



Faculty of education

English department

Action research project

What motivational strategies can I implement to integrate a group of third graders with ADHD in my English lessons?

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Abstract

The following work was carried out on the third grade of Colegio Babilonia, the problem identified on this group, was related to the integration of three ADHD (Attention Deficit Hyperactive Disorder) students in the English lessons, and what strategies would be useful to work with this group of students. The methodology used on this research was solely qualitative, and the instruments used were: journal observations, focus groups and a final interview applied to an external observer of the investigation. At the end of this research, the investigator found different strategies that worked successfully with these ADHD students.

Key words: young learners, ADHD, strategies.

Abstracto

La siguiente investigación fue llevada a cabo en el tercero básico del Colegio Babilonia, el problema identificado en este grupo estuvo relacionado a la integración de tres estudiantes que presentan TDAH (Trastorno por Déficit de Atención e Hiperactividad) en la clase de Inglés, y que estrategias podrían ser útiles para trabajar con este grupo de estudiantes. La metodología usada en este estudio fue solamente cualitativa, y los instrumentos usados fueron: diario de notas, grupos de enfoque y una entrevista final aplicada a un observador externo de esta investigación. Al final de la investigación la investigadora encontró diferentes estrategias que funcionaron exitosamente con los estudiantes con TDAH.

Palabras clave: estudiantes de temprana edad, TDAH, estrategias.

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Besides, I would like to thank to my friends, you all know how important you were all along these years, and how important you are for me. Thanks for the moments we share daily, our discussions regarding pedagogy and above all, thanks for sharing your lives with me, we certainly created an enormous bond and I truly appreciate it.

Furthermore, I would like to thank D. you were a marvelous support since we met last year, you have been with me in my worst times and even so, you were there and decided to be with me and help me to face the last chapter of this university adventure.

Finally, I would like to thank to all the teachers that contributed to my teaching training process, from school to university all of you gave me something that motivated and reinforced the decision I took when I decided to start this journey called pedagogy.

Context

I. The school

The school in which this investigation takes place is located in the commune of Lo Prado. It is a subsidized, mix-gender and primary education school. Providing courses from Pre-k to 8th grade, having only one course per level with approximately 45 students in each group, therefore, this school has approximately 450 students. In this regard, according to the school Educational Project, there is a 64 % of vulnerability at the school with 202 priority students.

Students attend to school with their uniform, although they can wear they physical education uniform to attend the school without problems.

Each classroom in this school has two white boards, one data projector, shelves that work as individual open lockers for all the students in which they save primarily their school supplies.

II. The class

The course in which this investigation will take place will be the third grade. 45 students, 22 girls and 23 boys compose this class; 3 out of 45 students present a special need in this classroom. According to the host teacher, this class does not have any disciplinary problem, they work when it is required and they have a normal classroom

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behavior. The classroom seating arrangement is a regular arrangement, where there are four rows with nine desks each. Students are constantly being moved from their desks.

According to the host teacher, the action of regularly moving students from their desks aims at a good learning and teaching environment for students and teachers.

The classes of this course are on Mondays and Tuesdays from 08:30 to 9:45. There is a moment at 9:30 when the class stops and students go to the cafeteria to have breakfast. After having breakfast, students should return to the classroom to continue with the class. However, most of the time the class ends with students going to breakfast and after that going to break.

III. Research Problem

For the purpose of this investigation, I will base this Action Research on three specific students in this classroom, two boys and one girl. I will be referring to them as students A, B and C, letting A and B for boys and letter C for the girl. These three students are clinically diagnosed with ADHD (Attention Deficit Hyperactivity Disorder). The reason for basing my entire action research on them is that they do not participate or are part of my lessons; instead, they are passive members of the English class and most of the time they do not reach class objectives nor complete the activities in the lessons.

According to my observations, conversations with the psychologist and head teacher of these students, they share similar characteristics regarding this disorder. For example, the

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three of them are shy instead of hyperactive; they do not work in classes, if there is a task to do, they wait until the teacher writes the solutions on the board, they are easily distracted but they do not interrupt the lessons.

Reading their medical papers, I could notice that students A and B share similar characteristics regarding their disorder and the neurologist provides some suggestions to make them work in classes. Those suggestions are the following:

- To sit them at the front of the class.
- To praise them every time they accomplish a task
- To give them short activities to do.

On the other hand, student C has an extra characteristic. According to the school psychologist, she has confidence problems, and she does not perform any activity because she is afraid of failing.

IV. Research question

I could notice the situation of these students when I was monitoring the classroom. I see them waiting for me to give them the answers or they wait for me explain to them in a personalized manner. The problem and the focus of this action is that I cannot be all the time working only with them since they are not the only students I am working with inside the classroom.

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Taking all this information into my consideration and thinking how I can improve my teaching practice, the question that arises from this problem is **What motivational strategies can I use to integrate my ADHD students of a third grade to my English lessons?**

Rationale

As a teacher, I consider I have to be equipped enough to face several situations in the classroom, advantaged students, students who learn slower than the ones that are not interested in the lessons etc. However, special needs' students have been a constant challenge for me and my teaching practice. This is why I consider that one of the motives for this action research to take place is to find a manner to teach English to ADHD students, whether I can foster their confidence regarding this subject, and to make them participate and include them within the classroom.

The relevance of this problem regarding my context is linked to the previously presented idea , that is to say, for most of the teachers I have talked with, the fact of having ADHD students in the classroom is challenging and at the same time puzzling. In our English program at UAH, there is not a specific course to equip us as teachers trainees' regarding this subject. Therefore, as teachers trainees of this program, we are taught to teach under regular conditions not taking into consideration that all students are different despite not having any limitation regarding learning a foreign language. Whenever facing these aforementioned situations, it is common not knowing what to do and how to include these students within previously designed lessons.

Furthermore, this Action Research may contribute to my personal teaching practice, since knowing about special needs or cognitive disorders would grant me abilities to be more prepared to face different situations during my teaching career. Besides, this project may allow me to demonstrate that we are all capable of doing things, without taking into

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consideration our conditions and the different processes we face when we learn. Regarding the contributions to the participants of this investigation I must say, that by doing this research, we may find different solutions to students' conditions, regarding the English lessons, and consequently, we may discover some strategies that fit better with students' necessities in the classroom.

Literature Review

Having presented the problem of this research, it is important to create a theoretical framework that can support the ideas and main concepts that may arise from the main question and the problem previously stated.

Some concepts that have been revealed to be useful during my investigation will appear presented and briefly explained within the next pages.

I. Young Learners

To commence with, I will place young learners inside of the stages of cognitive development reported by Piaget (1970). This chart situates my study subjects into the concrete operational stage, where children show intelligence through logical thinking, organize and concrete objects, can reverse their thinking through reasoning and are egocentric however, they can relate new ideas to their surroundings (As cited in Kang, 2014, p.33).

Besides, according to Kang (2014) young learners present some characteristics that cannot easily relate to any other age group; for instance, she stated that young learners are:

1. Energetic and physically active.
2. Spontaneous and not afraid to speak out or participate.
3. Curious and receptive to new ideas.
4. Imaginative and enjoy make-believe.

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5. Easily distracted and short attention spans.
6. Egocentric and relate new ideas to themselves.
7. Social and are learning to relate to others.

Nevertheless, for the purposes of this research, the statements previously listed do not fit completely with the participants of this study. According to my observations and analysis, it is possible to relate their classroom personalities only with points four, five and seven, since they have an extra characteristic to work with, which is ADHD, this last concept will be explained in depth later on.

