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**Títol: << Does an Inclusive Class Favour the
Participation and Motivation of a Child with Learning
Difficulties, Focusing on ADHD? A Case Study. >>**

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Abstract

Diversity is a reality in the classroom. Regarding psychological framework in concrete, different situations can be found, which need an especial and personalized attention. Nevertheless, there are many individual adaptations that we as teachers always should keep in mind to cover all students' needs equally. The main objective of this dissertation is focused on two ADHD students which were demotivated in the English classes. To solve this problem, an application of an improving measure has been carried out, by means of a gamified inclusive class. First, an observation process has been done, as well as a focus group to these ADHD students, to know their current situation in the English classes. Second, the inclusive test class has been performed, while observing them how they respond to changing the ordinary methodology they use to have in those classes. Finally, a focus group is carried out to ADHD students again, to know their opinion of the inclusive lesson, and then, a personal interview to the English teacher too, to know her opinion as well, regarding both of these students in class, and about the class implementation. At the end of this research, it has been verified that, as the researcher pointed out in her initial hypothesis, an inclusive class play a crucial role favouring motivation and therefore, participation, to ADHD students.

Key words: Diversity, inclusive class, ADHD, motivation, participation, methodology.

Resumen

La diversidad es una realidad en el aula. Con respecto al marco psicológico en concreto, se pueden encontrar diferentes situaciones que requieren una atención especial y personalizada. Sin embargo, hay muchas adaptaciones individuales que nosotros, como profesores, siempre debemos tener en cuenta para cubrir por igual las necesidades de todos los estudiantes. El objetivo principal de esta disertación se centra en dos estudiantes con TDAH que se desmotivaron en las clases de inglés. Para resolver este problema, se ha llevado a cabo una aplicación de una medida de mejora, mediante una clase gamificada inclusiva. Primero, se realizó un proceso de observación, así como un grupo de discusión con estos estudiantes con TDAH, para conocer su situación actual en las clases de inglés. En segundo lugar, se ha realizado la clase de prueba inclusiva,

mientras se ha observado cómo responden al cambio de la metodología que solían tener en las clases ordinarias. Finalmente, se ha llevado a cabo un grupo de discusión para los estudiantes con TDAH nuevamente, para conocer su opinión sobre la lección inclusiva y luego, una entrevista personal con la profesora de inglés para conocer su opinión personal, respecto a ambos estudiantes en clase, y de la implementación de la clase. Al final de esta investigación, se ha verificado que, como señaló el investigador en su hipótesis inicial, una clase inclusiva desempeña un papel crucial que favorece la motivación y, por lo tanto, la participación de los estudiantes con TDAH.

Palabras clave: Diversidad, clase inclusiva, TDAH, motivación, participación, metodología.

Resum

La diversitat és una realitat a l'aula. Pel que fa al marc psicològic en concret, es poden trobar situacions diferents, que necessiten una atenció especial i personalitzada. No obstant això, hi ha moltes adaptacions individuals que nosaltres, com a professors, sempre hem de tenir en compte per cobrir les necessitats dels alumnes per igual. L'objectiu principal d'aquesta tesi es centra en dos estudiants de TDAH que estaven desmotivats a les classes d'anglès. Per solucionar aquest problema, s'ha dut a terme una aplicació d'una mesura de millora, mitjançant una classe inclusiva reconeguda. En primer lloc, s'ha realitzat un procés d'observació, així com un grup d'atenció a aquests estudiants de TDAH, per conèixer la seva situació actual a les classes d'anglès. En segon lloc, s'ha realitzat la classe de prova inclusiva, tot observant-los com responen canviant la metodologia habitual que utilitzen en aquestes classes. Finalment, un grup de discussió es realitza de nou als estudiants de TDAH, per conèixer la seva opinió sobre la lliçó inclusiva i, a continuació, una entrevista personal al professor d'anglès, també per conèixer la seva opinió, tant d'aquests alumnes a classe com de la implementació de classe. Al final d'aquesta investigació, s'ha comprovat que, com va assenyalar l'investigador en la seva hipòtesi inicial, una classe inclusiva juga un paper crucial que afavoreix la motivació i, per tant, la participació, als estudiants de TDAH.

Paraules clau: diversitat, classe inclusiva, TDAH, motivació, participació, metodologia.

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Annex

1. Introduction

1.1. Presentation and justification

Academic diversity is a reality in the classroom. Without any supervision or way to manage it properly, it may cause demotivation among students and, in some cases, school failure or dropout. Therefore, it is important to identify all types of students and all levels of achievement in the classroom, and try to cover them all to avoid these consequences as much as possible. This way, for this dissertation I wanted to focus on a behavioural disorder that affects a lot of children throughout their academic stage, ADHD, and, specifically in the management of this difficulty in 4th ESO classroom.

There have been different aspects of my personal training and experience that have motivated me a lot to choose this topic to do my final dissertation. That is to say, the main theme of this project is based on the cohesion of the following reasons:

First and foremost, I have always wanted to dedicate myself to teaching. From my point of view, I think that working as a teacher is not easy an easy task. However, I also consider that it is a very important task which can be enormously enjoyed if it is carried out with enthusiasm and affection. And a very big part of this job is to help the child evolve from within. That is, being able to understand each student's most inner feelings and problems, and helping him/her solve them.

Secondly, the use of the concept of ADHD has now been increased. Nowadays there are many students diagnosed with ADHD in Spain. According to the Spanish Federation of Associations of Attention to Attention Deficit Hyperactivity Disorder (FEAADAH), "up to 5% of children and adolescents suffer from this disorder". On one hand, there are studies that declare that this disorder has been overdiagnosed among children and young people. For example, according to the article "Experts Warn of Overdiagnosis of TDH in Children Who Are Only "Restless", from *La Vanguardia* (2017),

The teachers of Psychology and Education of the Universitat Oberta de Catalunya (UOC) Amalia Gordóvil and Noemi Guillamón have warned today of an "overdiagnosis" of attention deficit hyperactivity disorders (ADHD) in children who are actually only moved children.

In addition, regarding the article “Is ADHD an Epidemic?” from *La Vanguardia* (2018) newspaper, “we turned ADHD into an epidemic, since there is an overdiagnosis of this disorder”. In addition, according to Sonia Ballesteros in her article "There is an ADHD epidemic" (2018) from *Cadena Ser*:

According to the psychoanalyst Ubieta, from 2000 to 2012, in Spain the diagnoses for Attention Deficit Hyperactivity Disorder have multiplied by 30" and that "the UN Council has recently, has given a touch of attention to the Spanish health authorities about the amount of medication given to ADHD patients.

By contrast, there are other researches which assert the opposite view of this problem. Regarding "Data and Figures" section of its official website, FEAADAH (*Federación Española de Asociaciones de Ayuda al Déficit de Atención e Hiperactividad*) states that “ADHD tends to be diagnosed and treated insufficiently”. As it can be seen, the real diagnosis of ADHD is constantly questioned. This is the reason why my interest on the subject increased dramatically, because I could see a strong contradiction between different experts.

Last but not least, my own experience also influenced my decision. I have been teaching in different classrooms and courses, and have noticed that students have very different approaches when it comes to learning. Since this master is directly related to the teaching-learning process in secondary stage, concretely to additional language teaching, this study has been focused on those 4th ESO learners which have some kind of difficulty in language learning.

1.2. Research question, hypothesis and main aims

Based on the main subject of the investigation, I turned up with a research question which will be tried to be answered throughout this investigation. The question is the following:

RQ1	Does an inclusive class favour the participation and motivation of a child with learning difficulties, focusing on ADHD?
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From my point of view, I think the inclusive class is a useful and necessary method to try to make children with learning difficulties able to follow the normal course of a class by adapting, entirely or partially, the curricular subjects, and giving them the same opportunities as the rest of students in class. Specifically, students with ADHD have a number of obstacles that prevent them from keeping up with most activities as the rest of students. Therefore, they need specialized and individualized attention to guide them in class so they do not feel left behind when compared to other students. Concerning this disorder, it is important to emphasize that children who suffer from it usually have language-related problems, such as in Reading and Writing skills, and even more when it comes to creating an oral discourse, probably because they become stressed, or because they fear being judged by the problems that this disorder entails when speaking in public. Therefore, class interventions are seen as an obstacle for them, and they finally decide not to carry them out. For this reason, thus, I think is feasible that a type of class that include these students and let them feel and take part of the class as any other learner, motivates them more and increases their participation.

The reason that led me to investigate this issue and these two subjects in particular, was that I realized that two of the students we not participating in the English classes as the rest of the students. Meaning, they worked and were evaluated differently to the rest of their classmates. At first, I thought it was related to their adaptation to the class that they did not have the opportunity to work in English classes in the way that the rest of their classmates did. However, after doing the research on individualized plans and attention to diversity, I realized that the basic characteristics of an inclusive class are not found in their classroom adjustment. Therefore, this research, as described above, aims to be a proposal to improve the attention to psychological diversity by behavioral disorder in this 4 ESO classroom.

The main aim of this investigation, then, is to offer a proposal of improvement to the current situation of students with ADHD of 4th ESO. In order to do that, then, I am going to plan, design and apply an educational action plan for the current situation of two students with ADHD in an ordinary English lesson. This research also has different specific objectives that I will try to accomplish at the end of it:

- 1** → To analyze the main parts of an Individual Plan to know how a proper adaptation is done, regarding its function and characteristics.
- 2** → To study the regulatory framework and the current reference legislation regarding Inclusion and attention to diversity.
- 3** → To learn how to manage class diversity, focusing on ADHD and the adaptation of an ordinary lesson to these cases of disorder, analyzing both class activities and their evaluation.
- 4** → To be able, from the theoretical framework of the first part of the investigation, to plan, design and apply a more inclusive plan to the ordinary English class, and to assess its efficacy.

1.3. Structure of the research

This study focuses on finding the answer to the question quoted above and achieving the objectives set, by means of a first exploration of the theory of the chosen theme, and a subsequent real case study through some research resources. It has been organized as follows:

The first part is the Theoretical Framework of the paper. It consists on a little investigation of the topic, focusing on Inclusion, attention to diversity, Attention Deficit Hyperactivity Disorder, and Individualized Plans. This part is extremely necessary since it is a presentation of the different topics and issues that are going to be discussed at the last part of this research.

In the second part, the Methodological Approach of the dissertation is described, and therefore, the method, participants and tools used are explained as well. In this section, there is a first observation of a sample of Secondary School students with ADHD. After all the information is extracted from the initial study and from the observation process, a test class is carried out. During this lesson, another observation is made to see how this new

style of class has affected the students. In this chapter, a description of other instruments used during the research can be found: the interview and the focus group.

Finally, the discussion of the main results achieved in the practical part can be found, and also the conclusions of all the research work. In this part, the last answer to the research question quoted the beginning will be answered. The affirmation or the rejection of the proposed hypothesis and a summary describing whether the objectives have been fulfilled or not throughout the research is also found in this section.

2. Theoretical framework

This study presents a definition of what attention to diversity is. First of all, it provides an explanation of this expression, and classifies it in different types or groups. At the end there is a summarised compilation of all laws and regulations in relation to attending diversity and the possible adaptations in the school environment.

