



UNIVERSITY OF THE AUTONOMOUS REGIONS OF NICARAGUAN CARIBBEAN COAST

URACCAN

MONOGRAPH

Strategies to Facilitate English Learning for Attention Deficit Disorder Students in Fourth Grade at Salomon Ibarra Mayorga School, II semester 2023

To obtain the Bachelor's Degree in Science of Education with Mention in English

Authors:

Br. César Anastacio Téllez

Br. Keylin Judith Gómez Muñoz

Tutor:

MBE. José Alexander Oporta Barrera

Nueva Guinea, November, 2023

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We would like to dedicate this monograph to our parents, who have always been our biggest supporters and sources of inspiration. Their unwavering love, guidance, and encouragement have been instrumental in my academic journey. Without their unwavering support, we would not have been able to achieve this accomplishment.

We would also like to dedicate this monograph to our teachers, who have challenged and motivated us to reach our full potential. Their passion for teaching and commitment to their students have been a constant source of inspiration throughout our academic journey.

Finally, we dedicate this monograph to all those who strive to make a positive impact in their communities through education. May this work serve as a testament to the power of knowledge and the importance of lifelong learning.

Thank you all for your unwavering support and encouragement. This accomplishment would not have been possible without you.

Br. César Anastacio Téllez

Br. Keylin Judith Gómez Muñoz

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Br. César Anastacio Téllez
Br. Keylin Judith Gómez Muñoz

ABSTRACT

The present study was carried out aiming at determining strategies to facilitate English learning for Attention Deficit Disorder (ADD) students in fourth grade at Salomon Ibarra Mayorga school, Los Angeles Community, II semester 2023. This research was classified as qualitative and descriptive because it identified ADD characteristics and described strategies for ADD students. The unit of analysis was six students (3 men and 3 women) from the fourth grade of primary education, and the teachers (1 man and 1 woman).

As a result of the application of the instruments, such as, observations, interview, and a teaching intervention in the classroom, it was found that the students from the fourth-grade present ADD characteristics, such as, excessive motor restlessness, school learning difficulties, difficulties with cooperative activities, tasks unfinished, easily distracted, poor attention span, demands immediate solutions to his demands, and not well accepted by the group of peers and the teachers promote a different set of instructions, individualized attention, visual reminders, games and learning activities, classroom routines, collaboration and teaching assistant, break and opportunity for movement, providing feedback, and increase active class participation for ADD students.

In conclusion, implementing these strategies can contribute to improved language learning, increased engagement, and overall academic success for students with ADD. Further research is recommended to explore the long-term effects of these strategies and their applicability in different educational contexts.

Keywords: Attention Deficit Disorder (ADD), ADD characteristic, English language, learning strategy.

RESUMEN

El presente estudio se realizó con el objetivo de determinar estrategias para facilitar el aprendizaje del inglés en estudiantes con Trastorno por Déficit de Atención (TDA) de cuarto grado de la escuela Salomón Ibarra Mayorga, Comunidad de Los Ángeles, II semestre 2023. Esta investigación se clasificó como cualitativa y descriptiva porque identificó Características de TDA y estrategias descritas para estudiantes con TDA. La unidad de análisis fueron seis estudiantes (3 hombres y 3 mujeres) del cuarto grado de educación primaria, y los docentes (1 hombre y 1 mujer).

Como resultado de la aplicación de instrumentos como observación, entrevista y una intervención docente en el aula, se encontró que los estudiantes de cuarto grado presentan características de TDA, tales como, excesiva inquietud motriz, dificultades en el aprendizaje escolar, dificultades con actividades cooperativas, tareas inconclusas, se distrae fácilmente, poca capacidad de atención, exige soluciones inmediatas a sus demandas y no es bien aceptado por el grupo de compañeros y los profesores promueven un conjunto diferente de instrucciones, atención individualizada, recordatorios visuales, juegos y actividades de aprendizaje, rutinas en el aula, colaboración y asistente de enseñanza, descanso y oportunidad para el movimiento, brindar retroalimentación y aumentar la participación activa en clase para los estudiantes con TDA.

En conclusión, la implementación de estas estrategias puede contribuir a mejorar el aprendizaje de idiomas, una mayor participación y el éxito académico general de los estudiantes con TDA. Se recomienda realizar más investigaciones para explorar los efectos a largo plazo de estas estrategias y su aplicabilidad en diferentes contextos educativos.

Palabras clave: Trastorno por Déficit de Atención (TDA), característica del TDA, lengua inglesa, estrategia de aprendizaje.

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I. INTRODUCTION

Attention Deficit Disorder (ADD) is a neurodevelopmental disorder that affects a significant number of students worldwide. Students with ADD often struggle with attention, hyperactivity, and impulsivity, which can make learning challenging, particularly in subjects such as English language learning.

ADD can pose unique challenges for students learning English as a second language. However, with the right strategies, educators and parents can help ADD students overcome these challenges and achieve success in their language learning journey. In the fourth grade at Salomon Ibarra Mayorga School, Los Angeles Community, many students have been diagnosed with ADD, making it essential to explore effective strategies to facilitate their English language learning during the II semester of 2023.

Addressing the needs of ADD students in the fourth grade is crucial because it is a critical stage in their educational journey. Fourth grade is a transitional period where students are building foundational skills and preparing for more advanced learning. By providing effective strategies at this stage, we can set a strong foundation for their future language learning and academic success.

This study aims to examine the strategies that can support English language learning for ADD students in the fourth grade at Salomon Ibarra Mayorga School and provide insights into how these strategies can be tailored to meet the unique needs of these students. By identifying effective strategies, this study aims to contribute to the development of a more inclusive and supportive learning environment for ADD students, promoting their academic success and overall well-being.

II. OBJECTIVES

2.1. General Objective

- ✓ To determine strategies to facilitate English learning for Attention Deficit Disorder students in fourth grade at Salomon Ibarra Mayorga school, Los Angeles Community, II semester 2023.

2.2. Specific Objectives

- ✓ To identify Attention Deficit Disorder characteristics in fourth grade students at Salomon Ibarra Mayorga school.
- ✓ To describe strategies used by the teacher with Attention Deficit Disorder students in fourth grade at Salomon Ibarra Mayorga school.
- ✓ To apply strategies to facilitate English learning for Attention Deficit Disorder students in fourth grade at Salomon Ibarra Mayorga school.
- ✓ To propose strategies to facilitate English language learning for Attention Deficit Disorder students in fourth grade at Salomon Ibarra Mayorga school.

III. THEORETICAL FRAMEWORK

3.1. Definitions

3.1.1. Teaching Strategies

Teaching strategies can be defined as the methods or techniques used by teachers to facilitate learning in their students. Here are some definitions of teaching strategies from various authors:

According to Marzano, et al., (2001), teaching strategies are "specific methods that teachers use to deliver information to their students, facilitate learning, and promote student engagement" (p. 7).

Orlich, et al., (2004) define teaching strategies as "the means by which a teacher guides student to learning outcomes" (p. 22).

Killen (2003) describes teaching strategies as "the ways in which teachers use a variety of teaching methods to engage students in learning and to help them achieve desired outcomes" (p. 15).

3.1.2. English language

English language is a West Germanic language that originated in England and is now widely spoken throughout the world. Here are some definitions of the English language from various authors:

According to Crystal (2003), "English is a global language, spoken by more people than any other language in the world, and is used as a second language by millions more" (p. 1).

Fromkin, et al., (2013) define English as "a member of the Indo-European family of languages, and is the third most commonly spoken language in the world after Mandarin Chinese and Spanish" (p. 1).

Brinton, et al., (1989) describe English as "a complex system of communication that includes not only grammar and vocabulary, but also discourse patterns, intonation, and cultural norms" (p. 1).

3.1.3. Attention Deficit Disorder

Attention deficit disorder (ADD) is a neurodevelopmental disorder that affects an individual's ability to sustain attention and focus on tasks. Here are some definitions of ADD from various authors:

According to American Psychiatric Association (APA) (2013), "Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development" (p. 59).

Brown (2013) defines ADD as "a complex syndrome of developmental impairments in executive functions, the cognitive abilities that manage and regulate all other cognitive processes" (p. 2).

Barkley (2014) describes ADD as "a disorder of self-regulation and executive functioning that manifests as distractibility, impulsivity, and/or hyperactivity" (p. 221).

3.1.4. Secondary Education

Princeton University (2012), addresses the following "Secondary education beyond the elementary grades, provided by a high school or college preparatory school didactics, education, educational activity, instruction, pedagogy, teaching the activities of educating or instructing, activities that share knowledge or skills" (para. 8), this means that secondary education is the state of getting ready for superior education and for a professional life.

Secondary education refers to the educational level that follows primary education and precedes tertiary education. Here are some definitions of secondary education from various authors:

According to UNESCO (2015), "Secondary education is the stage of education following primary education, which provides young people with the knowledge, skills and values they need to become responsible and active citizens of their countries and the world" (p. 3).

Sadker and Sadker (2010) define secondary education as "the period of formal schooling that begins after completion of elementary or primary education and extends through the transition to tertiary education or the workforce" (p. 22).

Sarason (1990) describes secondary education as "a critical period in the development of young people, during which they acquire the knowledge, skills, and attitudes necessary for success in adult life" (p. 2).

