuando es al azar te da como nervio que salgai’ tú de la nada...”*

Student D: *Sí, Porque como que... Entonces no sé cómo responderla y... y... Decir la respuesta y todas las cosas”.*

Question two:

Researcher: *“Cómo te sientes mientras realizas diversas actividades en la clase de inglés?”*

Student D: *“Ahí también me pongo nervioso, porque es como que... ahí, ahí sí que me pongo nervioso porque como las van a revisar y ustedes después me tienen que explicar y llego de los últimos y me atraso. Entonces por eso mejor me... me... Pongo un poco más de atención porque algunas veces no pongo atención”*

Researcher: *“¿Sientes que necesitas más tiempo para hacer las actividades?”*

Student D: *“Ahá.”*

Researcher: *“Para hacer las actividades y poner atención a lo que se está explicando...”*

Student D: *“Sí porque algunas veces pasan a la segunda hoja, y yo voy como en la primera, o pasan al otro libro.” “Y cuando hay letras como de inglés ahí, como que no entiendo tanto las letras de inglés, porque... como algunas son “t” otras son como... como que no se entienden bien, y otras no las entiendo tanto...”*

Researcher: *“Ya, entonces... cuando tú estás haciendo esas actividades, ¿De repente te sientes disreaido por algo... o como que no te puedes concentrar bien?”*

Student D: *No, algunas veces como que... No me siento distraído, pero las letras son las que... como que las letras son medias raras, acá en Chile como que es fácil porque son las letras que yo conozco.”*

Researcher: *“Pero son las mismas letras, las palabras son las distintas... Entonces entender el significado de las palabras tú sientes que es lo que hace que te demores en hacer las actividades.”*

Student: *Aprenderse las letras del inglés y el vocabulario para decirlo algunas veces...*

Researcher: *“Entonces tú dirías que no es un problema de concentración...”*

Student D: *“Igual un poco, porque igual algunas veces como que no entiendo, porque es como, algunas veces dicen las respuestas pero, algunos se equivocan, otros dicen otra y después ya no sé.”*

Researcher: *“Ya, te confunde cuando no está muy claro lo que se está explicando, cuando hay más gente hablando... ¿Eso te confunde?”*

Student D: *“Sí.”*

Question three

Researcher: *“¿Cómo te sientes tú antes de enfrentar una prueba, una prueba de inglés?”*

Student D: *“No, eh... Igual me siento... Cuando no estudio no me siento preparado y siento así como que tengo eh... en la mañana tengo que ver al tiro el libro para estudiar un poco, pero no lo hago porque es como que no tengo... Digo no, no puedo, porque no puedo estudiar con el libro solo, nunca aprendí a estudiar con el libro solo. Es como las letras, lo mismo, no entiendo tanto las letras, igual me desconcentran, y leo todo...Pero igual siempre vengo preparado cuando voy a estudiar en mi casa y todo estudio, entonces vengo algunas veces preparado y algunas veces, pocas veces, no vengo.”*

Researcher: *“Y cuando vienes preparado ¿Te sientes seguro para dar la prueba? ¿No te sientes nervioso?”*

Student D: *“Sí, no me siento nervioso, pero algunas... algunas preguntas no las entiendo y las paso, algunas veces no las paso”.*

Question four

Researcher: *¿Estudias o te preparas antes de enfrentar una prueba? ¿Por qué o por qué no?”*

Student D: *“Ehmm... estudio porque después dicen que van a... Osea, no es que yo quiera estudiar, osea, que la tía dice que tengo que estudiar”*

Researcher: *“¿Qué tía?”*

Student D: *“Es que yo voy a una, una cosa que se llama casa estudio, y cuando voy me... cuando voy ahí me dicen que estudie y que... dicen ahora estábamos estudiando ciencias naturales, y siempre estudiamos y llegamos y dicen “Ya, ahora vamos a estudiar ciencias naturales, primero almuercen y después ya jueguen, pueden jugar” y después tocan y ya podemos estudiar...”*

Researcher: *“¿Entonces tú vas a otro lugar a tener clases de reforzamiento de distintas materias?”*

Student D: *“No es como reforzar, es como para dos cosas, para estudiar, para que me cuiden porque no me pueden cuidar, mi papá está en el trabajo a esa hora, entonces... Pero ahí igual estudiamos porque tenemos que estudiar, no vamos a salir al recreo todo el día, y nunca estudiamos al final.”*