Following the previous idea, regarding young learners and the learning of a second language, Cameron (2001) states that when learning a second language young learners are more enthusiastic and want to please their teachers, also, they do not question why they have to perform specific tasks or activities within the classroom. Nonetheless, “children do not find easy to use language to talk about language” (p. 1), which means it can challenge teachers to teach English in a young learners’ classroom. Moreover, Brunner (1976) states the idea of scaffold students learning by an adult, has several benefits to young learners who are learning a foreign language. Brunner poses that adults who scaffold children were able to simplify tasks and instructions for children, control kids anxiety toward tasks and maintain children focused on what they were doing. (As cited in Cameron, 2001, p. 8).

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In regard with these ideas, I must say that they can relate to my research context. First, the characteristics of young learners presented in this paper fit to my third graders although; they do not fit completely with my study subjects and their classroom personalities. However, it is relevant to bear in mind general young learners' characteristics, as well as specific ADHD students features.

II. ADHD

This is the second concept regarding my research question; the three students I am working with in this investigation are diagnosed with ADHD syndrome. As reported by the National Institute of Mental Health of United States (NIMH) (2013) Attention-Deficit/hyperactivity disorder "is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development." ("Attention Deficit Hyperactivity Disorder" para. 1)

Besides, in 2009 the Chilean Ministry of Education (MINEDUC) published a guide to understand and develop supportive strategies from an inclusive perspective in primary levels regarding ADHD. In this guide, MINEDUC stated that it is a disorder that appears when children are seven years old and affects children's families peer and educational relationships, that is why this disorder usually is diagnosed at the early stages of school.

Regarding the characteristics of children with this disorder they:

1. Have difficulties to follow instructions.
2. They have shorter attention spans than kids without this disorder.

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3. They look all the time distracted by any stimuli in the classroom or outside of it.
4. They struggle at following instructions.
5. Lack of capacity of organization toward a task.

All the aforementioned aspects may suit my research context, specifically to my study subjects, since they do not present the hyperactivity aspect regarding this disorder.

In this investigation, my three study subjects are diagnosed only with the inattentive part of this disorder, that according to the NIMH (2013) “inattention means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized; and these problems are not due defiance or lack of comprehension.” (“Attention Deficit Hyperactivity Disorder” para. 2).

III. Strategies

To begin with, it is relevant to mention that working with ADHD students is a constant and long process. Therefore, teachers and students can have the feeling that they are not making any improvement or breakthrough regarding this disorder. For that reason, it is important to have clear objectives regarding the methodologies or strategies that are going to be implemented in classes with ADHD students.

Conforming to all the features mentioned above, there are several strategies that one can implement within the classroom to integrate ADHD students in the English lessons. These

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strategies can benefit the target students of this research, but also these actions may be beneficial to all my third graders as well. Furthermore, these strategies vary from different techniques implemented by the teacher, as classroom management, or collaborative work among students. In addition, I will implement an approach based on students' strengths as self-esteem has been diminished in ADHD students since they have experienced several frustrations because of their behavior. (MINEDUC, 2009, p.28).

One of the strategies a teacher can implement to teach ADHD students has to do with classroom management; first, clarifying roles within the classroom. As Brown (2015) reported "students prefer teacher guidance and control over "permissive" approaches that have the potential of becoming chaotic" (p. 290). This is deeply related to my teaching practice, since my guide teacher has told me that my third graders tend to perceive me as a helper but not as their teacher in the classroom, which leads to misbehavior and students not performing the tasks I give them.

Another consideration to bear in mind is that when teaching young learners one has to be flexible towards lesson planning and activities, since one may be challenging students more than they can be challenged and perhaps that can result in a chaotic classroom.

Another aspect to consider regarding strategies to integrate ADHD students to my English lessons is the classroom seating arrangement, since "students are indeed profoundly affected by what they see, hear and feel when they enter the classroom" (Brown, 2015, p.291)

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These strategies are potentially beneficial to my ADHD students, because they may be directly affected by the visual stimuli they have in the classroom. Besides changing the seating arrangement in the classroom can establish new patterns and foster interaction among students.

A factor to take into consideration when teaching ADHD students is the fact that these kids lack of confidence regarding their performances at school. For that reason, their confidence is an important factor to consider when working with them. Fostering students' self-esteem is crucial at any age or level and even more, when they are learning a different language. However, we cannot ignore the factor that ADHD students are struggling with their concentration and most of the time they receive negative attention from their teachers.

“Es importante establecer un vínculo cercano: afectivo y sistemático, con ciertas claves y complicidades, en la lógica de estar atento a entregarles oportunidades de éxito con conductas positivas que realicen, motivándolos a través de desafíos alcanzables. Esto los hará sentirse seguros, valorados y querrán volver a sobresalir a través de conductas similares. (MINEDUC, 2009, p. 41).

I can relate the last quote to my context since my three ADHD students do not like to participate in the activities I present in the lessons. They seem embarrassed whenever I ask them to answer a question even if they have the right answer on their copybooks.

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For this reason, I consider that what my students need is an affective bound, something that will make them feel in a safe environment to participate. Besides, we adults, have the responsibility of fostering students' self-esteem whenever they feel they are not doing well. (MINEDUC, 2009, p.39).

Nonetheless, self-esteem and confidence are not the only factors that a teacher could improve to create inclusive lessons to ADHD students; teachers can modify several aspects regarding their lesson plans as well. Kang (2014) posed that students need to have plenty of chances to interact with each other and their teacher; also, they should have a balance of activities that they can accomplish individually (p. 45). When students work most of the time individually, they are missing the opportunity to learn from their peers. In addition, they do not take advantage of creating a group atmosphere inside the classroom.

Consequently, one of the cardinal opportunities to integrate ADHD students to my English lessons would be by breaking instructions down into more pieces. This improvement will also benefit my entire third grade since they will complete short tasks instead of one final activity in each lesson.

Entregar las instrucciones en forma parcelada, marcar de alguna forma los pasos de la tarea. Esto es central ya que, como hemos visto, si pierde "el camino" dirige su atención a cualquier otra cosa perdiendo la motivación por la tarea. Se debe recordar que la motivación es un factor altamente determinante para estos niños y niñas (MINEDUC, 2009, p.43)

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Breaking instructions into several pieces would benefit all my students as well as my study subjects. As they are young learners, they lose the interest in a task faster than older students do. This is why; short pieces of instructions would make my students focus on tasks and would lower down their anxiety levels, especially when they have to perform time-limited activities in the English lessons.

Finally, I have the strength-based approach, which as they name report, is an approach that direct its attention to students' capacities rather than their weaknesses. As resiliency initiatives (2011) states "a strength-based approach is a positive psychology perspective that emphasizes the strengths, capabilities and resources of a youth" (p. 2); in other words, this perspective deals with the inner potentials of students. This approach "highlights positive, healthy outcomes, like competence, self-confidence, connectedness, character, caring and compassion." (Resilience initiatives, 2011, p.10).

Regarding the last idea, this approach found its base on creating a safe learning environment and building confidence within the child, which is what my ADHD students need to feel integrated to my English lessons. Since they are constantly telling me that they are not capable of doing things because they do not know the language, and they cannot perform the activities I assign to the class.

Methodology

In the first place, I would like to clarify the purposes of doing this type of investigation regarding my teaching practice; Burns (2010) declared, “Action research is an appealing way to look more closely at puzzling classroom issues or to delve into teaching dilemmas.” (p. 6). Puzzling classroom issues are good possibilities for being reflective and critical about teacher’s personal teaching practices. However, as Burns (2010) reported “Exploring your AR problem does not necessarily mean that you will find the ultimate solution; but it does mean that you’ve recognized areas you want to examine in more depth and you want to find possible answers for them” (p. 22). In the case of this investigation, I expect to find manners to include these particular students to my English lessons, since they always seem to be doing anything else, not disturbing my lessons nor are working on them.