Afterwards, you will find another paragraph that focuses on the psychological difficulty itself. There is a definition of Attention Deficit Hyperactivity Disorder and how it can affect children's learning, especially in languages. The most important matter to consider in this point is the way teachers can organize the classroom taking into account all of its diversity.

Finally, there is an explanation about what Individualized Plans are and which types exist, focusing on those adaptations for ADHD cases in the classroom.

2.1. What is *Inclusion*?

The concept of inclusion is introduced in the following sections, as well as attention to diversity. Later on, the different types of diversity that can be found in a school classroom are explained. Finally, an approach is made to the current legal framework related to inclusion and diversity in the academic field.

2.1.1. Attention to diversity

The term *diversity* is relatively new in current classrooms, and it was not taken into account until nowadays. However, this concept has gained recognition throughout time, and fortunately it has become one of the main key issues to bear in mind when it comes to talking about the school. Tomlinson (2001) describes a way to see *diversity* as follows:

Acknowledging that students learn at different speeds and that they differ widely in their ability to think abstractly or understand complex ideas is like acknowledging that students at any given age aren't all the same height: It is not a statement of worth, but of reality.

Many professionals agree with this psychologist and recommend having a first general look at a classroom in order to be able to explain and understand the main meaning of this idea. When you have a look at a class, it is easy to observe that all children are different, each of them with their own physical, psychological and social features: gender, age, culture, personality, socioeconomic status, pathologies and difficulties, previous knowledge, religion, language, or learning rhythm, among others from a very long list of profiles. This is the reason why it is a reality that all these kids have different needs to be covered as well.

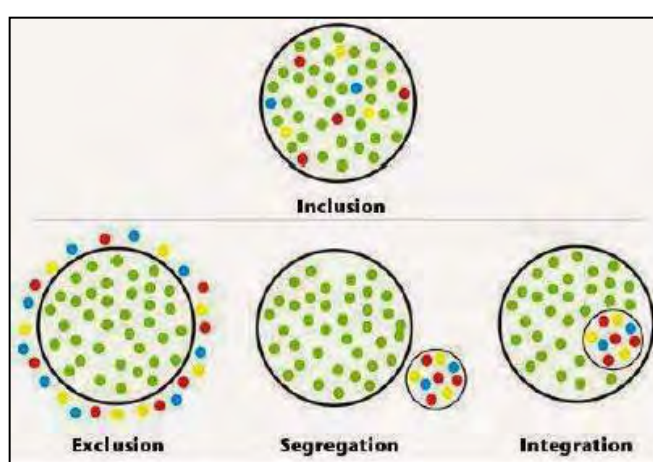


Figure 1: Inclusion (Mayoral, 2018)

The key element of a good educational intervention is to encourage all the students in the classroom to participate and be part of it in the same way. Therefore, the teacher must change his/her conception about the class: this idea is not based on locating the student's problem or learning difficulty, but creating a universal model -directed to all students as a whole- which would try to respond to all student's needs, rather than focusing on their limitations. Thus, the teacher should organize the teaching units according to all students' requirements and needs in the class, making everyone feel motivated and an active part of it and offering the same opportunities to all of them. This is called an *inclusive class*.

In order to attend diversity, a set of ideas need to be considered, as well as proposals and different ways of acting for all the students of the class or school. Such proposals should recognize and cover either durable or transient individual needs, focusing even more on those who need any kind of especial attention. This diversity can vary along the school year due to each student's environmental, social or personal situation.

According to the LOMCE (2013), “the centres will elaborate their pedagogical proposals taking into account the attention to the diversity and the access of all the students to the common education” (2013: 3). Meaning, the educational center is in charge of all the different cases of adaptation that may appear at their school. In each educational center, there is a Commission of Attention to Diversity (CAD) which focuses on attention to diversity. It is responsible, then, for the individualized criteria to be followed by each student, their execution, monitoring and review, and their subsequent evaluation. This commission is formed by the director of the school, school professionals specialized in diversity, the educational psychologist, and the directors or coordinators of each school stage.

2.1.2. Types of diversity

As seen before, the concept of diversity is too open and too wide to label each student. Nevertheless, there is a classification which tries to organize all forms of diversity so it is easier to apply the proper adaptation or aid to each student. According to Ortín and Carrasco (2011), this classification divides diversity among these three groups: physical framework, social framework, and psychological framework.

The physical framework is the simplest group, since it only encloses diversity related to body features: their skin or hair colour, any physical problem they may have, hereditary illnesses they might be suffering from, their age or height, among many other characteristics.

Second, the social framework includes all characteristics which refer to the student’s social environment. This group can be split according to their socioeconomical status, which affects the learner because they may wear different kind of clothes, they cannot afford to buy books or school material, among other economical issues, and it is also defined by their geographical origin, also known as *cultural diversity*, which can lead to differences in lifestyle, traditions or values, and it can also concern the student’s learning process when sometimes certain festivities are celebrated during school hours.

The third group involves the psychological framework of diversity. These psychological individualities are very diverse, and they are directly linked to the teaching-learning

process. We are talking about psychological diversity when we bear in mind the following main concepts: Previous knowledge, which can either help or hinder their learning process; disorders or pathologies, which can affect their capacities too; learning rhythms and paces when doing class activities; learning styles, which can make reference to multiple intelligences or working methods; and motivations or interests, which are decisive for the learner to want to keep studying.

When teaching, it is imperative to consider all these aspects in order to reach all students in the most balanced way as possible. If these facts are well controlled, all students will have the same opportunities when it comes to learning.

2.2. Legal framework

Education is a fundamental and basic right in our society. Thus, it should be an indispensable requirement to be able to offer the opportunity to learn to all students equally. There are some European and international guidelines in regard to this. For instance, UNESCO (2015), through its normative on inclusive education states that “a quality basic education is the necessary foundation for learning throughout life in a complex and rapidly changing world” (UDHR, 2015: 3). In addition to this, “The exercise of this right must be guaranteed throughout the entire life and taking into account all aspects of personal and professional development” (Ed. 12/2009, July 10).

For these children’s necessities to be covered in a correct way there are some laws and normative addressed to attention to diversity teams in schools, in which a series of criteria and basic rules are established to focus on the individual needs of these students.

Regarding current regulations about the Inclusive Education System, the previously mentioned Law 12/2009, July 10, on Education can be highlighted. Regarding this law, focusing concretely in ‘Article 81: Criteria of pedagogical organization of the centres for the attention of the students with specific educational needs’:

*The educational attention of all students is governed by the principle of inclusive school.
The educational projects of the centres must consider curricular, methodological and*

organizational elements for the participation of all the students in the ordinary school environments, regardless of their conditions and capacities (art.81, E, July 10).

Last but not least, 'Decree 150/2017, October 17, on Educational Attention to students within the framework of an Inclusive Education System', looks after the inclusive school as well. This Decree objective is "to ensure that all schools supported by public funds in the field of non-university education are inclusive" (RDL, 2017: 3), and to regulate the educational assistance through the agreement of many criteria and supports to organize centres to attend students' diversity in all educational stages.

2.3. Individualized plans

Sometimes there are students who require special attention, since the characteristics and conditions of the class are not specific enough to cover all their needs, or they are not wide enough to reach all their difficulties. In these cases the design and implementation of an Individualized Plan or personalized class accommodation is considered.

An *Individualized Plan* (IP) is the set of supports and proposals that are planned and implemented in the curriculum of a student in a personalized way. Regarding the "Network Training Seminar of professionals that support inclusion" (2012-13), an individualized plan must contain five obligatory sections:

- *Justification of the Individualized Plan.*
- *The priorities to be taken into account regarding basic competences and adaptive skills.*
- *Adjustments in relation to each of the different curricular subjects.*
- *Set of supports and time organization.*
- *Student's capacities and a transition plan (change from secondary education to post-obligatory studies or insertion into the labour market.*

According to the same document, the steps to follow for the correct preparation of an IP focus on three differentiated phases: The concretion, monitoring and evaluation.

First, the initial evaluation of the student is carried out, as well as the concretion of future objectives of each subject, and the evaluation criteria at the end of each quarter. After that, the coordinating tutor of each student's plan must do a continuous follow-up of it and there must be proof of his/her evolution. Finally, "the student is evaluated in accordance with the objectives established in the IP" -Concretely with students who finish the stage of compulsory secondary education, "the teaching team has to assess whether the student can obtain the title of graduate from ESO" (2012-13).

2.3.1. Types

According to different experts, there are two main types of individualized plan according to the type of adaptation in the common classroom.

On the one hand, there are the adaptations that affect the curricular contents. This type of Individualized Plan is applied to those students who cannot reach the competences or basic contents of the academic year, or when, on the contrary, they overcome it. Nevertheless, whatever the reason is, the main problem is that the student is unable to keep pace with the class.

In this case, the contents of the lesson can be affected in different ways: when it comes to students who are below the average level of the class, they are reduced -or in some cases entire parts are eliminated-; On the contrary, when it comes to students who are above the average level of the class, the lesson is extended or enriched; The most important contents are prioritized versus the more important ones; By last, there can be set annual or monthly objectives higher / lower than those that would correspond to the academic course.

On the other hand, there are curricular variations that do not affect in any case the established contents of the course. This type of individualized plan is based only on the modification of the way in which the student acquires the contents, namely, their methodology. According to Generalitat de Catalunya, Education Department (2013), these adaptations can take into account the student's learning style or their strengths or

difficulties, and may consist, for example, in providing additional support to the student, among others.

2.3.2. Context of the studied center

Despite all, there are times that an official IP is a tool excessively wide, and does not work for some students. This is the reason why it is enough for some students to have small adjustments in the classroom, instead of an entire Individual Plan. According to the psychopedagogue of the educational center from where this research is based on (2018, personal communication):

There are schools in which ordinary IP is not made, but they do internal plans. It is not the official conventional IP that is processed by the 'Generalitat de Catalunya'. They are small adjustments that are made for the students who need it, each with their own reasons, whether for a school subject, a group of them, or for all of them. Even though, all adaptations must be fully justified.

Thus, the present investigation will be based on these small classroom accommodations made for children with learning difficulties produced by ADHD.

2.4. Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD) is a chronic behavioural disorder of neurobiological origin. According to the guide for teachers of Generalitat de Catalunya, Department of Education (2013) “it is characterised by a level of impulsivity, activity and attention that is not appropriate for the age of the child or teenager at school age” (2013: 8).

ADHD is one of the most common disorders among children and young students –and more in boys than in girls- although its symptoms may persist into maturity. In fact, according to the FEAADAH association, “it is estimated that between 30-65% of adolescents with ADHD will continue to have problems in adulthood” (2018) Specifically in Spain, ADHD affects more than 6% of children.

Regarding the main causes of ADHD, a clear and exact cause for the onset and development of this disorder has not yet been found, despite the large amount of research

on this subject. As stated by TDAHYTU foundation (2015), “it is a heterogeneous and complex neurobiological disorder, which cannot be explained by a single cause, but by a series of genetic conditions”. It is more common for a person with a family history of ADHD to suffer from this disorder- along with other environmental factors-especially during pregnancy and childbirth.

However, there is a significant physical difference between the brains of a person with ADHD and a person who does not have this disorder. Some people today continue to show doubts about the existence of this disorder. In fact, and as clarified in the introduction of this research, there are several positions that argue that there is an overdiagnosis of this difficulty in recent years, and that there are times when other characteristics of behaviour, as being distracted, restless or inattentive, are confused with ADHD. Therefore, the medication or the treatment prescribed to these people usually causes unnecessary side effects that are dangerous for their health.