3.2. ADD Symptoms

There are three kinds of behavior involved in ADHD: inattention, hyperactivity and impulsivity. Of course, all young children occasionally have trouble paying attention to teachers and parents, staying in their seats, and waiting their turn. Kids should only be diagnosed with ADHD if their behavior is much more extreme in these areas than other kids their age.

These symptoms of ADHD are divided into two groups—inattentive and hyperactive-impulsive. Some children exhibit mostly inattentive behaviors and others predominantly hyperactive-impulsive. But the majority of those with ADHD have a combination of both, which may make it very difficult for them to function in school. (Miller, 2022, para. 1-2)

3.3. Characteristic in students with Attention Deficit

Students with Attention Deficit Disorder (ADD) may exhibit a range of characteristics that affect their academic performance and social interactions. Here are some characteristics of students with ADD as identified by various authors:

According to Barkley (2014), students with ADD may exhibit symptoms such as "inattention, distractibility, forgetfulness, poor organization, impulsivity, and hyperactivity" (p. 222).

DuPaul and Stoner (2014) describe students with ADD as "having difficulties with sustained attention, organization, time management, and task completion" (p. 6).

Brown (2013) notes that students with ADD may struggle with "working memory, sustained attention, self-regulation, and time management" (p. 7).

The same, Miller (2022) shares some characteristics that students who were diagnosed with ADD have:

- 1) The student is restless or taps with his hands or cakes, or squirms in the seat.
- 2) You have a hard time sitting in the classroom or in other situations.
- 3) It is in constant motion.
- 4) Trouble keeping attention
- 5) They have difficulties for wait your turn.
- 6) They speak more of the account.
- 7) They have a hard time understanding, forgetting and discussing the rules that are imposed on them.
- 8) They defy the rules.
- 9) They need to assert themselves and mentally separate themselves from their parents.

- 10) They may have sudden mood swings.
- 11) You have a hard time prioritizing the things you have to do.
- 12) Has difficulty controlling the passage of hours. They think they have plenty of time for everything until they discover that it is too late.
- 13) They have difficulty planning activities in advance, and are easily carried away by the impulses of the moment.
- 14) They have a hard time controlling themselves and often behave impulsively, so they often say things they regret later. They get into trouble and are easy targets of accusations, when trouble occurs near them. (párr. 6)

3.4. Strategies that help overcome the Attention Deficit Disorder

There are various strategies that can be used to support students with Attention Deficit Disorder (ADD) in the classroom. Here are some strategies as identified by various authors:

According to DuPaul and Stoner (2014), effective strategies for students with ADD include "providing clear and concise instructions, breaking down tasks into manageable steps, providing frequent feedback, and using visual aids" (p. 92).

Brown (2013) recommends strategies such as "providing structure and routine, using positive reinforcement, providing opportunities for movement and physical activity, and minimizing distractions" (p. 8).

Barkley (2014) suggests strategies such as "using external cues to support attention, providing immediate feedback, using goal-setting and self-monitoring, and teaching self-regulation skills" (p. 226).

3.4.1. Providing clear and concise instructions

When providing instructions for students with Attention Deficit Disorder (ADD), it is crucial to consider their unique learning needs and challenges. Clear and concise instructions can help these students better understand and follow directions. According to the American Psychiatric Association (APA, 2013), individuals with ADD often struggle with attention, organization, and processing information. Therefore, using specific strategies can be beneficial.

One effective strategy is to break down instructions into smaller, manageable steps. This allows students with ADD to focus on one task at a time and reduces the likelihood of feeling overwhelmed (Smith, 2017). Additionally, using visual aids such as charts, diagrams, or checklists can enhance comprehension and provide a visual representation of the instructions (APA, 2013).

Providing clear and concise language is also essential. Using simple and direct language helps avoid confusion and ensures that students with ADD can easily understand the instructions (Smith, 2017). It is important to avoid excessive details or unnecessary information that may distract or confuse students.

In summary, when providing instructions for students with ADD, it is crucial to use strategies such as breaking down instructions into smaller steps, utilizing visual aids, and using clear and concise language. These strategies can help students with ADD better process and follow directions.

3.4.2. Breaking down tasks into manageable steps

Breaking down tasks into manageable steps is a helpful strategy for students with Attention Deficit Disorder (ADD) who may struggle with attention, organization, and processing information (American Psychiatric Association, 2013). This strategy can help students focus on one task at a time and reduce the likelihood of feeling overwhelmed.

According to Brounstein (2018), breaking down tasks into smaller steps involves dividing a larger task into smaller, more manageable parts. This can be done by creating a list of steps or using a graphic organizer to visually represent the task. The goal is to make the task more concrete and less abstract, which can help students better understand what is expected of them.

In addition to breaking down tasks, it is important to provide clear instructions for each step. This includes using simple and direct language, avoiding jargon or technical terms, and providing examples or demonstrations when necessary (Smith, 2017).

Overall, breaking down tasks into manageable steps is an effective strategy for helping students with ADD better process and complete tasks. By providing clear instructions and utilizing visual aids, educators can help these students succeed in the classroom.

3.4.3 Providing frequent feedback

Providing frequent feedback is an effective strategy for students with Attention Deficit Disorder (ADD) who may struggle with attention and motivation (Wong & Wong, 2017). Frequent feedback can help these students stay on track, monitor their progress, and adjust their approach as needed.

According to the National Center on Accessible Educational Materials (2021), feedback should be specific, timely, and actionable. This means that feedback should be focused on specific behaviors or actions, provided in a timely manner, and provide actionable steps for improvement.

In addition to being specific and timely, feedback should also be positive and encouraging (Wong & Wong, 2017). Positive feedback can help boost motivation and reinforce positive behaviors, which can lead to improved academic performance.

Overall, providing frequent feedback is an effective strategy for helping students with ADD stay on track and achieve academic success. By providing specific, timely, and

positive feedback, educators can help these students stay motivated and engaged in the learning process.

3.4.4. Using visual aids

Using visual aids is an effective strategy for students with Attention Deficit Disorder (ADD) who may struggle with attention and processing information (American Psychiatric Association, 2013). Visual aids can help these students better understand and remember information by providing a visual representation.

According to Brounstein (2018), visual aids can take many forms, including diagrams, charts, graphs, pictures, and videos. These aids can help students organize information, highlight key concepts, and make connections between different ideas.

In addition to using visual aids to present information, educators can also use visual aids to provide instructions or reminders. For example, a visual schedule or checklist can help students stay on track and remember what they need to do (Smith, 2017).

Overall, using visual aids is an effective strategy for helping students with ADD better process and remember information. By providing visual representations of information and utilizing visual aids for instructions and reminders, educators can help these students succeed in the classroom.

3.4.5. Providing structure and routine

Providing structure and routine is an effective strategy for students with Attention Deficit Disorder (ADD) who may struggle with organization, time management, and task completion (American Psychiatric Association, 2013). Establishing a structured environment can help these students stay focused, reduce distractions, and improve their overall academic performance.

According to Smith (2017), creating a structured environment involves establishing consistent routines and predictable schedules. This includes setting clear expectations for daily activities, such as designated times for classwork, breaks, and

transitions between tasks. Providing visual cues or using timers can also help students with ADD manage their time effectively.

In addition to establishing routines, educators can support students with ADD by breaking down tasks into smaller, manageable steps (Brounstein, 2018). This helps students understand the sequence of actions required to complete a task and reduces the feeling of being overwhelmed.

Overall, providing structure and routine is a valuable strategy for helping students with ADD succeed academically. By establishing consistent schedules, setting clear expectations, and breaking down tasks, educators can create an environment that supports these students' organizational and time management skills.

1. If your happy if you know it

If you're happy and you know it clap your hands
If you're happy and you know it clap your hands
If you're happy and you know it
And you really want to show it
If you're happy and you know it clap your hands

If you're happy and you know it stomp your feet
If you're happy and you know it stomp your feet
If you're happy and you know it
And you really want to show it
If you're happy and you know it stomp your feet

If you're happy and you know it nod your head
If you're happy and you know it nod your head
If you're happy and you know it
And you really want to show it
If you're happy and you know it nod your head

If you're happy and you know it do all three
If you're happy and you know it do all three
If you're happy and you know it
And you really want to show it
If you're happy and you know it do all three

Author: Nursery Rhymes

Álbum: Bright Kids Party Favourites



Within this activity it will allow us to identify sounds, number, object and directions, for example within this song the teacher will say if you are very happy look at the door, clap your hands three times or you can say walk forward, it will allow the students to have better learning achieved within this activity.

With this activity the We can adapt them according to the content that is being developed at the time of the class with different vocabularies and what it is sought for the student to learn and memorize each one of the studied vocabulary adequate

This set of procedures form a proposal to achieve an inclusive, open and humanistic education capable of encompassing difference and that it is perceived as a strength rather than as a difficulty.

3.4.6. Providing opportunities for movement and physical activity

Providing opportunities for movement and physical activity is an effective strategy for students with Attention Deficit Disorder (ADD) who may struggle with hyperactivity and impulsivity (American Psychiatric Association, 2013). Physical activity can help these students burn off excess energy, improve their focus, and reduce disruptive behaviors.

