



**UNIVERSITY OF GUAYAQUIL**

**FACULTY OF PHILOSOPHY LETTERS AND EDUCATIONAL  
SCIENCES SCHOOL OF LANGUAGES AND LINGÜÍSTICS**

**EDUCATIONAL PROJECT TOPIC:**

**METHODOLOGICAL STRATEGIES TO IMPROVE SPEAKING  
FLUENCY SKILLS IN STUDENTS WITH ATTENTION DEFICIT.**

**PROPOSAL:**

**DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING  
FLUENCY SKILLS IN A1 LEVEL STUDENTS WITH ATTENTION  
DEFICIT.**

**In Partial Fulfillment of the Requirements for the**

**DEGREE OF:**

**LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MAJOR IN:  
LENGUA Y LINGÜÍSTICA INGLESA**

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**2021 - 2022**

## ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (INGLÉS)

### NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY GRADUATION PROJECT REGISTRATION FORM

**TITLE: Methodological strategies to improve speaking fluency skills in students with Attention deficit disorder.**

**SUBTITLE: Design of a Methodological guide to improve speaking fluency skills in a1 level students with Attention deficit disorder.**

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<b>FACULTY:</b>	Facultad de Filosofía	
<b>CAREER:</b>	Lenguas y Lingüística	
<b>DEGREE:</b>	Licenciatura en Ciencias de la Educación mención Lengua Inglesa y Lingüística	
<b>PUBLICATION:</b>	AÑO 2022	No. DE PÁGINAS: 132
<b>THEMATIC AREAS:</b>	Education – English language teaching	
<b>KEYWORDS:</b>	Methodological strategies, speaking fluency, students, improve and Attention deficit disorder.	
<p><b>ABSTRACT:</b> ADD is one of the most common special educational needs in Ecuador. The objective of the present work is to design a methodological guide for students with ADD to improve their spoken fluency in English. The methodology applied was mixed experimental, bibliographic, descriptive and field methodology. The population corresponded to 56 participants: 1 teacher and 55 8th grade students of the Guayaquil school. The data collection methods were deductive and inductive and the technique applied was observation. The instruments applied were: the teacher interview and the English spoken fluency questionnaire for students. As a result, it was found that the students do not have a high level of English fluency despite considering that the methodology is to their liking. The methodological guide was based on ludic activities that allow maintaining the ADD student's attention in order to improve their English spoken fluency. As a conclusion, the implementation of the guide could be improved the spoken English fluency of students with ADD.</p>		
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## ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)

### REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

**TITLE: Methodological strategies to improve speaking fluency skills in students with Attention deficit disorder.**

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<b>UNIDAD/FACULTAD:</b>	FACULTAD DE FILOSOFÍA	
<b>MAESTRÍA/ESPECIALIDAD:</b>	LENGUA Y LITERATURA INGLESA Y FRANCESA O ITALIANA O ALEMANA	
<b>GRADO OBTENIDO:</b>	LICENCIATURA EN CIENCIAS DE LA EDUCACION MENCION LENGUA INGLESA Y LINGUISTICA	
<b>FECHA DE PUBLICACIÓN:</b>	AÑO 2022	<b>No. DE PÁGINAS:</b> 132
<b>ÁREAS TEMÁTICAS:</b>	EDUCACIÓN – ENSEÑANZA DEL IDIOMA INGLÉS	
<b>PALABRAS CLAVES/KEYWORDS:</b>	Estrategias Metodológicas, Fluidez del habla, estudiantes, mejoramiento y Déficit de Atención.	
<p><b>RESUMEN:</b> El ADD es una de las necesidades educativas especiales más comunes en el Ecuador. El objetivo del presente trabajo fue diseñar una guía metodológica para estudiantes con ADD que permita mejorar la fluidez hablada del inglés. La metodología aplicada fue mixta de tipo: experimental, bibliográfica, descriptiva y de campo. La población correspondió a 56 participantes en los que fueron: 1 profesor y 55 estudiantes del colegio de Guayaquil de 8vo curso. Los métodos de recolección de datos fueron deductivos e inductivos y la técnica aplicada fue la observación. Los instrumentos aplicados fueron: la entrevista al docente y el cuestionario de fluidez hablada de inglés para estudiantes. Como resultado se obtuvo que los estudiantes no poseen un nivel alto de inglés fluido pese a considerar que la metodología fue de su agrado. La guía metodológica estuvo basada en actividades lúdicas que mantuvieron la atención del estudiante con ADD para su mejora en la fluidez hablada del inglés. Como conclusión se obtuvo que la implementación de la guía puede mejorar la fluidez hablada del inglés en estudiantes con ADD.</p>		
<b>ADJUNTO PDF:</b>	YES x	NO
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## ANEXO XII.- DECLARACIÓN DE AUTORÍA Y DE AUTORIZACIÓN DE LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

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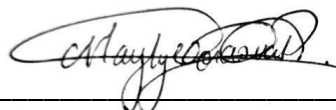
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## ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. Larry Torres Vivar, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Natali Mayly Córdova Pacheco y Josias Israel Ponce Guevara con mi respectiva supervisión como requerimiento parcial para la obtención del título Licenciados en Ciencias de la Educación mención Lengua y Lingüística inglesa.

Se informa que el trabajo de titulación: Methodological strategies to improve speaking fluency skills in students with attention deficit disorder, ha sido orientado durante todo el período de ejecución en el programa anti- plagio URKUND quedando el 0 % de coincidencia.



### Document Information

Analyzed document	TESIS NATS AND JOSIAS . URKUND.docx (D130779569)
Submitted	2022-03-18T13:43:00.0000000
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### Sources included in the report




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## **Dedication**

First, I want to dedicate this project to my parents who believed in me and gave me all their emotional support.

Secondly, to Roman, who was next to me each night while I was studying.

**Natali Mayly Córdova Pacheco**

First, I want to dedicate this to to God who gave me the strength to finish it and not give up, also to my parents, mainly to my dad and my brother who are now celebrating in the presence of God.

**Josias Israel Ponce Guevara**

## **Acknowledgements**

First, we thank God who allowed us to study at this wonderful University. Secondly, we thank the University of Guayaquil for opening its doors to us and giving us a great education so that we can be the professionals we are now. To each of our teachers who have contributed greatly to our learning process. Finally, thanks to our families who gave us all their support throughout this journey.

## Summary

El ADD es una de las necesidades educativas especiales más comunes en el Ecuador. El objetivo del presente trabajo fue diseñar una guía metodológica para estudiantes con ADD que permita mejorar la fluidez hablada del inglés. La metodología aplicada fue mixta de tipo: experimental, bibliográfica, descriptiva y de campo. La población correspondió a 56 participantes en los que son: 1 profesor y 55 estudiantes del colegio de Guayaquil de 8vo curso. Los métodos de recolección de datos fueron deductivos e inductivos y la técnica aplicada fue la observación. Los instrumentos aplicados fueron: la entrevista al docente y el cuestionario de fluidez hablada de inglés para estudiantes. Como resultado se obtuvo que los estudiantes no poseen un nivel alto de inglés fluido pese a considerar que la metodología es de su agrado. La guía metodológica estuvo basada en actividades lúdicas que permitan mantener la atención del estudiante con ADD para su mejora en la fluidez hablada del inglés. Como conclusión se obtuvo que la implementación de la guía puede mejorar la fluidez hablada del inglés en estudiantes con ADD.

**Palabras clave:** déficit de atención, fluidez hablada del inglés, guía metodológica.



## **Abstract**

ADD is one of the most common special educational needs in Ecuador. The objective of the present work is to design a methodological guide for students with ADD to improve their spoken fluency in English. The methodology applied was mixed experimental, bibliographic, descriptive and field methodology. The population corresponded to 56 participants: 1 teacher and 55 8th grade students of the Guayaquil school. The data collection methods were deductive and inductive and the technique applied was observation. The instruments applied were: the teacher interview and the English spoken fluency questionnaire for students. As a result, it was found that the students do not have a high level of English fluency despite considering that the methodology is to their liking. The methodological guide was based on ludic activities that allow maintaining the ADD student's attention in order to improve their English spoken fluency. As a conclusion, the implementation of the guide could be improved the spoken English fluency of students with ADD.

**Key words:** attention deficit, English spoken fluency, methodological guide.

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## **Introduction**

The main topic of the present work is the elaboration of a methodological guide that allows verbal fluency in students with attention deficit disorder (ADD). This guide is intended to be a useful tool for teachers when teaching English as a second language through playful and fun activities for students with ADD.

Attention deficit in students is one of the most common special educational needs (SEN) in Ecuador, characterized by the difficulty of concentrating or focusing attention on a task. Despite being a common SEN, it is not given due importance in the curricular adaptations in the educational sector of the country, which is one of the reasons for the development of this methodological guide. It is essential to find all possible ways to improve their fluency in speech and contribute to a better way of teaching, remembering that the mission of a teacher is to get the information to each student.

Learning a second language can be challenging for some students, but difficult for others and even a bit frustrating. This educational project was carried out with the intention of being more inclusive with students who are diagnosed with this type of disorder and to contribute to teachers who want to have a broader list of teaching methods.

The proposed methodological guide is based on pedagogical assumptions of constructivism and behaviorism to facilitate the learning of English and improve their spoken fluency. It is constructivist because the student is guided to

create his own learning through interaction with others and with his environment, in this sense the student with ADD "constructs" his own reality under the teacher's guidance. It is behaviorist because the proposed guidance will have a direct relationship with behavior shaping strategies based on positive reinforcers, thus maintaining the attention of the student with ADD by receiving positive emotional responses to the behavior performed.



## **Chapter I**

### **The research problem**

#### **Research Context**

The use of insufficient resources in the approach and the inappropriate performance that the teacher has managed with students due to the rules and regulations of the Ministry of Education to get students to be involved in English speaking fluency activities in the classroom are situations that have affected ninth grade students with attention deficit disorder. Another reality that is presented in their fluency's conduct is the low learning relevance or just in different conjugations, verb tenses, etc. This explains the knowledge deficit of effective teaching methods used and the short hours practicing the language during the week.

The environment of the students does not allow them to develop or improve their English speaking fluency skills as a result of the preparation they have in terms of their past formation in which this language is not oriented to be a discipline for the students. English is not spoken during the whole period to be performed in different skills, but fluency is the least studied discipline between each one of them. For that reason, the English speaking fluency exercises are not very important.

According to the background that has been given in the institution, the teaching method is limited or does not appear, this makes the student lose their

control in English speaking fluency and easily get distracted. It has been analyzed that the teaching method of the teacher directed to the student is based much more on daily skills, more teaching, and less motivation.

The study to stimulate the student's attention has a vital practical importance, because it will be useful on the efficiency and assimilation of knowledge , skills and abilities training to improve their English speaking fluency.

### **Scientific Fact**

Attention deficit disorder with English speaking fluency in students of eighth year in Basic General Education at Guayaquil HighSchool in the academic year 2021-2022.

### **Causes**

- Methodological teaching deficits by teacher when teaching a class.
- Absence of ludic strategies that allow the student a better adaptability of his English speaking fluency. They used to speak or mention short texts given by teachers without knowing if it is the right way to pronounce them.
- Create a didactic / methodological guide to develop the speaking fluency between students involving them in interesting playful/ludic speaking activities.

## **Problem Statement**

What is the influence of the methodological strategies of the English speaking fluency in students of eighth grade at Guayaquil HighSchool in the academic year 2021-2022?

## **Objectives Of The Research**

### **General Objective**

To determine the impact of methodological strategies in the improvement of speaking fluency through a field investigation, bibliographic and statistical analysis in order to design a guide based on urseful strategies.

### **Specific Objectives**

- To dentify didactic strategies and methods for teaching based on field research, bibliographic and statistical analysis.
- To determine educational techniques to allow students to increase their fluency and attention problems with modern ludic activities.
- To elaborate a methodological guide to improve the speaking fluency in students with interaction dynamics and games.

## **Research Questions**

- How should the teaching-learning process be oriented to students with attention deficit disorder?
- What are the reasons for attention deficit disorder and low speaking fluency in students?
- What strategies will be used to make students concentrate on their attention and improve their speaking fluency?
- What kind of techniques or methods should be used to facilitate learning for the student?
- What are the advantages that students have using methodological strategies?
- What kind of dynamics will be used to improve students' speaking fluency skills and attention level?
- How the methodology that was applied during the process will positively affect in this project?

## **Justification**

The present research will be conducted to show how methodological learning strategies can help improve English speaking fluency and attention focus in students with Attention Deficit Disorder. This is done to analyze the obstacles

that affect the English language skills. Every education teacher's tendency professionally speaking is to have an effective and successful teaching to achieve the highest and best possible learning to students. Therefore, it would be useful to consider methodological strategies to improve English speaking fluency in students with attention deficit disorder. In this way, the proposal will be reflected in the students.

The importance consists in the social growth of students and the competitive environment today about how the teacher and parents could reach the student's full potential in both their intellectual and social skills, as well as in the development of the student's cognitive ability. Considering a solid educational initiative for optimal learning in English, especially in speaking fluency because it is one of the languages with the highest social demand. In addition, it is essential to take care about the immediate need for professional development in the teachers' experience.

Nowadays, about academic, and scientific contribution with the advance of technology, changes have not taken long to appear, about lesson plans, demands on teachers, etc. Teachers working, would pretend to qualify their practice with more social and culturally contextualized pedagogies of English in order to develop better fluency in students using their teaching methods, in a best way their attention, focusing less on decontextualized theories and orienting them to innovative teaching.