However, many studies indicate that the brain of a person with this disorder is different from the others. Regarding TDAHYTU foundation (2013), there are parts which are smaller in children with ADHD than the others: the frontal cortex, the basal ganglia and the cerebellum, which interact with each other creating a network system for carrying out different functions, such as movement, attention or language:

*The activity of these networks decreases and allows the different functions to take place (...)
In a person with ADHD, the activity of these networks is altered (...) In general terms, when
children with ADHD carry out specific tasks, some networks are not lit enough, while
others remain on for too long.*

Regarding the cerebral cortex part in particular, it is important to explain that it is responsible for memory, attention, thought and language. Thus, there is a physical reason for this problem, which is explained by TDAHYTU foundation (2013) as follows:

*In children with ADHD, it develops and grows more slowly, especially in the regions of the
frontal and temporal lobes, which are important for memory and for controlling behaviour.*

Therefore, although there are many points of view among professionals - and non-professionals - which indicate an absolute discrepancy regarding the large number of cases

of children with this disease, it is undeniable that this disorder exists, and that it causes huge repercussions in the daily life of the people who suffer from it, such as the learning difficulties that children and adolescents may have in school.

According to TDAYTU Foundation, ADHD can be subdivided into three main subtypes: Inattentive, Hyperactive/Impulsive, and Combined type.

Inattentive	Hyperactive/ Impulsive	Combined
<ul style="list-style-type: none"> ▪ Attention deficit is its predominant symptom ▪ It is more frequent among women ▪ Great impact at the academic level ▪ Slower cognitive style and learning difficulties ▪ Tendency to distraction 	<ul style="list-style-type: none"> ▪ These children tend to be more aggressive and impulsive than the rest, verbally or behaviourally ▪ It is more frequent among men ▪ Can be associated with problematic behaviour ▪ Excessive motions 	<ul style="list-style-type: none"> ▪ Combination between the other two subtypes ▪ It is diagnosed more frequently ▪ It has an impact on their overall performance

Table 1: ADHD subtypes.

As you can see, each subtype has specific symptoms, which are independent. Meaning, not all cases present the same symptoms, nor do they manifest with the same frequency or intensity. Hence, students may express only one of them.

2.4.1. ADHD students in the classroom

These behavioural symptoms may appear in any environment the person might be. Regarding school environment in particular, there are some characteristics that are very common in general ADHD cases (Pérez Solís, 2003; Departament d'Ensenyament, Generalitat de Catalunya, 2013):

First of all, these children have difficulties to plan and organize their schedule or material and, consequently, they usually have problems in delivering their tasks or homework at

time. In the same way, they tend to be disorganized when starting tasks and they are usually late to carry them out.

Secondly, they also have difficulties in executing their work at school, especially if it is long and tedious, or if it requires their disrupted attention for a long period of time, as it could be an exam, or a long class activity to do on their own.

Thirdly, regarding written and oral expression, they have difficulties with the text coherence and organization, because their thinking works in a more accelerated way than their script or speech does. For that same reason, they often have a bad handwriting, which is difficult to read and often make a lot of spelling errors.

Fourthly, it is difficult for them to pay attention when something is explained in class, so they usually do not know or do not quite understand the task they are being asked to do.

Fifthly, it is common for them to bite pencils and pens in class. This is caused by nervousness and hyperactivity when sitting for long periods of time, or by not knowing how to do a task.

Sixthly, because of their hyperactivity, it is difficult for the student to remain seated-though this characteristic decreases during this secondary stage-or changes position constantly during class.

Seventhly, their Reading skill is also affected by this disorder: it is hasty and inattentive, and consequently, they repeat or omit words, do misspellings, or doubt when reading a sentence. Therefore, they have problems to comprehend the content of the text properly.

Finally, they usually act and speak without thinking, and class interruptions are frequent. This often causes problems with their classmates or with the teacher.

2.4.2. Class accommodations for students with ADHD

The management of the ESO class with cases of ADHD can be a complicated task. However, with the appropriate resources and the appropriate measures, the complexity of this task may be minimized.

First, according to The National Resource Center on ADHD (NRC), a program of CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder) (2018), "classroom accommodations are intended to help students with ADHD learn the same information as other students". These classroom adaptations allow ADHD students to have the same opportunities when it comes to learning.

As stated by S. O. (2018), Neuropsychologist and responsible for the Clinical Area of the CADAH foundation, there are different classroom accommodations depending on whether it is inattentive or hyperactive type of ADHD: When referring to the hyperactive type, adaptations must be taken into account "given the motive restlessness and impulsivity they present" (2018, personal communication), accommodations that an inattentive child, in principle, would not have. Among these adaptations, they could be: "You could allow them to move assigning him a responsibility, place him next to a quiet student, or design a behavioural contract with the child" (2018, personal communication).

According to C.G. (2018) Clinical psychologist and Coordinator of re-education of FEAADAH there are also several differences between the adaptations of these two types regarding class tasks: the inattentive type usually makes errors by omission, "since their processing speed is high, they fail in autocorrection, and as they are impulsive, they need to finish the exercise quickly" (2018, personal communication). On the other hand, students with the hyperactive type "avoid long tasks, have a slower rhythm, and it takes longer for them to finish the exercises", although they also do them with errors by omission.

As far as the common matters are concerned, these two experts in the field agree that classroom accommodations of the two types of ADHD may need the same variations in many aspects, in regard to their class tasks and behavioral issues. In the following lines, the main class adaptations that are important when having an ADHD student in the class are summarized (2018, personal communication)

- *To catch their attention. Call them several times to the board and ask them a lot during class. Constant supervision is also required (look at them often, or find a sign like touching their back).*
- *To sit them in rows close to the teacher (so they are monitored), or to the blackboard, away from distracting stimulus such as windows or doors / place their desks in specific places so as to reduce dispersion.*
- *To adapt time to tasks (such as giving them more time to carry them out).*
- *To supervise their exams in a special way, or let them perform orally if necessary.*
- *To organize individual interviews with the student (follow-up and motivation of their work)*
- *To reduce the amount of assigned exercises or fragment the task if it is too long. In the case of homework, they should be given in a simple and clear format. And we must also make sure that all the notes have been written in their notebook.*
- *Show interest while they are working at their table. (Approaching habitually to their table)*

Secondly, there are concrete measures to reduce the symptoms of ADHD during the lessons. As the NRC states, it is important to have an outline prepared before starting the class, to “*stick to the plan*”, and have the lesson well prepared, since these students’ inattention and hyperactivity require constant organization. It can be useful, then, to summarize, before starting the class itself, all the activities and learning objectives on the board so that students can organize themselves from the very first moment of the lesson. Below is a summary of the main adaptations of a lesson in a classroom with cases of ADHD:

- To recall the students' previous knowledge reviewing the previous lessons, in order to “reinforce the previous lesson” and also to “remember the new lesson” in the future.
- Always try to “help them stay focused by using tools as guided notes or colors, among others”.
- Check usually if they understand the content you are explaining.
- “Provide extra support, by explaining the material in a different way (using examples, having another student serve as a peer tutor...)”.
- To use ICT resources and “assistive technology”, to make them “participate actively”, and to make tasks “more engaging”.
- To help students managing their time (try to “model how to pace”).
- To give them always positive feedback
- To end the lesson “summarizing the key points and reminding them and reviewing homework assignments”.

Last but not least, it is important to mention the ideal characteristics that schools should have for students who have ADHD as well. According to TDAHYTU foundation (2015) it is important, first "that the child receives an education as personalized and integrative as possible in their nearest educational center." In this way, the student has the same opportunities and conditions when learning, and feels included in the class, and not just integrated. For this, it is important that the class has an appropriate number of children, which should not be too high, because otherwise, it is very difficult to personalize education, and it is also necessary for teachers to know the characteristics of this disorder properly, in order to adapt their classes properly to the ADHD student. Therefore, “the more they know the more they can help”, and this would also help to reinforce their strengths instead of showing their limitations.

On the other hand, the social environment of the student is important too. It would be convenient to "make it easier for the child to have close colleagues in the classroom" they can contact if they have a problem.

Finally, the individualized support of teachers and school guidance teams is necessary, as well as that teachers and families are in contact and there is continuous monitoring.

2.4.3. The role of motivation in the classroom

In Cunningsworth's words, "(Motivation) is arguably the most important single factor in success or failure at language learning (...). It certainly has a deep influence on the effectiveness of learning" (1987: 59). Several aspects play a role in the classroom and also in the student's success in learning, such as the role of the teacher, the amount of work the students have, the teaching method, or the physical classroom features, among many others. Nevertheless, motivation stimulates students in a way that would not be as controlled by the teacher as all the aspects previously mentioned. Their intrinsic motivation settles the pupil's level of attention and concentration in class, and the quality of the knowledge they acquire at the end of the day, the desire for doing classes or activities, or their own curiosity for knowledge. If they are motivated in all these aspects, there is a greater probability for them to succeed in their studies. For this reason, it is crucial to increase in many ways the student's motivation to study and therefore, to learn. However, as it is impossible to shape or to train the student's motivation, it is a good solution to ask them to know their own greater interests when it comes to learning.

According to the CADAH foundation (2012), some researchers (UAB together with Vall d'Hebron) "have proved that there is a physical explanation for the huge demotivation of these children regarding school matters. There is a part of our brain, the accumbens nucleus, which is smaller in children who suffer ADHD". In keeping with Castellero (n.d.), this part of the brain is involved in "the brain reward system and the integration of motivation and action". This psychologist also states that, although it is a part of the brain that is not very well known, it is highly relevant in different aspects, especially in motivation:

The nucleus accumbens is also part of the brain reward circuit, having a great influence when it comes to integrating cognitive, motivational and motor aspects, and being one of the main nuclei that allows the will to be translated into action, allowing the performance of behaviors of pleasure search.

Dopamine is a neurotransmitter in the brain that is essential for motor function. As stated by Carmona, researcher of the Cognitive Neuroscience Unit of the UAB, (CADAH foundation, 2012), this chemical substance is essential to be motivated:

It is necessary to have a certain level of dopamine to be released in small doses every so often: this way we maintain long-term motivation. With ADHD this function is altered and it seems, at least in part of the cases, that this release does not occur at small doses of dopamine, so there is no long-term motivation.

Therefore, one of the functions that this cerebral section has is to transform the external reward of an activity into the motor action to carry it out. For this reason, it is important to always consider the rewards, congratulations, and positive feedback for a student who has this disorder.

3. Methodological Approach

The methodology used to achieve the main objective of this research is based on two real cases of ADHD in a school in Barcelona. First of all, there is an analysis of these two specific cases –their difficulties due to this disorder, their role and motivation in the English classroom, etc. After this, a new idea and design of an action plan is brought up to cover these student's needs in class. Finally, the assessment of its implementation in the real class is going to show the efficacy and possible problems of this action plan.

3.1. Context

This study is based on these two students with ADHD to prove if there is a way to do an inclusive ordinary class with them as well. The main objective of this project is to inquire about the situation of these learners in the English class and, then, to find out if the adaptation they have now in these classes motivate them properly and facilitate their participation.