According to Ratey and Hagerman (2008), physical activity stimulates the brain and releases chemicals that improve cognitive function, including attention, memory, and learning. This means that providing opportunities for physical activity can actually enhance academic performance.

In addition to providing structured physical activities such as gym class or recess, educators can also incorporate movement into the classroom. For example, allowing students to stand or move around during class can help them stay focused and engaged (Smith, 2017). Additionally, incorporating movement breaks into the daily routine can help students recharge and refocus.

Overall, providing opportunities for movement and physical activity is a valuable strategy for helping students with ADD succeed academically. By incorporating

physical activity into the daily routine and allowing for movement in the classroom, educators can create an environment that supports these students' needs.

1. Peel banana

(Peel bananas,
Peel-peel bananas!
Peel bananas,
Peel-peel bananas!

Chop bananas,
Chop-chop bananas!
Chop bananas,
Chop-chop bananas!

Smash bananas,
Smash-smash bananas!
Smash bananas,
Smash-smash bananas!

Mix bananas,
Mix-mix bananas!
Mix bananas,
Mix-mix bananas!

Eat bananas,
Eat-eat bananas!
Eat bananas,
Eat-eat bananas!



Ms. Erin sings

With this activity we will put vocabularies into practice where the children will be able to capture and identify each one of them, for example, the teacher says the verb to eat banana, the students repeat the verb and do the action.

2. Old McDonald had a farm

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had a cow
E-I-E-I-O
With a moo moo here
And a moo moo there
Here a moo, there a moo
Everywhere a moo moo
Old MacDonald had a farm
E-I-E-I-O



Author; The countdown singers

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had a pig
E-I-E-I-O
With a oink oink here
And a oink oink there
Here a oink, there a oink
Everywhere a oink oink
Old MacDonald had a farm
E-I-E-I-O

Old MACDONALD had a farm
E-I-E-I-O
And on his farm he had a duck
E-I-E-I-O
With a quack quack here
And a quack quack there
Here a quack, there a quack
Everywhere a quack quack
Old MacDonald had a farm
E-I-E-I-O

With this music we can work with animals, emphasizing that children can identify each of the animals and making use of the sounds of animals so that each of the children with the symptom of attention deficit can obtain better learning.

3. Boom Chika Boom

And do the boom chicka boom

Do the boom chicka boom

Do the boom chicka boom chicka boom boom boom

Boom chicka boom boom boom

Well you can fly a plane

Or you can drive a train

Or you can ride a bike

Or you can can go for a hike

And do the boom chicka boom

Do the boom chicka boom

Do the boom chicka boom chicka boom boom boom

Boom chicka boom boom boom

Well you can walk like a duck

Or you can moo like a cow

Or you can trot like a horse

Come on and show me how

And do the boom chicka boom

Do the boom chicka boom

Do the boom chicka boom chicka boom boom boom

Boom chicka boom boom boom

Each of the students with this activity will be able to identify objects, animals and things for example the teacher rides a horse and does the dynamics and the student follows what the teacher does and with this same activity the teacher says phrases and short sentences and It will allow the student to have a better learning.

3.4.7. Increase active class participation

Increasing active class participation is an effective strategy for students with Attention Deficit Disorder (ADD) who may struggle with attention and engagement in the classroom (American Psychiatric Association, 2013). Active participation can help these students stay focused, process information, and retain knowledge.

According to Smith (2017), there are several strategies educators can use to increase active participation for students with ADD. One strategy is to provide frequent opportunities for student response, such as asking open-ended questions or using think-pair-share activities. This encourages students to actively engage with the material and process information in a meaningful way.

Another strategy is to incorporate hands-on activities or projects that allow students to apply what they have learned. This can help students with ADD better understand the material and stay engaged in the learning process.

In addition to these strategies, educators can also provide positive feedback and reinforcement for active participation (Wong & Wong, 2017). This can help boost motivation and encourage students to continue participating in class.

Overall, increasing active class participation is a valuable strategy for helping students with ADD succeed academically. By providing frequent opportunities for response, incorporating hands-on activities, and providing positive feedback, educators can create an environment that supports these students' engagement and learning.

IV. METHODOLOGY AND MATERIALS

4.1. Type of study

The type of study of this investigation was explorative because it identified Attention Deficit Disorder characteristics and describe strategies used by the teacher with Attention Deficit Disorder students.

An exploratory study is a type of research design that aims to explore a particular topic or phenomenon in a preliminary way, with the goal of generating new ideas or hypotheses for future research (Neuman, 2014). The focus of an exploratory study is typically on gaining a broad understanding of the topic, rather than testing specific hypotheses or theories.

According to Creswell (2014), exploratory studies are particularly useful when little is known about a particular topic or when the researcher is interested in studying a complex phenomenon. Exploratory studies can involve a variety of data collection methods, such as interviews, focus groups, surveys, and observations.

4.2. Approach

The approach of this investigation was qualitative because it was based on the collection of a series of qualities to explain and make known the reasons for the different aspects of a determined behavior and after the application of a test, assess and analyze the results. Since it was the subject, this given to the study of attitudes and behavior of a finished student number.

According to Denzin and Lincoln (2018), qualitative studies are particularly useful for understanding the subjective experiences of individuals and groups, as well as for exploring complex social processes that cannot be easily quantified. Qualitative studies often involve in-depth analysis of individual cases or small groups, with the goal of generating rich, detailed descriptions of the phenomenon under study.

4.3. Unit of Analysis

This unit of analysis was the six students (3 men and 3 women) from the fourth grade of primary education, and the teachers (1 man and 1 woman) at Salomon Ibarra Mayorga school, second semester, 2023.

4.4. Selection and exclusion criteria

4.4.1. Selection criteria

In this study, there was selected students from the six students (3 men and 3 women) from the fourth grade of primary education, and the teachers (1 man and 1 woman) at Salomon Ibarra Mayorga school, second semester, 2023. This group has been considered because it had all the features that are required for the development of the study. This amount represents the 100% of the entire group. The students were selected by convenience.

4.4.2. Exclusion criteria

- ✓ In this study, it was excluded all the students from other grades and other modalities.
- ✓ It was excluded students from first, second, third, fifth and sixth grade of primary education.
- ✓ It was not taken into account the director of the school.

4.5. Descriptor Matrix

No.	Objectives	Descriptors	Dimensions	Techniques and Instruments
1	To identify Attention Deficit Disorder characteristics in fourth grade students at Salomon Ibarra Mayorga school.	Attention Deficit Disorder Characteristics	Inattentiveness (difficulty concentrating and focusing): -Having a short attention span and being easily distracted -Making careless mistakes -Appearing forgetful or losing things -Being unable to stick to tasks that are tedious or time-consuming -Appearing to be unable to listen to or carry out instructions -Constantly changing activity or task -Having difficulty organizing tasks Hyperactivity and impulsiveness: -Being unable to sit still, especially in calm or quiet surroundings	Observation Guide Interview to teacher

			<ul style="list-style-type: none"> -Being unable to concentrate on tasks -Excessive physical movement -Excessive talking -Being unable to wait their turn -Acting without thinking -Interrupting conversations -Little or no sense of danger 	
2	To describe strategies used by the teacher with Attention Deficit Disorder students in fourth grade at Salomon Ibarra Mayorga school.	Strategies used on Attention Deficit Disorder	<ul style="list-style-type: none"> -Getting Started and Preparing -Individualized Plans for Each Kid -A Different Set of Instructions -Creating an Inclusive Classroom -Collaboration with the Teaching Assistants 	Observation Guide Interview to teacher
3	To apply strategies to facilitate English learning for	Strategies for Attention Deficit Disorder	<ul style="list-style-type: none"> -Create a Consistent Routine -Provide Brain Breaks and Opportunities for Movement 	Lesson Plan

	Attention Deficit Disorder students in fourth grade at Salomon Ibarra Mayorga school.		-Give Frequent Feedback and Positive Reinforcement -Provide visual reminders -Increase active class participation -Establish classroom routines -Reduce potential distractions	
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4.6. Techniques and instruments

In this study, the instruments that were used to collect the information served as an input in the analysis and interpretation of the results of this investigation and for the achievement of the proposed objectives were the following:

4.6.1. ADD Test

This test was applied to students (3 men and 3 women) from the fourth grade of primary education at Salomon Ibarra Mayorga school, second semester, 2023, with the aim of identifying Attention Deficit Disorder characteristics.

4.6.2. Observation Guide

For the development of this study there was developed four observation in fourth grade of primary education at Salomon Ibarra Mayorga school, second semester, 2023, with the aim of identifying Attention Deficit Disorder characteristics and describing strategies used by the teacher with Attention Deficit Disorder students.

4.6.3. Interview

The interview was applied to the teachers (1 man and 1 woman) from the fourth grade at Salomon Ibarra Mayorga School, aiming at identifying Attention Deficit Disorder characteristics and describing strategies used by the teacher with Attention Deficit Disorder students.

4.7. Source of information

4.7.1. Primary source

In the development of this study, there was applied interviews to the teachers, observations and the ADD Test. These instruments and techniques were taken as primary sources in the investigation.

4.7.2. Secondary source

All the information found in this document had been collected in digital books, internet articles and websites.