It is essential to have benefits that produce changes in the use of methodological strategies by teachers and the Ministry of Education to implement new and improved methods of education with the use of technology.

In this way, students will benefit themselves because they will achieve a moderate and effective level of attention and English speaking fluency, which will be reflected in their class participation.

Consequently, it is also useful for teachers and parents. This is about a problem to be considered in the last 10 years and is useful as a guide for the following generations. The contribution of this research project will contribute to a better understanding of the use of strategies that should be applied to students with attention deficit disorder even for their families and classmates.

## **Chapter II**

### **Theoretical Framework**

#### **Background**

To develop this theoretical framework, it is necessary to collect more information related to this topic to have a better comprehension of this educational project. Some of them have similar points of view.

In the research study by Holguín and Rezabala (2020) entitled “Touchscreens and teaching English to children with attention deficit disorder: language practices and recreational games” in the city of Guadalajara had the objective of presenting the use of touch screens in curricular adaptations to teach English through games to children with ADD. The methodology applied was an action-research that was administrated to validate seven curricular adaptations design for the acquisition of vocabulary in English as a foreign language. The participants were three children diagnosed with autistic disorder. To monitor the progress a rubric is applied to evaluate the number of new words acquired. The results of the research show that audio-visual activities attract and maintain the attention of the participants for a longer period of time in language practice, voice recording contributes to the development of their ability to understand by listening and, in turn, improves pronunciation. In conclusion, the authors point out that the appropriate application of the use of touch screens becomes relevant in the design

of curricular adaptations during the teaching-learning process of students with ADD.

The study found that the use of touch screens was effective in helping the children with ADHD learn vocabulary in English. The touch screens were found to be particularly useful in helping to keep the children's attention focused on the task at hand. The use of touch screens also helped to improve the children's pronunciation.

In the city of Cuenca, Ecuador, the author Castro (2016) developed a methodological proposal entitled "Methodological guide to improve the Attention Deficit Hyperactivity Disorder in the teaching-learning process in the child of third year of basic education of the school "Federico Proaño" canton Cuenca, during the period 2015-2016" had the objective of systematizing punctual and precise strategies for scaffolding children with ADHD, through the application of active methodological strategies of children. The pedagogical approach of the proposal was an integral, historical, and social one, while the psychoeducational approach was constructivist. As part of her methodology in the improvement of this process, the author points out that it is necessary to have the diagnosis of a professional on ADHD prior to the implementation of the strategies proposed. This was done mainly through direct observation with a checklist to students diagnosed with this disorder and to separate a series of strategies for each of the parts that make up ADHD, thus separating strategies to regulate their hyperactivity, attention deficit hyperactivity disorder, attention, and impulsivity,



also involving third parties (tutors and parents) in the process along with recovery activities seeking joint solutions with the child. The author concludes the following: upon applying and evaluating the effectiveness of the guide, an improvement in the child's self-control could be noted.

Ramos (2021) in her study "Educational Intervention Strategies in the English Language Classroom for Students With Attention-Deficit/Hyperactivity Disorder in Primary Education" had the objective of evaluating the instruction of teaching English as a second language and analyzing the measures to implement with students with Attention-Deficit/Hyperactivity Disorder (ADHD). The methodology is based on documentary research together with a review of the teacher's instruction where different theories and methodologies are put into practice to modify the educational practice and adjust the procedures so that all students with or without ADHD can learn English as a second language. As a result, several techniques are recommended to teach English as a foreign language, and two models of cognitive training self-instructions are proposed for students to learn English orally and in writing.

The author found that the instructional strategies that work best with students with ADHD are those that are individualized, structured, and interactive. Even also found that providing students with self-instructions can help them learn English more effectively.

## **Theoretical And Conceptual Framework**

### **Attention Deficit Disorder (Add)**

Attention deficit is related to a low capacity to organize actions to obtain a set objective due to a problem with the executive function of the brain. Regarding the psychological aspect of teenagers with ADD, it has been found that it is the working memory that mainly has a cognitive problem. Unlike teenagers with ADHD, those with ADD, although they are easily distracted and lack self-control skills, their main characteristic feature is that they get bored very quickly due to chronic brain hypoactivity, thus explaining their lack of motivation in their school activities. At present, attention deficit disorder without Hyperactivity is included within the neurodevelopmental disorders. Specifically, it is diagnosed as attention deficit hyperactivity disorder with predominance of inattention, according to the DSM-5, Diagnostic and Statistical Manual of Mental Disorders. Early detection is of great importance to prevent possible later academic, emotional, social and family difficulties (Figueroba, 2017).

ADD without hyperactivity is a disorder characterized by problems with focus, hyperactivity, and impulsiveness. The symptoms of ADD without hyperactivity are very similar to those of ADHD, but people with ADD without hyperactivity are not as hyperactive and impulsive as people with ADHD. People with ADD without hyperactivity are more likely to be daydreamers and have trouble focusing on tasks. They may also be more easily bored than people with ADHD. a diagnosis of ADD is made if the child has at least six of the following

symptoms for at least six months, and at least one of them must be the symptom of inattention (Figueroba, 2017):

- Inattention
- Difficulties maintaining attention
- Difficulties with organization
- Difficulties starting tasks
- Difficulties completing tasks
- Difficulties concentrating
- Difficulties ignoring stimuli
- Difficulties paying attention to details
- Difficulties sustaining attention in monotonous or boring tasks
- Difficulties following commands

If the child is less than six years of age, at least four of the symptoms described above are assessed.

Several authors, according to Vergara (2016), point out that ADD is not only related to an alteration of regulation, but it is related to several cognitive alterations evidencing a problem in information processing, attentional level (decoding of information), alertness of the organism and the executive level. In

the same way, greater importance should be given to the function of language in children with ADD, since they play a role as regulators of behavior, which facilitates the designation of objects and/or actions, allowing a more stable and accurate perception of features.

Regarding the diagnosis of ADD, Vergara (2016) says it is important to rule out other possible causes that can produce symptoms similar to ADD, such as:

- Hearing or vision problems
- A lack of iron in the blood
- Problems with the thyroid gland
- Learning disabilities
- Emotional problems
- Substance abuse
- Neurological problems

According to Fundation CADAH (2017), children with attention deficit or ADD often present confusion and inattention, which leads to a significant loss of information. They are not characterized by being aggressive children, so they do not usually have too many problems in creating friendships among peers. As many mothers of hyperactive children express, "it is as if he is literally driven by a

motor". Compared to the attention deficit subtype population, they may be more aggressive. The hyperactive-impulsive profile, however, is very restless when sitting still. As many mothers of hyperactive children express, "it is as if he is literally driven by a motor". Compared to the attention deficit subtype population, he may be more aggressive. If we compare the behaviors of inattentive children with hyperactive-impulsive children, we find in common that they have difficulty maintaining attention, constantly following routines and orders or directives, and differ in impulsivity or haste.

### **Diagnosis Of Attention Deficit Disorder**

There is no single test to diagnose Attention Deficit Disorder (ADD), but a healthcare professional will likely use a combination of methods to make a diagnosis. The most common diagnostic tools include a patient's medical and psychiatric history, physical exam, and psychological evaluation.

### **Medical and Psychiatric History**

A healthcare professional will likely ask about a patient's medical and psychiatric history to look for any signs or symptoms of ADD. They may ask about a patient's symptoms and when they began. They will also ask about any other mental health conditions the patient may have.

## **Physical Exam**

A physical exam may be done to look for any physical signs of ADD. The healthcare professional may look for problems with a patient's motor skills, such as problems with balance or hand-eye coordination. They may also look for problems with a patient's hearing or vision.

## **Psychological Evaluation**

A psychological evaluation may be done to assess a patient's symptoms and look for any signs of ADD. The evaluation may include tests to measure a patient's intelligence, academic achievement, and behavior.

## **Add According To Psychiatry Manuals**

According to psychiatric manuals, different characteristics or traits are established to determine when a subject has attention deficit disorder without hyperactivity. According to CIE-10 (2022) this is considered to be a hyperkinetic disorder with nine diagnostic criteria, which are:

1. Frequent inability to pay attention to details along with careless errors in schoolwork and other activities.
2. Frequent inability to sustain attention to tasks or play.
3. Often appears not to listen to what is said.
4. Persistent inability to complete assigned schoolwork or other assignments.

5. Decreased ability to organize tasks and activities.
6. Often avoids or is markedly uncomfortable with tasks such as homework that require sustained mental effort.
7. Often loses objects needed for tasks or activities, such as school supplies, books, etc.
8. Easily distracted by external stimuli.
9. Often forgetful in the course of daily activities.

The DSM-5 (2014) has ADHD criteria for both inattentive and hyperactive-impulsive types, with nine symptoms in total. The symptoms of ADHD must cause clinically significant impairment in social, academic, or occupational functioning and must be present in more than one setting, such as home and school.

The nine symptoms of ADHD are:

1. Inattention: six or more symptoms of inattention for children up to age 16, or five or more for adolescents 17 and older and adults, including:
  - a. Often fails to give close attention to details or makes careless mistakes in work, schoolwork, or other activities.
  - b. Often has difficulty sustaining attention in tasks or play activities.
  - c. Often does not seem to listen when spoken to directly.

- d. Often does not follow through on instructions and fails to finish tasks.
  - e. Often has difficulty organizing tasks and activities.
  - f. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort.
  - g. Often loses things necessary for tasks or activities.
2. Hyperactivity and impulsivity: six or more symptoms of hyperactivity-impulsivity for children up to age 16, or five or more for adolescents 17 and older and adults, including:
- a. Frequently fidgets with hands or feet or squirms in seat.
  - b. Often has difficulty remaining seated when required to do so.
  - c. Often runs about or climbs excessively in situations in which it is inappropriate.
  - d. Often has difficulty playing or engaging in leisure activities quietly.
  - e. Often talks excessively.
  - f. Often blurts out answers before questions have been completed.
  - g. Often has difficulty waiting for turn.



## **Executive Function In Children With Add/Adhd**

Executive functions (EF) are bio-psychological processes that allow the planning and monitoring of actions aimed at obtaining a goal, and involve abilities such as: consciously controlling thoughts, behaviors and emotions (Rosas, et al. 2020). EF is a term used to describe the cognitive processes that allow people to plan, focus attention, remember details, and regulate their behavior. Executive function skills are important for completing tasks and achieving goals. Children with ADD often have difficulty with executive function skills. The evolution of EF during childhood plays a significant role in the cognitive, academic, social and affective functioning of the child, so if there is any early alteration it can generate consequences in the short, medium and long term, Some common difficulties that children with ADD may experience with executive function include (Rubiales, et al. 2016):

- Difficulty planning and organizing tasks
- Trouble focusing attention
- Poor memory for details
- Difficulty regulating behavior

In children or patients with ADD or ADHD their executive functioning is characterized by difficulties in establishing goal-oriented behaviors or actions, a low capacity for persistence and poor behavioral control. EF are important for school success, as they allow students to focus on the task at hand, resist

distractions, and inhibit impulsive behaviors. Poor EF skills can lead to problems such as difficulty following instructions, forgetting to bring materials to class, and difficulty completing assignments. There are a variety of methods that can be used to help students improve their EF skills. One approach is to provide students with specific instructions on how to improve their EF skills, such as by using a planner, breaking down tasks into smaller parts, and practicing self-control. Another approach is to provide students with accommodations or supports that help them better manage their EF skills, such as extended time on tests, breaks between classes, and reduced distractions in the classroom (Larreta, 2018).

The executive functions are the most studied neurobiological section in children with ADD. In the study by Vergara (2016) on the neuropsychological profile of elementary school children with a diagnosis of attention deficit disorder (ADD), they indicate that the presence of deficiencies in executive functions makes it difficult for children with ADD to stop impulsive responses, stop behaviors already executed, resist interference from other factors or stimuli, organize their activities and maintain cognitive efforts in a single activity. This is due to the activation and involvement of prefrontal, cortical and subcortical circuits.

Strategies that can help children with ADD improve their executive function skills include:

- Breaking tasks into smaller parts
- Breaking goals into smaller steps

- Creating a checklist or timeline to help with organization
- Placing objects such as a calendar or photos of desired goals in a visible place to help with focus
- Rewarding oneself with a small treat or positive reinforcement after completing a task

### **Disorders Related To Attention Deficit Disorder**

Zaldumbide and Mazon (2018) indicates that there are different disorders that are associated with ADD, such as the dispersed attention disorder that is usually presented as a distraction during classes. According to this conception, attention is a mechanism of limited capacity, and its function is to ensure an adequate perceptual processing of the sensory flow of messages, from here it is established that attention is a tool for the integration or acquisition of knowledge given in the classroom. Children with ADD have attention problems that make it difficult for them to focus or concentrate on various school or daily activities. These authors point out the following disorders:

#### **Distraction disorder**

Same as distraction during class time. This concept requires understanding attention as a mechanism of limited capacity whose function is to ensure adequate perceptual processing of the sensory flow of information, so we can say that attention is a fundamental tool for integrating or acquiring the knowledge

provided during class time. The opinions of several experts who talk about the importance of attention in the process of education or learning, and how maintaining it is a great improvement in their overall development, as they say in their books on attention. the work says that the lack of attention shown by children with ADHD is mainly a difficulty in concentrating, maintaining and shifting attention.

