

SUPUESTOS PRÁCTICOS



MAESTROS DE INGLÉS

ANDALUCÍA

CASO PRÁCTICO 3

You are teaching English in a class in which there is a child ADHD (Attention deficit hyperactivity disorder). What methodological adaptations you should include in your sessions to improve his/her learning process?

PRACTICAL CASE DEVELOPMENT

You are teaching English in a class in which there is a child ADHD (Attention deficit hyperactivity disorder). What methodological adaptations you should include in your sessions to improve his/her learning process?

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1. Introduction

Using **English as a foreign language** in the classroom is a challenge for the teacher, as we must provide students with a context as real and close to their interest and needs as possible, so we must provide students with active practice to develop the linguistic communicative competence as LOMCE 8/2013 9th Dec establish.

We must ensure all students have the same opportunity to achieve this aim so in class with an ADHD student, the teacher should adapt the methodology so all students have the same opportunity attending the order of 25th July 2008 about attention to diversity. Some activities will be planned in the development carrying out this aspect.

ADHD students are characterized by having a lack of intrinsic motivation. That is why finishing a work is difficult for them. They need to reinforce their extrinsic motivation to fulfil the lack of the other one. A positive feedback will increase their work capacity and an extrinsic feedback increase their intrinsic motivation so this will also improve their capacity to work.

In order to give a proper response to this practical case, we have to keep in mind the main curricular features of the curriculum, setting which objectives have to be achieved with this activities, contents to be worked as well as the methodology, key competences to be developed.

2. Curricular features

These lessons are planned to be applied in the fourth grade of Primary Education and the curricular features are:

a)

- To understand oral vocabulary related to *daily routines*.
- To ask and answer questions about *daily routines*.
- To read and understand the general meaning of a text about a British *child routines*.
- To learn how to use new technologies to get information and to communicate in the foreign language.
- To be able to work in different groupings and respect partners opinion.

Tools you are going to use: simulation, role-play, observation, participation, projects, attitude towards learning the English language.

Achievement indicators and rubrics:

Achievement indicator examples:

- She/He listens and understands vocabulary related to *daily routines*.
- She/He asks and answers questions about British *child routines*.
- She/He reads and understands the general meaning of a text about *child routines*.
- She/He learns how to use new technologies to get information and to communicate in the foreign language.

Success criteria to check the level of achievement of a task:
 To communicate to order food in a restaurant:
 Achieved with high level, **C** – Achieved with medium level, **D** – Achieved with low level, **E** – Not achieved.

b) Objectives:

1. To understand oral vocabulary related to *daily routines*.
2. To express orally related to *daily routines*.
- To read and understand the general meaning of a text about *daily routines*.
3. To know and use new technologies in Spanish and British.
4. To learn how to use new technologies to communicate in the foreign language.
5. To respect the partner's opinion in different groupings.

c) Contents:

We have to consider four blocks according to the Order of 17th March 2015: found in the Annexe I of the Order

Block 1: understanding of oral texts, Block 2: oral expressions and interactions,

Block 3: Understanding written texts and Block 4.

Inside these blocks we have to bear in mind:

1. Production/ Comprehension
 - Understand orally/written vocabulary related to *daily routines*.
 - Express orally/written vocabulary related to *daily routines*
2. Communicative functions
 - Explain and ask about own routines and others *children routines*.
3. Linguistic function:
 - Syntactic structures
 - I brush my teeth / go to school....*
 - What time do you?*
 - At half past ten*
 - High frequency oral/written vocabulary
 - *Get up, brush my teeth, go to school, have lunch...*



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nces according to the R.D 126/2014, February 28th will be treated in this
acu.

- **Co.** **communication.** Asking about other children routines and the time.
- **Math.** **and basic competence in science and technology.** Asking about the time
- **Digital Co.** **technologies to investigate British children routines.**
- **Learning to** **veloping autonomy when correcting some of the activities**
by themselves

e) Methodology and At.

The **Order 17th March**

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Language area. We need a.

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student.

When designing our syllabus, we canno

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also an adapted method for our ADHD

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stic and about the health of

Following this legislation we will work together with

follow the established guidelines by this skilled teacher i.

ic Pedagogy (PT) to

According to Russel A. Barkley these aspects would help the A. students to achieve their objectives:

- Teacher should use both L2 and L1.
- Reduce the stress and anxiety when he has mistakes with positive feedback.
- Avoid using too much correction.
- TIC resources work very well with them as they maintain longer attention.
- Plan short tasks, clear objectives with positive feedback.
- Provide special seating at the front of the class.
- Reduce distractions.
- Encourage him to use daily planners.
- T.P.R. activities will be use in class with him.
- Provide ways for the student to see his improvement.
- Be patient while waiting for responses.

Many kids who are diagnosed with ADHD have amazing talents that just don't fit very well in the traditional classroom environment so methodology should be clearly updated.

f) Cross curricular topic

Co-education when using the daily routines

3. Lesson Plans

This lesson plan will last 45 minutes attending the new Andalusian Decree and will be carried out through warm up, key-act, follow-up, extension and reinforcement activities.

Lesson 1:

- **Warm up:** Ask & answer / Timing: 5min / Grouping: Whole class / Material: Flashcards
Teacher shows a picture of a daily routine and children have to do the action with physical movement. Then a student will be in front of the class directing others.
- **Key activity:** Listen & match / Timing: 15min / Grouping: Whole class / Material: WIB/worksheet
Students will listen to a song and do TPR with the meaning of the song. Teacher will guide them with the lyrics. Then students have to listen to the gaps of the lyric with the key vocabulary from a box. ADHD students will do a matching exercise moving the word from the box to the gap.
- **Follow up:** Ask & answer / Timing: 10min / Grouping: Pairs / Material: WIB/worksheet
Times and daily routines. Students have to match both according to the picture. Then a student says the time and partner points to the picture.

4. Conclusion

As it has been presented in this paper, we have analysed different strategies to promote and practice real communication. All activities were based in our students' motivation in them, the ADHD and the others (Motivation and second language).

To evaluate the progress of our students, we have to consider that we are working on a learning process. Teacher should establish a good relationship between the family and the school with the objective that both guidelines were in the same direction and positive feedback is applied at home which will be very useful for our ADHD student.

All in all, when planning *activities and developing our lessons plan*, we must bear in mind that our last goal is to develop all our students' communicative competence and to create in them a desire to use the language to communicate. In these activities we have achieved this goal asking them to seek info and express it. Some of the foreign language objectives of the R.D. 126/2014 and Andalusian D.97/2015 have been worked in these activities when students have been using the language in the classroom to communicate with others partners and teachers such as O.L.E.1, O.L.E.2, O.L.E.3. Special students needs have been also attended as order 25th Jul 2008 states with our ADHD student adapting all activities to him.

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