

ATTENTION DEFICIT HYPERACTIVITY DISORDER AND ENGLISH LANGUAGE TEACHING AND LEARNING

TRASTORNO POR DÉFICIT DE ATENCIÓN E HIPERACTIVIDAD Y LA ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS

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Abstract

Attention deficit hyperactivity disorder (ADHD) is one of the frequent neurodevelopmental disorders detected in childhood due to learning difficulties; Faced with this reality, this project focuses on (ADHD) within the English Language Teaching-Learning Process in the rural area of the Latacunga Educational Unit with the contribution of the teacher in charge and young people who have been diagnosed with (ADHD). The objective of which was to obtain the perspective of the teacher in charge of the English subject and students to classify the different difficulties they face in the teaching-learning process, using as a data collection technique; bibliographic search, quantitative method and questionnaires. It is concluded that being a teacher of students with said disorder entails a great job where the main challenge is patience to teach since many times students tend to have moments of hyperactivity where their attention is null towards the teacher, so the teacher You must implement activities where you capture all the attention of the student and be able to achieve effective



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learning where the quantitative methodology helped to collect information through standardized questions that managed to measure the difficulty of teachers to deal with students (ADHD) showing that constant capacity is necessary of teachers to develop the learning process of the English language.

Keywords: Attention deficit hyperactivity disorder; teaching learning; English language.

Resumen

El trastorno por déficit de atención con hiperactividad (TDAH) es uno de los trastornos frecuentes del neurodesarrollo detectados en la infancia debido a dificultades de aprendizaje; ante esta realidad, este proyecto se enfoca en el TDAH dentro del Proceso de Enseñanza-Aprendizaje del Idioma Inglés en la zona rural de la Unidad Educativa Latacunga con el aporte del docente responsable y jóvenes que han sido diagnosticados con TDAH. El objetivo fue obtener la perspectiva del docente encargado de la materia de inglés y de los estudiantes para clasificar las diferentes dificultades que enfrentan en el proceso de enseñanza-aprendizaje, utilizando como técnica de recolección de datos la búsqueda bibliográfica, el método cuantitativo y cuestionarios. Se concluye que ser docente de estudiantes con dicho trastorno conlleva un gran trabajo donde el principal reto es la paciencia para enseñar ya que muchas veces los estudiantes suelen tener momentos de hiperactividad donde su atención es nula hacia el docente, por lo que el docente debe implementar actividades donde logre captar toda la atención del estudiante y poder lograr un aprendizaje efectivo. La metodología cuantitativa ayudó a recolectar información a través de preguntas estandarizadas que lograron medir la dificultad de los docentes para el trato con los estudiantes con TDAH, demostrando que es necesaria la capacidad constante de los docentes para desarrollar el proceso de aprendizaje del idioma inglés.

Palabras clave: Trastorno por déficit de atención e hiperactividad; enseñanza aprendizaje; idioma Inglés

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Introduction

ADHD is a mental disability that mainly affects children where various symptoms such as hyperactivity, inattention and impulsive acts can be evidenced where the child finds it difficult to remain calm. This disorder can cause low self-esteem in the child or in the social field it can be a challenge, so in the educational field it can have a low level since its hyperactivity can be a barrier, especially in children, for it to be teaching at school is effective. According to Harpin (2005) he considers that ADHD is a debilitating disorder that affects the person in his school or professional life and throughout his life.



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Knowledge of this disorder and how to manage it in the teaching-learning process is essential for teachers to teach students with said disorder and to achieve the objectives of each class. It must be considered that each student with ADHD has a different way of learning, for which adaptations are required because some subjects are very complicated for them.

Patience is the fundamental tool so that students can feel more confident and can make their teaching an easier process and applicability to different contexts and situations. In other words, teachers play a very important role in this process, since they are the ones who will implement methods so that teaching to students with this disorder is more effective.