I. Participants.

The participants of this research are three students from the third grade of the school. I decided to carry out this investigation only with three students from this class, since during my observation process this topic called my attention. As previously mentioned, the puzzling situation I found with these three students is that they do not participate in my lessons, nor do they reach my class objectives. In addition, they seem constantly with their minds somewhere else but the classroom. Moreover, these three students are medically diagnosed with ADHD of an inattentive character, that is to say, they are not disruptive students but they are not integrated into the lessons.

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II. Instruments of data collection

For research purposes, I have decided to divide this part into three segments; Pre, while and post stages.

During the pre stage of data collection, I will use my journal to depict the events that I could notice during my observation stage. These reflective observations will be written at the end of each lesson, to notice if there is a behavioral pattern among my study subjects and what are the similarities or differences that the three of them have. Consequently, I will use a diagram of the classroom to note the social set-up and interactions of the classroom (Burns, 2010). As my first intervention will consist on changing the seating arrangement of the third grade classroom, this will eventually allow me to have a clear picture of the participants of this investigation and how they interact, participate and behave during the English lessons.

In the course of the while phase of my data collection, I will use weekly focus groups with the three participants of this investigation; this means that I will take them out of the class that came after English class every Tuesday for about 20-25 minutes each time. Before doing this, I will talk to the teacher in charge of that class to make sure I have his/her oral consent to do so during that period of class.

The focus group will be a simple recorded conversation with the students where the researcher will ask the group to answer three questions regarding their participation and feelings after the lessons. According to Burns (2010) "Focus groups have the advantage of taking the individual spotlight off one speaker, who may get nervous or anxious about

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being interviewed, and allowing ideas and thoughts to be triggered by what others in the group say.” (p.77). this method to collect data seem to be appropriate to work with this group of students, since I will take their responses separately, but they will not feel the pressure to answer what they think it is correct, nor to please the researcher.

To continue, I will present the questions that I expect my students to answer during this conversations; it is important to highlight that this conversations will be carried out in teachers room, and I already have the tutor’s consent where I explain to students’ parents what will be the participation of their children regarding my investigation. (See appendix A).

The questions will be the same every week; this is meant to perceive if there were any changes on students’ responses as long as I am carrying this investigation. The questions are:

1. How did I feel in the English lessons during the week?
2. What things did I enjoy the most in the English class?
3. What things did I dislike of the English lesson?

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The questions of this focus group will be asked in Spanish and it will be a semi-structured conversation, which aims to enable the researcher to make a comparison among participants' responses, but also allow for individual diversity and flexibility. (Burns, 2010, p. 75).

In the course of the while stage of data collection, I will also use a diagram of the classroom to notice if there is any change regarding the researcher's participants or with the rest of the third year (see appendix B). In addition to these two instruments, also at this point I will keep writing my journal where I can portrait any observation I may find important to highlight during this process.

Finally, I will interview my host teacher since I would like to have an external opinion about the whole process of this investigation,. She will be asked about the changes she considers I will implement in relation to my teaching strategies and the classroom seating arrangement. This will be a close interview, that is to say, I will deliver her three questions she will have to answer. The interview can be answered in English or Spanish and the questions would be the following:

1. - How did you find the third graders have worked since they started to work in groups?

2. - Have you felt that the new classroom disposition has improved or made the students work worse?

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3. - Do you have anything to say regarding the interventions I have made with the third graders?

As this is a written interview, I will include my host teacher's answers on appendix D.

III. Action plan timeline

As this is a long-term investigation, I will focus my attention on one specific unit where I will collect all my data and all my interventions will be carried out.

The unit called "in the kitchen" will be the scenario for this investigation to take place. This unit starts on October 11th where I will present the vocabulary we are going to work with. Secondly, on November 7th, after talking with the head teacher of this class, I will proceed to re-organize the seating arrangement of the classroom. Consequently, on November 8th, my first students' interview will take place. This interview focus on the seating arrangement and the conversation will be guided toward that direction.

The next step will take place on the week of November 14th. My intervention will consist on making my students be my assistants during the two lessons of the week. Therefore, that week the interview will be focused on participation during the English lessons.

In progression, during the last week of intervention, November the 21st, the activity will consist on making my students work with their seating groups. Since this is an activity

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that they are not used to and as they spend approximately a month together, they will be asked to perform the last part of the unit as a group and not as individuals. This final interview will focus its attention on group work, also, how the participants of this investigation feel regarding this topic.

Finally, I will conclude my data collection stage, with the interview to my host teacher, the week of November 21st.

Having explained all the instruments, procedures and the time line of this investigation and for the sake of optimizing time of this research, I decided to create a Gantt chart to present all the activities I need to achieve in order to perform this study.

Month	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Activities																
Observation																
Interventions																
Interviews																
Data collection																
Data analysis																
Conclusions																
Project final version																

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Furthermore, I will present a different chart with all the estimated dates in detail, specify each week presented in the chart above

ACTIVITIES	STARTING	FINISHING
Observation	26/09/2016	25/10/2016
Interventions	07/11/2016	22/11/2016
Interviews	08/11/2016	22/11/2016
Data collection	07/11/2016	23/11/2016
Data analysis	15/11/2016	23/11/2016
Conclusions	03/12/2016	16/12/2016
Project final version	17/12/2016	17/12/2016

Data Analysis

In the following chapter of this action research, the analysis of the data collected will be presented. First, I will present some extracts from my journal written after the English lesson at the end of the week with the third graders. Second, I will cite an extract from the interview I applied to the students on Tuesdays after the English lesson. Lastly, I will make a comparison between these two instruments of data collection, to notice whether there is a concordance between what I saw on my students' behavior and how they felt regarding this interventions.

I. Pre-stage

During this period of the investigation I based my data collection merely on observations that I wrote on my journal, I observed my study subjects while they were working on the activities during the English lessons, their interactions with their classmates and their reactions toward the activities we performed in the course of the lessons. As this extracts are only a piece of writing taken from my journal, the complete written information can be consulted on appendix D.

I will present some extracts taken from my journal during the weeks of October 17th and 25th.

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October 17th on a post activity:

While student C was working, student A was fooling around with a classmate, they were throwing little pieces of paper between each other, I asked them to stop and to work on the activity, I asked student A if he has any question regarding the activity, he said no, so I let him work autonomously. I went to check if student B was working but he was doodling cars on his copybook, I asked him why, and he told me he did not know how to perform the activity, so I explained him how to answer, we did the first question together and I kept monitoring the rest of the class. (Journal, 2016) (Appendix E).

As it is noticeable in the previous extract, student C was working and asking questions, but students A and B did not know how to do the activity and they did not perform it until I went to help them. The moment I left them alone they started to do anything but the activity I was asking for. This attitude is appreciable again on October 18th taken from the post activity:

At the moment of performing the activity of re-organize the story, none of my study subjects knew what to do. Actually, I went to their desks and asked to their seatmate if they could work together, then I noticed my study subjects were copying the answers from their partners instead of working with them. (Journal, 2016) (Appendix E.1).

As it is observable on that day, the study subjects were really distracted by

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everything. They had several troubles to work that day, and they only worked when I was with them, doing the activities next to them. This is a characteristic of ADHD students, they have days where they can perform and concentrate on the activities. However, some other days they do not want to perform any activity, and they cannot work by themselves.

A different scenario occurred on October 25th where we had a handicraft lesson.