The research will be carried out in a two-line semi-private school in Barcelona, in which the student's socioeconomic level may be established in the middle class. For security purposes, and to keep their privacy, no personal data of any participant or of the school itself will be included in this investigation.

In this school, Secondary School students have English language lessons four hours a week, two of them, exclusively aimed at promoting oral expression through conversations with native people.

There is a psychopedagogue who deals with attention to the diversity of the centre. She is the one in charge, together with the tutors of each student, to solve the learning difficulties that the students of the school might have. This means she analyses and evaluates each case and proposes individualized plans for each student who needs it. Together with the tutor, this adaptation is applied and a follow-up is done to follow the progress of the student.

3.2. Participants

This research is based on the real case of two students of 4th grade of Secondary School. Both Student A and Student B have a learning difficulty which, according to the school psychologist, has affected their academic performance.

On one hand, Student A has got an Attention Deficit Hyperactivity Disorder, diagnosed in fifth grade, and they are considering his diagnosis of a type of Dyslexia because of reading problems. He is currently medicated for that, which has influenced his behaviour and role in class. His curricular adaptation is based on class assistance with optional attention to the ordinary class. He has an adaptation in all the subjects in which the spelling mistakes of the activities and exercises presented do not lower his score. Concretely in the English class, this student follows the class and can participate in it if he thinks he can do it and, in the case of not following the teacher's explanations, he does a different task from the rest of the students. This individual project consists of the design and writing of an online blog in English, with a free topic, which he can choose. Student A does not take any type of exam in the English class; his evaluation grade revolves around his class work, his individual project and his participation in activities and class exercises.

On the other hand, Student B has got an Attention Deficit and Hyperactivity Disorder. The attention in class of this student is mandatory and the realization of exercises and activities in class too. He participates in class, does homework, and also does and presents individual and group work. According to the same student, "he does everything a normal student does". However, he does not take any exam in the English subject.

3.3. Research paradigm

This research is a combination between the exploratory and the interpretative method. On the one hand, the first part of this research indicates that it is an exploratory type of investigation since, as we have seen, an initial study has been made to gain knowledge of the topics treated throughout the work. On the other hand, the second part of the work is an interpretative research, since a real case has been investigated starting from the previously

studied theory and through different research instruments, and from which some results have been deduced.

3.4. Research method

The method used to carry out the data collection of this research is described as mixed. This type of method is formed by the qualitative method, which is based on the search for the understanding of underlying facts or situations through personal interviews, focus groups, or observations, and the quantitative method, which is usually done with a sample of participants more extensive than the previous method, and is based on more numerical results or statistics. In the case of this research, the qualitative method has generally been used - with the elaboration of the personal interview to the English teacher of the students, the focus group of the two participants of the project, and the comments of the observations made in class - although the quantitative method has also been used - with the numerical valuation of the items observed in the classroom.

3.5. Instrumentation and Procedure

To carry out this investigation and to achieve the main goals of it, they have used different resources or research instruments, both for the theoretical and for the practical sections. All of these research resources can be found in the Annex of this dissertation.

3.5.1. Focus group

On one hand, a focus group is realized to the sample of students with ADHD. This research instrument is designed to know these students' point of view and comments on the matter firsthand.

At the beginning, the researcher facilitates a series of questions to the children and explains them in detail to specify exactly what they are asked to respond. These questions are based on the current situation of the students in class and on their curricular adaptation due to their learning difficulty. They are asked, first of all, to describe their behavior disorder. Then, they should explain how is an ordinary English class, and in which aspects they are

adapted to it. Finally, they are asked to describe what they think and how they feel in the English class, and to give suggestions for improvement.

Then, the researcher asks the students to answer clearly and with complete freedom to the list of questions previously introduced to them. Using a recorder, the researcher can leave the room to allow the students speak with sincerity and without any kind of inhibition.

There are two different focus groups: The above described is done before the intervention of the researcher. Then, there is another one at the end of the researcher's intervention. This latter is focused in their view of the test lesson, on how they felt during the class, or if they want to give suggestions for improvement.

3.5.2. Observation grid

A period of observation in the English classes has been carried out to be aware of the real situation of these students. This is the most objective instrument used, and the only one that shows an empirical reality, which can hardly be affected by anyone's subjectivity, as happens in the focus groups or personal questionnaires that show one's opinion.

To show evidence of it, this observation is made by means of a grid, which has been designed by the researcher, and has been taken to each class to assess different aspects of these students. In it, there is a detailed list of the main behavioral characteristics of a teenager with ADHD in the classroom, such as his attention to the teacher or to other students, or his way of working and acting in the classroom. The observation grid is individual, and one copy is filled in each observation session.

This process can be divided into three stages: the observation period before the researcher's involvement in the lesson (hereinafter, known as *pre-intervention*), the performance itself (the *intervention*), and the observation during this performance (hereinafter, known as *post-intervention*).

I. Observation grid: pre-intervention

First, an observation of an ordinary class English is made to know the behavior of these children in their routine. Within two weeks, equivalent to three days of class, this first phase of observation was carried out. As stated above, an observation grid has been filled in

these days to have a record of the student's activity (See Annex: *Observation Grid 1. Pre-intervention*). To carry out the numerical scale of the observation grid, I have based on some valuation criteria, in order to have real and fair record of all the observed items.

II. Intervention: test lesson

Afterwards, a test lesson is designed and applied in the English class (See Annex: *Syllabus Design*).

It consists on introducing students to a new teaching method and assessing its effectiveness. Therefore, the new method is applied through the test class. The main objective is to increase the participation and motivation of these students in the common class. Thus, very visual, colorful and different material is used to capture the students' attention from the beginning. This lesson can be divided into three parts. Below is a summary of the content worked during the intervention:

Firstly, the researcher summarizes the content acquired in the previous classes, in this case, the formation and use of the three conditionals. For this, the visual aids previously prepared have been used, and the theory has been exemplified with amusing examples to keep the students' interest in the explanations, and they are asked to provide more examples too. This part has taken 10-15 minutes from the entire lesson.

Secondly, new vocabulary about crimes and the legal system is introduced to the students. It has been done eliciting what they knew about this topic, and using translation to their L1 to make their acquisition and retention easier for them. This part is another 10-15 minutes long.

Finally, there is the *Activity Time*: the last and longest part of the class –the last 30 minutes– is addressed to the students' own work. This last activity consists in the active and autonomous participation of the students in class. An attractive fictional situation is created for them to participate. A picture is introduced to the students as the “crime scene”, and the students are given the role of detectives in the class. Then, they are divided into 6 groups, of which 3 must defend the position that what happened in the image has been the work of a murderer. The other 3 groups, on the contrary, must ensure that a suicide has been

committed. Then, in the form of a game, students are encouraged to make use of their speech and debate skills by using conditionals and the vocabulary already learned.

III. Observation grid: post- intervention

After the researcher's intervention in the classroom -or rather during it- the second observation grid was carried out. This consisted of the same parameters as the first, but focusing on the reaction and specific behavior of the students with respect to this test lesson, and not their teacher's. (See *Observation Grid 2. Post-intervention*).

3.5.3. Open interview (Personal communication)

Finally, once the focus group is done to know the opinion of the students, and the observation grids to record, in the most objective way possible, the situation of these students in the class, an open interview with their English teacher is carried out (personal communication). In this way, the point of view of these students is achieved with the focus group, the external perspective of a person outside the class (the researcher) with the observation grid, and the personal opinion of the teacher of the class, with the interview.

This ex post facto instrument consists on an oral questionnaire to the students' English teacher, which, for reasons of privacy, hereafter will be known as B.C. It is a key and essential point in this investigation to speak with this person, since she is the one who knows the students firsthand and is the one who is in charge of their English language learning.

Finally, the oral interview (personal communication) has been the third and last research instrument of this research, and it has been carried out to triangulate the results of this project. This interview consists of six questions about the teacher's method/role in class, inclusive classrooms, and the global situation of these ADHD students in class (motivation and accommodations).

4. Results and Discussion

Hereafter, the results extracted from the instruments used throughout this research are described and discussed:

Regarding their **general situation** in the class, in the first focus group (pre-intervention) the students explain that both have ADHD and that this affects them in their everyday class. Both of them feel very distracted and overwhelmed in class because of their disorder. In the case of Student A, he informs that he is medicated to pacify the symptoms of this disorder. Student B, by contrast, states that he considers for his difficulties in the classroom it is enough to "stand up every hour at the end of each class" (See Annex 2: *Focus group 1, pre-intervention*), and, therefore, he ignores the need to take any medication.

According to the teacher's view (T), the Student B is adapted and also integrated in the classroom, but he usually has problems keeping quiet and attentive all the lesson time. Student A, on the contrary, does not usually stands up or breaks out in class in an exaggerated manner, but it does not take part of the class in the same way as others do. Even so, it can be said that the two always try to participate in class, as far as they can, and that "they try hard to pull forward and to learn: it is their way of being" (See Annex 6: *Open interview*).

As far as the Observation grid is concerned, the researcher can become aware of the problem that Student B has in keeping attention in class all the time, and his restless behaviour. He uses to –or tries to- be concentrated at the beginning of the class, but as time goes on throughout the lesson (usually after the first 30 minutes after it starts), he loses his concentration and starts talking, moving on his seat, or biting his pencil anxiously. Student A, on the contrary, uses to be working individually and in silence on his computer, although when he has the opportunity of taking part in the class, he shows what are described as very distinctly ADHD symptoms: asking for instructions of an exercise many times, talking to a partner constantly, or delivering unfinished works. Nevertheless, this student never shows to be as agitated as Student B, maybe due to his medication (See Annex 1: *Observation grid 1 (pre- intervention)*).

Regarding **ordinary English classes**, students explain that the teacher usually has a fairly strong pattern when it comes to carrying out their classes: it usually begins with a review of what was explained in the previous class, and then she starts explaining new content and asks for book exercises or tasks. However, it is truth that “sometimes there are some exceptions” (Student A). With respect to her methodology and role, both Student A and B agree that the role is shared somehow between teacher and students, which means that they can also participate, and it "makes us learn even more" (Student B). However, although she uses innovative elements, they consider her to be a traditional teacher, "of the type: I explain and do (book) exercises” (Student A).

Focusing on their teacher's view, she believes that it is necessary to vary methodologies between classes, not to do always the same, and to be able to use innovative resources. However, she describes herself generally as a traditional teacher, using some dynamic resources sometimes, absolutely coinciding with the students' opinion of her. The explanation for this is given by the lack of time for preparation and execution of more lively classes, since she only has 2 out of 4 hours that 4th ESO does a week, to share the time with a native conversation assistant.

Regarding **class accommodations**, it is important to comment on the views of the people affected first hand: In Focus group 1, Student A states that he does not follow the ordinary class as the rest of his classmates do if he does not believe that he can do it. When he does not do it, "I do my own activity apart from the class: an internet blog in English" (Student A). Student B, on the contrary, says that he follows the classes and has the same exercises as any other student, same homework, and oral speeches, among others. The only adaptation shared by both students is not taking exams at the end of each unit, as their classmates do. But they already state that this adaptation is fine for them.