### **Attention deficit hyperactivity disorder**

Another disorder pointed out by the author is attention deficit hyperactivity disorder (ADHD) which is characterized mainly by severe motor restlessness and impulsive behavior and emotional instability. This disorder is very severe and if not detected early can cause serious neuronal damage and in adults causes damage in their daily life and work. In the midst of it all, their frustration at not being able to do their activities on time like the rest of their peers, frequent complaints from teachers, rejection from friends, their tendency to cry and even lose their temper, allows them to show others how much they want to. can do if not discovered in time Unable to control themselves, which can lead to low self-esteem, depression, anxiety or behavioral problems. ADHD is one of the most serious disorders and, if undetected, can cause severe neural damage and, in adults, often affects their daily lives, making it difficult to find a job or even start a family.

### **Mixed Attention Deficit Attention Deficit Disorder**

It is characterized by difficulty in concentrating, organizing activities, and having motor restlessness and impulsivity. It manifests as inattention, hyperactivity and impulsivity. Symptoms of inattention, hyperactive-impulsive are manifested by the following signs that students often experience during school: Not paying enough attention to details or making careless mistakes in schoolwork, work, or other activities. Difficulty maintaining focus on tasks or play activities. In other words, 6 out of 10 children with ADHD may present this combination which, for this expert, is usually one of the harmful combinations in the text of his research.

### **Educational Consequences In Children With Attention Deficit**

According to the authors Zaldumbide and Mazon (2018) these symptoms can have a permanent and severe impact on the general and emotional-social development of students while children are in school, affect their ability to adapt to their educational or family environment and negatively impact the functioning of their familiar social environment. The diagnosis is based on the evaluation of many characteristics or behaviors that are observable in different fields of education, ADD is a disorder that is presented by a delay in the neuropsychological system, so we can mention all its characteristics that must be related to the nervous system of a person, there is also a small environmental impact.

The most obvious consequences for students are the loss of school years and isolation from work groups. The author mentions that there are 3 symptoms that must be taken into account to diagnose attention deficit disorder, which are:

- Lack of attention.
- Hyperactivity.
- Impulsivity.

These should be evaluated by experts in the field, but teachers should be attentive to these characteristics that can occur at any time in their classes. Among the consequences of attention deficit disorder for students are:

- Insufficient understanding of content.
- Slow or incomplete work.
- Untidy and messy work.
- Poor school performance.
- Poor integration in the classroom.

The result of erroneous exams or tests and thus the total or partial loss of the current school period or school dropout, which become the most severe consequences for a child in his or her school years.

Regarding the educational interventions, it is recommendable that a personalized educational program is designed for each child with ADD, which

should take into account the individual's cognitive abilities and should be adapted to the specific needs of the student. In addition, it is necessary that the school environment be as organized and structured as possible, with a clear and concise daily routine, and that the tasks to be carried out be adequately distributed during the day. It is also important that the teacher establishes specific objectives for each task, monitors the child's progress and provides feedback, and establishes a system of rewards and punishments that is consistent and fair (Velásquez & Holguín, 2020).

### **Speaking Fluency**

According to Ojeda, et al. (2019) one of the determinants of the complexity of oral messages in the second language is the fluency with which learners express themselves. Oral fluency in English language learners is one of the main objectives for communication in this language. According to the dictionary of the Royal Spanish Academy, fluency is the "ease with which an idea is expressed in words". The Cambridge dictionary defines fluency as "the ability to speak without hesitation or stumbling over words, clearly and precisely". Both concepts can be summarized as the ability of a speaker to express him/herself clearly, precisely and without hesitation. Oral fluency is a skill that can be improved with training and is essential for communicating effectively in English.

Skehan who encompasses some of the main indicators to measure fluency, stating among them: speed, fluency breakdown and fluency repair.

- Speed refers to the speed with which speech is produced.
- Fluency breakdown refers to the ability to produce speech that is structured in logical units.
- Fluency repair refers to the ability to detect and correct errors in speech.

Segalowitz focuses on perceived fluency while Skehan focuses on enunciated fluency. Both authors agree that fluency is a measurable property of discourse. However, Segalowitz focuses on the speed with which speech is produced while Skehan focuses on the ability to detect and correct errors in speech. Both authors only focus on two aspects of fluency, which are the speed with which the message is expressed and the pauses in the message. Segalowitz states that there are three types of fluency: cognitive fluency, perceived fluency and utterance fluency. The third type is utterance fluency and refers to speech properties such as speed, pauses, hesitations, repetitions and rephrasing (Ojeda, et al. 2019).

Another fundamental aspect of verbal expression is verbal accuracy. In fact, communicative tasks under the Communicative Language Teaching (CLT) approach provide learners with opportunities to develop oral accuracy and fluency. Students may speak fluently but make grammatical errors that may or may not affect comprehension of information. In addition, oral fluency and



accuracy are considered complementary principles of communicative skills. Some authors have noted that oral accuracy is defined as the degree to which a second language learner's performance deviates from the norm. While fluency may be the initial goal of language instruction in many communicative language courses, oral accuracy can be achieved to some extent by having students focus on the phonological, grammatical, and discourse elements of their spoken work.

There are a number of factors that can affect oral accuracy, including learners' language backgrounds, the type of task they are completing, and their level of proficiency. Learners with a strong first language (L1) background may find it easier to achieve oral accuracy in a second language (L2) than those with a weaker L1. In addition, the type of task can affect accuracy. For instance, a task that involves a lot of reading or writing may be less accurate than a task that involves speaking. Finally, a learner's level of proficiency can also affect accuracy. As learners become more proficient, they may be able to produce fewer errors (Ojeda, et al. 2019).

In Shahini and Shahamirian's (2017) article called "Improving English Speaking Fluency" they pointed out different studies that serve as a prelude to methodological strategies to be able to improve English speaking fluency. One of the first works that were highlighted makes mention of the effects of technology in the context of English as a foreign language (EFL) and social interaction in the context of English as a second language (ESL) on speaking fluency, the population of their study was administered the International English Language

Testing System (IELTS) oral fluency test to assess speaking fluency in the participants prior to the study to compare a before and after the pedagogical process established. The study was longitudinal for a period of 1 year, after which the results of the IELTS pre and retest tests were analyzed and compared. The results concluded that there is a significant improvement in speech fluency when participants were exposed to audiovisual media.

Based on the previously noted article about an analysis of when it is most feasible to improve speech fluency both authors concluded that the best time to achieve this goal is in childhood since there is a greater capacity for learning and shaping compared to adults. They point out that this is due to a higher rate of discrimination or lack of exposure to the English language, which decreases its practice and consequent fluency, preventing adults from having high or moderate fluency.

In the study by Tavakoli, et al. (2016) based on studying the effects of a short-term pedagogical intervention for the improvement of English fluency in students. This work consisted of 37 students studying the English language, dividing this group into two: an experimental group with 19 participants and a control group with 18. The control group was provided with a pedagogical intervention where speech fluency awareness was raised along with the teaching of techniques to improve fluency, and different situations were provided where students could practice the English language outside the classroom. This intervention lasted a total of four weeks, and both groups were given a test before

and after the intervention. Participants had to plan their monologue for one minute and then perform it for one minute. The tasks had a similar structure but contained different topics. The authors found that there was a significant improvement in speech fluency in the students who were given the pedagogical intervention.

Some of the points mentioned in the article refer to:

**Listen to native speakers:** The best way to improve oral fluency is to listen to native speakers. Listening to the way they actually speak the language allows us to learn the different structures, accents and expressions used in English. In addition, listening to native speakers helps us improve our ability to hear and understand the language. Therefore, it is important for students to spend some of their time listening to native speakers.

**Practice speaking:** In addition to listening to speakers, it is important for students to practice speaking with them. Speaking practice allows us to improve our fluency and oral expression. Therefore, it is important for students to seek out opportunities to practice speaking with English speakers. This can be through in-person conversations or through communication platforms such as Skype or WhatsApp.

**Engage in speaking activities:** Oral activities are an excellent way to improve oral fluency. These activities allow us to practice the language in an active way and help us improve our oral expression and comprehension.

Speaking activities can be diverse, and can include tasks such as:

- Conducting interviews in English
- Participating in debates
- Presenting oral reports
- Doing oral readings

**Read in English:** Reading is an excellent way to improve oral fluency. By reading in English, students are exposed to a variety of structures and expressions. In addition, reading in English allows them to improve their listening comprehension. Therefore, it is important for students to devote a portion of their time to reading in English. They can read various types of texts, such as books, magazines, news, etc.

**Do pronunciation exercises:** Pronunciation exercises are an excellent way to improve oral fluency. By practicing pronunciation, students are exposed to a variety of sounds and structures. In addition, these exercises allow them to improve their ability to pronounce words clearly and accurately. Therefore, it is important that students devote a portion of their time to pronunciation exercises. They can do these exercises individually or in groups.

### **Inclusive Education And Curricular Adaptations**

Inclusive education deals with individuals who have any of the following disabilities: deafness, blindness, different types of paralysis and other neuromotor impairments, such as intellectual disability, or emotional learning. In 1995, in

Ecuador, international agreements were signed to promote a diverse attention to the population under a social and educational approach and perspective, which is known as Inclusive Education (IE) to respond to the needs of students with special educational needs (SEN) and promote greater participation in the learning process, cultural and community activities (Velásquez & Holguín, 2020).

The objectives of Inclusive Education are:

- To provide a quality and relevant education to all students.
- To guarantee the right to education for all children, youth and adults.
- Promote equity and social inclusion of all students.
- Strengthen the participation of the community in the education of all students.
- To guarantee access to education through inclusive quality education.

Inclusive education is understood as an effective response to reduce exclusionary behavior in the mainstream education system. The integration of children with disabilities in regular schools is not the real objective of inclusive education. Inclusive education is a set of actions, organizational policies, technical support and projects that any educational center has to work with the special educational needs of students. However, in Ecuador it is still necessary to work hard from the social and educational spheres to detect and diagnose in learners conditions of disability to apply the appropriate treatment (Segers, y otros, 2018).

The actions required for the implementation of inclusive education in the country are:

- Training and education in the detection and diagnosis of disabling conditions in children.
- Strengthening of early care and treatment of disabilities.
- Design of specific educational materials and resources for children with disabilities.
- Strengthening the infrastructure and equipment of educational institutions to meet the special educational needs of students.
- Promotion of inclusion in society of persons with disabilities.
- Raising society's awareness of the importance of inclusive education.

Special educational needs may or may not be linked to disability. Several of the behavioral disorders monitored in students are related to variation in attention span or impulsivity, and that is the situation of ADD. A condition that qualifies as a disability under the Ecuador ministry of education is a condition that affects a person's ability to learn. Attention Deficit Hyperactivity Disorder (ADHD) is one such condition. A child with ADHD may have difficulty paying attention in class, may be easily distracted, and may be unable to control his or her impulses. This can make it difficult for the child to learn. A child with a disability that qualifies under the Ecuador ministry of education may be eligible for

special education services. These services can include special instruction, accommodations, and modifications designed to help the child learn (López & Pastor, 2019).

Special education is the provision of educational services to students with special needs. These services are designed to meet the individual needs of students who have been identified as having a disability. Special education includes instruction in regular education settings, instruction in special education settings, and related services.

Curricular adaptations are changes to the resources of the curriculum of a regular course, their purpose is to provide opportunities for collaboration and learning for students with some physical, sensory or intellectual disability. A curricular adaptation can be made to any aspect of the curriculum, including the content, the process, or the delivery. Curricular adaptations are intended to help all students learn, regardless of their disability (Silva, 2017). Some common curricular adaptations include:

- Providing alternate formats of course materials, such as large print or Braille
- Providing materials in advance, or in a more accessible location
- Providing note-taking or transcription services
- Providing more time to complete assignments or tests

- Adapting assessment methods
- Providing instructional support, such as one-on-one tutoring or small group work

The adaptations usually integrate modifications in the goals, expected abilities, methodology administered, resources used, occupations, time of execution of the work, difficulty of the evaluation, and the conditions of entry to answer the special educational needs and ways of answering of each student. The adaptations must be made in a systematic way, taking into account the results of the evaluations and the needs detected in the students. It is important to note that the adaptations do not always have to be academic in nature, but may also refer to the social and emotional needs of the student. There are different types of adaptations, which are usually classified according to the area of the educational process that they modify, according to Qvortrup & Qvortrup (2017):

### **Classroom adaptations**

These adaptations are made in the classroom in order to facilitate the learning process for the student. This may include modifications to the physical environment, the way the material is presented, or the way the student is assessed. These adaptations are made in the classroom in order to facilitate the learning process for the student. This may include modifications to the physical environment, the way the material is presented, or the way the student is assessed.



### **Pedagogical adaptations**

These adaptations modify the teaching methodology in order to better meet the needs of the student. This may include changes to the way the material is presented, the use of specific teaching methods, or the use of specific resources. These adaptations modify the teaching methodology in order to better meet the needs of the student. This may include changes to the way the material is presented, the use of specific teaching methods, or the use of specific resources.

### **Psychological adaptations**

These adaptations modify the way the student is evaluated or the way the student is supported emotionally. These adaptations modify the way the student is evaluated or the way the student is supported emotionally.

### **Administrative adaptations**

These adaptations refer to modifications to the way the school operates in order to better meet the needs of the student. This may include changes to the school schedule, changes to the way the school is organized, or changes to the way the student is registered.

Such processes tend to be used in personalized teaching, which should be monitored so that it does not become another form of exclusion that distances

students with special educational needs associated, or not, to disability from the integrity of the student body.

It is important to note that not all students who receive special education services are classified as disabled. In fact, many students who receive special education services do not have a disability. These students may have been identified as having a specific learning disability, or they may have been identified as being at risk for a disability (Rosales, et al. 2017).