Students were supposed to color and create Halloween masks:

I noticed students A, B and C were working by their own all the time, they did not talk to anybody, and they were just coloring their masks. (...) While students A and C were doing their second masks student B was working on the first one, he took the whole lesson to do it, but he did not get distracted about anything. He was just concentrated on his task. (Journal, 2016)(Appendix E.3).

It is observable that this day, students were concentrated and worked the entire lesson; they had only one job to complete on that day. However, they worked alone all the time while the rest of the class was talking to each other and asking for color pencils. This isolate work was the one I wanted to change, to make my study subjects interact with their classmates inside the classroom.

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II. While stage

During this stage of data collection, I also took notes on my journal, and interviewed my study subjects after each Tuesday class for three weeks. I started with my interventions on November 7th where I re-arranged the seating arrangement of the classroom, moving from three rows to nine groups of five or six students each. During this part of the process, I noticed that the interaction of my study subjects and their classmates changed, from only talking to their seatmates to interacting with their whole working groups. As it is observable on (appendix B.1), my students had one to one interactions, that is to say, they only talked to the person next to them; nevertheless, when we rearranged the classroom they started to interact with other classmates (see appendix B.2).

In this section of analysis, I will portray extracts taken from the different interviews I had with this group of students, and after those selections, I will present an extract from my journal. Finally, I will compare and contrast whether my observations agreed with the feelings my study had regarding this interventions.

The first interview was carried out on November 8th after the school recess. I took this students out of their classroom, with the oral consent of the teacher in charge of that period of time, and we went to the teachers room where I explained that we were about to have a conversation regarding the English classes.

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For this segment, I have decided to present these pieces of information translated from Spanish to English. All the names mentioned during these conversations have been changed to protect the identity of the third graders, as well as the group of kids who are participating in this investigation. They have been named as StA, StB and StC, letting A and B for boys and letter C for the girl. You can see the entire focus groups on (appendix C).

T: what about this new seating arrangement, Did you like the way we are working now?

StA: yes, I liked the way we are working

StB: yes, I liked it

T: yes? StB liked the way we are working. What about you StC?

StC: yes, I like it, but I do not like to be so far from the board, I would like to sit near the front of the class, because my classmates do not let me see the board since I am too short.

This first focus group has as an objective to see how students felt regarding the new seating arrangement of the classroom. As it is noticeable, the three students enjoyed the

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new seating arrangement. However, student C was not comfortable with her current seat in the classroom since she was at the back of the room; I said I would change her next Monday. Later on during the interview, she told me she was not working well in her seating when I asked them how they were doing in their group works:

T (...) Do you feel you work better in groups?

StA and B: yeah!

StA: yes, because we help each other

T: I could see that in class, because as StA and B work with Luisa and Camilo you help each other a lot, also you work with Mauricio... what about you StC, back in your group does Maria help you?

StC: (Moves her head negatively)... Not much

T: what about the other students in your group. Do you feel you work well with them?

StC: (Silence, and moves her head negatively, again)

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Consequently, I will present a piece of writing taken from my journal, regarding this new seating arrangement:

... I noticed students A and B were excited about this organization, I saw them very talkative, and they were talking with their other classmates, persons they have never talked in my class before. (...) While students A and B were working and sharing with their groups, I saw student C working all by herself back in her seat. (Journal, 2016) (Appendix E.4)

As it is appreciable in these two data collection extract, I do notice this situation with student C. Nevertheless, I thought she was adapting herself to this change, nonetheless, she told me she was not working well back in her seat, and she asked me to change her from there. I took this factor into consideration remaining weeks of interventions. I started to think where would be a better place to student C to feel better in the English classes. Therefore, I decided to sit her in the same group as students A and B; as you can observe on (appendix B.2) the three of them were sat together in the same group.

The following week, the interview was focused on students' participation in the English lessons, and for that, I decided to make these three students my helpers during the two classes of the week. Nevertheless, they did not feel comfortable with this intervention, and that situation is portrayed on the following extract:

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T: when I wanted to have you three as my helpers in the classroom, why did not you want to help me?

StB: I did not want to be a helper; I do not like to go to the front, never.

T: so, you only like when you work in your seat

StB: yes, I work alone

StA: I only like to deliver the handouts to my classmates, I do not like to go to the board and I do not like to be a helper of any Miss

StC: I also like to deliver worksheets, the rest I do not like it because I feel embarrassed

T: so you only prefer to help when we have to deliver handouts, like today, that you did not want to help me and see if your classmates had finished their class work

StA: yes, because that embarrassed me

StC: I feel embarrassed too

T: what about you StB?

StB: I do not like it either

In the last extract, it is observable that my study subjects felt embarrassed when I asked them to be my helpers during the lessons. At the beginning they were willing to participate, only to deliver the material of the class; when it comes to help me in something else, their enthusiasm was lower, they sat and stayed quiet for a while. I could notice this

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situation but I did not know the reasons for this to happen. This is a piece of my journal observation from November 14th:

Today the intervention was to make my study subjects my helpers in the English class. However, they were reticent to participate, except StC. She was willing to participate and to help me every time I needed. (Journal, 2016) (Appendix D.5)

As I could portray on my journal notes, the boys of this study did not want to participate or help me during the lessons. First, I did not know why this situation happened nevertheless, when we had our conversation session they told me they felt embarrassed to participate as helpers of the lessons. Even though this intervention was not as successful as the first one, I could notice that the three students worked better with this seating arrangement. In addition, I have seen them work on the activities of the class, and making sure I check their work, because every time I do they have the expected answers, and I praise them following the strength approach, they seem to be more empowered of their own performance regarding the English lessons.

The final intervention was carried out on November 21st and 22nd, were student had to perform an assessment, the first day they developed a written test from their books, that day they were allowed to work as groups, that is to say they could ask for help every time they needed. I monitored and observed the development of this activity. I took some notes on my journal from November 21st:

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(...) 2 of my study subjects were working with their peers and asking for help when they needed however, StC started to feel uncomfortable and she had a stomachache, I could notice it was because she felt anxious about the activity, since she told me she was nervous about failing the assessment. Even though I told her she could ask for help, she was nervous and could not develop the activity.

On the other hand, the other boys worked very well, I saw them asking for help and completing the activity without problems. (Journal, 2016) (Appendix E.5).

Despite the fact that this was an individual grade, students were allowed to help each other every time they needed. They were allowed to share their thoughts regarding this activity and work together to finish this activity.

Moreover, when I interviewed them on Tuesday 22nd the three of them agreed that working, as a group was helpful for them since they helped each other whenever they needed.

T: do you feel you work better in groups of six with only one classmate?

StA: in groups

T: yes? And why do you feel you work better?

StA: because we help each other

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Student B was the only one who had problems with this seating arrangement, he expressed he did not like this way of working, even though I noticed he worked better this way he prefers to be sitting only with his regular seat partner:

T: You still want to work only with Camilo

StB: yes, because Camilo is my friend and I like to work with him

Even though what StB says is not coherent with what I could observe in classes, he still prefers to work with the regular seating arrangement.

Nevertheless, this Arrangement work was fruitful for students' relationships within the classroom, since they started talking only to their seat partners, and they finished this interventions sharing and working with more classmates as it is observable on appendix B.2

III. Post stage

For the last part of the data collection process, I interviewed my host teacher, since she was the one who saw all the process of these interventions. She was an external observer within the English classroom while I was carrying out the investigation that was made on the third graders classroom. I asked her three questions that were answered by e-mail.

One of the questions I asked her to answer was regarding the new classroom disposition; how this has improved or deteriorated students' work. Her answer was the following:

I think the new disposition of the classroom has improved regarding the students' disposition toward work, they feel at ease and they collaborate among them when somebody needed help to understand what has been explained.