In regard to the teacher's point of view when asked about the great disparity between these two adaptations for the *same* problem, she states that Student B "can also do it if he wants, but he prefers doing normal class. He has decided that way himself "(T). That is to say, the opportunity to do a project apart from the class has been given, as well as the other student. However, Student B has decided to do the ordinary class (without any adaptation, except not doing exams), since he manifested his teacher that "(doing something apart) would be

bored and would not do anything" (T). The teacher stated that she always "tries to stimulate the student's abilities to the fullest", so that if he argues that it would work much less, and what motivates him or with what he feels most secure is doing the common class, she allows him to do it: "If not, we would only obtain introspection, and make from his abilities a very little brilliant student" (T). In the case of Student A, she affirms that it is very beneficial for him to do this type of project -the blog- since in a motivating and attractive way for him, he works different contents, makes use of the dictionary, and, besides that, "is 'with an ear out' in class" and tries to participate. Therefore, she affirms that this project apart favours the student in many aspects of learning, since it is adapted to his individual needs, since "there are many other things in class that are too big for him".

Concerning Observation grid 1, it is seen how different their classroom accommodations are, since while Student A uses to work autonomously on his computer, Student B is usually attentive to the lesson.

Their teacher concludes by saying that, in her opinion, she believes that it is prioritized that they advance, in whatever way, and that they feel motivated in class. Always at her judgment as a teacher, and taking herself the final decision, she lets them be autonomous and decide for themselves -as far as possible- the work they want to do in class. However, it is pointed out that "laziness is not allowed in class", and that everything is guided.

Regarding their **opinion on the current English classes**, both Student A and B consider that, as they have explained before, English lessons are traditional classes with some innovative resource. They say that they like the class as much as the teacher, who "does her job very well (...) and tries hard" (Student B). However, as an improvement measure, they propose to make more dynamic classes in which they can participate and be an active part of it: "Now I am not very motivated in the classes, because many times I cannot do anything or participate" (Student A). Both conclude this by saying that they see the teacher as the main figure of the class, following the Traditional Method. Student A thinks that "maybe he would do more dynamic classes, because, although there are people who say that 'playing you do not learn', I do not think that is true, because you can learn while playing too".

Focusing on their teacher's opinion on this topic, she ensures that she always think about inclusion in her classes. She affirms that she "always gives chance to participate in an equal way although, having diversity and 30 students in the class, not all of them participate regularly. It is very difficult for all students to participate and be motivated in class". She believes that this should be an intrinsic factor of the students, in which she cannot influence.

Considering Observation grid 1, it is seen that students show little interest or attention when they are explained something in a traditional way, and that they always end up asking the teacher or another student how an exercise is done or that they are going to explain the subject again. In some other occasions, they usually lose concentration, get bored and end doing nothing in class.

As an **extra point** of the focus group, the students confessed that their adaptation has been transformed many times along their educational stages and that, according to Student A, he is "very dissatisfied to change it, due to the fact that I have already passed during the time of 'we started touch it and mess it up ', and during this time it was all a bit chaotic". Student B adds to this that "if you go quiet, if you want to study and learn, I think there is no problem". Finally, they conclude by saying that they believe that "the English teacher is one of the few professors who does the IP correctly, following the specifications that have been given". As it can be seen, these students have an individualized adaptation that motivates them and with which they feel good, even if they do not have the possibility of always participating.

On the other hand, their teacher maintains that she takes into account the inclusion in the class, and that not participating in the classroom, is only given by an intrinsic issue of the child. However, and retaking Section 2.1 of the present assignment (2.1. *What is Inclusion?*), it is can be seen that these students had classroom accommodations and, therefore, although being part of the class, they felt much separated from it by their individualization. That is, instead of being included in the class, they were integrated into it (*See Figure 1, page 7 of the present dissertation*).

For all these reasons, the researcher wanted to offer a proposal for improvement to the current situation of these students in the class. For this, the planning, design and application

of an improving proposal was carried out. The researcher has based on the theory explained in Section 2 of the present dissertation (2. *Theoretical framework*), and the observation of the students, as well as their needs described in *Focus group 1 (pre-intervention)* in order to do an inclusive test class, fulfilling, thus, Objective n.5 of this investigation. As described previously in Section 3.7.2 / II, (*Intervention: test class*) this focused on the implementation of a lesson based on a more playful methodology than they had until now, which sought to promote active participation of all students and the motivation of these with attractive themes and dynamic activities, and an experiment was made to offer the same opportunities to the whole group of students to take part of the class.

After this intervention, students are again questioned (See Annex 5: *Focus group 2 (post-intervention)*), and they both share the idea that the class has been motivating and fun. They believe that they have been able to participate more than in ordinary classes and very actively, something that Student A values as very positive, since "many times I feel as if participating (in ordinary English classes) would bother the rest". Instead of this, in this inclusive lesson they have been able to freely participate and it has motivated them.

Regarding improvement measures, they also agree not to need to make any significant change, since what they were looking for at the beginning, was a class that motivated them and that invited them to participate and do the same as the rest of the students; and this is a goal that, according them, they have successfully achieved. While it is true, the Student B points out that "there has been a moment of tension and nerves" which must always be taken into account, since that, as it has been explained in the theoretical framework of this assignment, can be counterproductive for a child with ADHD. And, finally, regarding his personal feelings during the intervention, Student A reiterates that he has felt very active and participative, adding that "it has been a class where I have not been overwhelmed, being attentive from the beginning of the class until the time to leave". He also explains that he has not been nervous, except in the 'Activity Time', like the rest of the class. But that, valuing in a generic way, has been the lesson with which he has felt more included of all the classes that they had until now: "this one, and once I explained one thing in front of the whole class". Student B points out a key fact, which is the issue of increasing their learning by participating more in the classroom, "since normally those who participate more are those who know more, and we do not." Therefore, both positively value the inclusive class

of evidence, and conclude that, indeed, they have felt more included in the classroom and with the rest of their classmates, since they could do the same tasks.

According to the teacher, it was clear that they liked that type of method used, and that "the least they cared about was that you conditioned them to use Conditionals at the time of the game." She also ensures that, although you must have a good guide and must know how to apply properly, the gamification is a little dangerous, because sometimes, students "are very focused on the game and end up using the L1". Even so, classes based on gamification are usually very effective.

Comparing all these data with the second observation (See Annex 4: *Observation grid 2 (Post-intervention)*), there is a clear improvement at the attention ambit, as they have noticed in the focus group, and they have listened this lesson much more than their traditional classes, either during the part of Grammar and Vocabulary, or the instructions of the activity. Although this, it is true that the attitudinal part has been affected a bit during this test class. This may be due to the high level of nervousness and tension that has been in class during 'Activity Time', so they had to solve a mystery about a crime/suicide that has been committed, which is a topic that attracted all people's attention. In fact, it is possible that for that reason the English teacher also warned about the risks of using gamification. In a general view, it has been a class that has increased the motivation and participation of these students, what was a clear objective of the beginning of it.

Finally, it is necessary to emphasize that in the last question addressed to the teacher, she explains that inclusion is essential, and that this type of class is very beneficial for the students indeed. In fact, she explains that she used to do classes of this type, but due to the current situation she has had to adapt and do traditional classes to complete the syllabus that they require at the end of the course. And on the one hand she confesses that not thinking and preparing additional activities or active tasks is more comfortable for the teacher and arranging a traditional class takes less time, but regarding students, the dynamic class is more productive and successful.

5. Conclusions

From the results extracted from this investigation, it can be concluded that taking into account diversity and attending it properly is essential to the students' academic performance and their motivation in the English class.

This final dissertation arose from the desire to know in greater depth the main adverse academic consequences that ADHD may provoke to adolescents and to analyze the main classroom accommodations to diminish them. Throughout this investigation, it has been seen that class diversity is a reality. Fortunately, nowadays there are lots of classroom adjustments addressed to attend all students' needs. There are many adaptations that can cover the most concrete needs of students. Nevertheless, it has been seen that to put all this into practice is not an easy task and that there is still a lot of effort and work to do to be able to attend diversity in its entirety.

Moreover, the objectives established at the beginning of this paper have been effectively accomplished. As far as Objectives 1, 2 and 3 are concerned, they have been achieved through the theoretical part of this research (*2. Theoretical framework*). First, the researcher has analyzed the most important parts an IP enclose, and what is its real function. Second, a brief study on the main current legislation regarding Inclusion and attention to diversity has been carried out. Third, the researcher has gained knowledge of ADHD and its adaptations in the classroom and has learned how to manage a group with cases of this disorder.

As regards to Objective 4, it has been achieved through the practical part of the study. The previous information research and the first instrumentation (*Focus group 1, Observation grid 1*) helped the researcher to be familiar with the participants' current situation in the school. Using this data, a proposal of improvement for the English class has been suggested, designing and implementing an inclusive class for 4th ESO group in order to help them with this problem of demotivation and poor participation in the English classes.

As reflected in the results obtained from the instrumentation, these students are not able to actively participate in all English lessons since they feel demotivated and one step backward from the rest of their classmates. Indeed, as seen in the previous section (*4.*

Results and discussion) in many occasions they feel different from the rest in some aspects, either for their classroom accommodations or their level, and they do not want to participate 'not to bother the rest'. Nevertheless, when the inclusive class is performed, which was more dynamic and attractive to the students' eyes, it can be verified that their motivation and, therefore, their participation increased noticeably.

Thus, retaking the research question quoted at the beginning of the study paper, (*Does an inclusive class favour the participation and motivation of a child with learning difficulties, focusing on ADHD?*) I can be concluded that effectively the inclusive class helps ADHD students to actively participate and to be more motivated in the English class.

As far as I am concerned, I think that, although it is difficult to do at some occasions or situations, we as teachers should always keep in mind diversity, in order to know and be able to offer the same opportunities to learn all students equally. In regard to ADHD in concrete, while it is true that each case is different, it is important to remark that its study is in constant change, and that increasingly new ways of attending and adapting students with this disorder are found.

Nevertheless, to know and to be able to understand basic needs that this disorder (ADHD) requires is paramount for these students' academic performance. From my point of view, these students' situation will not improve if we as teachers keep in the same way as before, for example demanding them to behave like the rest, and punishing them or expelling them from the class. And this is the key point: to find a proper solution to avoid a negative academic performance, and try to make them feel included in the classroom.

6. Limitations

Like most of the projects that have a practical part, I have encountered many problems in this study that would be decisive for the results thereof.

Firstly, when it was time to start with the practical part of this project, I had a problem that I could not solve, and that made me change the trajectory of this research. Initially, this project was intended to be a comparative study between ADHD and dyslexia, defining the main characteristics of the two disorders, describing the similarities and differences between the students who suffer them, explaining the direct relationship between them and the great number of cases of comorbidity, and finally the adaptations in the classroom of these two disorders. The practical part would be based on the observation of the two students with ADHD present in the final work, together with a third participant who had dyslexia, for the subsequent performance and analysis of these two pathologies together and / or separately. However, for reasons unrelated to this work, it has not been possible to count on the participation of this third member, so the part of this project related to dyslexia, has had to be ignored.

Secondly, the design and planning of the common lessons are mainly done by the teacher. For this reason, I had to adapt my intervention to the agenda that the teacher was giving at that time, without being able to change the tasks that the students had to do, nor the use of the textbook in class. In fact, at the beginning I wanted to ask the students about their interests about what they wanted the class to be about by means of a questionnaire, so I could design a class from their motivations. However, it was unfeasible to carry out.