According to the Ecuadorian Constitution the special education services are available to students of all ages. In most cases, students begin receiving special education services once they have been identified as having a disability. However, some students may receive services prior to being identified if they are at risk for a disability.

Special education services are provided free of charge to students and their families. Is a part of the public education system and is funded by the federal government and state governments.

### **Special Educational Needs**

Inclusive education in Ecuador arises from the demand for an education that responds to the needs of its students at all levels and modalities and guarantees the right to quality education through access, permanence, learning and its completion in the educational system, recognizing diversity, in conditions of good integral treatment and in educational environments conducive to good living

for children with special educational needs. In this way, the Instructions for the evaluation and promotion of students with special educational needs, within the framework of general considerations, defines: "Special Educational Needs are understood as the set of pedagogical measures that are implemented to compensate for the difficulties that a student presents when accessing the curriculum that corresponds to his/her age" (Tayupanta, 2020).

Inclusive education in Ecuador is currently mandated by the General Law on Inclusive Education, which was passed in 2013. This law guarantees the right to education for all students, including those with special educational needs, and establishes the principle of inclusive education as the norm for the education system. The law also establishes the National Inclusive Education Council, which is responsible for developing and implementing the National Inclusive Education Strategy (Tayupanta, 2020).

The National Inclusive Education Strategy sets forth four main goals for inclusive education in Ecuador:

1. To guarantee the right to education for all students, including those with special educational needs.
2. To develop a system of inclusive education that meets the needs of all students.
3. To promote the inclusion of students with special educational needs in regular schools.

4. To improve the quality of education for all students.

Among the changes introduced by this type of education are: to include all students, regardless of their characteristics or educational needs, meeting all their needs, whether they are people with disabilities or with specific needs; in which the responsibility and obligation of educational institutions is to promote the development of students with certain "deficit" characteristics (Tayupanta, 2020).

It should be noted that the diversity of a student does not imply the superiority or inferiority of one or the other. From there, the person becomes a value and not a defect, as students realize that they can learn together, because the classroom is a source of learning and coexistence through the application of autonomous learning strategies, to achieve that students adhere to programs and goals. Fostering a natural support network is a way to stimulate mutual learning among team members; there is no one-size-fits-all answer for all problems in all environments and at all times for the purpose of gaining the understanding and values of each student. All students belong to a group and, therefore, all can learn in the ordinary course of life to promote respect for the rights of each student in the learning group (López, 2019).

The following recommendations are made to promote the inclusion of all students in the classroom:

1. Teachers should create a classroom climate that is respectful of all students.

2. Teachers should ensure that all students have the opportunity to participate in classroom activities.
3. Teachers should provide accommodations for students with special needs.
4. Teachers should create a sense of community in the classroom.
5. Teachers should establish rules and expectations that are fair and respectful of all students.
6. Teachers should foster a sense of belonging among all students.

### **Learning Strategies To Improve Speaking Fluency**

With regard to the educational field, teachers must make a constant planning on the part of the teachers to be able to generate interest in their students, so that they implement the use of strategies so that learning does not become a difficult act; Therefore, everything that can be understood as a learning strategy is the way in which the different methodologies can be originated at the moment of teaching, that is to say that, These start as a sequence of procedures that are oriented to the fulfillment of certain educational achievements that can allow a less rigid follow-up where the learning process can fulfill a series of specific activities that allow to look for the solution to the academic problems together with all the problems that are broken down from them, since, when establishing a learning strategy, it is possible to solve the problems arising from the socio-cultural contexts of each student (Pérez & Beltrán, 2014).

Learning strategies are a tool that allows teachers to generate interest in the student so that he/she can learn. By implementing learning strategies, the teacher is guiding the teaching process in a way that can be adapted to the needs of each student. In this way, they seek to solve academic problems that may arise in the classroom. Learning strategies also help improve a student's academic performance. By using learning strategies, the learner is able to learn more effectively. This is because learning strategies allow the learner to organize and plan the learning process. Learning strategies can be used in any subject, whether it is science, mathematics, English or history. However, each student has a different learning style, so it is important for the teacher to know the characteristics of each student.

At the same time, learning strategies are constituted as a way of selection so that all the new knowledge that the student acquires can be organized in a more selective way and his emotional state can be modified due to his low concentration capacity, therefore, the effectiveness of learning strategies usually lies in the implementation of extracurricular activities so that the process of knowledge retention is much more participatory regarding the way in which the objectives established at the time of planning can be met, since there is a strong relationship between the strategy to be implemented, the technique to be used and the activities that must be fulfilled; Therefore, the learning strategies respond to a pedagogical coherence where students can be allowed to acquire certain autonomy because in this way it is possible to overcome the learning conflicts that may arise. (Costa & García, 2017)

The use of learning strategies is also related to the intelligence of the student, since it is usually observed that students with a lower level of intelligence resort more to these strategies to improve their academic performance. In this sense, the use of learning strategies is a way of compensating for a lack of ability or talent, so that the student can obtain better academic results. Finally, it should be noted that the use of learning strategies is also related to the personality of the student, since it is usually observed that students with a more introverted personality resort more to these strategies to improve their academic performance. In this sense, the use of learning strategies is a way of compensating for a lack of self-confidence, so that the student can obtain better academic results.

It should be added that the categorization of learning strategies is divided into three: cognitive strategies (which consist of the integration of previous knowledge material so that it can be encoded and understood by the student and thus be able to remember the information more accurately, that is, in the specificity present in the informative development, all the skills related to memory mechanisms are developed, since the aim is to strategically develop the elaboration of a constant repetition where the information can be retained more deeply), metacognitive strategies (which are developed from planning and evaluation of the student's cognitive abilities so that the mental processes are regulated with the intention of establishing certain learning objectives, therefore, the complexity immersed in the learning process must be considered, The complexity immersed in these objectives must be considered because their level of complexity can be an impediment at the moment of retaining the information

because in this aspect the personal interest of each student can regulate the effective fulfillment of the tasks assigned to him/her), and, memory management strategies (its implementation lies in the use of a strategic support with the purpose of being used to facilitate the student's learning processes so that through motivational and emotional support a conditioning on the psychological conditions that may arise from learning is achieved, i.e., by showing affective interest, it aims to determine the necessary components that are available as strategic support when setting academic objectives that the student can meet with the purpose of improving their academic performance) (Chipatecua & Yazo, 2019).

From the research it can be inferred that the use of cognitive and metacognitive strategies can improve the academic performance of students, since it has been observed that the students who use these strategies have a better understanding of the subject matter and can better remember the information. Memory management strategies can also improve the academic performance of students, as it has been observed that the students who use these strategies have better organizational skills and are more motivated to learn.

### **E-Learning In The Development Of Speaking Fluency In English**

The implementation of e learning in the academic curriculum under the new virtual modalities due to COVID-19 has become a necessity for students these days. This type of strategies has fostered the learning of oral expression of the English language as a second language in students. The use of e learning in the



development of speaking fluency in English has had a positive impact on students. They have been able to improve their oral skills in English in a more dynamic and interactive way. In addition, they have been able to learn about the culture of English-speaking countries in a more efficient way (Zambrano, et al. 2020).

Some of their characteristic are:

1. The use of online tools and resources has helped to improve the students' level of speaking fluency.
2. In particular, the use of chat rooms, discussion forums, and chat bots has helped students to develop their oral skills.
3. In addition, the use of online videos has helped students to improve their pronunciation.
4. Overall, the use of e learning has helped students to improve their speaking fluency in English.
5. One of the benefits of e learning is that it allows students to practice their oral skills in a safe and comfortable environment.
6. In addition, e learning helps students to improve their pronunciation.
7. This is because students can listen to the videos multiple times and practice the sounds of the language.

8. Finally, e learning allows students to interact with native speakers of English, which helps them to improve their language skills.

One of the benefits of e learning is that it allows students to practice their oral skills in a safe and comfortable environment. In addition, e learning helps students to improve their pronunciation. This is because students can listen to the videos multiple times and practice the sounds of the language. Finally, e learning allows students to interact with native speakers of English, which helps them to improve their language skills (Zambrano, et al. 2020).

With elearning it is possible to teach all kinds of technical knowledge or activities only requires the mastery of technological tools for education available on the Internet logically without forgetting the pedagogy. A virtual classroom is a space characterized by pedagogical innovation, the focus on activity rather than content, the creative participation of students and the collaborative learning achieved through the use of technological elements. In general, the virtual learning environment fosters learning, learning by doing and new initiatives with very positive results (Zambrano, et al. 2020).

Technological tools for education allow students to learn autonomously, research and explore new knowledge. In addition, students can share their experiences and knowledge with other students around the world. It is an excellent way to learn because it allows students to learn autonomously and at their own pace. Moreover, e-learning offers a great variety of educational content. In

addition to this, it allows the student to control the pace of learning. In addition, elearning offers a great variety of educational content (Zambrano, et al. 2020).

### **Learning Strategies In Children With Add**

Due to the difficulties of having an attention deficit/hyperactivity disorder, students often develop specific conditions that do not allow them to maintain a linear development when acquiring new knowledge, since, at first stage one of their first obstacles is reflected in the inability to establish an organizational development when maintaining a continuous schedule where they can perform their school work and other personal activities because their concentration stimuli are inhibited as a direct result of the presence of the disorder, Therefore, to encourage learning, a system of strategies should be implemented that can develop a support in all cognitive areas that present a certain level of deficit because in this way the academic performance of these students begin to be understood and can be solved through the development of learning strategies that can incur in both behavioral relationships and in the support that is provided so that they can overcome the pedagogical problems that the disorder represents. (Gómez, et. al., 2014)

Therefore, the first way to establish a strategic structure that allows an improvement against the diagnosis of ADD is the implementation of a series of teaching strategies so that students can acquire a better performance in the classroom and their improvement can be evidenced, therefore, the teaching strategy should be applied through understanding due to the difficulties that

students have when concentrating so they should not be subjected to stressful situations where frustration prevents them from developing both academically and socially.

In addition, it is important to provide a periodic evaluation of the student's progress in order to identify those who need more support, as well as to determine the effectiveness of the applied teaching strategy. Another way to improve the student's performance against the diagnosis of ADD is to create an environment that is stimulating and motivating, in which the student feels comfortable and safe to take risks, in addition to providing a system of reinforcement in which the student can see the progress made. Finally, it is important to have a good communication with the parents so that they can be aware of the strategies being used in the classroom and help to reinforce them at home.

The didactic strategies are oriented to the increase of the infant's concentration through the specification of tasks that must be fulfilled in the academic environment and the establishment of a routine that can serve as memoristic support so that he/she is aware of what must be done according to the importance of the activity and by means of this type of instructions, any lack of concentration can be abolished. It should be added that the difficulty present in learning as a result of ADD, becomes progressively more difficult after the deficiency at the time of implementing a strategy that benefits students, so the use of dynamic strategies determines a formative process in which both their educational environment and their family development are involved because the

productivity of the child could prevent some improvement, hence, teachers structure a teaching process by which learning is potentially developed through the integration of interactive and formative schemes that serve as support when the difficulties of the disorder are presented. (Estrada, 2020)

Another type of approach that receives more attention is the academic strategy that proposes to establish direct improvements in the entire educational aspect through the constant development of school responsibilities so that the teaching staff is oriented towards the construction of activities that require the understanding of their abilities at the time of studying, therefore, it must ensure the integration that can improve their skills in the classroom, and it must be relevant that the training process is conformed by a series of situations where the student can maintain an active participation, Therefore, the improvement of their qualities in reading receive more attention through the reader as a whole or the correct identification of the meanings of certain words and can amplify their visual discernment by not losing attention in front of various visual stimuli, therefore, the planning of academic strategies become important agents for the child to acquire the necessary skills to get the most out of all fields of knowledge and know how to strengthen their emotional control. (Pogo, 2016)

In this way, the student with ADD can have more opportunities to improve their skills and have a successful academic performance, some of them are:

- Establishing specific goals and deadlines
- Providing clear and concise instructions

- Encouraging and praising positive behaviour and effort
- Providing visual aids and prompts
- Allowing for flexibility and adjusting to the student's needs
- Setting a routine and structure
- Using a timer to help with pacing
- Providing prompts and cues to help with focus and memory
- Reducing distractions in the environment.

Likewise, there are other types of strategies that can be categorized as follows: cognitive strategies (they are developed from the elaboration of a structure of order that is present to denote the progress that the student has regarding the fulfillment of his duties so that he can be supervised and can obtain a punctual feedback where he can improve his deductive capacity), evaluation strategies (which are in charge of granting certain valuation to the tasks that the student fulfills while the teacher accompaniment can be continued so that an organization can be applied on the evaluations that he must approve, Therefore, these strategies are mainly responsible for devising multiple forms of evaluation for the student with ADD so that their improvement is not restricted), and behavioral strategies (this modality seeks to encourage the emotional state in order to identify their way of learning along with the student's personal preferences so that they can use objectively when improving their education and thus can

understand their behavior patterns both inside and outside the classroom).  
(Vargas, 2019)

Some of the main strategies that can be implemented in children with ADD are:

- **Establishment of a routine:** It is essential that a child with ADD has a fixed routine, where he knows what he has to do and when he has to do it, as this will help him to focus better and to be more organized.
- **Timing:** When working on a task, it is important to set a specific time limit for completing it, as this will help the child to focus better and to not get overwhelmed.
- **Breaks:** It is important for a child with ADD to take breaks often, as this will help him to refresh his mind and to not get overwhelmed.
- **Organizational tools:** It is helpful for a child with ADD to use organizational tools, such as folders, calendars, etc., as this will help him to keep track of his tasks and to be more organized.
- **Positive reinforcement:** It is important to give positive reinforcement to a child with ADD when he does well, as this will help him to feel encouraged and to want to do better.