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As it is observable, my host teacher has also noticed that students work better in groups, even though the question was not focused on my study subjects, this strategy has improved the whole class work.

IV. Reflections and analysis of interventions

The current section of this research presents a general reflection regarding the interventions made with the third graders from Colegio Babilonia.

To commence, facing the observations the interventions made would give a broad image of the process faced during this research. First, during the observation period, at the beginning I noticed that my students were a little reluctant to the change of their seating arrangement. However, at the end of the first week my study subjects were comfortable with the new arrangement, in fact, one of the students asked me to move her from their regular seat since she felt at the back of the classroom she could not work properly.

Nevertheless, I could notice during the intervention process that even though my students were working on their groups they were reluctant to be my helpers during the lessons, this due to the fact they did not feel confident performing this task, expressing that they felt embarrassed when I asked them to help me in the classroom. Additionally, the final project for the unit in which this investigation was carried out, presented a considerable opportunity for the study subjects to interact and work with their peers, this last activity enabled me to observe whether my study subjects could work with their peers, therefore, integrate themselves to the activities of the class, and they evidently reached that objective.

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Even though this action research has a target only three students of this third grade, the strategies implemented to integrate these three ADHD students to the English lessons turned to be beneficial to the whole class as well, since students started to regulate among them and to work better, when they were working in groups.

Finally, the interview to my host teacher can be connected to the previous idea, since she expressed that this seating arrangement, was useful for students to work cooperatively because they helped each other in every aspect they needed regarding the English lesson or to share school supplies with each other. In addition, she expressed that there was a change on students' behavior due to the re-arrangement of the classroom. As my host teacher was solely observing my classes she payed attention to the third grade in general, that view allowed me to have a wider view of this group, not only of my study subjects but also the rest of the class.

Conclusions and implications

To conclude this work, I would say that the integration of ADHD students within the English lessons was successful. They were able to work on the lessons autonomously, not isolated but with their peers' help, which gives them more confidence regarding their work and they can support each other as they expressed on the focus groups presented in the previous sections of this investigation. Working with ADHD students has been a relevant topic for me within the classroom since I started to study in this program. When I started my observation process, I covered all the macro topics I could base this investigation on, however, this topic came out spontaneously and with it came the idea of working with these three students only.

On the one hand, I would say that the instruments used to gather data (focus groups, observations and interview) were the appropriate for this context and students, since they allowed me to have their opinions and contrast them with my observations. In addition, the weekly collection of data permitted me to had a constant record of my students' behavior and interactions with their peers, presenting a constant collection of data for this research.

On the other hand, I would say that this investigation has not any implication to others teachers lessons, since after every class I was asked to re-arrange the classroom at its regular disposition. I did not have the opportunity of sharing the results of this investigation with any of the other teachers of the school, nor with the directors of the school.

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Nonetheless, this research got the third graders used to this class' disposition, since every time I enter to the class after the intervention period they asked me to work on groups, dynamic that I kept until the very last day I taught them at school.

I would have done several things differently regarding this research. For example, I would have interviewed my host teacher every week after the focus groups I had with the students, this to have a constant register of her opinion regarding the interventions that were done with this particular class. Moreover, I would have done a face-to-face interview to have all her impression directly and not only on paper. Furthermore, I would invited the host teacher of the third grade and UTP boss to observed me and to witness that this seating arrangement was a successful strategy to work with this particular course and to share opinions regarding the investigation I was carrying out at school.

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Appendix A

COLEGIO BABILONIA

Señor apoderado:

Junto con saludar, envío la presente comunicación para informar que su hijo ha sido seleccionado para participar en el estudio que la estudiante en práctica de inglés Pamela Moya Campos realizará en el tercero básico con el fin de contribuir a su investigación de tesis. Para este estudio, los estudiantes deberán contestar tres encuestas simples relacionadas a su desarrollo durante las clases; estas encuestas serán desarrolladas en español y estarán compuestas por tres preguntas sencillas; cabe mencionar que ningún dato personal de su hijo/a será revelado ni publicados. A continuación adjunto una autorización que usted deberá rellenar si autoriza a su pupilo a participar de este estudio. Sin otro particular, me despido.

Atentamente, Pamela Moya Campos

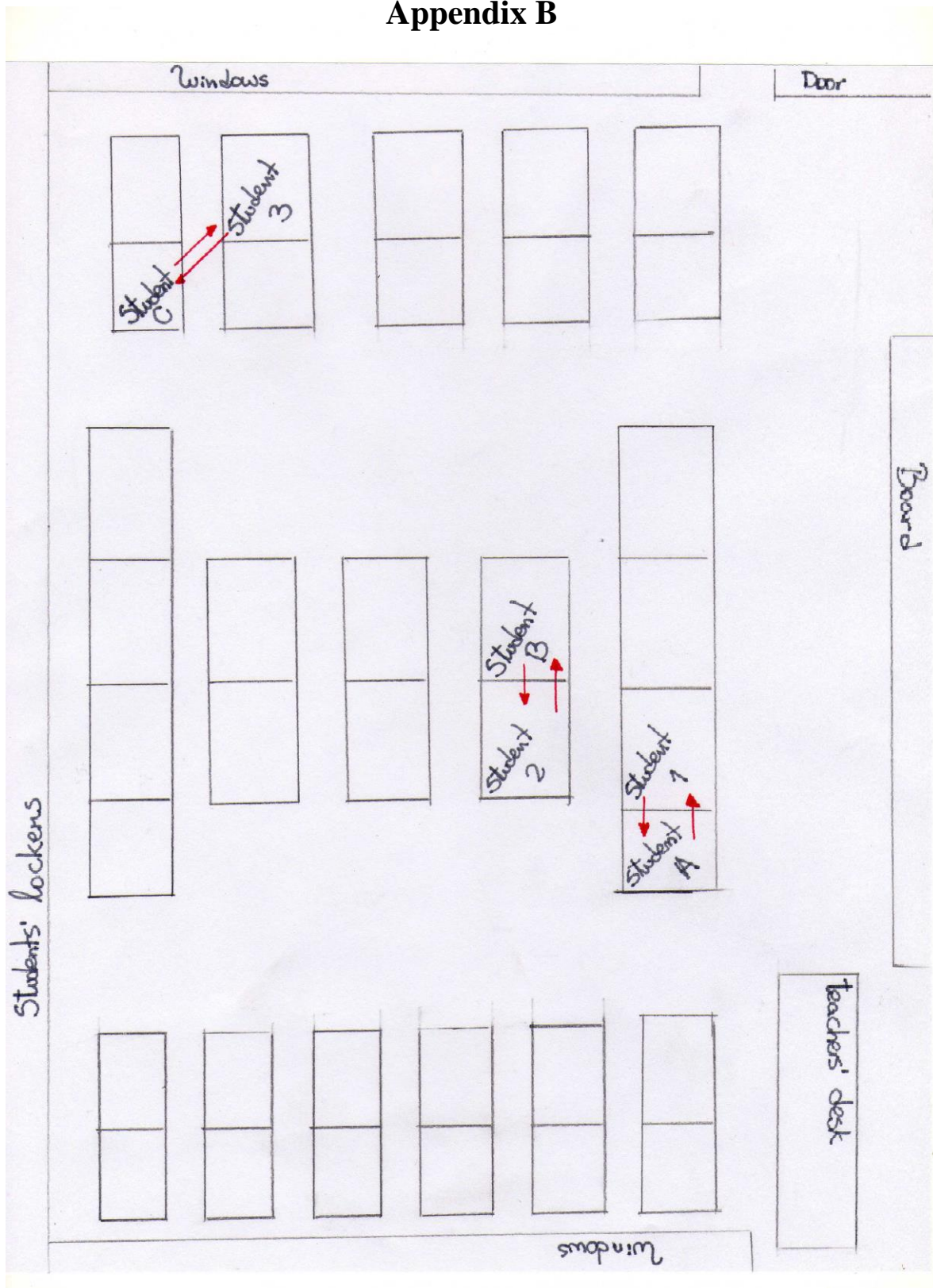
Autorización

Yo Apoderado de.....