4.8. Process and analysis of the information

For the processing of this work, only Word was used to write the ideas presented

4.9. Ethic aspects

For having a reliable study, the following aspects were considered:

- ✓ Reality of students with the observation guide.
- ✓ To respect the copyright in the found theories.
- ✓ To respect the opinion of professor and students.
- ✓ Consent support paper filled by the director of the university approving the study at the University.

4.10. Delimitation and limitation of the study

4.10.1. Delimitation

This study was carried out in the fourth grade of primary education at Salomon Ibarra Mayorga school, Los Angeles community, Nueva Guinea city, in the second semester of 2023.

4.10.2. Limitations

We do not have a computer to keep up with information at home, and we consider that the time in class was too little to work on this topic.

V. ANALYSIS AND RESULTS

After the application of the instruments, such as an observation guide, an interview to the teacher, a test to the fourth-grade students a focus group and the development of a lesson plan for implementing some learning activities at Salomon Ibarra Mayorga school aiming at determining strategies to facilitate English learning for Attention Deficit Disorder students in fourth grade, the following results are presented.

5.1. Attention Deficit Disorder characteristics in fourth grade students

For stating the main characteristics for Attention Deficit Disorder (hereinafter ADD), it is crucial to understand what it refers to. Particularly, Brown (2013) defines ADD as a complex syndrome of developmental impairments in executive functions, the cognitive abilities that manage and regulate all other cognitive processes.

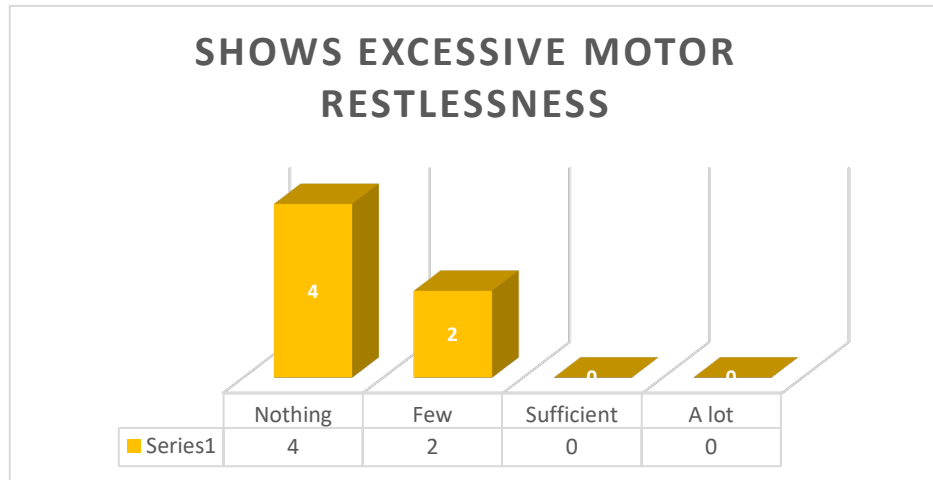
In addition, in the interview applied to the teacher, it is explained that ADD has to do with students' behavior and interaction in the classroom and the teacher argued that most of her students present these particular conditions, that is, students are always distracted, they have some learning difficulties, there is no interest and students are difficult to integrate each other.

According to Barkley (2014); DuPaul and Stoner (2014); Brown (2013), students with ADD may exhibit symptoms such as "inattention, distractibility, forgetfulness, poor organization, impulsivity, and hyperactivity, time management, task completion and self-regulation.

Based on the observations developed, it can be described that the main ADD characteristics in fourth grade are: short attention span and being easily distracted, difficulty in maintaining attention in activities and games, difficulties in completing tasks and follow directions, difficulty in organization, and forgottenness of daily activities. The same way, in the interview applied to the teacher, the main ADD characteristics in students are lack of interest in the subject, difficulty to be integrated on the learning activities, and distraction when using didactics materials.

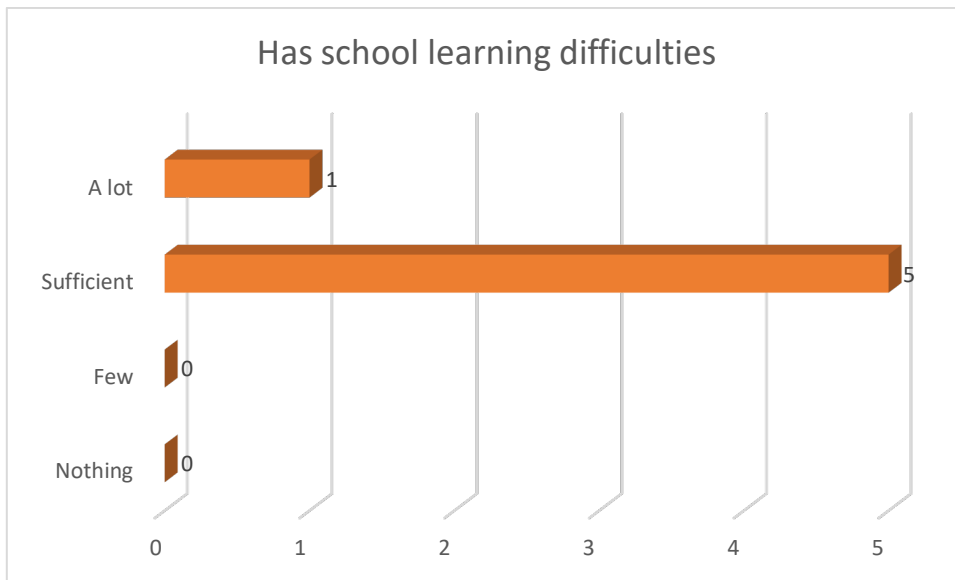
In addition, it was applied an ADD test to six students from the fourth grade, this test contained the twenty main characteristics that can be found on an ADD students, regarding what the psychologist establish. Thus, the test applied was categorized from 0 to 3, where 0 was “nothing”, 1 was “few”, 2 was “sufficient”, and 3 was “a lot”. This way, the following results can be described:

Figure 1. *Excessive motor restlessness*



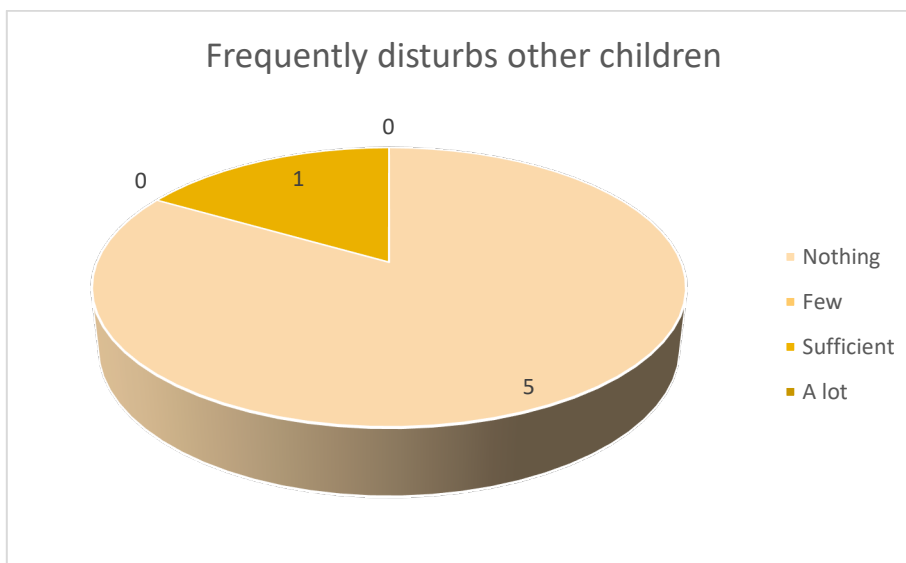
This graphic shows that two of the six students tested present excessive motor restlessness. This is one of the main ADD characteristics on students and it means that students are always hyperactive and it is difficult for task completion.

Figure 2. *School learning difficulties*



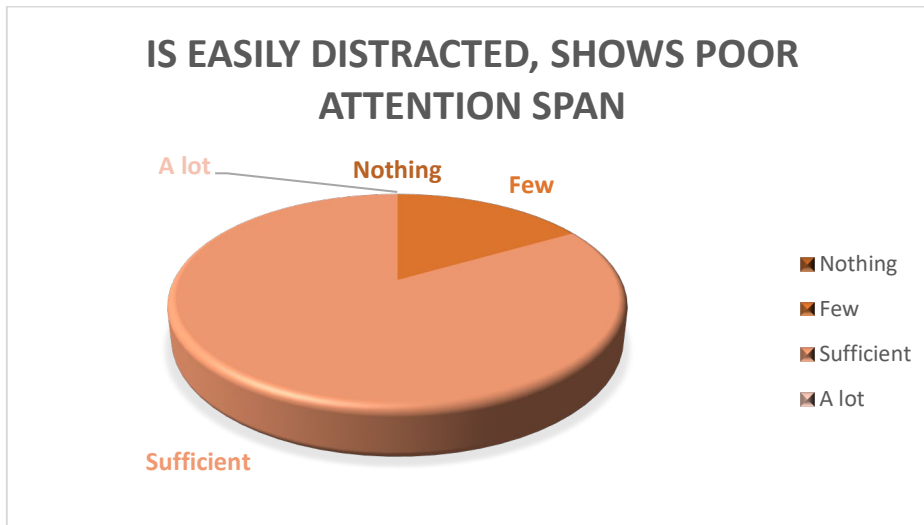
This is another ADD characteristic. In this chart, it is perceived that most of the students present school learning difficulties. This feature makes students to be distracted, tasks are not always complete and do not follow teacher's directions and instructions.