## **Contextual Framework**

Contextualizing a research work is describing where the research problem is located, its geographical characteristics. social, historical, educational, and others. The context of this educational project is situated at “Guayaquil HighSchool”, also is located in Ecuador. All districts have a District Administrative Unit situated in the district's administrative area. According to the Zonal District Offices of the Ministerio de Educación / Ministry of Education these are two schools: one of them is here in Guayaquil and the other one is in the province of Tungurahua, in the Ambato canton. In Guayaquil, this Fiscal Educational Institution is an educational center of Regular Education and Fiscal support, with Hispanic jurisdiction.

The modality is virtual and has two schedules, morning and afternoon, until the next period in this same year students come back to physical classes. In addition It has initial education, General Basic Education, and General Unified Highschool. The total number of students at the Guayaquil Fiscal Education Institution “(Unidad Educativa Fiscal Guayaquil) “ is 3480, 861 females and 2,619 males and 118 teachers in total. As the number of students has increased, It reaches the large and insufficient number of teachers working in the institution.

The possession of the property is owner and the school is in safe conditions for the students and keeps the educational institution healthy and safe through various instances. It has a big physical space and adequate infrastructure



They include the universalization and quality of all basic services and free comprehensive health care.

About teachers are dedicated to an integral education and a relevant teaching and learning process but there are insufficient technological resources of computer equipment, copiers and printers to work with students.

### **Linguistic Foundation**

### **Linguistic Competences**

With reference to the work of Ledesma (2019) about the linguistic competencies of the English language in Ecuador, 74% of teachers (5022) evaluated under the international TOEFL test scored a basic level in the mastery of English in the general areas of competence (spoken, written, listening and reading), consequently the level of teaching process to students has been affected, being this something that the government has decided must be corrected so that there is a considerable improvement in the mastery of English as a second language in Ecuador. At the same time, the author propose the use of proven pedagogical strategies for the improvement of these skills, such as Total Physical Response (TPR), which seeks to associate voice commands with physical responses in children at an early age and then combine it with communicative methods oriented to learning interaction rather than memorization of rules.

## **Pedagogical Foundation**

The pedagogical foundation of this methodological guide is based on constructivist learning theories which point out the dynamic relationship that exists between the teacher and the student and how the latter learns based on this relationship by interacting with other members of the classroom practicing English and building with this interaction a significant learning process that allows him/her to improve his/her spoken fluency in the language (Philpo, 2018).

## **Constructivism In The Teaching Learning Process Of The English Language**

In the article by Philpo (2018) it is exposed how the assumptions of the constructivism theory positively influence the teaching-learning process of students when acquiring linguistic competencies in the English language. Among the points of connection between constructivism and the acquisition of a second language is that such learning is achieved through activities that involve interaction between the teacher and the student where the teacher guides and facilitates the students so that they are able to discover the use of the English language on their own. Constructivism proposes that learning is active and social, i.e.: one learns by doing with others. The author concludes on this basis that language teaching and learning of English language should take place in a conducive environment in which linguistic knowledge is constructed.

## **Legal Framework**

According to the General Regulation to the LOEI, Article 228 establishes that the Attention Deficit and Hyperactivity Disorder (ADHD) is linked to the group of special educational needs not associated to disability and that require support or temporary or permanent adaptations that allow access to a quality service, being these different supports for learning, accessibility, or communication. Article 230 of the General Regulations considers that each educational institution can and must adapt the learning standards and the national curriculum according to the needs of each student along with the evaluation mechanisms of the acquired learning. (Ministerio de Educación, 2021)

The Law on Disabilities (2012), Article 27 states the following: the state will ensure that people with disabilities can access, maintain, and complete their studies within the National Education System. The following article 28 promotes adaptation through actions that promote the inclusion of students with special educational needs. Next, Article 30 dictates that persons with SEN must receive an education that must be special and specific about the design, development, and implementation of educational plans. The following articles of the law are related to the authorities of the educational institutions, where article 31 establishes that the educational authority shall execute plans to train and educate educators regarding SEN and finally in article 33 it is considered that the educational authority shall supervise the educational institutions about their facilities so that

they have the various physical and technological adaptations for people with disabilities.

The General Regulation of Intercultural Education (2012) promotes in Article 227 the access to education for people with SEN. Article 228 defines what students with special educational needs are, being those who require assistance or temporary or permanent adaptations to access education. From there it follows in Article 229 that educational institutions must include students with educational needs and comply with the norms given by the Central Level of the National Educational Authority. Finally, Article 230 on educational institutions states that they must adapt the national curriculum according to the educational needs of each student.

According to the Common European Reference (CEFR, 2020), it is considered that a high level has been reached in the general linguistic section when there is a wide command of the necessary linguistic resources to formulate ideas and thoughts appropriately connected to each other eliminating any type of ambiguity together with a wide range of complex grammatical structures and of notorious flexibility, at no time has it had to limit what is said. The present work has been carried out following these established criteria in order to give greater clarity to what has been presented here.

## Operationalization Of Variables

VARIABLES	CONCEPTUAL DEFINITION	DIMENSION	INDICATORS
<b>INDEPENDENT</b> METHODOLOGICAL STRATEGIES	Methodological strategies it's defined as a way to include steps and activities to allow students improve their cognitive and behavioral skills with the help and knowledge that teacher has to achieve the purpose. (Toledo, 2017)	Cognitive Strategies	<ul style="list-style-type: none"> <li>• Fulfillment of duties according to the planned order structure.</li> <li>• Development of their deductive capacity.</li> </ul>
		Evaluation Strategies	<ul style="list-style-type: none"> <li>• Assessment of duties performed.</li> <li>• Expansion of evaluation forms.</li> </ul>
		Behavioral Strategies	<ul style="list-style-type: none"> <li>• Encouraged emotional state before the tasks.</li> <li>• Understanding of the student's behavior patterns.</li> </ul>
<b>DEPENDENT</b> ENGLISH SPEAKING FLUENCY IN STUDENTS WITH ADD	English speaking fluency is the ability of an English speaker to express him/herself clearly, precisely and without hesitation (Ojeda, et al. 2019)	Speed	Speed with which speech is produce.
		Fluency breakdown	Structure of logically integrated linguistic units when speaking.
		Fluency repair	Identification and correction of speaking errors.
<b>PROPOSAL</b>	DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT DISORDER.		

## **Chapter III**

### **Methodology**

#### **Research Approaches**

This research will use the mixed research approach because this approach to collect, analyze and integrate both quantitative and qualitative research. This approach is used when a better understanding of the research problem is required, which each of these methods could not give you separately. The quantitative part will provide data that can be analyzed statistically while the qualitative part will provide more open-ended information through interviews and observations (Pinto, 2018).

#### **Types Of Research**

The type of research is experimental because it will seek to deliberately manipulate the independent variable to measure and observe its influence on the dependent variable of the research work (Risco, 2020). It is of transversal axis since the sample will be taken at a specific moment or period of time (Rodríguez & Mendivelso, 2018) , and it is descriptive - correlational due to the fact that the general objective of the research is to identify the type of relationship between variables in an exact context or place (Ramírez, 2017).

The research will also be of bibliographic type because it has been supported by documentary sources, more specifically books on the subject to be treated together with journal articles and essays that serve to support the methodological proposal (Lucio, 2021).

Another type of research applied in the present work will be descriptive, which uses the method of analysis to determine the state of the object or subject of study and to describe its characteristics and properties, thus allowing to order and classify the subjects investigated for a more in-depth analysis (Lucio, 2021).

In addition to the aforementioned types of research, field research will also be applied. This type of research is based on data obtained by different means, such as interviews, questionnaires, surveys and observations. This type of research is very compatible with bibliographic research, which is why bibliographic research was used first to corroborate that there is no duplication of work (Lucio, 2021).

### **Population**

Population is understood as the set of elements that belong to a specific context to be studied (Velázquez, 2017). The total population is 56 (N) participants where 55 are students and 1 is their teacher, all belonging to the school of Guayaquil.

## Sample

By sample is understood as that subgroup or group division of the total population of the study (Gómez, et al. 2017). For the purposes of the present investigation, the sample will be the total of the previously mentioned population, being a total of 56 (n) participants from the school of Guayaquil.

### Table #1

#### Distribution of population and simple

Detail	Population	Sample	Percentage
Students	55	55	98.21 %
Teachers	1	1	1.79 %
<b>Total</b>	56	56	100 %

Authors: Josias Ponce Guevara and Natali Córdova (2022)

#### Data Collection Methods And Techniques

For the development of the proposal, deductive and inductive methods were applied. The deductive method is understood as that reasoning process in which laws or general theories are applied to specific cases to justify their conclusion or proposal; it is the practical adequacy of a previous theory. The inductive method was also applied because general knowledge will also be generated from the experimentation of individual phenomena in the field (Zamora, et al. 2018).

Three techniques will be applied for data collection based on the proposed methods, which are: the interview, which is an exchange of ideas through a conversation that, in turn, can be structured with previously elaborated questions



or unstructured where the questions are flexible and open; the questionnaire, which is an information collection technique where questions with different answer options will be provided for subsequent systematization and; observation techniques, which are intended to observe a phenomenon and evaluate it by approaching the reality of the subject to know it, this technique is generally oriented to the study of observable behaviors and behaviors (Roldán & Fachelli, 2016).

### **Research Instruments**

For the research objectives, two surveys were proposed, being these tools to collect data by asking subjects questions and obtain information in a systematic way (Roldán & Fachelli, 2016). Both will be oriented to the methodology and its results in English speaking fluency. The first one oriented towards the teacher and the second one towards the students.

#### **TEACHER INTERVIEW**

- 1. How do you manage your time in class knowing that you have to teach students with add?**
- 2. Do you consider that you prepare the adequate material for students with add?**
- 3. What do you do to improve the speaking fluency of students with add?**
- 4. Do you think that students with add need an extra time to improve their speaking fluency?**

**5. Would you like to apply different strategies to help students with add?**

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Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS Y  
LINGÜÍSTICA.**

**SURVEY FOR STUDENTS**

**OBJECTIVE:**

**INSTRUCTIONS:** Read each sentence and mark (√) about what you think you know about your fluency in English according to the following options:

<b>1</b>	<b>Totally disagree</b>
<b>2</b>	<b>Disagree</b>
<b>2</b>	<b>Indifferent</b>
<b>4</b>	<b>Agree</b>
<b>5</b>	<b>Totally Agree</b>

**Table #2**

STATEMENTS	Total Disagree	Disagree	Indiferent	Agree	Totally Agree
1.- I consider myself to have a good level of speaking.					
2.- I can express myself without difficulty when answering questions that my teacher asks.					
3.- The teacher uses oral activities to reinforce my speaking skills.					
4.- The activities the teacher uses are creative and motivate me to participate actively in class.					
5.- The teacher organizes activities in pairs or groups to develop speaking skills.					
6.- The teacher uses activities to practice situations that are experienced every day in English.					
7.- I consider it appropriate that the teacher uses these types of activities to improve speaking skills in English class.					
8.- I agree to participate in different types of roles play activities to improve my speaking skill.					
9.- I consider that I have a vast vocabulary to express any of my ideas in English.					
10.- I tend to repeat English dialogues that I can hear from movies or tv shows in my mind.					

## Analysis And Interpretation Of The Results

### Analysis Of The Survey

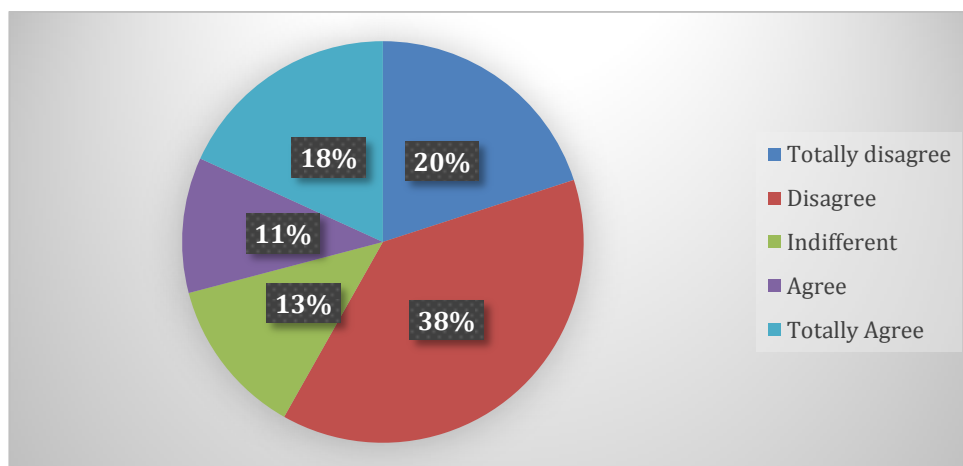
Table #3

I consider that I have a good level of fluency in English in speaking?			
Code	Alternatives	Frequency	Percentage
Item No 1	Totally disagree	11	20%
	Disagree	21	38%
	Indifferent	7	13%
	Agree	6	11%
	Totally Agree	10	18%
	Total	55	100%

Source: 8th year at Guayaquil High School.

Authors: Josias Ponce Guevara and Natali Córdova

GRAPHIC #1: Frequency and Percentage – item 1



Source: 8th year at Guayaquil High School.

Authors: Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that students consider their level of fluency in English speaking to be low with 13% in indifferent, 38% in disagree and 20% in totally disagree for a total of 71%.