Researcher: *“Y ahí también estudian inglés...”*

Student D: *“Sí, sí algunas veces cuando dicen que hay prueba, pero ahora ya pasó la prueba, ya habíamos estudiado, ahora estamos estudiando ciencias naturales.”*

Researcher: *“¿Y en tu casa, aparte de en ese lugar, estudias en tu casa con tus papás o solo?”*

Student D: *“Pocas veces... Porque cuando me vienen a buscar al colegio que es algunos días vienen, pero poco, eh... ahí estudiamos un poco si hay prueba, si hay prueba, de cualquier cosa, emm... Pero si no hay, y... No me pueden ir a buscar y estudiamos allá, algunas veces mi papá me viene a buscar y algunas veces estudiamos, con mi mamá también, algunas veces no más estudiamos, porque llego, llego preparado.”*

Researcher: *“Ya, y si no hay nadie con quien puedas estudiar, ¿Estudias solo o te cuesta mucho estudiar solo?”*

Student D: *“Igual estudio algunas veces solo, porque en la casa estudio igual me piden que estudie solo, pero igual estudiamos, como todos tienen la prueba y hay hartos del Parroquial, igual estudiamos todos, pero hay otros de otros colegios entonces igual hay que reforzarle a ellos también, algunas veces estudiamos solos o en grupo como lo hace la tía”.*

Question five

Researcher: *“¿Qué es lo más difícil en las clases de inglés?”*

Student D: *“Emm... Bueno, lo más difícil es, para mí, el inglés, pero lo que me cuesta es como... Cuando hay ruido algunas veces, cuando me confundo, me... dicen una cosa y cuando todo el rato dicen una cosa es como que ya me confundo tanto que no, esa cosa ya no la pesco tanto, porque algunas veces la dicen correcta, pero yo no sé cuál. Algunas veces me equivoco, algunas veces no escribo, yo no escribo tan rápido, pero ahora estoy tratando.”*

Researcher: “Entonces para ti sería más fácil que la respuesta correcta se escribiera en la pizarra en vez de que solo se dictara...”

Student D: “Bueno, las dos cosas en verdad, porque para igual, igual si me confundo eso no importan tanto porque igual lo que cuando ahí voy a decir ya, esa es la respuesta correcta, pero si hace las dos cosas ahí voy a poder ver la palabra, la otra cosa que me confundo tanto cuando lo dicen mal como cuando lo dicen bien, ahí voy a tener que poner igual atención para para ver si lo hago bien o mal.”

Researcher: “Entonces para ti esa es la parte más difícil, cuando hay que corregir, te confunden las respuestas...”

Student D: “Sí.”

Researcher: *¿Y de las actividades cuáles te cuestan más? ¿Las que son... que tienes que escuchar, las que tienes que escribir, leer o hablar?”*

Student D: “Emm... hablar y... leer un poco, y a veces escuchar, porque a veces igual escucho las respuestas, como los profesores dicen “esa está mala, esa está mala, esa está mala”, pero igual algunas veces me confundo.”

Researcher: “¿Te cuesta la pronunciación, ver bien qué es lo que dijo el profesor?”

Student D: “Sí, pero leer es casi lo más difícil que me puede costar”

Researcher: “Ya, leer un texto... Pero, ¿Oraciones cortitas te cuesta también?”

Student D: “Más o menos, menos que las largas, porque las largas sí que es como que algunas las entiendo, palabras... algunas las entiendo de palabras y algunas no. Es casi lo más difícil.”

Researcher: “Y cuando ves antes el vocabulario, cuando enseñamos primero el vocabulario, y luego tienes que leer un texto en que aparece todo ese vocabulario, te cuesta menos leer cuando ya te sabes esas palabras?”

Student D: “Más o menos, porque igual estudié, es como que igual me enseñan e igual estudié y puse atención.”

Researcher: “Y ahí sabes mejor de que se trata, de que está hablando, las palabras que salen... Cuando ya te las sabes de antes.”

Student D: “Sí, pero algunas veces como en la casa estudio se me olvidan, y no... No puedo reforzarlo, como que se me olvida tanto que digo “No, no... se me olvidan” así como mucho.”

Student E

Question One

Researcher: “¿Cómo te sientes en la clase de inglés?”