Last but not least, this research work was done in a school during an internship period. Besides, the number of participants was very small, since the experiment was applied to two students of 4th ESO who had this disorder. In view of the fact that there is neither a large sample nor sufficient time to do a complete study, this piece of study aims to be a line for future research. Indeed, my intervention for the practical part was only 1 hour long, which has affected at the time of centering the abilities in a single class. That is to say, in that single hour class, generally only three skills were assessed: speaking, oral interaction and collaborative work, and not others like reading or writing ones.

7. Future research

Once this research is done, there are certain issues that would change or would be different from the beginning. As the subject of language teaching is considerably wide, there are definitely many future researches related to this.

The scope of this research focused on only two ADHD students. It would be very interesting to broaden the topic raised in this investigation. In this case, it would be convenient to expand the sample of participants and of course the study time, so that the result was closer to reality.

Therefore, it would be suitable to develop this study by designing and applying more classes (up to a complete didactic unit, at least) in order to evaluate more skills and, on the other hand, to be able to see the evolution and adaptation of these students to the new method, and how they respond to it.

7.1. Ethical aspects

This study has been carried out keeping anonymity at all times, revealing any personal data neither from the participants nor from the school. In addition to this, the researcher has tried not to interfere in the everyday of the center. Regarding data collection and instrumentation, the researcher has obtained parental permission to acquire the information and to carry out the practical part, as they were underage students. Finally, this study has been transparent, with no aim to falsify or manipulate any evidence or information in it.

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Annex 1

Observation grid 1: Pre- intervention

Student A (1.1)

Category	Subcategory	Items	N. E.	1	2	3	4	5	Observations
Attention in class		Low attention in long and / or tedious tasks							Looks demotivated/sad. Medication?
		Low attention in details							<i>(Only uses his computer)</i>
		Low attention when spoken to or explained							Does not listen to the teacher's explanations
Material and tasks	Planning/Delivering	It is hard for him to start any activity							<i>(Only uses his computer)</i>
		Low planification and organization							Starts the class with the table full of things; starts organizing it
	Execution	Promptness and inaccuracy in responding							<i>(Only uses his computer)</i>
		Low Reading comprehension level							No participation at all
		Bite pencils and pens / careless with the material							<i>(Only uses his computer)</i>
		Bad handwriting (difficult to read and with misspellings)							<i>(Only uses his computer)</i>
		Delivery of unfinished, dirty or poorly maintained tasks							<i>(Only uses his computer)</i>
Attitude in class	With himself	He gets up from the chair							<i>(Only uses his computer)</i>
		Change of posture constantly / Unable to remain still							(after 30 minutes of class). He touches his head and face ¹
	With the rest	Disturb his/her classmates							<i>(Works in silence)</i>
		Constant interruptions of the class							He only asks the teacher (about the project)

¹ He does not seem nervous or restless, but bored?

Student B (1.1)

Category	Subcategory	Items	N. E.	1	2	3	4	5	Observations
Attention in class		Low attention in long and / or tedious tasks							
		Low attention in details							
		Low attention when spoken to or explained							Asks how to do the exercise twice/3 times
Material and tasks	Planning/Delivering	It is hard for him to start any activity							Talking and tidying up all his material.
		Low planification and organization							He stops and stare copying in 3-4 occasions
	Execution	Promptness and inaccuracy in responding							Tries to answer a teacher's questions twice, but not right.
		Low reading comprehension level							
		Bite pencils and pens / careless with the material							Bites his pencil all the time
		Bad handwriting (difficult to read and with misspellings)							Many spelling errors in exercises on his book
		Delivery of unfinished, dirty or poorly maintained tasks							Unfinished exercises (4-5)
Attitude in class	With himself	He gets up from the chair							Only once, to see something on the teacher's desk
		Change of posture constantly / Unable to remain still							Turns around more than 5 times ² .
	With the rest	Disturb his/her classmates							Talks and laughs with his partner in more than 5 occasions.
		Constant interruptions of the class							Asking one question to the teacher.

² He seems nervous or restless. He bites his nails. It seems he is nervous 20 min after starting the class. He touches his mouth and t-shirt twice. After 30 min after starting the class, He starts looking at the rest of the class, trying to make visual contact with other people (he seems to be bored). He plays with his glasses. He touches her partner's head.

Student A (1.2)

Category	Subcategory	Items	N.E.	1	2	3	4	5	Observations
Attention in class		Low attention in long and / or tedious tasks							
		Low attention in details							Reading the exercises
		Low attention when spoken to or explained							Does not understand the exercise
Material and tasks	Planning/Delivering	It is hard for him to start any activity							
		Low planification and organization							Does not do it in order
	Execution	Promptness and inaccuracy in responding							
		Low reading comprehension level							Reads the exercises, and does not know how to do them.
		Bite pencils and pens / careless with the material							
		Bad handwriting (difficult to read and with misspellings)							Loads of misspellings in his exercise
		Delivery of unfinished, dirty or poorly maintained tasks							Does not know how to do it?
Attitude in class	With himself	He gets up from the chair							
		Change of posture constantly / Unable to remain still or sitting							When he does not know how to do the exs, he turns around, and moves.
	With the rest	Disturb his/her classmates							Asks once how the exercise should be done (<i>assistant teacher</i> by his side)
		Constant interruptions of the class							

Student B (1.2)

Category	Subcategory	Items	N.E.	1	2	3	4	5	Observations
Attention in class		Low attention in long and / or tedious tasks							Is not able to be concentrated
		Low attention in details							
		Low attention when spoken to or explained							He has to ask twice every explanation. ³
Material and tasks	Planning/Delivering	It is hard for him to start any activity							He does not have the material on the table ⁴
		Low planification and organization							He is tidying up while everybody is working
	Execution	Promptness and inaccuracy in responding							It seems he cannot answer ⁵
		Low reading comprehension level							Exercises
		Bite pencils and pens / careless with the material							
		Bad handwriting (difficult to read and with misspellings)							Loads of misspellings in exercises
		Delivery of unfinished, dirty or poorly maintained tasks							Unfinished and poor maintained
Attitude in class	With himself	He gets up from the chair							Once, to see something on the teacher's desk
		Change of posture constantly / Unable to remain still or sitting							He cannot stop moving on the chair
	With the rest	Disturb his/her classmates							Asks his classmate all the time
		Constant interruptions of the class							Asks only one question

³ At the end of the class, He asks two-three times for the homework (*Is is for tomorrow?*)

⁴ He is listening to the teacher's explanations, looking at the bb in silence, with his headphones on his neck (5 minutes after starting the class)

⁵ He is asked to correct He is asked to correct an exercise (homework). He is lost at first, and he can't answer. The teacher says which exercise is, and he answers (only 1 mistake). Then, there is a new topic in class (nowadays *youtubers*). He is very attentive now.

Student A (1.3)

Category	Subcategory	Items	N. E.	1	2	3	4	5	Observations
Attention in class		Low attention in long and / or tedious tasks							Working on his project, after 30 minutes approx.
		Low attention in details							
		Low attention when spoken to or explained							He is voluntary to explain the unit today. He is congratulated by the T and the rest of SS
Material and tasks	Planning/Delivering	It is hard for him to start any activity							
		Low planification and organization							Tiding up at the beginning of the class
	Execution	Promptness and inaccuracy in responding							
		Low reading comprehension level							<i>Works on his computer</i>
		Bite pencils and pens / careless with the material							Bites a pencil most of the time
		Bad handwriting (difficult to read and with misspellings)							<i>Works on his computer</i>
		Delivery of unfinished, dirty or poorly maintained tasks							<i>Works on his computer</i>
Attitude in class	With himself	He gets up from the chair							
		Change of posture constantly / Unable to remain still or sitting							He moves 30 minutes after the class is started.
	With the rest	Disturb his/her classmates							He asks for the exercises
		Constant interruptions of the class							He asks for the exercises

Student B (1.3)

Category	Subcategory	Items	N. E.	1	2	3	4	5	Observations
Attention in class		Low attention in long and / or tedious tasks							
		Low attention in details							He corrects a T's mistake ⁶
		Low attention when spoken to or explained							
Material and tasks	Planning/Delivering	It is hard for him to start any activity							Has all his bag and stuff on the table.
		Low planification and organization							He starts tidying up ⁷
	Execution	Promptness and inaccuracy in responding							
		Low reading comprehension level							
		Bite pencils and pens / careless with the material							
		Bad handwriting (difficult to read and with misspellings)							Exercises in his notebook, grammatical errors
		Delivery of unfinished, dirty or poorly maintained tasks							Difficult exercise for all the class
Attitude in class	With himself	He gets up from the chair							
		Change of posture constantly / Unable to remain still or sitting							Moves his leg constantly
	With the rest	Disturb his/her classmates							
		Constant interruptions of the class							He screams when something falls down on the floor

N.E. : *Not Evaluable*

⁶ He is the only one (from all the class) who is noticed of a T's mistakes on the Blackboard

⁷ At the beginning of the lesson, he rest his head on his bag (on the table)

Annex 2

Focus group 1: Pre- intervention

1. Expliqueu quines dificultats d'aprenentatge teniu.

Student A: Jo tinc TDAH, dèficit d'atenció i hiperactivitat. De fet, tinc un dèficit d'atenció que fa que no pugui estar atent a les classes, i a més estic molt “*agobiat*”. En canvi, fora de classe no tinc cap problema.

Student B: Que es lo mismo que me pasa a mí. Yo también tengo TDAH y bueno, de alguna manera, sí, hay veces que me distraigo mucho. Sobre todo porque, aparte de ser un déficit atencional, el hecho de tener hiperactividad también hace que me mueva mucho pero bueno, yo con levantarme cada hora al final de cada clase ya va bien. Eso sí, más de una hora sentado no puedo estar, ni de broma.

Student A: Jo em medico, perquè si no *m'agobio* molt, tot i que fora de l'escola no em fa falta. M'han trobat també dificultat en la lectura, com una espècie de dislèxia, i que fa que a vegades confongui paraules.

Student B: Pues yo no me medico, no sé por qué. Pero bueno, la verdad es que, para como lo llevaba antes, lo llevo bastante bien ahora.

2. Expliqueu com és una classe ordinària d'anglès. (Com comença i com acaba la classe, rol de la professora/alumnes, metodologia emprada, ...)

Student A: Bueno, comença sempre amb un petit repàs de la classe anterior, després explica nou temari, i fa exercicis.

Student B: Exacto, empieza haciendo un poco de repaso de lo que hicimos la clase anterior, o empieza nuevo temario. Pero lo hace muy cambiado, no siempre hace lo mismo. A veces entra ya con el nuevo temario, y hay veces que hace un pequeño repaso primero de lo que hicimos en la clase anterior.

Student A: Si, a veure, no sempre segueix un... Sí que és cert que es prepara molt les classes i es nota quan repeteix una frase que la fa exactament igual. Però no és que tingui... que sempre ho faci d'una manera.

Student B: Yo creo que por igual, porque la profe habla y nosotros tambien. Nos hace participar bastante sobretodo, lo cual nos hace pues aprender más todavía.

Student A: Si, jo penso el mateix. Tot i que aquesta profe és una de les pioneres, per dir-ho d'alguna manera en fer coses noves, segueix sent molt tradicional, segueix sent molt tipo "us explico i feu exercicis"... Però és cert que intenta fer de tant en tant a la setmana coses noves.