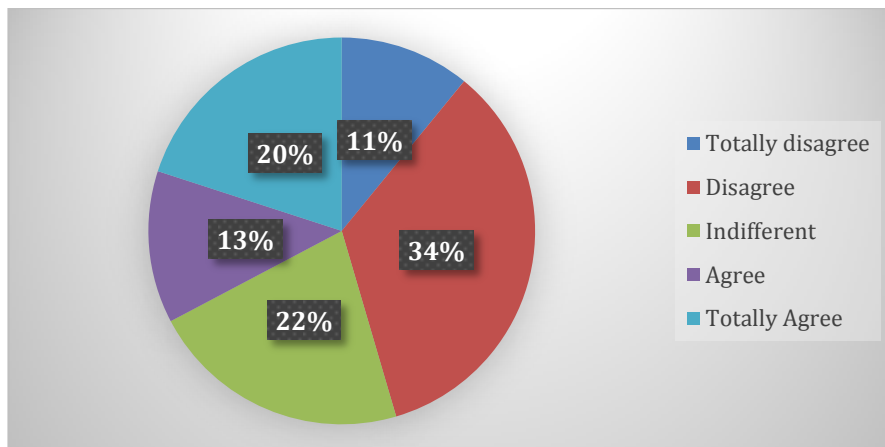
**Table #4**

<b>Can I express myself without difficulty when I answer the questions my teacher asks me?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 2</b>	<b>Totally disagree</b>	6	11%
	<b>Disagree</b>	19	35%
	<b>Indifferent</b>	12	22%
	<b>Agree</b>	7	13%
	<b>Totally Agree</b>	11	20%
	<b>Total</b>	55	100%

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC #2: Frequency and Percentage – item 2**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that most of the students consider that they express themselves with difficulty when speaking in English with values of 22% in indifferent, 35% in disagree and 11% in totally disagree.

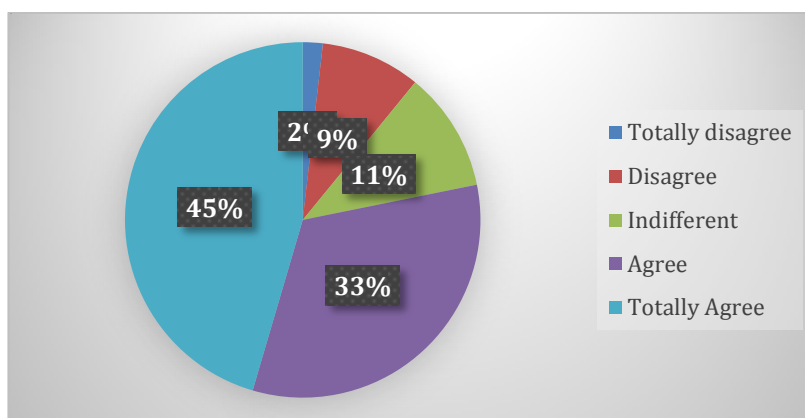
**Table #5**

<b>Does the teacher use oral activities to reinforce my speaking fluency?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 3</b>	<b>Totally disagree</b>	1	2%
	<b>Disagree</b>	5	9%
	<b>Indifferent</b>	6	11%
	<b>Agree</b>	18	33%
	<b>Totally Agree</b>	25	45%
	<b>Total</b>	55	100%

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC #3: Frequency and Percentage – item 3**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that the majority of students believe that their teacher uses oral activities in class to improve English speaking fluency with a total of 45% in totally agree and 33% in agree. Only 2% were in totally disagree and 9% in disagree.

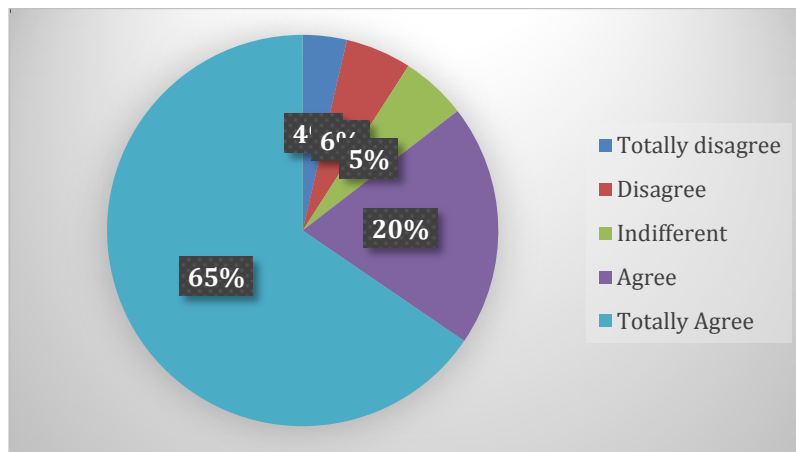
**Table #6**

<b>Are there any activities used by the teacher that are creative and motivate me to actively participate in class?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 4</b>	<b>Totally disagree</b>	2	4%
	<b>Disagree</b>	3	5%
	<b>Indifferent</b>	3	5%
	<b>Agree</b>	11	20%
	<b>Totally Agree</b>	36	65%
	<b>Total</b>	55	100%

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC #4: Frequency and Percentage – item 4**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that the majority of students consider that their teacher uses creative and motivating activities to participate in classes with 65% totally agree, 20% agree, while a minimum percentage in totally disagree with 4%, 5% in disagree and indifferent.

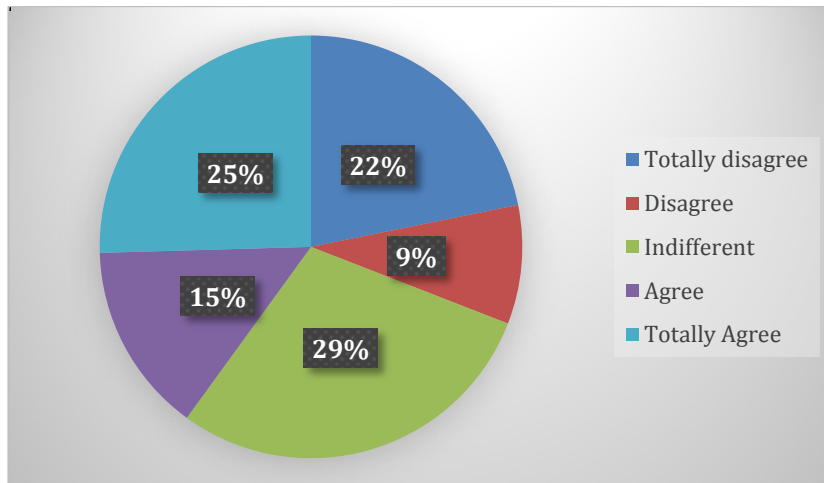
**Table #7**

<b>Does the teacher organize paired or group activities to develop oral fluency skills?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 5</b>	<b>Totally disagree</b>	12	22%
	<b>Disagree</b>	5	9%
	<b>Indifferent</b>	16	29%
	<b>Agree</b>	8	15%
	<b>Totally Agree</b>	14	25%
	<b>Total</b>		55

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC #5: Frequency and Percentage – item 5**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that 29% of the students indicate that they are indifferent to the organization in groups for spoken fluency improvement activities, 25% and 15% consider it totally agree and agree respectively while 22% and 9% rate it as totally disagree and disagree.



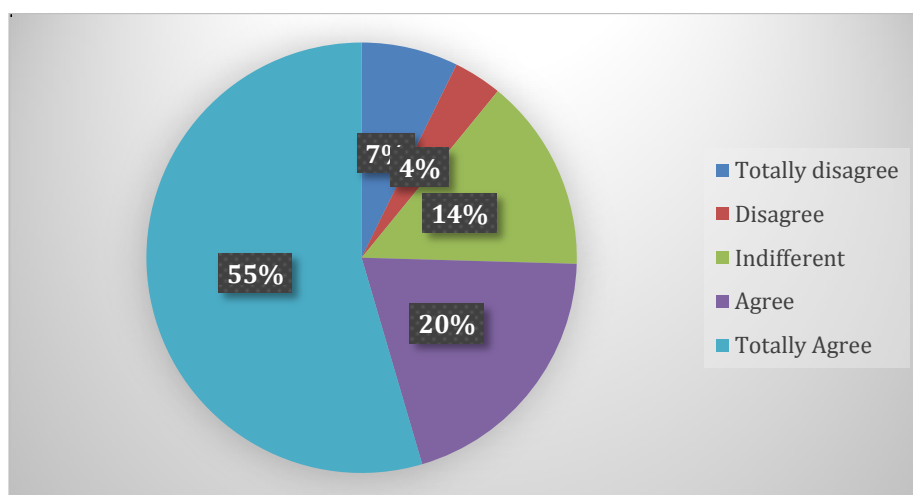
**Table #8**

<b>The teacher uses activities to practice everyday situations in the English language?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 6</b>	<b>Totally disagree</b>	4	7%
	<b>Disagree</b>	2	4%
	<b>Indifferent</b>	8	15%
	<b>Agree</b>	11	20%
	<b>Totally Agree</b>	30	55%
	<b>Total</b>	55	100%

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC # 6: Frequency and Percentage – item 6**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that most of the students consider that their teacher uses activities to practice English in everyday situations with 55% totally agree, 20% agree, while 15% are indifferent, 4% disagree and 7% totally disagree.

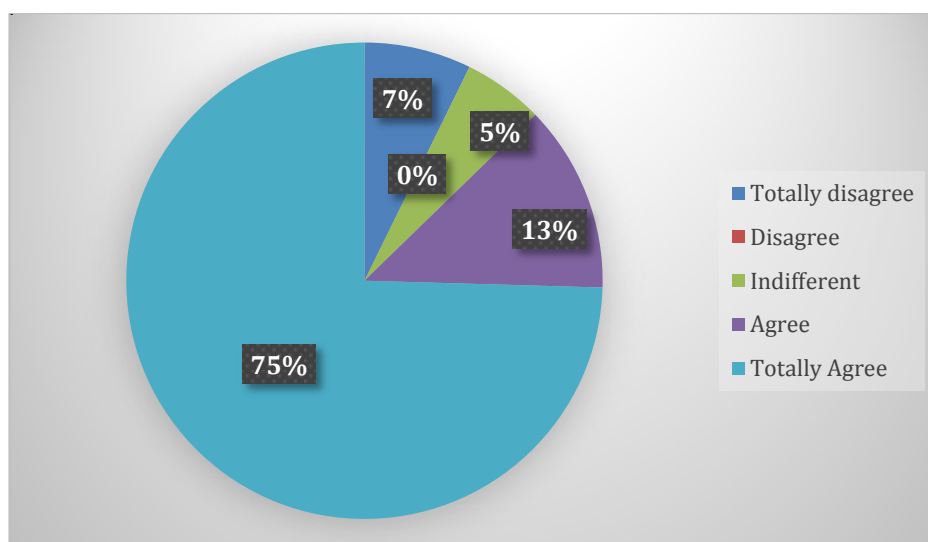
**Table #9**

<b>Do I consider adequate for the teacher to use this type of activities to improve oral fluency in the English class?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 7</b>	<b>Totally disagree</b>	4	7%
	<b>Disagree</b>	0	0%
	<b>Indifferent</b>	3	5%
	<b>Agree</b>	7	13%
	<b>Totally Agree</b>	41	75%
	<b>Total</b>	55	100%

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC #7: Frequency and Percentage – item 7**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that most of the students consider that the activities proposed by the teacher to improve the fluency of English speech is the most appropriate with 75% in totally agree, 13% in agree, while 5% in indifferent and 7% in totally disagree.

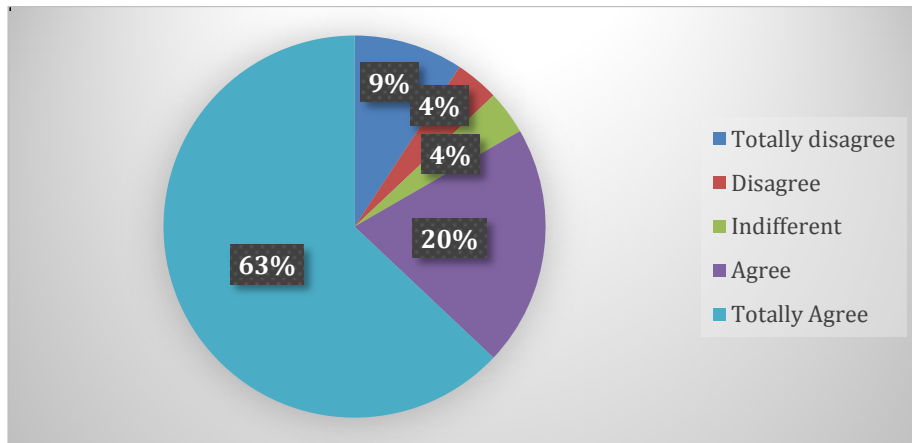
**Table #10**

<b>Can I participate in different types of role-playing activities to improve my speaking skills?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 8</b>	<b>Totally disagree</b>	5	9%
	<b>Disagree</b>	2	4%
	<b>Indifferent</b>	2	4%
	<b>Agree</b>	11	20%
	<b>Totally Agree</b>	34	63%
	<b>Total</b>		55

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC #8: Frequency and Percentage – item 8**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that most of the students consider that they can participate in different role-play activities to improve their spoken fluency with 63% in totally agree, 20% in agree, while 4% in indifferent and disagree respectively along with 9% in totally disagree.