Figure 3. *Frequently disturbs other children*



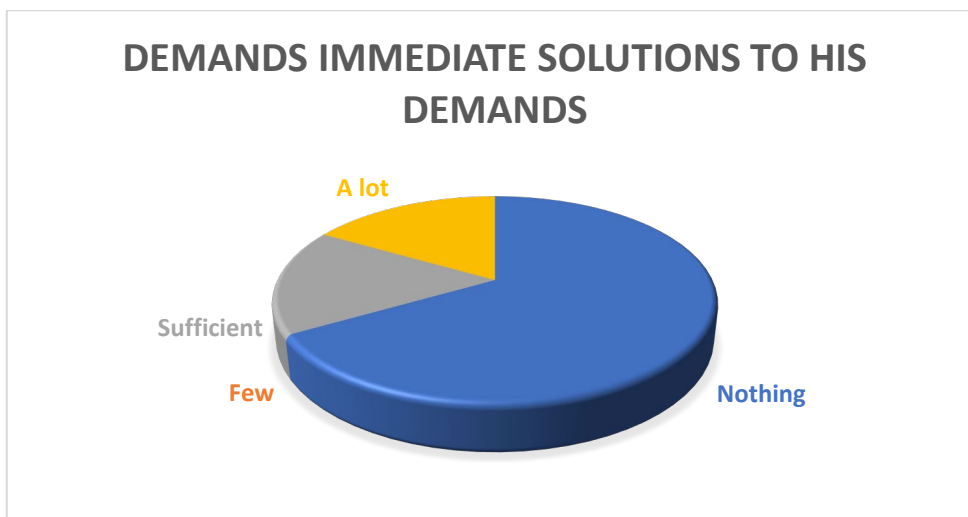
In this chart, it can be seen that one of the six students tested is frequently disturbing other children. That is, ADD characteristic makes the teaching and learning process more difficult.

Figure 4. *Easily distracted, shows poor attention span*



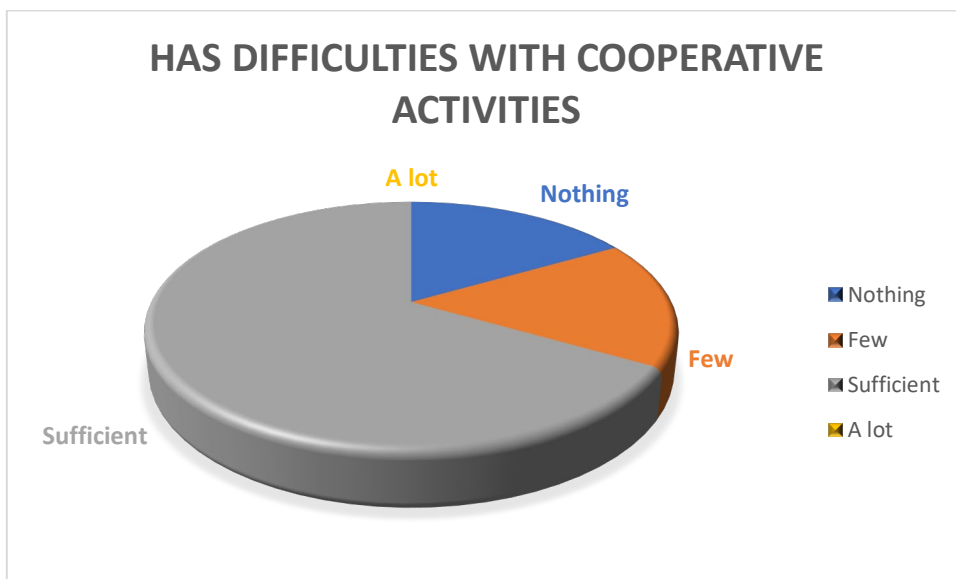
The present graphic show that the majority of students tested are easily distracted and show poor attention span. This ADD feature is difficult to manage because of the classroom environment, that is, it can be found many things that make students to be distracted.

Figure 5. *Demands immediate solutions to his demands*



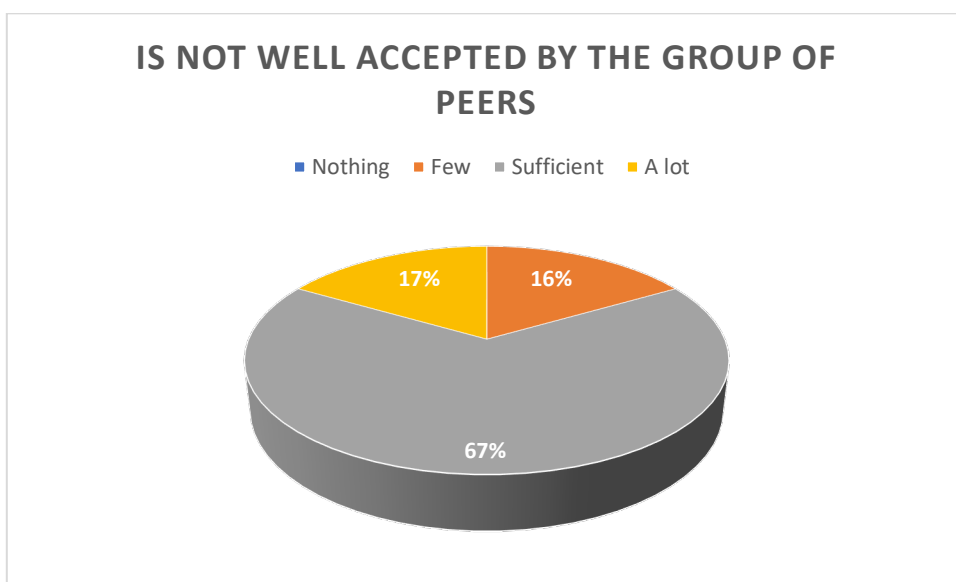
This graphic shows that students demand immediate solutions on their needs. This makes teachers to be more prepare for students' attention. This ADD characteristic demands that students need to be constantly supervised.

Figure 6. Difficulties with cooperative activities



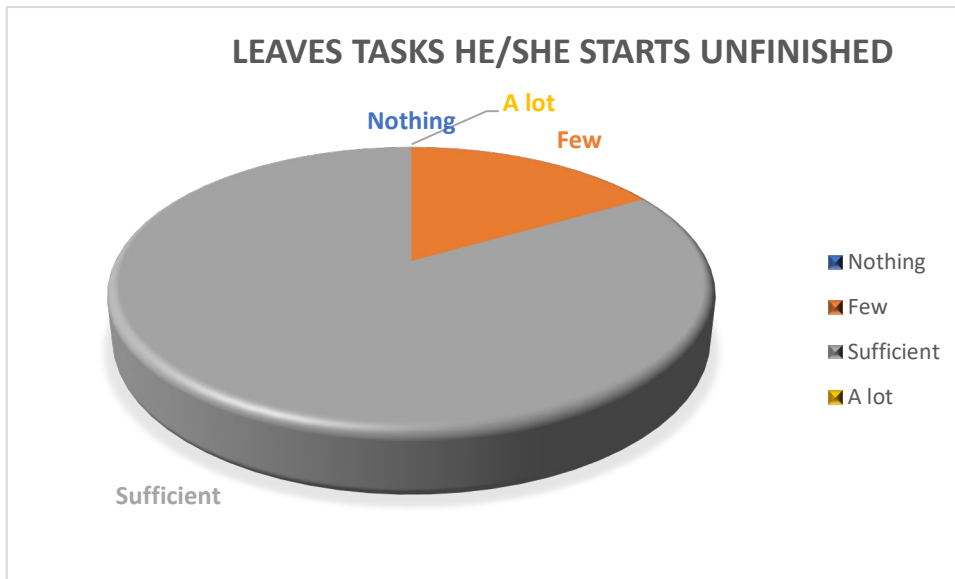
In this graphic, it can be seen that most of students have difficulties with cooperative activities. This ADD feature makes teachers be aware of the learning environment and at the time is challenging due to they have to integrate all students in every teaching and learning activity.

Figure 7. Not well accepted by the group of peers



In this graphic, it is described that students are not well accepted by the group of peers during the learning activities. This a huge difficulty for developing students' skills because they have to be integrated and provide empathy with each other.

Figure 8. Tasks unfinished



Another ADD characteristic that was found in fourth-grade students was tasks unfinished. It means that students have difficulties on attention and concentrations for learning.

5.2. Strategies used by the teacher with Attention Deficit Disorder students in fourth grade

Killen (2003) explains teaching strategies as the ways in which teachers use a variety of teaching methods to engage students in learning and to help them achieve desired outcomes.

In relation to the interview applied to the English teacher, it is described some teaching strategies for ADD students, such as using a different set of instructions, individualized attention, and provide visuals reminders, using games and learning activities to call students attentions. The same way, in the observations made, it was perceived that the main activities that the teacher used are classroom routines,

collaboration and teaching assistant, break and opportunity for movement, providing feedback, and increase active class participation.

The activities used by the teacher promoted an engaging environment for learning. The same way, in the activities observed, students expressed their own ideas and questions in relation to the topic.