Student E: “Nervioso, porque cuando dice el profe así por la lista al azar, ahí me pongo nervioso cuando yo salgo”

Researcher: *“Cuando te preguntan algo al azar de repente”*

Student E: *“Me cuesta lo... lo que sale en la pizarra, los ejercicios.*

Researcher: *“Y te pones nervioso cuando te preguntan al azar porque...”*

Student E: *“Porque puedo salir yo, y a mí me cuestan los ejercicios de la pizarra.*

Researcher: *Ya, y cuando te preguntan al azar es porque de repente puedes estar distraído y no saber la respuesta? ¿Te preocupa que te pillen distraído y te pregunten algo?”*

Student E: *“Sí.”*

Researcher: *“¿Eso te pone nervioso?”*

Student E: *“Sí.”*

Researcher: *¿Y eso es como un sentimiento general en la clase de inglés, estás como todo el rato pendiente si te van a preguntar algo? ¿Te sientes casi toda la clase así?”*

Student E: *“Sí, nervioso”*

Question 2

Researcher: *“¿Cómo te sientes mientras realizas diversas actividades de la clase de inglés?”*

Student E: *“Ahí también me pongo nervioso, como que no puse mucha atención, en la clase.”*

Researcher: *“¿Y por qué tú crees que te distraes mientras estás haciendo las actividades o cuando el profesor dio la instrucción de la actividad?”*

Student E: *“Porque estaba hablando con mi compañero...”*

Researcher: *“¿Con tu compañero de banco?”*

Student E: *“Sí.”*

Researcher: *“Y ella se concentra para hacer las actividades o igual se distrae conversando”*

Student E: *“Igual se distrae, si yo le pregunto a ella y ella me pregunta a mí.”*

Researcher: *“Y se preguntan entre ustedes sobre la actividad y ninguno puso atención.”*

Student E: *“No.”*

Question three

Researcher: *“¿Cómo te sientes antes de enfrentar una prueba?”*

Student E: *“Nervioso, como que me va a ir mal”*

Researcher: *¿Y por qué te sientes así?”*

Student E: *“De... como... que pregunten las preguntas de la clase que yo no tomé atención.”*

Researcher: *¿Es como un sentimiento de nervio por haber estado distraído y no estar seguro de lo que tienes que responder?*

Student E: *“Sí”*

Researcher: *“¿Y por qué crees tú que te cuesta poner atención en la clase, no te gusta mucho o te aburre...?”*

Student E: *“No me gusta mucho, es que me cuesta inglés y no entiendo las letras”*

Researcher: *Te frustras un poco entonces, como ya... no entiendo, filo no pesco.*

Student E: *“Sí.”*

Researcher: *Entonces ahí como que te distraes porque te cuesta y no quieres seguir prestando atención...*

Student E: *“Sí.”*

Question four

Researcher: *“Estudias o te preparas antes de enfrentar una prueba de inglés?”*

Student E: *“Sí.”*

Researcher: *“¿Cómo te preparas?”*

Student E: *“Estudio con mi mamá, con mi abuelita”*

Researcher: *¿Cómo cuánto tiempo antes de la prueba?*

Student E: *Como dos semanas...*

Researcher: *¿Y tú les entiendes a ellas, entiendes a ellas, estudian bien inglés?*

Student E: *“Sí, porque ellas me hacen una hoja y me hacen así como una prueba y yo voy marcando”*

Researcher: *“¿Y no te sientes más preparado para las pruebas cuando has repasado dos semanas antes, con tu mamá, con tu abuelita?”*

Student E: *“Es que aquí en el colegio me pongo nervioso...”*

Researcher: *“En el colegio te pones nervioso, pero con ellas no te cuesta responder...”*

Student E: *“No.”*

Researcher: *“¿Y por qué te poner nervioso acá?”*

Student E: *“Porque donde hablan me desconcentro...Porque cuando el profesor habla yo no le entiendo mucho”*

Researcher: *Ya, y para ti ¿Sería mejor que el profesor esté preocupado de resolverte las dudas mientras estás haciendo la prueba?*