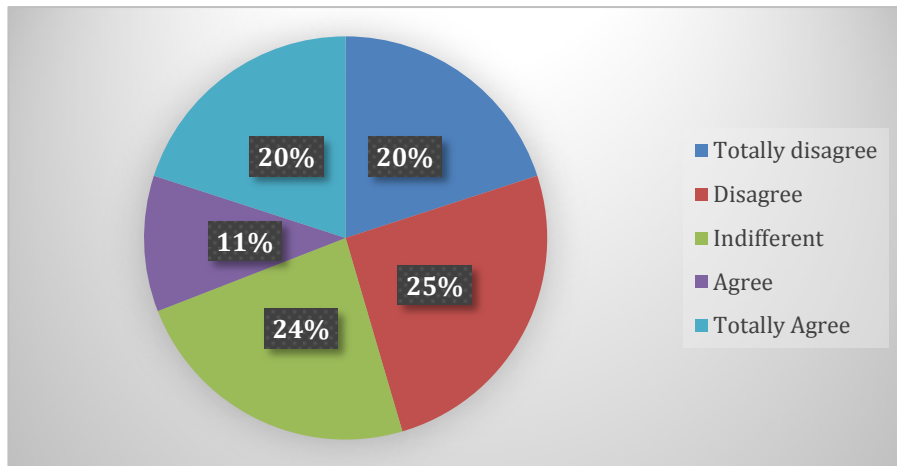
**Table #11**

<b>I consider that I have a good vocabulary to express any of my ideas in English?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 9</b>	<b>Totally disagree</b>	11	20%
	<b>Disagree</b>	14	25%
	<b>Indifferent</b>	13	24%
	<b>Agree</b>	6	11%
	<b>Totally Agree</b>	11	20%
	<b>Total</b>	55	100%

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC #9: Frequency and Percentage – item 9**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that a high percentage of them consider that they do not have a good vocabulary to express their ideas in English, most of the scores range from indifferent with 24%, to disagree with 25% and totally disagree with 20%, only 20% are totally agree and 11% agree.

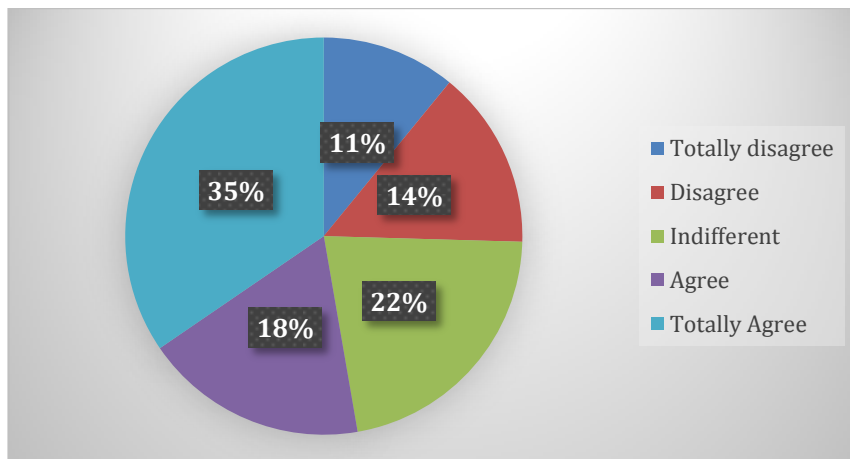
**Table #12**

<b>I used to repeat in my mind English dialogues I can hear from movies or TV shows?</b>			
<b>Code</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Item No 10</b>	<b>Totally disagree</b>	6	11%
	<b>Disagree</b>	8	15%
	<b>Indifferent</b>	12	22%
	<b>Agree</b>	10	18%
	<b>Totally Agree</b>	19	35%
	<b>Total</b>		55

**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**GRAPHIC #10: Frequency and Percentage – item 10**



**Source:** 8th year at Guayaquil High School.

**Authors:** Josias Ponce Guevara and Natali Córdova

**Analysis:** The results of the graph show that 35% are in totally agree of the students usually repeat in their mind English dialogues they hear from movies or TV shows, following with 18% in agree, 22% in indifferent, 15% in disagree and 11% in totally disagree.

## **Chapter IV**

### **Proposal**

#### **Topic Of The Proposal**

A methodological guide for students with ADD to improve English speaking fluency.

#### **Background**

##### **Sergeant's State Regulation Model**

To understand the bases that support the strategies to be presented in this methodological guide, we will proceed to describe Sergeant's model of state regulation with respect to attention deficit disorder. This model is based on cognitive and behavioral theories on emotional regulation and self-control where it is considered that there is an executive dysfunction, being this a core aspect in the theory, in patients with ADHD that causes a deficit in the regulation of effort and motivation causing difficulties in adapting cognitive abilities in the proposed tasks or objectives. Under this approach, positive and negative reinforcement is promoted to model behavior by rewarding and rewarding positively to increase the child's motivation and effort and decrease responses and behaviors when punished or negatively reinforced. (Blanco, et al. 2017)

Sergeant established three levels for the process of executive functioning in patients diagnosed with ADD with or without hyperactivity. The first level

includes coding, central information processing and motor coordination. The second level is understood in relation to the three points of the first level where the concept of "Arousal" is introduced, which indicates when it is time to finish processing the stimulus, effort is related to the energy required to perform a certain task and activation indicates when the system should be activated to process the stimulus. The third level includes evaluation and management mechanisms that are associated with planning, monitoring, error detection and correction (Ayala, et al. 2021)

According to these ideas it is understood that the child's ability to regulate cognitive operations and behavioral activation will help him to adjust his behavior to achieve the proposed goal. In order to achieve his goals, the aforementioned activation and the mobilization of cognitive energy are required, adapting both factors to the demands and optimizing the response. Sergeant's model considers that executive function is dependent on the frontal lobe and its connections with the limbic system. (Ayala, et al. 2021)

Sergeant's regulation model, as already mentioned, proposes to activate, and move cognitive energy which, according to Piñon, et al. (2017), seeks to adapt the energies of the cognitive system to external demands, allowing it to generate an optimal response. To understand this, Ayala, et al. (2021) proposes the following as an example: positive and negative rewards modulate the levels of effort and motivation in patients diagnosed with ADD, thus causing an increase in motivation and effort when positive rewards and gratifications are given, and a

decrease in responses and behaviors when they are punished with negative rewards.

### **Justification**

Students with attention deficit disorder (ADD) have difficulties to pay attention to the different activities or tasks proposed in class by the teacher, among these, English fluency will be taken due to its importance in the international section given the globalization and exchange of information between different languages, thus improving their ability to develop in the competitive environment in which we are present. At the same time, the methodological guide to be proposed will facilitate pedagogical strategies so that teachers know how to capture the attention of these students and that their academic performance is not impaired by their neuropsychological condition.

First of all, it should be understood that these students are not incapable of learning, but that they have specific needs to be able to achieve adequate learning of the subjects of the academic curriculum and that they should not be confused with bored or poorly educated adolescents, but as individuals with a special condition that requires a methodology that is adapted to their condition. Based on this, activities have been proposed that are oriented to stimulate students so that their attention can remain focused on class activities and maintain it through constant positive reinforcement so that the desired behavior is not extinguished. Finally, a specific analysis of the child's interests is also proposed in order to



foster their emotions that generate well-being while these activities are being carried out.

The results obtained from the tests taken from the students of the school in Guayaquil show that, although they are satisfied with the teacher's methodology, they still do not have spoken fluency in the English language, so we have seen the need to implement new methodologies to create and maintain this fluency based on the analysis of the three dimensions of this variable which are: Speech speed, which will determine the speed at which the student can communicate in spoken form; fluency breakdown, which will evaluate the linguistic integration of the structure of the spoken content in a logical manner; and; fluency repair, which consists of the student being able to identify and correct his or her own mistakes when speaking.

With this established, it is expected to serve as a basis for the methodological guide and to be applied to students with ADD for the improvement of spoken fluency. In this case, by applying didactic strategies in a virtual way that maintain the attention of the students and constantly rewarding them every time they achieve small advances or progress in their assigned tasks, the teacher in these cases should give more attention to the development of the activities of these students in order to maintain the desired behaviors and the expected academic performance in the fluency of English speaking.

## **Goals**

To execute various activities to improve English speaking fluency in eighth grade students with attention deficit disorder in the school of Guayaquil in the academic year 2021-2022.

- To improve the English language speech rate of eighth grade students with attention deficit of Guayaquil school in the academic year 2021-2022.
- To improve the fluency breakdown of the English language speech of eighth grade students with attention deficit of the school of Guayaquil in the academic year 2021-2022.
- To improve the fluency repair during the English language speech of students with attention deficit of eighth grade of the school of Guayaquil in the academic year 2021-2022.

## **Methodology**

The proposal is a methodological guide with 5 activities that are oriented to students with an A1 level. The guide has the rules that the teacher needs to follow and advice at the end of the page.

The direct beneficiaries of receiving these activities will be 8th-year students and the English teachers from Guayaquil High School. These activities are made to improve the speaking fluency of students with attention deficit disorder.

By making these activities and games part of the class, the students will feel like learning something in a second language is not as hard as it seems. And the goals set by the teacher in the speaking skill, which is one of the hardest to develop, is not going to be a challenge as it was before. One of the advantages of applying these activities in class is that students are going to enjoy the class and feel motivated.

The teacher needs to know that these activities are not for every day but to put it into practice twice a month or when a new topic is about to be taught.

The activities and games are:

- 1.- Learn with movies and tv shows: the student chooses a movie with an A1 level where a part of it will be used to practice a roleplay and talk to each other.
- 2.- Taboo: the class is divided into two groups where each group must divide the word that the other is trying to explain, excluding certain terms that could give them an advantage.
- 3.- Lying game: pairs are formed and the teacher sets questions where one says them and the other answers them with lies to encourage creativity.
- 4.- Whisper challenge: the class is divided into two groups, music is played loudly so that they cannot hear each other and the first student is given a sentence to whisper to the others as accurately as possible.

5.- Lyrics training: a song is chosen and some words that the students do not know are selected and the students are asked to complete the song with the omitted words.

**Activities**





## LEARN WITH MOVIES AND TV SHOWS

The main objective of this methodology is to show the student an easy way to practice a conversation.



### STEPS TO FOLLOW:

- 1- The teacher chooses a movie with an a1 level or a level that goes according to the students
- 2- The teacher picks a short clip from the movie. This clip will be used in a roleplay.
- 3- The teacher must show the vocabulary to the students before showing the clip.
- 4- The teacher will play the clip three times;
  - { The first time the students will pay attention to the pictures, colors, and sounds
  - { The second time, the students are going to read the captions to recognize the words that they learned
  - { Finally, the students repeat the dialogue to memorize their lines.
- 5- Once they know the vocabulary, the students are ready to practice their conversation

#### REMEMBER

The role-play is a short conversation about any topic that the student can use in daily living; this will help the students associate what they are learning as something useful for everyday life.

Okay, Honey.  
Be safe...



# TABOO



The main objective of this activity is to amplify the student's vocabulary since they need to think in synonyms of a word.

## STEPS TO FOLLOW:

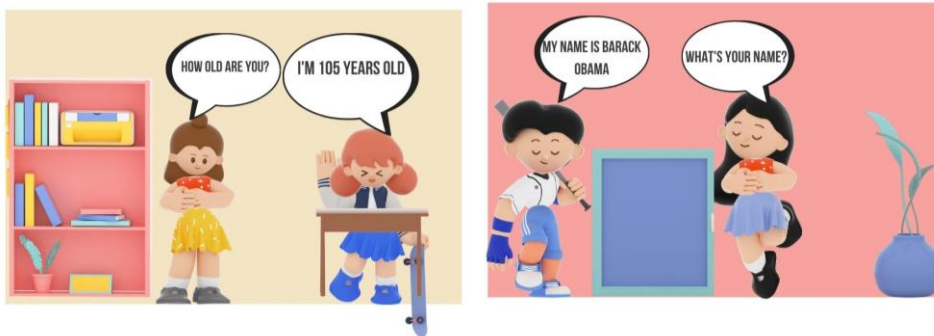
- 1.- Divide the class into two groups
- 2.- Give two minutes to the groups to guess the largest number of words.
- 3.- Choose the group that will go first
- 4.- The student who will have the card needs to give hints to the group without mentioning the words in the card.
- 5.- If the group is taking too much time to guess, the clue-giver can pass and pick another card.
- 6.- Once time runs out the team swaps roles.
- 7.- Finally, the group with more words guessed, wins.



### REMEMBER

The clue giver can't make any mimic or gesture, otherwise the point goes to the other team

# LYING GAME



The main objective of this activity is to make students think with freedom, letting their imagination fly without feeling pressed to answer correctly.

## STEPS TO FOLLOW:

- 1.- For this game, the teacher needs to form couples
- 2.- The teacher gives the students a bunch of information questions.
- 3.- The students decide who is going to make the questions, then they swap roles
- 4.- The rules are that the student who answers the questions has to lie, and to make it better, they can exaggerate their answers.

### *For example:*

-What did you do this morning?

- I went to space in my rocket and then came back to earth to feed my dinosaur.

5.- Once they have practiced the game, the teacher can ask 5 challenging questions to any student and give them a reward. The last question needs to be very capacious to make it better and funnier.

### REMEMBER

The teacher can adapt this game by making students play it in couples or just asking randomly any of them.