5.3. Strategies to facilitate English learning for Attention Deficit Disorder students

In order to achieve this objective, it was implemented six learning strategies aiming at facilitating the English learning for ADD students in fourth-grade at Salomon Ibarra Mayorga school.

According to DuPaul and Stoner (2014), effective strategies for students with ADD include "providing clear and concise instructions, breaking down tasks into manageable steps, providing frequent feedback, and using visual aids" (p. 92).

5.3.1. Activity 1: Establishing classroom routines

a. Description of the activity

This learning activity aimed at activating students into the new learning by singing a song and establishing classroom routines. The song proposed was the following:

If You're Happy and You Know It

If you're happy and you know it, clap your hands (clap clap)

If you're happy and you know it, clap your hands (clap clap)

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet (stomp stomp)

If you're happy and you know it, stomp your feet (stomp stomp)

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, stomp your feet. (stomp stomp)

b. Resources

- A song
- Speakers
- Computer

c. Teaching Experience

In this activity we achieve that through music if you're happy and you know it, children increase their memory, attention and concentration capacity; since it is a way of expressing oneself; It stimulates children's imagination and provides the opportunity for them to interact with each other.

5.3.2. Activity 2: Providing visual reminders

a. Description of the activity

This learning activity was developed with the aim of presenting the new English vocabulary about party. In this activity, students were engaged on the learning of the words: *poster, band, invitation, decoration, design, practice*. The teacher and students were practicing pronunciation through visual reminders.

b. Resources

- Flash cards
- English vocabulary about party
- Whiteboard
- Markers

c. Teaching Experience

Through this activity, we can strengthen children's learning, which contributes to strengthening the memorization capacity because by constantly repeating this music

we tend to improve intellectual development and this is done in a comprehensive way, which allowed the motivation of each one of the children.

5.3.3. Activity 3: Creating a party invitation and giving Frequent Feedback and Positive Reinforcement

a. Description of the activity

The main goal of this activity was to make students to write an invitation using the new information provided, such as *To, date, time, place and a phrase*.

b. Resources

- A party invitation
- Pencils
- Color sheets
- Color markers

c. Teaching Experience

Through this Activity, students created an invitation card where each pair went on to present, thus creating a space for the exchange of knowledge and interaction between classmates and at the same time they put into practice skills such as listening and speaking.

5.3.4. Activity 4: Providing Brain Breaks and Opportunities for Movement

a. Description of the activity

This learning activity aimed at activating students and provide opportunity for movement. This is a great activity that promotes students' engagement and break time. The song was:

I'm alive, alert, awake, enthusiastic!

I'm alive, alert, awake, enthusiastic!

I'm alive, alert, awake!

Awake, alert, alive!

I'm alive, alert, awake, enthusiastic!

b. Resources

- A song
- Speakers
- Computer

c. Teaching Experience

Through this activity we managed to help the children achieve and manage concentration and attention in which they carried out this activity very easily.

5.3.5. Activity 5: Encourage reciprocal teaching

a. Description of the activity

This activity made students to read the information they wrote in the invitation cards. This activity promotes students interact each other and co-practice pronunciation.

b. Resources

- An invitation card

c. Teaching Experience

In this activity we were able to interact with each of the children where each of them was asked about the vocabulary and they answered correctly. Getting a very positive response, we were able to see the retention capacity of each of them.

5.3.6. Activity 6: Increase active class participation

a. Description of the activity

This activity was developed in order to make students participate and make questions about their invitation cards. Student were active and engaged during this activity.

b. Resources

- An invitation card

c. Teaching Experience

We managed to persuade the participation of the children, each of them emphasizing and interacting with the teacher through speech where they mentioned the vocabulary learned. Where we get the expected results.

5.4. Proposal of strategies to facilitate English language learning for Attention Deficit Disorder students

Based on the observations, interview to the teacher and the implementation of learning strategies for students with ADD, it can be proposed the following strategies:

Figure 8. *Proposal of strategies to facilitate English language learning for Attention Deficit Disorder students*

N°	Teaching strategy	Teaching experience
1	Using a different set of instructions	<p>By implementing these strategies, teachers can foster a more inclusive and engaging learning environment that promotes active class participation for students with ADD.</p> <p>Use multi-modal instructions: Present instructions in multiple formats, such as verbal, written, and visual. This helps accommodate different learning styles and ensures that students with ADD can access the information in a way that works best for them.</p> <p>Incorporate technology: Utilize educational technology tools and platforms that allow for interactive participation. This can include online discussion boards, polling apps, or interactive presentations. Technology can engage students with ADD by providing a dynamic and interactive learning experience.</p> <p>Break tasks into smaller segments: For complex tasks or assignments, break them down into smaller,</p>

		<p>more manageable segments. This helps students with ADD stay focused and prevents them from feeling overwhelmed. Clearly communicate the steps and provide checkpoints along the way to track progress.</p> <p>Use timers and visual cues: Utilize timers or visual cues to help students with ADD manage their time and stay on track during activities or discussions. This provides a clear structure and helps them understand the expected duration of each task.</p> <p>Encourage active listening and participation: Create a classroom culture that values active listening and participation. Encourage students to ask questions, share their thoughts, and engage in discussions. Provide opportunities for turn-taking and ensure that all voices are heard.</p> <p>Provide scaffolding and support: Offer scaffolding and support to help students with ADD actively participate. This can include providing sentence starters, graphic organizers, or prompts to guide their responses. Gradually reduce the level of support as students become more comfortable and confident.</p>
2	Individualized attention	<p>Remember, each student with ADD is unique, so it's essential to adapt your approach based on their individual needs. By providing individualized attention, you can help students with ADD thrive academically and reach their full potential.</p> <p>Understand their needs: Take the time to understand each student's unique strengths, challenges, and learning styles. This will help you tailor your approach and provide appropriate support.</p>

		<p>Personalized learning plans: Develop personalized learning plans for students with ADD. These plans can outline specific accommodations, modifications, and strategies to address their individual needs and optimize their learning experience.</p> <p>Regular check-ins: Schedule regular one-on-one check-ins with students to discuss their progress, address any concerns, and provide individualized guidance. This allows you to monitor their academic and emotional well-being and make necessary adjustments to support their success.</p> <p>Differentiated instruction: Adapt your teaching methods and materials to meet the diverse needs of students with ADD. Provide alternative explanations, additional examples, or hands-on activities to ensure they grasp the concepts effectively.</p> <p>Small group or individualized instruction: Offer small group or individualized instruction to provide focused attention and support. This allows you to address specific challenges, reinforce key concepts, and provide immediate feedback.</p> <p>Collaborate with support professionals: Work closely with support professionals, such as special education teachers or counselors, to develop strategies and interventions that cater to the specific needs of students with ADD. Their expertise can be invaluable in providing individualized attention.</p>
3	Providing visual reminders	<p>Providing visual reminders for students with Attention Deficit Disorder (ADD) involves using visual aids to help them remember tasks, follow instructions, and stay organized. Some effective strategies include:</p>

		<p>Task boards: Using a board with cards or magnets that represent the activities or tasks that need to be completed. Students can move the cards as they finish each task.</p> <p>Visual calendars: Using a large, colorful calendar where students can mark important dates, deadlines, and planned activities.</p> <p>Visual reminders: Placing posters or images in strategic locations, such as the classroom door or the student's desk, to remind them of daily routines, rules, or steps to follow in specific situations.</p> <p>Visual organizers: Using folders, color-coded binders, or visual labels to help students organize their school materials and tasks.</p> <p>These visual reminders can be particularly helpful for students with ADD as they provide a visual representation of information and help them stay focused and organized.</p>
4	Using games and learning activities to call students attentions	<p>Using games and learning activities can be an effective way to capture the attention of students with Attention Deficit Disorder (ADD). Here are some strategies that can be helpful:</p> <p>Educational games: Incorporating educational games into lessons can make learning more engaging and enjoyable for students with ADD. Games that require focus, problem-solving, and critical thinking can help improve attention and concentration.</p> <p>Movement-based activities: Incorporating movement-based activities into lessons can help students with ADD release excess energy and improve focus.</p>

		<p>Activities like stretching, yoga, and dance can be helpful.</p> <p>Multi-sensory activities: Incorporating multi-sensory activities into lessons can help students with ADD engage with the material in different ways. Activities that involve touch, sight, sound, and movement can help improve attention and retention of information.</p> <p>Interactive technology: Incorporating interactive technology like educational apps and online games can be an effective way to engage students with ADD. These tools can provide immediate feedback and rewards, making learning more enjoyable and motivating.</p> <p>Using games and learning activities can help students with ADD stay engaged and focused in the classroom. By making learning more enjoyable and interactive, teachers can help support the academic success of these students.</p>
5	Classroom routines	<p>Using classroom routines can be an effective way to support students with Attention Deficit Disorder (ADD).</p> <p>Consistent structure: Establishing a consistent classroom structure and routine can help students with ADD feel more secure and focused. This can include consistent procedures for entering and leaving the classroom, transitioning between activities, and completing assignments.</p> <p>Visual schedules: Providing a visual schedule of the day's activities can help students with ADD understand what is expected of them and reduce</p>