ADHD in the Teaching-Learning Process of the English Language

According to López Villalobos et al., (2004) ADHD has a great impact in the social, academic and health spheres in children under five years of age, so it is important to create programs to detect the disorder in time, as well as with Fernández Gacho et al., (2020) also refers to the social improvement of children under eleven years of age and early intervention through programs that modify the behavior of the individual. Sandra Moro (2021) also mentions that ADHD focuses on hyperactivity during the development of the four English skills in the classroom, which has a high rate that affects children due to the use of action plans, intervention and feedback, allowing for significant control in the classroom environment. On the other hand, in a study by Betancourt & Castro (2020), the teaching strategies that allow second grade students with ADHD to achieve the proposed competencies in learning English as a foreign language is the proper management of strategies with students with ADHD. Similarly, the authors Idágarra & Rodríguez (2018) propose constructivism as a strategy for students with ADHD to learn from their experiences and build their own knowledge to learn a new language and learn in a good school environment.

According to Santamaría (2009), each student with ADHD is different and responds differently to academic difficulties. Since this is a common disorder in schools, effective and practical strategies are needed to help Hispanic English learners with ADHD, related to Montoel et al (2008), it is important that authorities develop public health policies to identify and adequately treat people with ADHD. . In addition, doctors are an important support for teachers, making the education of children more feasible, so Perry (2005) mentions that addressing how Latino families experience ADHD is important to understand ADHD, since their experiences are too complex due to multiple sociocultural backgrounds. In contrast, Marca (2017) where the lack of teacher training on the educational needs of a child in their teaching and learning process was determined, especially in schools in rural areas. For this, Villafuerte and Rezable (2020) also argue that globalization and technology go hand in hand with education, so the capacity of teachers must be constant, since in this way the teacher achieves better classroom management with students with (ADHD).

Cuchiye (2019) ADHD delays student learning since from the age of twelve the brain is less capable of learning a second language, so it is essential that teachers are fully trained to act and apply, likewise, according to Cocha Millingalle et. al (2021) suggest that it is necessary for the teacher to handle methodological strategies specifically in students with ADHD, motivation being one of the fundamental bases to strengthen self-esteem so that they become involved in the educational act with learning tasks. Both ideas coincide with Rivadeneira (2017) where he indicates that it is important to use appropriate methodological strategies, considering correct didactic material since it is a methodology that contributes a lot to the learning process.



Likewise, Gallegos Carvajal et. al (2019) point out that emphasizing the proper application of methodological strategies helps in the development of important skills, such as speaking and its improvement in oral production, which allow emphasizing the development of communication skills in the teacher-student and student-student relationship teacher, for learning to be fruitful, however De la Criz, G., Ullauri, M. I., & Freire, J. (2020) mention that with ADHD they learn better through procedures and skills that are based on creativity and proactivity regardless of age or social background.

The acquisition of English as a second language in students detected with ADHD frequently presents delays in the acquisition of the phonological code and the morphological level, especially in the understanding and expression of verb tenses, or in learning where it is necessary. It is necessary to create intervention programs, the constant training of teachers, and a plan that reflects the appropriate methodology, the implementation of factors such as motivation, recreational activities, and the use of didactic material to help develop certain communication skills. Education is adaptable to the needs of students and based on the training of teachers for classroom management, essential to develop the teaching-learning process with students with ADHD since it is highlighted that students with this condition tend to learn a second language through interaction activities where the student is the creator of their own knowledge.

Materials and methods

The methodology refers to the set of rational procedures used to achieve the objectives of the investigation, therefore this investigation, we used the quantitative method and an analysis of the data obtained was carried out that will help us to collect information in reference to ADHD (Disorder by Acquired Attention Deficit) in the process of teaching and learning the English language, the questionnaire will also be used as an instrument, it will be a document made up of closed questions with several response options which must have a coherent order, organized and focused on the topic of research, will be of a structural nature since the Likert scale will be taken into account as response options, the population to be investigated belongs to the rural area of the city of Latacunga, which will be children and young people from the Latacunga Educational Unit.

Results and discussion

The analysis and results during the investigation are very important since with this we can demonstrate the level of difficulty that both teachers and students have in the educational field in children with ADHD disorder. Below are the results of the survey carried out on both students and teachers where the answers to each question are shown with a graph.