Autorizo a mi hijo/a participar del estudio de tesis que la profesora Pamela Moya Campos realizará en el tercer año del Colegio Babilonia, curso del cual mi hijo/a forma parte. Declaro conocer en qué consistirá la participación de mi pupilo dentro de este estudio y que ningún dato personal de él o ella será expuesta en este trabajo. Firma:

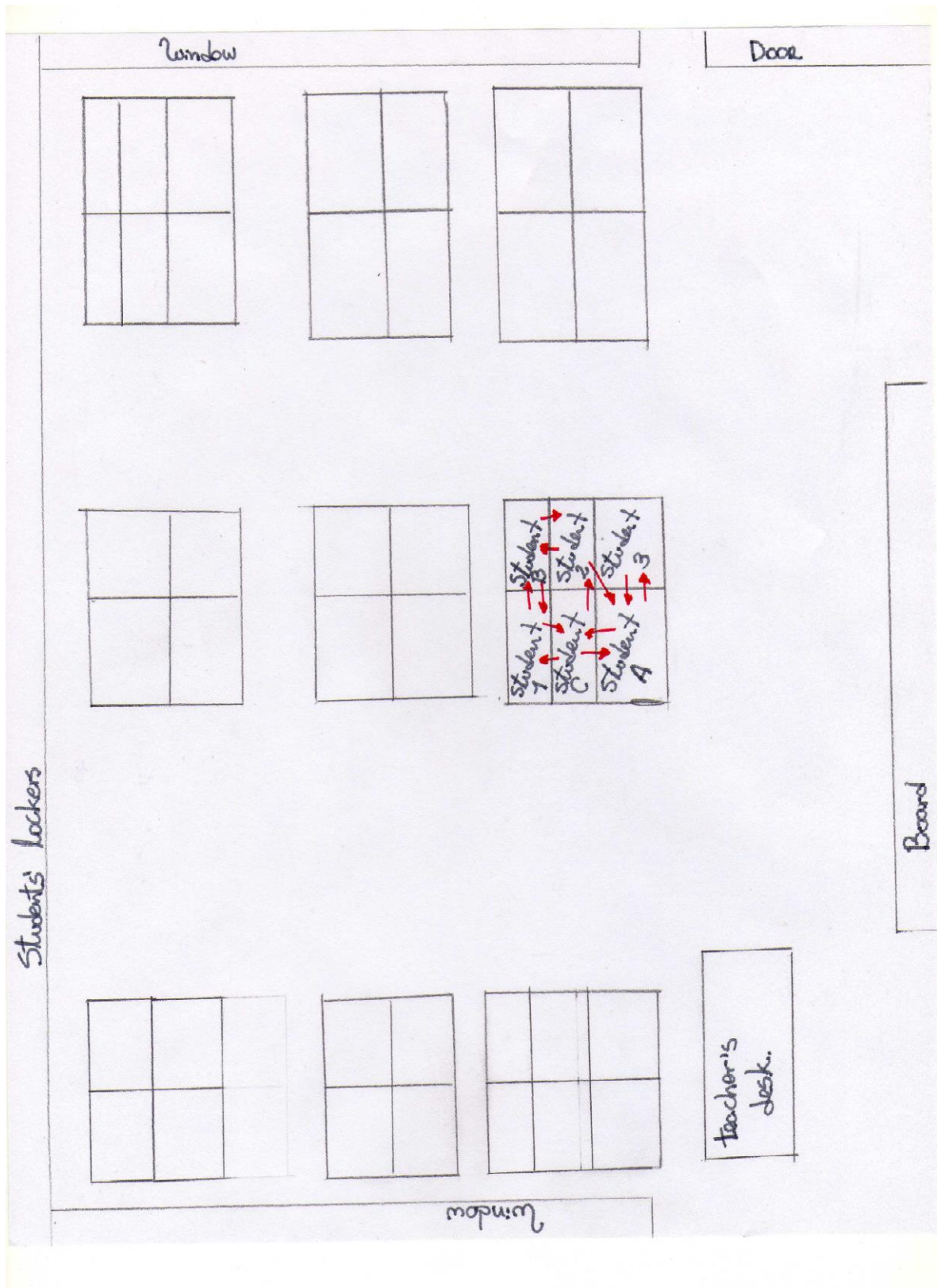
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Appendix B



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Appendix B.1



Appendix C

First focus group. Study subjects. November 8th, 2016

Script.

<p>Symbology: T: Teacher StA: Study subject number 1 StB: Study subject number 2 StC: Study subject number 3</p>
--

This conversation was held on the teachers' room at 10:30 in the morning.

First, the teacher explain why students were taken from their class, and conducted to the teachers' room. Once students got to the place, the teacher explain why they are there. She explained that they are about to have a conversation regarding the recent changes that has suffer the seating arrangement of the class. Teacher also explained that students have to answer three simple questions, there is no right or wrong answer in this conversation and they can feel free to say whatever they want.

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T: Entonces, quiero que me cuenten, uno por uno, que disfrutaron de esta semana de clases en inglés, que disfrutaron el lunes y el martes.

StA: (silence) ¡La comida! (Referring to the unit, we are working)

T: La comida... ya...

StC: La comida.

StB: Estudiar.

T: ... ¿Y que hay con el cambio de puestos? ¿Les gustó o no les gustó como estamos trabajando?

StA: Si a mí sí me gustó como estamos trabajando.

StB A mi si me gustó.

T: ¿Si? ¿Al StB le gustó como estamos trabajando? ¿Y a StC?

StC: si, me gusta, pero no me gusta sentarme tan lejos, me gustaría sentarme más cerca porque mis compañeros me tapan y yo soy muy chiquitita.

T: Aaah, ya veo, ¿te gustaría sentarte más cerca de la pizarra entonces? Podemos hacer un cambio de puesto entonces.

StA: Podemos hablarlo con la tía Ceci (head teacher of the third grade).

T: Si, podemos hablar con la tía Ceci, o podemos hacer el cambio en las clases de inglés para que te sientes más adelante.

StA: ¡Como a mí!

T: Si, como a StA y StB, que los tengo bien adelante. Entonces (talking to StC) podemos sentarte más adelante.

T: Ya, eso disfrutaron de las clases de inglés esta semana

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StB: A mi cámbieme de puesto.

T: No, no te voy a cambiar de puesto porque en mis clases trabajas bien sentado adelante.

T: Ya, entonces eso disfrutaron de las clases de inglés esta semana, la comida, o sea la unidad que estamos viendo, ¿Les gusta la unidad que estamos viendo?

StC: Si, porque me gusta la limonada, es rica.

StA: ¡Y a mí me gusta la pizza!

T: ¿Y al StB que le gusta?

StB: Todo.

T: (laugh)... Y entonces, disfrutamos la comida, y los cambios de puesto (now they are seating in groups of 6)... Y a StC le gustaría sentarse más adelante. Entonces ahora quiero saber, que cosas me gustaron de las clases, así como cosas específicas, no solamente la comida, porque esa es la unidad... Entonces que me gustó de las clases.