		<p>anxiety. This can include a visual timeline or a list of tasks to be completed.</p> <p>Clear expectations: Providing clear expectations for behavior and academic performance can help students with ADD understand what is expected of them. This can include clear rules and consequences for behavior, as well as clear guidelines for completing assignments and participating in class.</p> <p>Breaks and movement: Building in frequent breaks and movement opportunities can help students with ADD release excess energy and improve focus. This can include brief movement breaks, stretching activities, or opportunities to work standing up or in different locations around the classroom.</p> <p>Establishing classroom routines that support the needs of students with ADD can help improve their academic performance and overall well-being. By providing a consistent structure, clear expectations, and opportunities for movement and breaks, teachers can create a classroom environment that supports the success of these students.</p>
6	Collaboration and teaching assistant	<p>By working collaboratively, teachers and teaching assistants can create a supportive and inclusive classroom environment that meets the needs of all students, including those with ADD.</p> <p>Communication: Establishing open and regular communication between teachers and teaching assistants can help ensure that students with ADD are receiving consistent support and accommodations. This can include regular meetings, email updates, and shared documentation of student progress.</p>

		<p>Co-planning: Collaborating on lesson planning can help ensure that lessons are tailored to the needs of students with ADD. Teaching assistants can provide valuable insights into the learning styles and needs of individual students, and can help modify lessons to provide additional support and accommodations.</p> <p>Small group instruction: Teaching assistants can provide small group instruction to students with ADD, either within the classroom or in a separate setting. This can provide additional support and opportunities for differentiated instruction.</p> <p>Accommodations: Teaching assistants can help implement accommodations for students with ADD, such as providing visual aids, breaking down tasks into smaller steps, or providing additional time for assignments.</p>
7	Break and opportunity for movement	<p>It is important to incorporate breaks and opportunities for movement throughout the day to support the needs of students with ADD. These breaks should be structured, purposeful, and tailored to the individual needs of each student.</p> <p>Energy release: Students with ADD often have excess energy that needs to be released. Allowing them to take breaks and engage in movement activities can help them release that energy in a productive way, which can improve their focus and attention when they return to their tasks.</p> <p>Increased alertness: Movement breaks can help stimulate the brain and increase alertness. Physical activity increases blood flow and oxygen to the brain,</p>

		<p>which can enhance cognitive functioning and improve overall attention and concentration.</p> <p>Improved engagement: Taking breaks and incorporating movement activities can help prevent students with ADD from becoming bored or restless. It provides them with a change of pace and keeps them actively engaged in the learning process.</p> <p>Regulation of emotions: Movement breaks can also help students with ADD regulate their emotions. Engaging in physical activity can reduce stress, anxiety, and frustration, allowing students to better manage their emotions and maintain a more positive mindset.</p>
8	Providing feedback	<p>Remember that every student is unique, so it's important to tailor feedback to their individual needs and learning style. By providing effective feedback, you can support the development and success of students with ADD.</p> <p>Be specific: When giving feedback, be specific about what the student did well and areas where they can improve. Instead of general statements, provide specific examples and suggestions for growth.</p> <p>Focus on effort and progress: Recognize and acknowledge the effort that the student puts into their work. Highlight their progress and improvements, even if they are small. This can help motivate and encourage them to continue working towards their goals.</p> <p>Use constructive language: Frame feedback in a constructive and supportive manner. Instead of focusing solely on mistakes or weaknesses, provide</p>

		<p>suggestions for improvement and offer guidance on how to overcome challenges.</p> <p>Provide actionable steps: Help students with ADD by breaking down feedback into actionable steps. Provide clear and concise instructions on how they can apply the feedback and make progress.</p> <p>Offer praise and encouragement: Alongside constructive feedback, offer praise and encouragement for their strengths and achievements. Positive reinforcement can boost their confidence and motivation.</p> <p>Regular and timely feedback: Provide feedback regularly and in a timely manner. This allows students to make connections between their actions and the feedback received, facilitating their learning and growth.</p>
9	Increasing active class participation	<p>By incorporating these strategies, teachers can help increase active class participation among students with ADD and create a more engaging and inclusive learning environment.</p> <p>Use interactive teaching methods: Incorporate interactive teaching methods that encourage participation and engagement, such as group work, discussions, and hands-on activities. These methods can help students with ADD stay focused and engaged in the learning process.</p> <p>Provide clear instructions: Provide clear and concise instructions for activities and assignments. Students with ADD may struggle to follow multi-step instructions, so breaking them down into smaller steps can be helpful.</p>

		<p>Use visual aids: Use visual aids such as diagrams, charts, and pictures to help students with ADD understand concepts and stay engaged. Incorporating color and other visual elements can also make the material more engaging.</p> <p>Encourage movement breaks: Incorporate movement breaks into the class period to help students with ADD release energy and improve focus. This can include brief stretching or movement activities.</p> <p>Provide positive reinforcement: Provide positive reinforcement for participation and engagement. This can include verbal praise, rewards, or other incentives.</p> <p>Create a safe and supportive classroom environment: Create a classroom environment that is safe and supportive, where students feel comfortable participating and sharing their ideas. This can help students with ADD feel more confident and engaged in the learning process.</p>
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VI. CONCLUSIONS

After the analysis of the information gathered from the instruments applied in the study: strategies to facilitate English learning for Attention Deficit Disorder Students in fourth-grade at Salomon Ibarra Mayorga School, II semester 2023, the following conclusions are stated:

- ✓ Students from the fourth-grade present ADD characteristics, such as, excessive motor restlessness, school learning difficulties, difficulties with cooperative activities, tasks unfinished, easily distracted, poor attention span, demands immediate solutions to his demands, and not well accepted by the group of peers.
- ✓ The teacher promotes a different set of instructions, individualized attention, visual reminders, games and learning activities, classroom routines, collaboration and teaching assistant, break and opportunity for movement, providing feedback, and increase active class participation for ADD students.
- ✓ The implementation of six learning strategies to facilitate the English language in ADD students allowed to overcome the learning necessity of students and integrated them in a cooperative learning environment.
- ✓ It is important to identify ADD characteristics in order to apply specific strategies such as, individual attention, establishing classroom routines, positive reinforcement, providing feedback, among others.
- ✓ Encouraging active participation and engagement was found to enhance English learning outcomes. Incorporating interactive teaching methods, such as group work, discussions, and technology-based activities, promoted student involvement and motivation.
- ✓ Providing individualized support tailored to each student's specific needs was crucial for their success. Personalized learning plans, regular check-ins, and differentiated instruction helped address the unique challenges faced by students with ADD and fostered their language development.

In conclusion, the findings of this study provide valuable insights into effective strategies for facilitating English learning for students with ADD in the fourth grade. Implementing these strategies can contribute to improved language learning, increased engagement, and overall academic success for students with ADD. Further research is recommended to explore the long-term effects of these strategies and their applicability in different educational contexts.

VII. RECOMMENDATIONS

The following recommendations are in order to improve the English teaching and learning process in fourth grade. By implementing these recommendations, can be created a more inclusive and supportive learning environment that meets the needs of students with ADD.

To the English Teacher

- ✓ Test students in order to identify ADD characteristics and apply particular strategies and methodology.
- ✓ Implement strategies such as, a different set of instructions, individualized attention, visual reminders, games and learning activities, classroom routines, collaboration and teaching assistant, break and opportunity for movement, providing feedback.
- ✓ Use diverse materials to keep students' attention and focus on the learning.

To Parents

- ✓ Pay children attention and identify ADD characteristics.
- ✓ Help children complete their homework.
- ✓ Be informed about ADD in students and the consequences.
- ✓ Learn about ADD, its symptoms, and how it affects your child. This will help you understand their challenges and find appropriate strategies to support them.
- ✓ Establish a structured and consistent daily routine for your child. This can help them feel more organized and reduce anxiety. Set clear expectations and provide visual schedules or reminders to help them stay on track.
- ✓ Teach your child time management skills, such as using timers or alarms to help them stay on track and manage their time effectively.
- ✓ Maintain open communication with your child's teachers to ensure they are aware of their needs and can provide necessary accommodations or support in the classroom.

To MINED

- ✓ Provide professional development opportunities for teachers to learn about effective strategies for teaching students with ADD. This can include workshops, seminars, and ongoing coaching to support implementation and refinement of these strategies.
- ✓ Provide materials and resources to facilitate ADD students' learning.
- ✓ Foster collaborative partnerships between teachers, support professionals, and families to support students with ADD. Regular communication and collaboration can help ensure that students receive the necessary support both in and outside of the classroom.

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IX. APPENDIXES



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Nueva Guinea Campus

OBSERVATION GUIDE

The present observation guide aims at identifying Attention Deficit Disorder characteristics and describe teaching strategies in fourth grade students at Salomon Ibarra Mayorga school, II semester 2023.