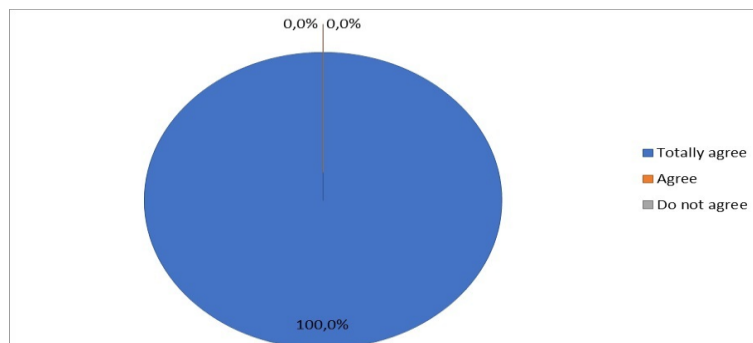


Figure 1. Is your attention to the teacher and to details insufficient or do you make careless mistakes in the tasks?

According to the first question, the 5 students surveyed answered that they fully agree that their attention to the teacher and to details is insufficient or they make careless errors in the tasks, which represents 100%.

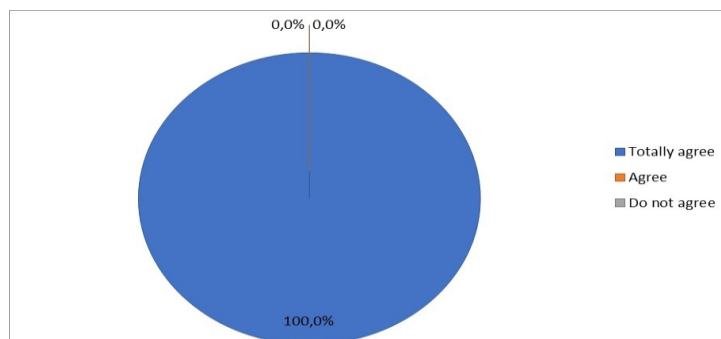


Figure 2. Do you often fail to follow instructions and complete homework due to a lack of understanding of the teacher's instructions?

According to the second question, the 5 students surveyed answered that they fully agree that they often do not follow the instructions and do not complete the task due to a lack of understanding of the teacher's instructions, which represents 100%.

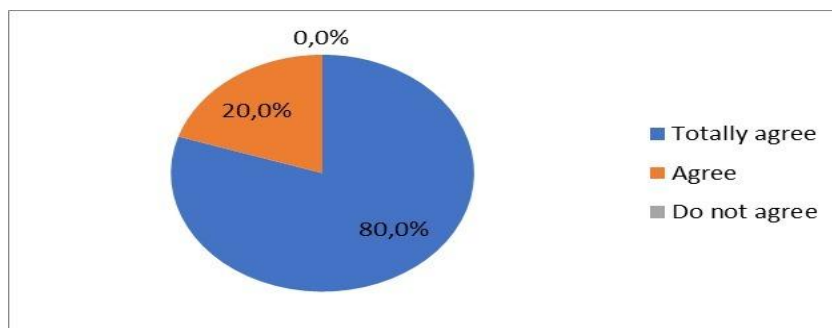


Figure 3. Do you often lose necessary items for the teacher's class, either in tasks or activities, due to a lack of concentration in the classroom?

According to the third question, of the 5 students surveyed, 80% answered that they totally agree that necessary elements for the teacher's class are often lost, either in tasks or activities, due to lack of concentration in the classroom and the other 20% answered that they agree that you usually lose necessary elements for the teacher's class, either in tasks or activities, due to lack of concentration in the classroom.

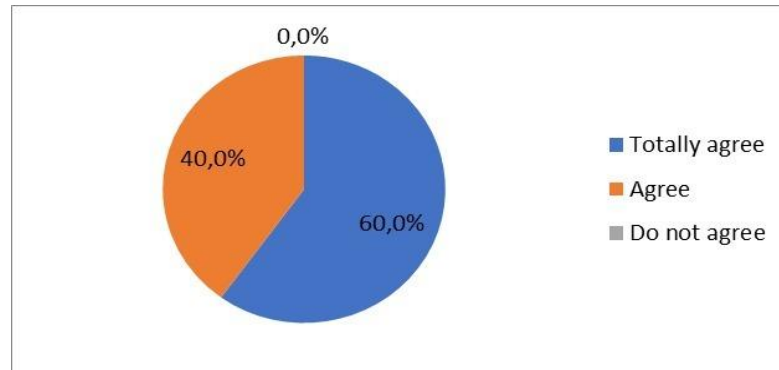


Figure 4. Is the movement of your legs, hands or movement of your desk excessive during classes?