Student B: Es que claro... tambien es una materia la cual lo importante es aprender a hablarlo, y yo creo que de una manera tradicional o de una manera más dinámica, se lo podría sacar igual. Creo que con ambas podríamos aprender lo mismo. A parte que es una profesora muy... no es muy estricta sino... es estrictamente lo necesario. Es decir, no te exige mucho, y tampoco te deja mucho al aire, sabes? Te pide lo justo.

3. Quina adaptació teniu respecte la resta d'alumnes? (centreu-vos en la classe d'anglès, a l'hora de les explicacions, activitats de classe, deures, treballs – individuals o en grup, exàmens...)

Student A: Respecte les explicacions, o no solc fer classe o si crec que sí que puc fer-la, la faig. I quan no l'estic fent, faig una activitat pròpia i a part de la classe: faig un blog d'internet en anglès. I tu?

Student B: Yo me como las clases enteras. Bueno, pues en mi caso sí que hago las clases, estoy atento a todas las clases, me manda los mismos ejercicios de los demás, me manda las mismas tareas, hago los oral speeches, hago los trabajos en grupo, y, o sea, todo lo que hace un alumno normal, excepto, eso sí, no hago exámenes. Yo los exámenes no los hago. Pero en plan trabajos individuales y en grupo sí los hago, los oral speeches tambien... O sea, es lo mismo, solo que no hago el examen.

Student A: Jo tampoc faig exàmens i, sí que és cert que tot i que treballo en els grups, o sigui, en els treballs que vull, treballo en tots perquè bueno, m'agrada participar a classe. No faig deures, això sí. I igualment faig treballs individuals i en grup, i no faig exàmens. Però ja m'està bé aquesta adaptació.

4. Què us semblen les classes d'anglès que teniu actualment? Faríeu algun canvi? (Tradicionals, dinàmiques, actives, professor/alumne com a figura principal...) Propostes de millora i justificació.

Student A: Són unes classes quasi sempre tradicionals, tot i que fa de tant en tant alguna activitat dinàmica. A mi m'agradaria que fossin més dinàmiques, perquè així jo podria participar més, perquè igualment es pot aprendre. Ara no estic massa motivat a les classes, perquè molts cops no puc fer res ni participar.

Student B: A ver, yo sinceramente ni me quejo. Yo creo que es una profesora que hace bien su trabajo, eso no lo vamos a poner en duda, y que se esfuerza mucho. Yo intento estar atento aunque a veces no pueda del todo. Igual sí me ayudaría que fueran más... o sea, que habláramos más los alumnos, y que hicieramos más cosas. Pero yo sinceramente no cambiaría mucho. Yo creo que con nuestra propia aportación como alumnos yo creo que ya tiramos adelante con lo que hace.

Student A: És cert que la figura principal de la classe és ella, perquè ella és la que explica. O sigui, de tant en tant sí que deixa que participin els alumnes explicant ells, però normalment és ella la figura principal bueno, seguint el mètode tradicional. Propostes de millora? Jo, doncs potser faria doncs les classes encara més dinàmiques perquè, tot i que el tòpic de “jugant no s'aprèn” està dit per molts, no crec que sigui cert, perquè jugant es pot aprendre.

Student B: Ya, igual. Yo creo que, desde mi punto de vista, por mi, nada importante que cambiar.

Altres:

Student A: Ja que aquí podem parlar de qualsevol tema, m'agradaria afegir que jo, per exemple, en segons quines vegades, quan em diuen que el meu Programa Individualitzat, el PI, no està conforme amb les meves dificultats, tampoc... o sigui, sóc una mica reticent a canviar-lo, pel fet de que ja vaig passar durant l'època de “comencem a tocar-ho i tantejar-ho”, i durant aquest temps va ser tot una mica caòtic. Llavors, jo almenys, que sembla que hi ha algun tema així que és una mica diferent, i que el PI no està d'acord amb les meves dificultats, tot i així tampoc... O sigui, tampoc

estic super conforme en canviar-lo, pel fet d'aquesta preocupació de tornar a abans. No se si a tu et passarà el mateix...

Student B: Bueno, yo creo que los problemas pues irán con calma, y aunque.. a ver, es problema serio un TDAH, pero bueno, en tu caso, tu te medicas, y yo en mi caso no. Yo creo que, si vas tranquilo, si vas con ganas de estudiar y aprender yo creo que no hay ningún problema, excepto que sí es cierto que la ayuda de los profesores ayuda bastante, pero... Yo creo que al fin y al cabo a nosotros nos ayudan un poquito más, pero yo creo que al final a todo aquél que se esfuerza, le ayudan.

Student A: I a més en anglès, és una persona que el PI el fa bé, perquè després hi ha molts professors que tenen por de fer el PI. En canvi, en anglès no. En anglès el fem bé, es fa d'acord el que ens han dit de les especificacions. Fa el que li han dit i ho compleix bé.

Student B: Es decir, es una materia de la cual no nos podemos quejar.

Student A: No. A més sempre busca el benestar de l'alumne. Que se suposa que això ho fan tots, però...

Annex 3

Syllabus design Intervention (test lesson)

Area: English	Unit 6: <i>Crime doesn't pay</i>	Timing: 1 Session of 1 hour	Class: 4 th ESO	School Year: 2017-2018 (3 rd trimester)	Teacher: Marta Camón Yarto
Dimensions and specific competences			Specific Learning Objectives		
A. Oral communicative dimension C2. Plan and produce oral texts C3. Use oral interaction strategies to communicate B. Reading comprehension dimension C4. Use comprehension strategies to understand			<ol style="list-style-type: none"> 1. To learn and apply properly new vocabulary based on crime and the legal system. 2. To develop students' ability to understand and apply crime verbs and vocabulary accurately on a sentence. 3. To develop effective writing and speaking skills, using the first, second and third conditional regarding legal/illegal actions. 4. To keep students interested, motivated and involved throughout the unit, and incite them to study English in a natural way. 		
Key Contents			Diversity		
KC1. Oral comprehension: global, literal and interpretative. KC2. Strategies for oral comprehension. KC3. Oral production strategies. KC4. Strategies for oral interaction. KC7. Written comprehension: global, literal, interpretative and evaluative. KC8. Strategies for written comprehension.			This lesson is intended to be an inclusive adaptation attempt focused on those students who suffer from ADHD in the classroom. Namely, they will have the same activities and evaluation than their classmates, adjusting the methodology of the class to their disorder.		
Evaluation Criteria		Failing (0-4)	Average (5,6)	Very good (7,8)	Excellent (9,10)
2. Speaking: To produce oral speeches using the new vocabulary and phonetics, and adequate		Is not able to produce a comprehensible oral speech	Is able to produce basic structures and simple phrases, with poor use of grammatical	Can express himself in an oral speech with occasionally minor errors	Is able to speak fluently and phonetically correct, using a wide range of new

Annex 3

Syllabus design Intervention (test lesson)

grammatical structures presented on this unit.		structures and new vocabulary	that do not impede communication, using appropriate vocabulary and grammatical structures	vocabulary and grammatical structures, self-correcting him/herself when needed
3. Listening/Oral comprehension: To comprehend and produce oral texts, and complete exercises about them, using new vocabulary and proper syntactic structures presented on this unit.	Is not able to understand oral speeches, neither to complete exercises relate to it	Can comprehend simple phrases and structures, and familiar words, when people speak slowly and clear. Is able to respond a basic questionnaires about the listening	Can comprehend complex sentences and structures, the higher frequency vocabulary, and catch the main point in short. Is able to respond questions and exercises with some help	Can understand the main points of clear standard speech, and catch the main point of many complex oral situations. Is able to work correctly on the oral text
5. Oral interaction: To communicate and interact with other people properly using new syntactic structures and vocabulary presented on this unit.	Is not able to interact coherently with other people	Can interact in simple way, with another person that helps repeating or rephrasing things slowly, and formulating what s/he is trying to say. Is able to understand and respond very simple questions on basic everyday topics	Can communicate in simple and direct exchange of information on familiar topics and activities. Is able to handle short social exchanges.	Can deal with most situations, and is able enter unprepared into conversation on topics that are familiar to him/her.
6. Collaborative work: To actively participate in small groups and pair work showing a constructive attitude	Is not able to participate in groups or pair work, showing an impassive attitude	Generally shows a good attitude towards group work but is not able to participate much in solving or creating activities	Habitually shows a helpful attitude towards group work and usually participates on them in an active way	Always shares new proposals in the group work, and constantly shows an enthusiastic attitude towards this kind

Annex 3

Syllabus design Intervention (test lesson)

							of activities	
Act. #	Description	Resources / Material	Skills	Grouping	Time	Key Content	Specific competences	Evaluation Criteria
0	Before starting the class access to the visual aids, previously prepared: https://prezi.com/p/rxcmltzufsm/	Screen	-	-	-	-	-	-
1	Warm-up: Ask them what they know about crime vocabulary and about the legal system using eliciting techniques. Elicit their knowledge of conditionals (1 st , 2 nd and 3 rd) as well, doing a little review of them.	Blackboard/screen	S/L	WG	10'	KC7	C4	3
2	Give them some new vocabulary (page 55). You can translate it into their L1.	Blackboard/screen	L	WG	5'	-	-	-
3	Present the activity and divide the class into groups. Explain the main rules and objectives of it.	Screen	L	WG	10'	-	-	-
4	Let them do the activity by themselves (in groups). Go around the class helping them with their doubts and questions. The main aim of this activity is to create a debate between them using conditionals and the new vocabulary.	Screen	S/W	SG	25'	KC1, KC2, KC3, KC4	C2, C3	2, 5, 6
5	Ask them to extract general conclusions of the debate. Ask them for the final explanation of what happened (the most convincing truth).	-	S	WG	10'	KC3	C2, C3	2, 5, 6

Grouping: WG (Whole Group), I (Individually), PW (Pair Work), SG (Small groups)

Annex 4

Observation grid 2: Post- intervention

Student A

Category	Subcategory	Items	N. E.	1	2	3	4	5	Observations
Attention in class		Low attention in long and / or tedious tasks							It seems he is paying special attention to this activity
		Low attention in details							
		Low attention when spoken to or explained							Very attentive to explanations
Material and tasks	Planning/Delivering	It is hard for him to start any activity							He shows desire to start the debate
		Low planification and organization							
	Execution	Promptness and inaccuracy in responding							Tries to answer many times, tense
		Low reading comprehension level							
		Bite pencils and pens / careless with the material							He seems nervous and tense for the type of activity
		Bad handwriting (difficult to read and with misspellings)							<i>Speaking session</i>
		Delivery of unfinished, dirty or poorly maintained tasks							<i>Speaking session</i>
Attitude in class	With himself	He gets up from the chair							
		Change of posture constantly / Unable to remain still or sitting							He seems very nervous, and moves on the chair
	With the rest	Disturb his/her classmates							
		Constant interruptions of the class							He tries to answer many times during the activity

Student B

Category	Subcategory	Items	N. E.	1	2	3	4	5	Observations
Attention in class		Low attention in long and / or tedious tasks							It seems he does not lose concentration
		Low attention in details							
		Low attention when spoken to or explained							Very attentive to explanations
Material and tasks	Planning/Delivering	It is hard for him to start any activity							Talks a little bit
		Low planification and organization							When doing the groups
	Execution	Promptness and inaccuracy in responding							<i>Anxiety</i> to participate
		Low reading comprehension level							
		Bite pencils and pens / careless with the material							He seems very nervous
		Bad handwriting (difficult to read and with misspellings)							<i>Speaking session</i>
		Delivery of unfinished, dirty or poorly maintained tasks							<i>Speaking session</i>
Attitude in class	With himself	He gets up from the chair							To see the picture, twice-3 times
		Change of posture constantly / Unable to remain still or sitting							He seems very nervous
	With the rest	Disturb his/her classmates							
		Constant interruptions of the class							

Annex 5

Focus group 2: Post- intervention

1. Què us ha semblat la classe ?

- Activitats que més / menys us han agradat. Per què?