General Information				
Career:		Date:		
Subject:		Level:		
Content:				
No.	Aspects	Yes	No	Observation
1	Students have a short attention span and being easily distracted.			
2	Students have difficulty maintaining attention in activities or games.			
3	Students do not seem to hear what being said.			
4	Students have difficulty completing, task, or does not follow directions.			
5	Students have difficulty organizing activities.			
6	Students make careless mistakes.			
7	Students are forgetful of daily activities.			
8	Students move hands and feet or move in their seats.			
9	Get up in class or in another situation when told not to			
10	Runs or uploads to sites/ things when told no to			
11	Has difficulty playing quietly			

12	Students act as if it were activated by a motor, it does not drain the batteries.			
13	Students have difficulty waiting there in group activities.			
14	Students interrupt people or gets into conversations or games.			
Teaching strategies used in DDA students				
15	Individualized Plans for Each Kid			
16	Use A Different Set of Instructions			
17	Create an Inclusive Classroom			
18	Promote Collaboration with the Teaching Assistants			
19	Create a Consistent Routine			
20	Provide Brain Breaks and Opportunities for Movement			
21	Give Frequent Feedback and Positive Reinforcement			
22	Provide visual reminders			
23	Increase active class participation			
24	Establish classroom routines			
25	Reduce potential distractions			

General Observations:



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TEST DAH (Attention Deficit and Hyperactivity)

The test aims to identify Attention Deficit Disorder characteristics in fourth grade students at Salomon Ibarra Mayorga school.

Names _____

Institution _____

Age _____ **Sex** _____ **Date** _____

Respond to each question by circling the degree to which in your professional judgment the student exhibits each of the behaviors described below:

	0	1	2	3	
	Nothing	Few	Sufficient	A lot	
1	Shows excessive motor restlessness			0 1 2 3	H
2	Has school learning difficulties			0 1 2 3	DA
3	Frequently disturbs other children			0 1 2 3	H
4	Is easily distracted, shows poor attention span			0 1 2 3	DA
5	Demands immediate solutions to his demands			0 1 2 3	H
6	Has difficulties with cooperative activities			0 1 2 3	TC
7	Is self-absorbed, as if "in the clouds".			0 1 2 3	DA
8	Leaves tasks he/she starts unfinished			0 1 2 3	DA
9	Is not well accepted by the group of peers			0 1 2 3	TC
10	Denies his/her mistakes or blames his/her classmates for them			0 1 2 3	TC
11	Often yells in situations that are inappropriate for him or her			0 1 2 3	TC
12	Talks back easily. Is disrespectful, arrogant			0 1 2 3	TC
13	Is constantly fidgety, restless			0 1 2 3	H
14	Argues and fights over anything or any object			0 1 2 3	TC
15	Has unpredictable outbursts of temper			0 1 2 3	TC
16	Lacks a sense of the "rule" of "fair play".			0 1 2 3	TC
17	Is impulsive and irritable			0 1 2 3	H
18	Gets along poorly with most peers			0 1 2 3	TC
19	Easily frustrated, inconsistent			0 1 2 3	DA
20	Does not follow teacher's directions very well			0 1 2 3	TC

H= Hyperactivity

DA= Attention Deficit

TC (Trastorno de Conducta)= Behavioral Disorder



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Nueva Guinea Campus

INTERVIEW TO TEACHERS

Dear teacher, the purpose of this interview is to identify Attention Deficit Disorder characteristics and describe teaching strategies in fourth grade students at Salomon Ibarra Mayorga school, II semester 2023.

- 1. What do you understand by Attention Deficit Disorder?**
- 2. What ADD characteristics can you identify in your students?**
- 3. What teaching strategies do you use for students who are difficult to concentrate and focusing?**
- 4. What teaching strategies do you use for hyperactive and impulsive students?**
- 5. Why is important to identify ADD students and apply particular teaching strategies?**
- 6. What teaching strategies do you recommend for ADD students?**



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NUEVA GUINEA CAMPUS**


LESSON PLAN

General Information	Time required: 85 minutes		Signature:	
Professor's names:	Level: Secondary Education	Year: 4th-grade	Date: October 04th, 2023	
Subject: English	Start: October 04th, 2023	Finish: October 04th, 2023		
UNIT VIII: The Concert	Class time: 85 minutes		Lesson Plan: 1	
Materials and aids: Lesson Plan, Whiteboard, Eraser and Markers, tape record, dialogue, pictures realia, tv, etc				
Goal: At the end of this unit the students will ...				
LEARNING OBJECTIVES	LESSON CONTENTS	TIME	LEARNING ACTIVITIES	LEARNING STRATEGIES AND ASSESSMENT PROCESS
Cognitive Objective: (Knowing) The student asks and answers questions	-The concert -Vocabulary	5 minutes	➤ Welcome to students to the English class. ➤ Explain the objective of the lesson.	✓ Greeting the students and saying how they are doing.

<p>about preparation for parties.</p> <p>Identify party vocabulary through visual aids and audios.</p> <p>Psychomotor Objective: (doing)</p> <p>Ask and Answer questions about preparation for parties using the correct grammar structure.</p> <p>Affective Objective:</p> <p>Students will put in to practice the values such as the respect to each other and the freedom to speak or giving opinions.</p>	<p>-Grammar to words</p> <p>-Listening to words</p> <p>-Asking about preparations for a party</p> <p>-Reading and drawing</p> <p>-Responding to invitation emails.</p>	<p>5 minutes</p>	<p>➤ Warm-up Activity.</p> <p>Activity 1: “Establishing classroom routines”</p>	<p>-Teacher will present the song on a paper board: <i>If You're Happy and You Know It</i></p> <p>-Students and teacher will stand up and sing the son together.</p> <p>-The song will be in other to warm up and establishing classroom routines for the new lesson.</p> <p><i>If You're Happy and You Know It</i></p> <p><i>If you're happy and you know it, clap your hands (clap clap)</i></p> <p><i>If you're happy and you know it, clap your hands (clap clap)</i></p> <p><i>If you're happy and you know it, then your face will surely show it</i></p> <p><i>If you're happy and you know it, clap your hands. (clap clap)</i></p> <p><i>If you're happy and you know it, stomp your feet (stomp stomp)</i></p> <p><i>If you're happy and you know it, stomp</i></p>
---	--	------------------	--	---

				<p><i>your feet (stomp stomp)</i></p> <p><i>If you're happy and you know it, then your face will surely show it</i></p> <p><i>If you're happy and you know it, stomp your feet. (stomp stomp)</i></p>
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		15 minutes	<p>➤ Introducing the new topic and information</p> <p>“Listening to words”</p> <p>Party: poster, band, invitation, decoration, design, practice</p>	<p>Activity 2: Providing visual reminders</p> <ul style="list-style-type: none"> ✓ In this activity, teacher will present the new vocabulary about party through flash cards. ✓ Teacher will pronounce the words three times. ✓ Students will listen carefully to the words and repeat them. ✓ Teacher will show a flash card and students need to say the word and the rest of the students will listen to and repeat it.
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		15 minutes	<p>➤ Practicing the new information</p>	<p>Activity 3: Creating a party invitation and giving Frequent Feedback and Positive Reinforcement</p> <p>-In pairs, students will create a party invitation.</p>  <p>-Students will write the information about: To, date, time, place and a phrase.</p> <p>-Students must be creative and ready to read the invitation cards.</p>
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				<p>Activity 4: Providing Brain Breaks and Opportunities for Movement</p> <p>The students will stand up and practice the following song:</p> <p><i>I'm alive, alert, awake, enthusiastic!</i></p> <p><i>I'm alive, alert, awake, enthusiastic!</i></p> <p><i>I'm alive, alert, awake!</i></p> <p><i>Awake, alert, alive!</i></p> <p><i>I'm alive, alert, awake, enthusiastic!</i></p>
		20 minutes	➤ Application of the new knowledge	<p>Activity 5: Encourage reciprocal teaching</p> <p>In this activity, students will create read and practice the information they wrote in their party invitation cards.</p> <p>Students will exchange the invitation cards and practice the other partner's information.</p> <p>They will listen to and identify the information of their partners.</p>

		30	➤ Assessment of the new knowledge acquired	<p>Activity 6: Increase active class participation</p> <p>-In pairs, students will present their invitation cards in front of the class.</p> <p>-They will read out all the information from the card.</p> <p>-The other students will say: <i>Thanks for your invitation, I will be there!</i></p>
			➤ Homework	<p>Activity 7: Responding to invitation</p> <p>-Students will respond to a classmate invitation and will read for next lesson.</p>

Figure 9. *Photos from the implementation of the learning activities in the classroom.*



Fourth-grade students participating in the implementation of six learning activities at Salomon Ibarra Mayorga school, September 2023.

Figure 10. *Photos of the application of the instruments (interview).*



English teachers participating in the interview applied at Salomon Ibarra Mayorga school, September 2023.



**UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA
CARIBE NICARAGÜENSE, NUEVA GUINEA**

AVAL DEL TUTOR

El tutor/a: MBE. José Alexander Oporta Barrera, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo ☐
- b. Informe Final ☒
- c. Artículo Técnico ☐
- d. Otra forma de culminación (especifique):

A la investigación titulada:

Strategies to Facilitate English Learning for Attention Deficit Disorder Students in Fourth Grade at Salomon Ibarra Mayorga School, II semester 2023.

Desarrollada por el o los estudiantes:

Br. César Anastacio Téllez
Br. Kevlin Judith Gómez Muñoz

De la Carrera de: **Licenciatura en Ciencia de la Educación con Mención en Inglés**

Nombres y apellidos del Tutor, Tutora: MBE. **José Alexander Oporta Barrera**

Firma: 

Recinto: **Nueva Guinea**

Fecha: **25 de octubre de 2023**