Student E: *“Sí.”*

Researcher: *“Para que entiendas mejor lo que tienes que hacer...”*

Student E: *“Sí.”*

Researcher: *“Ahí te sentirías... Cómo te sentirías con eso?”*

Student E: *“Ahí, bien...”*

Researcher: *“¿Te sentirías más seguro?”*

Student E: *“Sí”*

Question five

Researcher: *“¿Qué es lo más difícil para ti de la clase de inglés?”*

Student E: *“Cuando hablan ahí por el altavoz y también las letras.”*

Researcher: *“Ya, cuando te ponen un listening un audio... Te cuesta entender los listening y los textos...”*

Student E: *“Sí.”*

Researcher: *“¿Y por qué crees tú que te cuesta más eso?”*

Student E: *“Porque me pongo nervioso, como que no entiendo mucho lo que dicen...”*

Researcher: *“Y cuando te han enseñado el vocabulario antes, todo el vocabulario del texto que va a aparecer, ¿Te sientes más seguro de leer ese texto o igual no entiendes?”*

Student E: *“Igual un poquito no entiendo.”*

Researcher: *“Ya, pero es más fácil que un texto cualquiera...”*

Student E: *“Sí.”*


Researcher: *“Sí, porque ya sabes alguna palabras...”*

Student E: *“Sí.”*

Appendix J

Teachers' Interview responses

English Teacher

Nombre:  Fecha: 2/11 Asignatura: Inglés

Sobre los estudiantes diagnosticados con necesidades educativas especiales:

1) ¿Qué necesidades educativas identifica dentro del aula?

Problemas de visibilidad
Deficit Atencional
Trastorno de Aprendizaje.
Hiperactividad.

2) ¿Cuáles estrategias utiliza para responder a dichas necesidades?

Pruebas y guías con letra más grande y ubicacion adecuada en la sala.
Mayor atención a ellos en las actividades.
Mayor tiempo en las pruebas
Reverso instrucciones en forma oral. Permitir preguntas en la evaluación

3) ¿Cree que existan obstáculos que dificulten la aplicación de dichas estrategias? De ser así, ¿Cuáles?

Si. La cantidad de alumnos por sala (45) no me permite darles atención necesaria, ya que debo estar pendiente de todos

4) En cuanto a las actividades realizadas en su asignatura, ¿Qué estrategias utiliza para el correcto desarrollo de éstas?

Estrategias de manejo de aula - Dinámicas por fila basado en el refuerzo positivo.
- Retroalimentación mediante el uso de la pizarra por parte de la
- Ejemplos de ejercicios para reforzar la instrucción
- Uso de ICA.

5) Sobre las pruebas y evaluaciones, ¿Qué estrategias y medidas utiliza respecto a la aplicación y posterior evaluación de éstas?

- Fuente con letra más grande para alumnos con problemas de visión.
- Permitir preguntas más debilitadas
- Mayor tiempo para realizar pruebas

Head Teacher

Nombre: 

Fecha: 24 Nov

Asignatura: Lenguaje y Comunicación

Sobre los estudiantes diagnosticados con necesidades educativas especiales:

1) ¿Qué necesidades educativas identifica dentro del aula?

Trastorno con déficit atencional,
 Trastorno obsesivo compulsivo,
 E. Asperger; Trastorno bipolar, Depresión

2) ¿Cuáles estrategias utiliza para responder a dichas necesidades?

Atención personal y explicaciones
 aclaratorias, Entrevista a los padres,
 Observación de informes de especialistas,
 apoyo desde O.T.P., Proporcionar más tiempo
 al desarrollo de las actividades, apoyo del
 psicopedagogo.

3) ¿Cree que existen obstáculos que dificulten la aplicación de dichas estrategias? De ser así, ¿Cuáles?

La gran cantidad de alumnos y el
 poco tiempo para elaborar material,
 didáctico específico a cada necesidad especial.
 Falta una psicopedagoga en el aula, que
 acompañe al estudiante con nec. especiales.

4) En cuanto a las actividades realizadas en su asignatura, ¿Qué estrategias utiliza para el correcto desarrollo de éstas?

Dar instrucciones, volver a repetir las, Aclarar
 dudas, Observación de los estudiantes;
 procurar el silencio - solidario para
 ayudar en la concentración.

5) Sobre las pruebas y evaluaciones, ¿Qué estrategias y medidas utiliza respecto a la aplicación y posterior evaluación de éstas?