StC: el juntarse en grupos... y que me saque bueno en la prueba (this day I deliver an english test that students took a few weeks ago)

T: Ya ¿que más les gustó de las clases, aparte de sacarse buena nota en la prueba y trabajar en los grupos? ¿Sienten que trabajan mejor en los grupos?

StA & StB: Si.

StA: porque nos ayudamos mucho.

T: Si, yo pude ver eso en las clases, porque como StA y StB trabajan con Luisa y Camilo, se ayudan harto y con el Mauricio también... Y a ti StC, allá atrás ¿la María te ayuda?

StC: (Moves her head negatively)... Mmmm no mucho

T: ¿Y el resto de tus compañeros de grupo? ¿Sientes que trabajas bien con ellos?

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StC: (Silences, and moves her head negatively, again)

T: Entonces deberíamos probar otro puesto, porque los chiquillos (referring to StA and StB) sienten que trabajan y se ayudan... Eso es importante... Y por último, la última pregunta... Que cosas no les gustaron de la clase, de esta clase, de la clase de ayer, de los cambios de grupo, (the three students looked at me with fear) pueden decirlo, aquí estamos conversando, no me voy a enojar, no va a pasar nada

StA: No me gustaron los videos (In this class we watched a video with bad audio)

T: Ya y... que otras cosas no les gustan de las clases, así como que yo podría hacer distinto

StB: A mi me gusta todo.

T: Ya, pero por ejemplo, ¿Les gustan los trabajos que hacemos en el libro?

StA and StC: (Move their heads negatively)

StC: A mi me gusta cuando hace láminas para pintar y esas cosas

StA: ¡Sí!

T: Y a StB, ¿Qué le gusta más? ¿Entre colorear o escribir mucho rato?

StB: yo prefiero escribir.

T: Bueno, entonces, resumiendo, a StC le gustan las láminas para colorear y a StA también...

Y a StB le gustan las dos. Y dibujar, como hoy, que hicimos una actividad donde tenían que dibujarse, ¿Les gustó?

StC: Yo no me dibujé porque no sabía que había que hacer.

T: Entonces cada vez que pase eso, que no sepa que hacer, usted tiene que levantar la mano, y yo voy a explicarle otra vez... Igual ustedes (talking to StA and StB) pueden preguntarle a

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sus compañeros de grupo y si no entienden me preguntan a mi... Ya, estamos listos, esto lo vamos a hacer el otro martes también para que sepan que los voy a sacar de la sala otra vez.

Appendix C.1

Second focus group. Study subjects. November 15th, 2016

Script

T: Muy bien, entonces esta semana vamos a hacer lo mismo de la semana pasada, yo les voy a hacer unas preguntas y ustedes van a responder lo que ustedes quieran respecto a lo que yo les pregunte. Muy bien vamos a empezar.

T: primero que todo, quiero saber cómo se ha sentido StC con el cambio de puesto. (I moved her from the back to the front of the classroom)

StC:... Me sentí mejor, además de aquí si puedo ver la pizarra.

T:... ya, muy bien, puedes ver la pizarra porque estas más cerca, pero y ¿te gustó trabajar en el mismo grupo de StA y B?

StC: si me gusto porque la Luisa y el StA trabajaron conmigo

T: ¡súper! Entonces si fue un buen cambio de puesto... okey, entonces de estas dos clases de la semana ¿Qué fue lo que más les gustó?

StB: me gustaron las laminas y la canción (we worked with the unit song and some images they had to color and stick into their copybooks)

StA: ¡sí! La canción me gustó mucho

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StC: a mí me gusto el cambio de puesto

T: te gustó el cambio de puesto... y a los chiquillos (talking to StA and B) ¿les gusto el cambio de puesto de StC?

StA and B: si

T: okey... y ¿qué les gusta más de trabajar en grupo?

StA: que trabajamos mejor

StC: si, que nos ayudamos mas

T: y ahora completan todas las actividades

StA: si, porque ahora yo le pregunto al Camilo o al Mauricio

StB yo trabajo solo

T: ¿No te gusta esta forma nueva de trabajar con más compañeros StB?

StB: no, me gusta más trabajar solo

T: bueno, pero igual hay más compañeros que puedan ayudarte ahora en el grupo... ahora les tengo otra pregunta ¿qué cosas no les gustaron de las clases de esta semana?

StA and C: nada

T: les gusto todo entonces

StA: si, a mí me gustó todo

T: y cuando los quise tener como mis ayudantes en la clase, ¿Por qué no quisieron salir?

StB: yo no quería ser ayudante, no me gusta salir adelante nunca

T: entonces solo te gusta trabajar en tu puesto

StB: si, yo trabajo solo

StA: a mí solo me gusta repartir las guías, no salir a la pizarra y ser ayudante de ninguna miss

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StC: a mí también solo me gusta repartir guías, lo demás no porque me da vergüenza

T: entonces ustedes prefieren solo ayudar cuando hay que repartir guías, como hoy, que no quisieron ayudarme a ver si los demás compañeros habían terminado la tarea

StA: sí, porque eso me da vergüenza

StC: a mi igual me da vergüenza

T: y a ti StB?

StB: si, tampoco me gusta

T: bueno, entonces para la próxima vez solo les pediré que me repartan guías, si es que quieren, sino, no pasa nada... y la última pregunta, ¿Qué cosas cambiarían de la clase?

StB: nada a mí me gusta así

StA: la canción del hello

StC ¡Sitio! La canción del hello

T (laugh) bueno, vamos a ver que otra canción podemos cantar para saludarnos... Okey entonces estamos listos por hoy, ya pueden bajar.

Appendix C.2

Third focus group. Study subjects. November 22nd, 2016

Script

T: ¡ya! Esta es la última entrevista que vamos a hacer, como las otras dos veces, son las mismas preguntas... empecemos, ¿qué les gusto de las clases? Recuerden de las del lunes y el martes

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StA: ¡La comida! (today we had the evaluation for this unit)

StC: ¡Comer!

StB: yo quería estudiar

T: pero si estudiamos, hasta sacamos una nota, la comida de hoy era para eso

StB: si, pero estudiamos poquito

T: ah, pero es también porque ya estamos al final del año

StB: quedan nueve días

T: si, queda muy poquito... ya, que no les gustó

StC: nada

T: ¿Cómo nada? O sea que todo les gustó

StA: si, a mi si

StC: a mí me gusto todo

T: y como se sintieron con el trabajo en grupo, ¿Tuvieron algún problema en trabajar con los compañeros? StC a ti que te cambie de puesto, ¿te sentiste mejor?

StC: mmmm... ¡sí!

T: ¿sienten que trabajan mejor sentados así en grupo o sentados solo con un compañero?

StA: sentados en grupo

T ¿Si? Y ¿por qué sienten que trabajan mejor?

StA: porque nos ayudamos

StB: un poco no mas

T: StB ¿no sientes que se ayudan?

StC: no porque el casi nunca nos pregunta ni nos dice nada, solo le pregunta al Camilo

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T: (referring to StB) tú te sientes mejor trabajando solo con el Camilo

StB: (nods)

T ¿Por qué?

StB: es que mis otros compañeros a veces me molestan y el Camilo no

StA lo que pasa es que tiene miedo que se rían

T: ¿Qué se rían de él?... pero en el grupo donde trabajas ahora ¿se ríen de ti?

StB: no

T: igual prefieres solo trabajar con el Camilo

StB es que yo con el Camilo somos amigos y me gusta trabajar con el

T: bueno... y a ti StA ¿te gusta más esta nueva forma de trabajar?

StA: si porque antes solo conversaba con la Luisa... y ahora puedo trabajar también con el camilo y el Mauricio

T: muy bien y ¿hay algo que cambiarían de las clases?