According to the fourth question, of the 5 students surveyed, 60% responded that they agree that the movement of their legs, hands or the movement of their desk is excessive during classes and the other 40% responded that they agree that the movement of their legs, hands or the movement of their desk is excessive during classes.

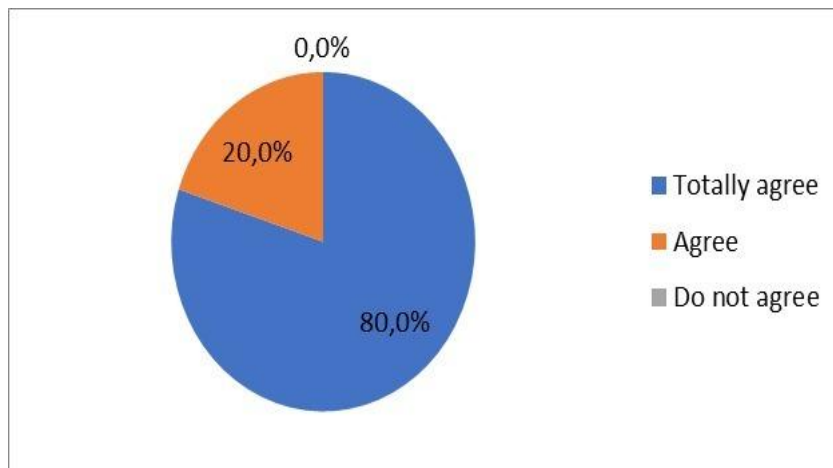


Figure 5. Do you jump and run at times when you shouldn't during class?

According to the sixth question, of the 5 students surveyed, 60% responded that they strongly agree that they jump and run at times when you shouldn't during class and the other 40% responded that they agree that you jump and run at times when you shouldn't during class.

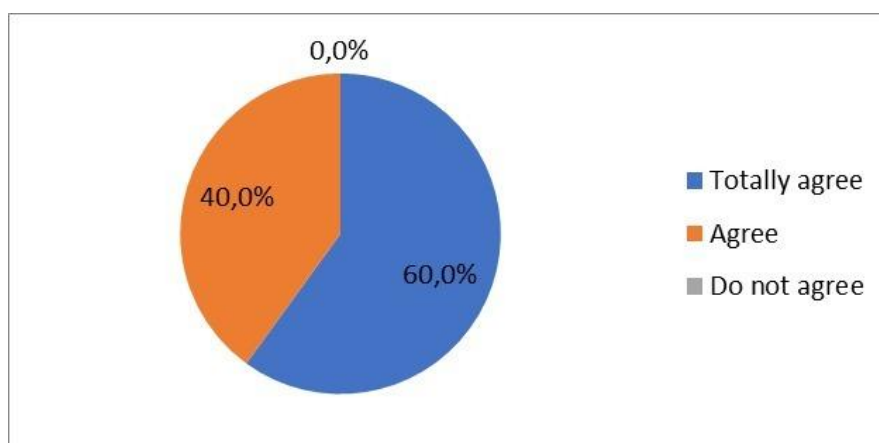


Figure 6. Do you have a desire to always talk or shout at any time in class when the teacher spoke?

According to the sixth question, of the 5 students surveyed, 60% responded that they strongly agree that they always feel like talking or shouting at some point in the class when the teacher speaks and the other 40% responded that they agree they always feel like talking or shouting at some point in the class when the teacher speaks.

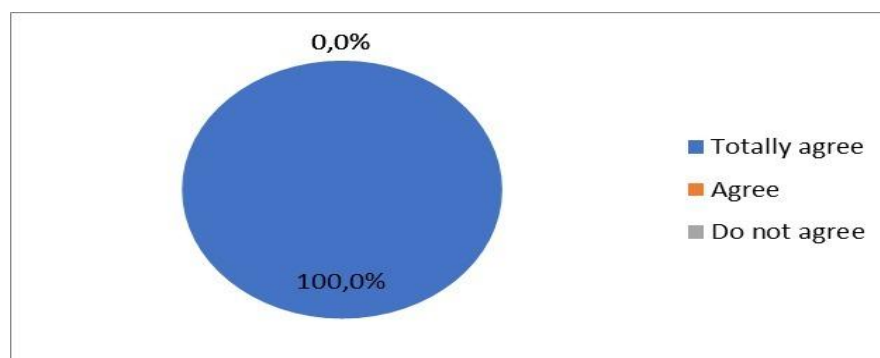


Figure 7. In moments of rest or silence, is it difficult to be calm like the other classmates?