Las mencionadas anteriormente.
 Dar más tiempo para el desarrollo,
 Volver a revisar las respuestas con el o la
 estudiante y que corrija si descubre errores.

Appendix K**First Intervention Text****Read and write True (T) or False (F)**

Carolina loves sea animals! Her favorite one is the dolphin because it is a very smart animal. She also likes whales because they seem to be happy when they come out of the water. She doesn't like sharks because they are very dangerous and she is afraid of them. Carolina enjoys watching crabs walking, they look very funny! And when she goes to the beach she likes helping starfish to come back to the water.

Appendix L

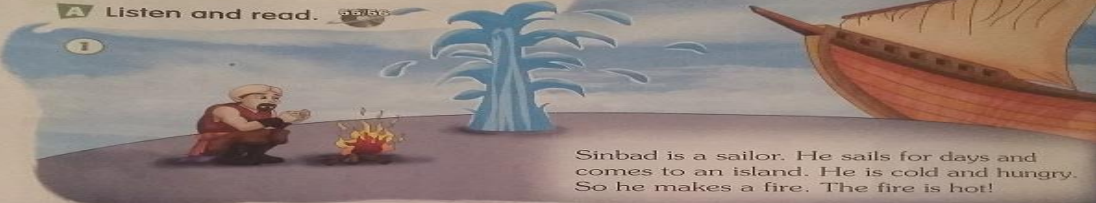
Second Intervention Text

7 Land and sea

Predict
I think this story is about...
a a sports day. b a man and the sea. c a postman.

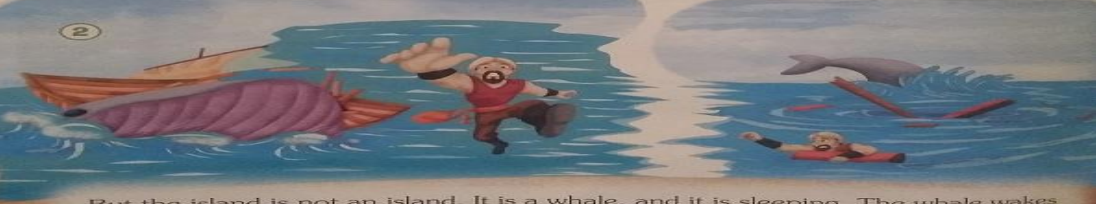
A Listen and read.

1



Sinbad is a sailor. He sails for days and comes to an island. He is cold and hungry. So he makes a fire. The fire is hot!


2



But the island is not an island. It is a whale, and it is sleeping. The whale wakes up and dives under the water. It is scared! Sinbad is also scared because he is small and weak. The whale is bigger and stronger than Sinbad.

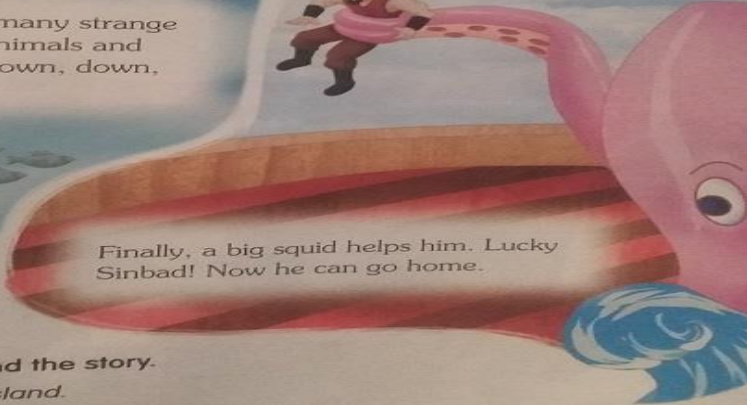
60 Unit 7

3



In the water, Sinbad sees many strange creatures. There are big animals and there are small animals. Down, down, down he goes.

4



Finally, a big squid helps him. Lucky Sinbad! Now he can go home.