StA, B and C: no nada.

T: está bien, muchas gracias por venir, ya pueden volver a la sala.

Appendix D

1.- ¿Cómo ha encontrado usted que ha trabajado el tercero básico, desde que comenzaron a trabajar en grupos?

Han Trabajado bastante bien, a excepción de los alumnos que tienen menos autonomía y autorregulación, son los que constantemente se les deben estar llamando la atención. De los 9 grupos son sólo dos.

2.- ¿ha sentido usted que la nueva disposición de la sala ha mejorado o empeorado el trabajo de los estudiantes?

Creo que el trabajo en sala ha mejorado con respecto a la disposición de trabajo de los niños, se sienten más a gusto y se colaboran entre ellos cuando alguien necesita ayuda para entender lo explicado o en el sólo hecho de conseguir algo que necesitan, se levantan mucho menos de sus puestos.

3.- ¿tiene usted algo que decir respecto a estas intervenciones realizadas con el tercero básico?

Un curso trabajando en grupo de la edad de los chicos y chicas de tercer año tiene sus post y contras, por un lado es bueno, ya que ellos trabajan en equipo, mejorar su convivencia escolar y se ayudan mutuamente, por otro lado, se debe tener por parte del docente un manejo

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grupal fuertemente establecido para controlar el bullicio y los contratiempos de disciplina que se dan cuando ellos están más juntos.

Appendix E

Oct 17th:

Today students were supposed to work on page 91 from their textbooks, the objective of the class was to read and answer questions regarding a text. During the pre-stage of the lesson, I prepare some flashcards with the vocabulary we have been working with, I was introducing the action verbs eat and drink, so I was doing the mimic of this actions, I ask students to follow my example and started to model the actions with me. St C was very engage to the activity; she was paying her full attention to my movements while I was walking around the classroom. On the other hand, student A was laying on his desk and student B was doodling something in his copybook. (...) We read a text about two animals that were preparing something to eat. Finally, I asked students to answer the question in 10 minutes, and then the answers would be checked on the board.

I was monitoring the activity, student C called me several times to ask me if she was doing right on his textbook, I could notice her very interested on the activity, she was working and asking questions to her seat partner. While student C was working, student A was fooling around with a classmate, they were throwing little pieces of paper between each other, I asked them to stop and to work on the activity, I asked student A if he has any question regarding the activity, he said no, so I let him work autonomously. I went to check if student B was working but he was doodling cars on his copybook I asked him why and he told me he did not know how to perform the activity so I explain him how to answer, we did the first question together and I kept monitoring the rest of the class.

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When we checked the activity as a class, I started to want volunteers to check the activity, at the beginning student C was really excited about being a volunteer, but at the time, I named her she sat down and did not want to participate. I named someone else to write the answer on the board, and I noticed student A was copying the answers from the board, while student B was still drawing on his copybook. At the end of the lesson, I check the students' textbooks and student B did not complete the activity at all

Appendix E.1

Oct 18th

The objective of this class was to listen and re-organize a story, again a textbook activity, it is hard to find engaging recordings out of the school textbook for this students, I think because they are used to the voice of the recordings.

I introduced the characters of the story we were about to hear through images. At the beginning I saw students A and B really interested on the pre-stage of the lesson, I asked students to try to guess what the story would be about according to the images, in this part on the lesson student C was talking with her seat partner without taking attention to the class. When we had to perform the listening part of the class, I asked students to be in silence since we had to listen to the story to perform our next activity. Students A and B lay their heads on their desks and closed their eyes, they did not seem to be listening to the story, back in the classroom student C was talking to a classmate. At the moment of perform the activity of re-organize the story, none of my study subjects knew what to do, actually I went to their desks

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and ask to their seatmate if they could work together, then I notice my study subjects were copying the answers from their partners instead of work with them.

Appendix E.2

Oct 25th

Today's class was to create Halloween masks, since this celebration is near and students asked me a few weeks ago to do something special for this date, also Miss Carolina told me to do something different were they could do handcrafts.

I presented the activity of the lesson, first we watched a video with different Halloween costumes to introduce some vocabulary related to this festivity. Consequently, I told my students we were going to work creating our own Halloween masks, all students were excited about this activity, even my study subjects. I deliver the piece of paper with the mask on it and they had to color, cut, and stick it to an ice cream stick to make our masks most of the students were coloring and putting all their attention to the activity, this day I only walked by the classroom looking students' work.

I noticed students A, B and C working by their own all the time, they did not talk to anybody, and they were just coloring their masks. After 20 minutes of work, student A and C finished the coloring part, so they called me to explain them what do they have to do next, I explained and they completed their masks, then they asked me to give them another mask sine they wanted to do a different one to give them to a member of their families. While students A

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and C were doing their second masks student B was working on the first one, he took the whole lesson to do it, but he did not get distracted about anything, he was just concentrated on his mask.

Appendix E.3**November 7th**

This was the first class with the new seating arrangement, at the beginning it was all a chaos, since I did not consider the orientation of this groups, that is to say, they all have to be looking at the board, and no one could be back to the board. When I said we were doing this re-arrangement, the third graders looked at me surprised; I could notice their faces of confusion, and as I already mentioned I did not take into consideration some factors. Actually, my host teacher has to interrupt the lesson to re-organize the seats in order to have all the students looking at the board. They were very talkative this class, I was because this was a new situation for them, I explain them we were doing this every English lesson at the beginning of the class, and that at the end we would have to put all the seat into their regular form.

I notice students A and B were excited about this organization, I saw them very talkative, they were talking with their other classmates, persons they have never talk in my class before. Today we were introducing some new words to the vocabulary of the unit, so students had to draw the new vocabulary on their copybooks. While students A and B were working and sharing with their groups, I saw student C working all by herself back in her seat. (...) As a

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post activity, students had to answer some questions on their textbooks using the new words from the vocabulary. While I was monitoring this activity, I could notice student A working with a classmate I have never saw working with before, they were doing the activity together, and another group member was working with student B and the last member of this group.

When we were checking the answers on the board, students A and B had all the answers on their copybooks, but when I asked them to share, their answers they did not wanted to do it. On the other hand, student C did not complete the activity; she only did two exercises, and did not want to work anymore on the book.

Appendix E.4

November 14th:

Today the intervention was to make my study subjects my helpers in the English class however, they were more reticent to participate, except StC, and she was willing to participate and to help me every time I needed in the classroom.

I changed StC to the front of the class. I sat her in the same group where I have St's A and B, at the beginning I thought she would not work as well as she worked sitting at the back of the room, but I was wrong, I looked at her and she was paying attention and she performed all the activities I asked during the lesson.

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On the other hand, I noticed StB concentrated on the activities as well. He usually does not work during the class, unless I say something or do the activities with him, but today he worked autonomously and fulfilled the class objective as well as StC.

StA worked on the activities of the class but he did not want to help me during the lesson. Despite that, he worked with his classmates and I could see that he is more active during the lessons, and as his classmates, he reached the class objective.

Appendix E.5

November 21st:

Today we had an evaluation, but it was not as the regular evaluation I took on this class, we kept the groups as they were, and students were allowed to help each other's within their groups. 2 of my study subjects were working with their peers and asking for help when they needed. However, StC started to feel uncomfortable and she has a stomachache. I could notice it was because she felt anxious about the evaluation she did not want to complete the activity since she told me she was nervous to fail the assessment. Even though I told her that she could ask for help and talk to her partners, she was nervous and she could not develop the activity.

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On the other hand, my other students worked very well, I saw them asking for help and completing the work without problems. I have notice them more focus whenever they have to perform every activity. For them the group work has worked very effectively.