According to the seventh question, the 5 students surveyed responded that they totally agree that in moments of rest or silence it is difficult for them to be quiet like the rest of their classmates, which represents 100%.

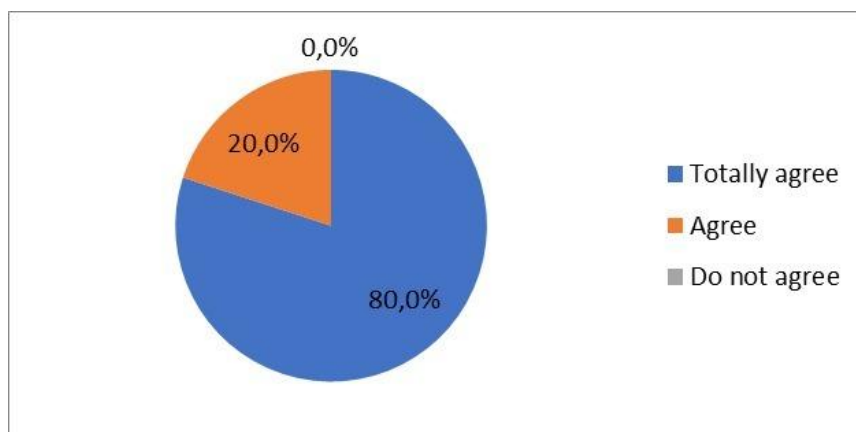


Figure 8. Are your movements the same as an engine that has to be running during class?

According to the eighth question, of the 5 students surveyed, 60% responded that they strongly agree that their movements are the same as those of an engine that has to be running during class and the other 40% responded that they agree that their movements are the same as those of an engine that has to be running during class.

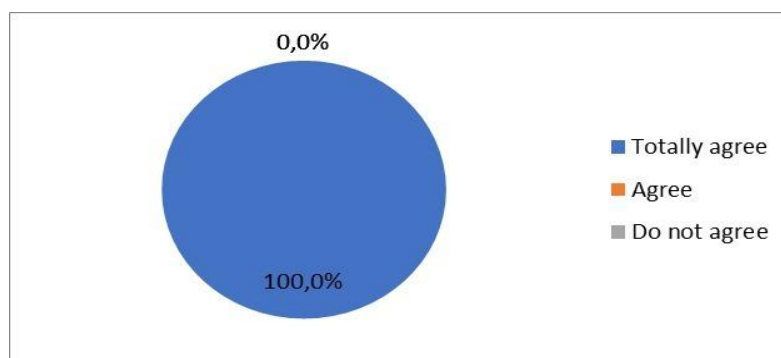


Figure 9. Do you often give incomplete answers to questions given by the teacher?

According to the ninth question, the 5 students surveyed answered that they totally agree that they often give incomplete answers to the teacher's questions, which represents 100%.

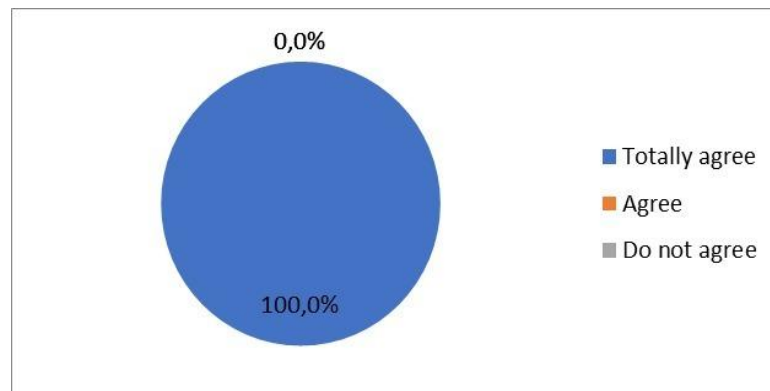


Figure 10. Are you easily distracted by irrelevant objects in the classroom?