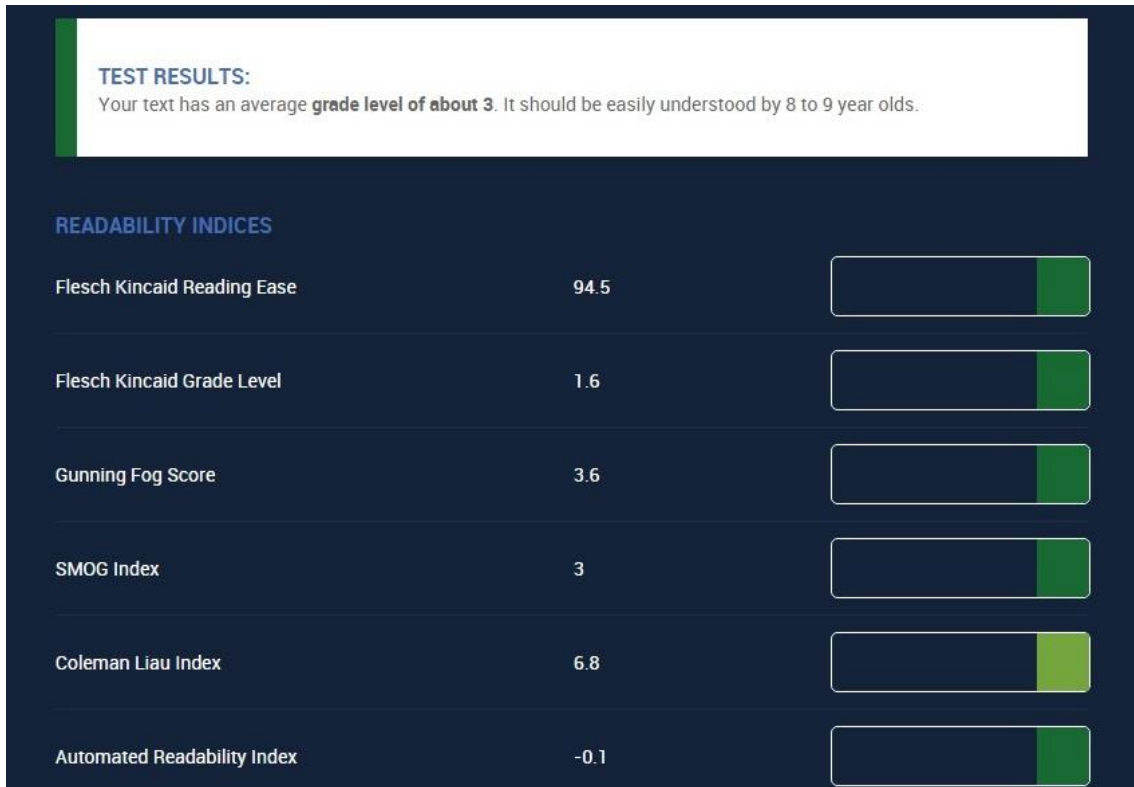
Lesson

Talk about the pictures and the story.

1 Sinbad is on a fire / an island.

2 The shark / whale is scared.

Second Intervention Text Readability Level



Appendix M

Third Intervention Text


tiny world

Predict
I think this is about...
a insects. b children. c cars.


A Listen and read.

Insects everywhere!

1




Insects are everywhere!
Some are very small. Some can fly.
Insects have got six legs but no nose!



2


Look at these ants.
Count their legs. They've got six!
They've got two antennae, too.
The antennae help the ant to hear,
taste, smell and touch.



68 Unit 8


Lesson 1

3




These are bees.
They are making honey.
They have got four wings and five eyes!

4




Flies are everywhere.
They have got two wings
and two antennae. They like fruit.

5



These are butterflies.
Have they got four wings? Yes!