Student A: A mi m'ha agradat la classe perquè ha sigut un tipus de classe que a mi m'agraden, pel fet de que ha sigut dinàmica, he pogut participar sense cap problema, perquè el meu problema moltes vegades de les classes d'anglès normals em sento com si participés destorbaria, en canvi aquí he participat molt i m'ha agradat.

Student B: A mi me h parecido una clase muy chula. Además estaba expectante por cómo lo iba a hacer la profesora, porque es la profe de prácticas y se lo ha currado mucho. Creo que ha sido una muy buena manera de empezar. Y ha estado genial la actividad. Hemos participado todos. Por tanto creo que ha sido muy buena clase. Además me ha ido bien que hiciera un repaso al principio de algo que ya habíamos hecho, y nos ha puesto una página de ejercicios, pero la verdad es que me ha gustado mucho la clase.

2. Canviaríeu alguna cosa?

- Propostes de millora i justificació

Student A: Jo no canviaria res d'aquesta classe, perquè és una de les classes que a mi m'agraden. Crec que ha estat molt bé, sobretot també per nosaltres, que no participem normalment així.

Student B: Yo tampoco cambiaría nada. La verdad es que ha estado muy bien, y sobretodo cómo uno se siente en la clase. Y yo me he sentido... bueno, todos nos hemos sentido participativos, hemos participado toda la clase. No nos hemos puesto muy de acuerdo con una actividad que había, que teníamos que debatir y tal, y allí ha habido un momento de tensión y nervios. Y la verdad es que seguimos nerviosos porque aun no la hemos resuelto la actividad eh? Pero ha sido una pasada.

3. Com us heu sentit durant la classe?

- Actius i participatius, passius, nerviosos, inclosos a la classe?

Student A: Jo m'he sentit força actiu i molt participatiu. Ha estat una classe on no m'he agobiat, he estat atent a classe des del començament fins l'hora de marxar, intentant participar com tots els altres... I no m'he posat nerviós, més que la part en què tota la classe ha començat a posar-se nerviosa també, fins i tot cridaven, doncs allà sí. I per això m'he sentit molt inclòs. Ha estat la classe en la que més inclòs m'he sentit... és a dir, de tot el que portem de curs, aquesta, i una vegada que vaig explicar una cosa davant de tota la classe... i ja està. O sigui, que m'he sentit molt integrat amb els altres.

Student B: Yo lo mismo. Bueno, ya lo he dicho en la pregunta de antes. Me he sentido muy a gusto haciendo esta clase, sobre todo por el hecho de poder participar y de saber cómo participar, que es muy importante. Si las clases fueran así normalmente, podríamos participar más y eso sería bueno para nosotros también, ya que normalmente los que participan más son los que más saben, y nosotros no tanto.

Annex 6

Open interview: Personal Communication (English Teacher)

- 1. ¿Cómo describirías el método/rol que utilizas en tus clases de inglés?**
(Tradicional/innovador, student-centered/teacher-centered, motivación y participación de los alumnos,...)

Lo ideal es que fuera un poco de todo según las sesiones, y siempre se debe tener en cuenta la innovación en las clases.

Por eso, creo que cada rol o método está determinado por las clases (según si ésta es partida o no, dirigida al estudio de la gramática o de vocabulario, etc.)

Me gusta más que sean student-centered, pero suelen ser tradicionales y teacher-centered en general, aunque se utilizan muchos elementos innovadores.

Cuando son las clases partidas tienen otro cariz. No tengo tanto campo, ya que solo tengo 2h de 4h de inglés que los alumnos de la ESO tienen a la semana.

- 2. ¿Cómo están los alumnos con TDAH en las clases de inglés?**

Student B está adaptado. Participa en las clases cuando conoce las respuestas y la mayoría de los días intenta hacer los ejercicios del libro, aunque a veces se distrae y no los acaba. Es muy movido en la clase, sobretodo se levanta y hay veces que habla más alto de lo normal. Sin embargo, él está muy integrado con el resto de sus compañeros también.

Student A no llega en todo. Él lo intenta, pero a veces no llega. Lo que pasa que cuando no llega, no participa. Se desmotiva. Es decir, él puede hacer (si quiere) cosas de clase real (incluso yo se lo pido cuando veo que hay oportunidad para ello), pero a veces él no puede. Por lo tanto, no hace lo mismo que los demás en clase. Él lo intenta y es muy activo. Por ejemplo, Student A entendía los condicionales y participó durante su explicación.

Aun así, se debe decir que ambos se esfuerzan mucho para tirar adelante y para aprender; es su forma de ser.

3. Concretamente en el caso del Student A, ¿Cómo explicarías sus clases? ¿Por qué él sí tiene la posibilidad de no hacer clase *normal* como el resto de sus compañeros, incluido el Student B? Es decir, ¿Por qué, teniendo el mismo problema (TDAH), existen diferencias entre ellos dos?

Student B también puede hacerlo si quiere, pero prefiere hacer lo otro (clase normal). Él mismo lo ha decidido así.

Los conozco de hace años. En el caso de Student B se priorizaba solo lo oral, que se le daba muy bien, pero él ha decidido hacer el mismo tipo de clase que el resto de sus compañeros. Él tiene una gran disposición y actitud, pero si hace algo aparte, él dice que se aburriría y no haría nada. Yo intento estimular sus capacidades al máximo. Y si él mismo me dice que se siente más seguro y mejor haciendo la clase *normal*, se lo dejo hacer, por supuesto. Si no, solo conseguiríamos introspección, y hacer de sus capacidades un alumno poco brillante.

Student A, haciendo ese proyecto usa el diccionario, trata temas varios (morales y controvertidos, y además a veces 'está con la oreja en clase', y 'mete baza', o al menos lo intenta. Él está en todo. Los compañeros se alegran por él cuando se le felicita o cuando hace algo bien en clase, y hacen que esté muy bien integrado en la clase. Su personalidad también ayuda a que esto pase.

Por lo tanto, creo que lo importante es que ellos avancen y que estén motivados, sea como sea. Y si por ello tienen que hacer otra cosa, yo les invito a hacerlo. Es decir, los 2 han elegido, de acuerdo con mi criterio, claro. O sea, yo decido hasta qué punto pueden hacer o no cosas. Por ejemplo, si ahora Student B decidiera no hacer el *oral speech*, no le dejaría, ya que creo que con sus capacidades y sus adaptaciones en otras cosas, esto es algo que él puede hacer. Sin problema. Así que le mando hacerlo, como al resto de gente en la clase. Yo los pauto: la vagancia no está permitida.

Respecto al Student A en concreto, creo que este proyecto que él mismo ha propuesto y ha decidido hacer le favorece, ya que hay muchas otras cosas en clase que le quedan grandes. Yo intento estimularlo para que haga cosas en clase.

4. ¿Consideras que se utiliza un método inclusivo en las clases de inglés? (Con actividades y tareas en las que todo el mundo puede participar y formar parte activa de la clase)

Para mí, siempre se tiene en cuenta la inclusión. Aunque para eso tenga que parar la clase y tenga que explicárselo solo a él de manera individualizada (cuando no entiende algo).

En mis clases intento dar pie siempre a participar a todos de manera igual, aunque, habiendo diversidad y 30 alumnos en la clase no todos participan igual, claro. Es muy difícil conseguir que todos los alumnos participen y que estén motivados en clase. Ellos también tienen que poner su parte. Por supuesto, el autocontrol, el interés, y la autonomía es cosa suya, y yo como profesora ahí no puedo hacer nada.

No obstante, creo que todos tienen la oportunidad de hacerlo. Ellos lo hacen a veces, y yo lo intento siempre, la verdad. Y siempre, en todas las clases por sistema hay gente que no quiere estudiar. Pero también es verdad que hay gente que ha evolucionado y que ahora empieza a querer estudiar en serio.

5. ¿Qué te pareció mi intervención? (a nivel motivacional y participativo de los alumnos, y de la inclusión)

Todo lo que es *gamification*, los alumnos lo reciben muy bien. Y los adultos también, como cuando se hacen las reuniones de una manera más lúdica o más dinámica, que la gente escucha más.

Pero bueno, respecto a tu clase, creo que lo que menos les importó fue que los condicionaras a utilizar el condicional a la hora del juego. Lo que a ellos les gustó es poder hacer esa clase diferente, y poder jugar. Además si se aplica bien es una ayuda a la hora de aprender nuevo contenido.

Sin embargo sí hay una cosa que se debe tener en cuenta. En tu clase todos participaron, pero cuidado con la *gamification*, porque se centran mucho en el juego a veces, y acabaron usando la L1 y no utilizaban el condicional. Es decir, cuesta mucho que aprendan con la *gamification*. Cuidado, porque eso no es fácil, y eso es cosa del responsable, pautar y guiar siempre. Y no les gusta cuando se lo redireccionas tanto a un *goal* concreto, o sea, todo el rato estar diciéndoles: esto se hace así, esto no, utilizad el

condicional, etc. Porque entonces dejan de verlo como un juego, y ya son normas para ellos, aunque el contexto sea el mismo. Pero aun así el juego siempre es bueno.

6. ¿Crees que la aplicación de una clase inclusiva es beneficiosa para los alumnos? ¿Y para los alumnos con TDAH?

Totalmente. Creo que es muy beneficioso. O sea, una buena clase se tiene que dar así: Muchos tipos de actividades y muy variadas.

Y si veo que hay algún alumno con alguna dificultad concreta, si veo que trabaja y que lo intenta y se supera, por mi parte lo apruebo.

De hecho, yo solía hacer muchas cosas así en las clases, clases más dinámicas y más lúdicas... y a ellos les gustaban más. Pero ahora tengo –bueno, me exigen- que acabe el temario, hacemos Cambridge, el cole se centra en las certificaciones, está el auxiliar de conversación, etc. O sea, que de 4h que hacemos de inglés, se me ha quedado en 2h, y es imposible abarcarlo todo. No puedo dejar acabar la ESO sin este temario completado. Y la verdad es que es más cómodo para mí, no preparar tantas cosas ni pensar tantas clases distintas, pero sí que mejor hacerlas más dinámicas, y a los alumnos les gusta mucho más tu tipo de clase. Pero en esta situación actual, al final del día, lo ves como si acabaras de perder una hora de clase que no vas a recuperar. Antes hacia *problem based learning* para el futuro, por ejemplo, pero al final se acaban aburriendo si les das mil reglas. Es muy difícil hacer algo así, y requiere muchas horas. Se tienen que tener en cuenta mil cosas (horas, nivel, distintas actividades cada vez, originalidad, etc).