According to the tenth question, the 5 students surveyed responded that they totally agree that they are easily distracted by irrelevant objects in the classroom, which represents 100%.

Discussion of the result

According to the research the authors Perry (2005), López Villalobos et al., (2004), Fernández Gacho et al., (2020), De la Cruz, G., Ullauri, M. I., & Freire, J. (2020) and Sandra Moro (2021) indicate that it is important to create preventive programs with the support of physicians since ADHD is a disorder that also affects health, which helps in the social improvement of children and early intervention through programs that intervene in the modification of the individual's behavior.

On the other hand, according to the authors Montoel et al (2008), Santamaría (2009), Rivadeneira (2017), Idágarra & Rodríguez (2018), Gallegos Carvajal et. al (2019), Betancourt & Castro (2020), Cocha Millingalle et. al (2021), agree that it is necessary for the teacher to manage methodological strategies specifically in students with THD, being motivation one of the fundamental bases to strengthen self-esteem in such a way that they become involved in the educational act with learning tasks, where it indicates that it is important to make use of appropriate methodological strategies, considering the use of appropriate didactic material. While the researchers Marca (2017), Cuchiye (2019) and Villafuerte and Rezable (2020) indicate that teacher training is essential, since this way they will be prepared for the intervention in the teaching and learning process, so that the teacher will achieve a better classroom management with students with ADHD.

In relation to all these authors and the results, it can be mentioned that the student is prone to maintain a more active participation than normal, so his physical and mental reaction is different from the rest, which is noticed in the lack of attention of the teacher to these cases inside the classroom and the lack of attention of the student to the instructions given by the teacher and in activities such as school or homework, either because he is distracted by something in the classroom environment or outside it.

Conclusions

In conclusion, ADHD affects one in 6 children. People who are diagnosed with ADHD face many difficulties in their neural development that include a combination of persistent problems, such as difficulty paying



attention, hyperactivity and impulsive behavior, so it is essential to maintain a treatment according to their needs. In the teaching-learning process of English as a second language, it is crucial that the teacher is trained with appropriate methodological strategies, as well as working together with specialists, since ADHD is not a permanent condition and children can manage their symptoms. From the quantitative study, it was identified that students with ADHD frequently present delays in the acquisition of the phonological code and morphological level, especially in the comprehension and expression of verb tenses, or in learning where it is necessary. It is recognized that students diagnosed with this syndrome learn from their experiences and build their own knowledge to learn a new language and maintain a good school environment.

On the other hand, it is concluded that being a teacher of students with said disorder entails a great job where the main challenge is patience to teach since many times students tend to have moments of hyperactivity where their attention is null towards the teacher, so the teacher You must implement activities where you capture all the attention of the student and be able to achieve effective learning where the quantitative methodology helped to collect information through standardized questions that managed to measure the difficulty of teachers to deal with students (ADHD) showing that constant capacity is necessary of teachers to develop the learning process of the English language.

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Appendix

Adapted questionnaire Plata, Ainhoa (s.f).
Student's Questionnaire

Totally agree: 3 Agree: 2 Do not agree: 1



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Attention deficit hyperactivity disorder

Question	Totally agree	Agreed	Do not agree
1. Is your attention to the teacher and to details insufficient or do you make careless mistakes in the tasks?			
2. You frequently do not follow instructions and do not complete school tasks due to a lack of understanding of the teacher's instructions?			
3. Do you often lose necessary items for the teacher's class, either in tasks or activities, due to a lack of concentration in the classroom?			
4. Is the movement of your legs, hands or movement of your desk excessive during classes?			
5. Do you jump and run at times when you shouldn't during class?			
6. Do you have a desire to always talk or shout at any time in class when the teacher spoke?			
7. In moments of rest or silence, is it difficult to be calm like the other classmates?			
8. Are your movements the same as an engine that has to be running during class?			
9. Do you often give incomplete answers to questions given by the teacher?			
10. Are you easily distracted by irrelevant objects in the classroom?			



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