6

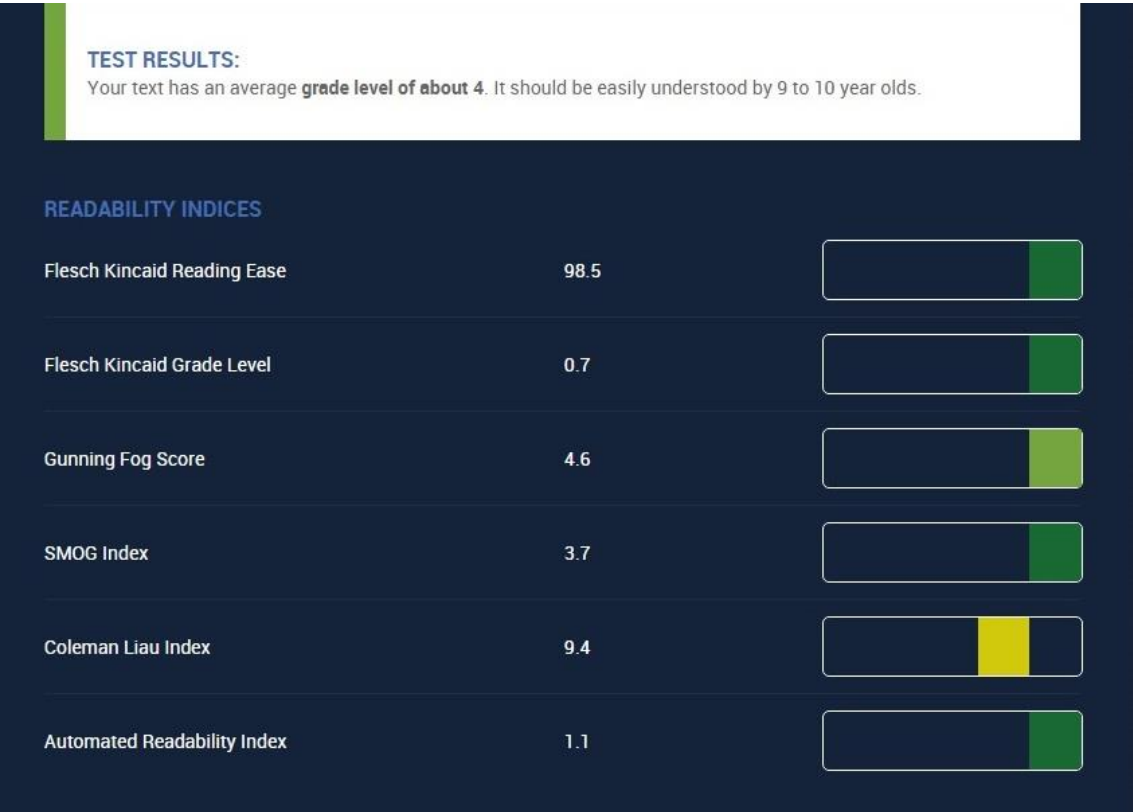


These are ladybirds.
Their heads are small.
They are red with black spots.
They don't like cold weather!

Talk about the photos.

- 1 Flies / Ladybirds are red with black spots.
- 2 Ants have got two antennae / legs.
- 3 ... / cheese.

Third Intervention Readability Level



Appendix N

Comet Text’s Readability Levels.

Unit 3: “A seaside adventure.” (Page 26)

Text To Score

Enter Your Text Below Then Click **Measure Readability**

At the weekend, Tom and Peggy go to the beach with their grandparents. Today, it's sunny, so they are playing in the water. Grandma is reading, but Grandpa is watching the children. What are they doing? They are swimming to a boat. Oh, no! It isn't a boat, It's a Shark! Grandpa is shouting, but the children can hear him. They see the shark, but they see dolphins too, too! The dolphins help the children. They swim back to the beach. Everybody is safe now.

Readability Grade Levels

Readability Formula	Grade
Flesch–Kincaid Grade Level	2.3
Gunning–Fog Score	3.8
Coleman–Liau Index	8.4
SMOG Index	5.6
Automated Readability Index	1.5
Average Grade Level	4.3

Readability Scores

Readability Formula	Score
Flesch–Kincaid Reading Ease	91.2
Spache Score	3.3
New Dale–Chall Score	2.6

Unit 4: “Children’s circus.” (Page 34)

Text To Score

Enter Your Text Below Then Click **Measure Readability**

Circus performers are good at using their bodies. They start with special classes, and they practise every day! Clowns use their muscles, costumes and funny hair to show their feelings. They also sing and play instruments. The girl is climbing a rope. Some acrobats fly on the trapeze! This boy is a juggler. He is throwing and catching balls. He is good at using his hands and eyes. Acrobats use their muscles, too. They bend, stretch, jump and climb. Children are the stars in this circus!

Readability Grade Levels

Readability Formula	Grade
Flesch–Kincaid Grade Level	3.1
Gunning–Fog Score	5.7
Coleman–Liau Index	10.8
SMOG Index	7.3
Automated Readability Index	3.5
Average Grade Level	6.1

Readability Scores

Readability Formula	Score
Flesch–Kincaid Reading Ease	85.4
Spache Score	3.1
New Dale–Chall Score	3.8

Text Quality