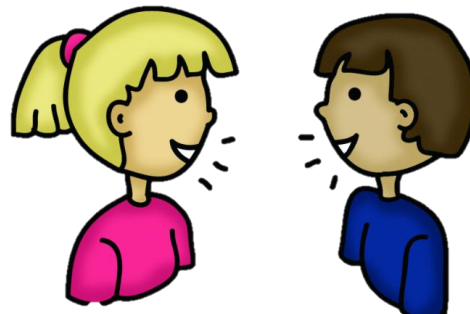
# WHISPER CHALLENGE



The objective of this game is not only to learn and make students remember phrases or vocabulary but also to have fun.

## STEPS TO FOLLOW:

- 1.- The teacher divides the whole class into two groups
- 2.- The teacher can play any song a little bit loud enough so the students can not listen to what their classmates say.
- 3.- The students can also cover their ears.
- 4.- The teacher gives a sentence to the first student, this sentence has to be a little bit long
- 5.- The students will try to repeat what they heard.
- 6- When the last student from the group tells what they could hear, the teacher is going to check how many words from the original sentence were said.
7. The group with the sentence that is similar to the original is the one who wins.



### REMEMBER

The teacher can set a couple of minutes per group.


# LYRICS TRAINING

lyricstraining Géneros  Buscar Aprendiendo Inglés  Acceder


Selecciona un Modo de Juego

<b>Principiante</b> Rellenar 36 palabras al azar de 364 (10%)	<b>Intermedio</b> Rellenar 91 palabras al azar de 364 (25%)
<b>Avanzado</b> Rellenar 182 palabras al azar de 364 (50%)	<b>Experto</b> Rellenar todas las palabras (364), ¿Estás loco?

 Karaoke

lyricstraining Géneros  Buscar Aprendiendo Inglés  Acceder

Puntos  Huecos 0/40 Aciertos 0 Fallos 0 Bonus x1 ?




Info...

← You're on the phone with your ..... →

She's .....

Puntos  Huecos 8/40 Aciertos 8 Fallos 0 Bonus x4 ?



← But she wears short skirts, I wear T-shirts →

She's cheer captain and I'm .. the bleachers

The objective of this activity it's to amplify the student's vocabulary and also to improve their pronunciation.

## STEPS TO FOLLOW:

- 1.- The teacher chooses a song that goes according to the topic that is being taught in class.
- 2.- The teacher shows students the words that they may not know.
- 3.- The teacher plays the song. The song is going to have blank spaces to complete them. The number of spaces in the song will depend on the level that is being played.
- 4.- The teacher can tell the students to say or spell the word. That is going to be up to the teacher.
- 5.- At the end, all the students have to sing together.






### REMEMBER

Teachers can use this activity if they are teaching grammar or vocabulary.

*Here is a list of songs that teachers can use in class to teach grammar:*

## SONGS TO TEACH ENGLISH

SIMPLE PRESENT	PRESENT PROGRESSIVE	SIMPLE PAST
Just the way you are - Bruno Mars Calm down - Talor Swift I don't want to miss a thing - Aerosmith	Bruno Mars - The Lazy Song (Clean) Maps - Maroon 5 One direction - Half a heat Lemon tree - Fools garden	Set fire to the rain - Adele Hurt - Cristina Aguilera You're beautiful - James Blunt
		

## Chronogram Of Activities

**Table #13**

Nombre de la actividad	Hora de inicio	Hora de finalización	03.12.2022	10.12.2022	17.12.2021	23.12.2021	30.12.2021	07.01.2022	14.01.2022	21.01.2022	28.01.2022	04.02.2022	11.02.2022	18.02.2022	24.02.2022	04.03.2022	11.03.2022	18.03.2022
Introducción sobre el proyecto educativo	17h00	18h00	■															
Revisión del tema y propuesta	17h00	18h00		■														
Indicaciones generales y revisión del Capítulo I	17h00	18h00			■													
Revisión del Capítulo I	17h00	18h00				■												
Revisión completa del Capítulo I	17h00	18h00					■											
Revisión del Capítulo II	17h00	18h00						■										
Revisión del Capítulo II	17h00	18h00							■									
Revisión del Capítulo II	17h00	18h00								■								
Revisión completa del capítulo II	17h00	18h00									■							
Revisión del Capítulo III	17h00	18h00										■						
Revisión del Capítulo III	17h00	18h00											■					
Revisión del Capítulo III	17h00	18h00												■				
Revisión completa del Capítulo III	17h00	18h00													■			
Revisión del Capítulo IV	17h00	18h00														■		
Revisión del Capítulo IV	17h00	18h00															■	
Revisión completa del capítulo IV	17h00	18h00																■

## **Feasibility**

The viability of the proposal of the methodological guide for the improvement of English speaking fluency in children with ADD lies mainly in the fact that there are different theoretical and practical sources that facilitate the development of viable strategies to be applied in the selected context. In turn, this viability is based on the ease of access to the students in the sample that will allow evaluating the influence of the guide on them, since it will be carried out only by digital means due to the COVID-19 pandemic which, up to the date of the elaboration of the present methodological guide, is still in force.

With the established virtuality, a null or almost null financial cost is foreseen, so that the study will not be compromised by the researchers' economy. It is necessary to highlight the fact that the researchers have not been asked for funding by the authorities or the sample selected for the research. As a final point, the selected sample was predisposed to provide us with the information and data collection necessary for the study without any conflict of interest.

## **Conclusions**

In conclusion, the results obtained from the questionnaire show that there is a generally positive evaluation of the didactic activities, both individual and group, by the students surveyed. However, despite this positive assessment, the students themselves consider that their level of spoken English is not as high or as fluent as would be expected, this being one of the bases that justify the present methodological guide.

The COVID-19 pandemic has been a major impediment for the realization of the guide due to the fact that adjustments have had to be made to adapt it to the national context. With this in mind, it has been concluded that the best way to implement the methodological guide is virtual in what is currently known as e-learning, for this reason the proposed activities are based mainly on audiovisual content and can be easily implemented in virtual areas that can be shared by the digital tools that are currently available.

Previous studies demonstrate the effectiveness of the proposed activities for the improvement of the speaking fluency of English, so it is concluded that their implementation in 8th grade children of the Guayaquil school with ADD will bring the expected favorable results, improving considerably their English fluency.

## **Recommendations**

The main recommendation based on the theoretical and pedagogical proposal is to constantly reinforce with positive evaluations the progress of students with ADD so that they do not lose motivation and attention when performing the activities proposed by the methodological guide. It is the teacher's responsibility to adapt his or her teaching methodology to each student regardless of his or her condition or abilities.

Another recommendation for the correct execution of the guide in students with ADD is to identify the positive reinforcers that work best with each of them in order to meet the proposed objectives, in addition to this, the teacher must find a way to adapt these reinforcers to the virtual context so that the proposed methodology can be maintained.

As a last point, it is advisable that teachers know emotional regulation techniques in order to motivate the student beyond the steps proposed here, allowing the teacher to expand his information on the subject and to be able to manage his class in the way he considers most appropriate given the circumstances.

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# **APPENDIXE 1**



**ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN**  
**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE LENGUAS Y LINGÜÍSTICA / LENGUA Y LITERATURA INGLESA, FRANCESA, ALEMANA**

**TRABAJO DE TITULACIÓN**

<b>Nombre de la propuesta de trabajo de la titulación</b>	<i>Tema: Methodological strategies to improve speaking Fluency skills in students with attention deficit.</i> <i>Propuesta: Design of a methodological guide to improve Speaking Fluency skills in A1 Level students with attention deficit.</i>		
<b>Nombre del estudiante (s)</b>	Josias Israel Ponce Guevara Natali Mayly Córdova Pacheco		
<b>Facultad</b>	Filosofía Letras y Ciencias de la Educación	<b>Carrera</b>	Lengua y literatura inglesa, o francesa, o italiana, o alemana
<b>Línea de Investigación</b>	<i>Estrategias Educativas Integradoras e Inclusivas</i>	<b>Sub-línea de investigación</b>	<i>Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras</i>
<b>Fecha de presentación de la propuesta de trabajo de titulación</b>		<b>Fecha de evaluación de la propuesta de trabajo de titulación</b>	

ASPECTO POR CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublínea de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología por emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

**APROBADO**  
 **APROBADO CON OBSERVACIONES**  
 **NO APROBADO**

Firma del Presidente del Consejo de Facultad

CC: MSc. Sara Anaguano Pérez - Directora de Carrera

MSc. Rodrigo Guerrero Segura - Gestor de Integración Curricular y Seguimiento a Graduados.



## ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

### FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE Lengua y literatura inglesa, o francesa, o italiana, o alemana

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Guayaquil, Diciembre 18 del

2021MAGISTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA, LENGUA Y LITERATURA INGLESA, FRANCESA, ALEMANA

Nosotros, **Msc. Larry Randolph Torres Vivar**, docente tutor del trabajo de titulación y los estudiantes **Ponce Guevara Josias Israel y Cordova Pacheco Natali Mayly** de la Carrera de **Lengua y literatura inglesa, o francesa, o italiana, o alemana**, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario: Viernes 17:00h -19:00h durante el periodo ordinario 2020 – 2021Ciclo II, a través del correo institucional y la plataforma TEAMS

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %. *(mediante correo electrónico institucional y plataforma TEAMS)*
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%. *(mediante correo electrónico institucional y plataforma TEAMS)*
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,



Firmado electrónicamente por:  
**LARRY RANDOLPH  
TORRES VIVAR**

---

**Josias Israel Ponce Guevara**  
CI: 0952628956

**Nataly mayly Córdova Pacheco**  
CI: 0922018361

**MSc Larry Torres Vivar**  
CI: 0913004347

## ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**TUTOR:** Msc. Larry Torres Vivar

**TIPO DE TRABAJO DE TITULACIÓN:** Modalidad Proyecto Educativo.

Título del trabajo: METHODOLOGICAL STRATEGIES TO IMPROVE ENGLISH SPEAKING FLUENCY IN STUDENTS WITH ATTENTION DEFICIT DISORDER.

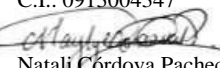
**PROPUESTA:** DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT DISORDER.

**CARRERA:** Lengua y Lingüística Inglesa

N° DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	03/12/21	Inducción sobre el Proyecto Educativo	17h00	18h00	Presentación del tema y propuesta
2	10/12/21	Revisión del tema y propuesta	17h00	18h00	Corrección del tema y propuesta
3	17/12/21	Indicaciones generales y revisión del Capítulo I	17h00	18h00	Avance del Capítulo I
4	23/12/21	Revisión del Capítulo I	17h00	18h00	Avance y corrección Del Capítulo I
5	30/12/21	Revisión completa del Capítulo I	17h00	18h00	Explicación para elaboración y avance del Capítulo II
6	07/01/22	Revisión del Capítulo II	17h00	18h00	Corrección de avance del del marco teórico
7	14/01/22	Revisión del Capítulo II	17h00	18h00	Corrección del marco contextual y avance del marco legal
8	21/01/22	Revisión del Capítulo II	17h00	18h00	Revisión del marco contextual y el marco legal
9	28/01/22	Revisión completa del Capítulo II	17h00	18h00	Explicación para elaboración y avance del Capítulo III
10	04/02/22	Revisión del Capítulo III	17h00	18h00	Revisión de la población y muestra y avance de las encuestas
11	11/02/22	Revisión del Capítulo III	17h00	18h00	Corrección de las encuestas y avance de los análisis y resultados
12	18/02/22	Revisión del Capítulo III	17h00	18h00	Revisión de las encuestas, análisis y resultados
13	24/02/22	Revisión completa del Capítulo III	17h00	18h00	Explicación para elaboración y avance del Capítulo IV
14	04/03/22	Revisión del Capítulo IV	17h00	18h00	Corrección de la propuesta (Enfoque más específico)
15	11/03/22	Revisión del Capítulo IV	17h00	18h00	Revisión de la propuesta y avance de las conclusiones
16	18/03/22	Revisión completa del capítulo IV	17h00	18h00	Revisión de las conclusiones y revisión Final del capítulo IV



Firmado electrónicamente por:  
LARRY RANDOLPH  
TORRES VIVAR

Msc. Larry Torres Vivar  
Docente Tutor  
C.I.: 0913004347  
  
Natali Córdova Pacheco  
C.I.: 0922018361



Firmado electrónicamente por:  
RODRIGO ANTONIO  
GUERRERO SEGURA

Msc. Rodrigo Guerrero Segura  
Gestor de Integración Curricular  
C.I.: 0910135557  
  
Josías Ponce Guevara  
C.I.: 0952628956

## ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: METHODOLOGICAL STRATEGIES TO IMPROVE ENGLISH SPEAKING FLUENCY IN STUDENT WITH ATTENTION DEFICIT. Propuesta: DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY SKILLS IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT Autor: CÓRDOVA PACHECO NATALI MAYLY		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.2
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.2
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
<b>RIGOR CIENTÍFICO</b>	4.5	
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
<b>PERTINENCIA E IMPACTO SOCIAL</b>	1	
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.5
<b>CALIFICACIÓN TOTAL *10</b>		<b>9.7</b>
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. **El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).		



electrónicamente por:  
**LARRY RANDOLPH  
 TORRES VIVAR**

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN  
 No. C.I. 0913004347  
 FECHA: 20/03/2022

## ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: <b>METHODOLOGICAL STRATEGIES TO IMPROVE ENGLISH SPEAKING FLUENCY IN STUDENT WITH ATTENTION DEFICIT.</b> Propuesta: <b>DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY SKILLS IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT</b> Autor: <b>PONCE GUEVARA JOSIAS ISRAEL</b>		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.2
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.2
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
<b>RIGOR CIENTÍFICO</b>	<b>4.5</b>	
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.5
<b>CALIFICACIÓN TOTAL *10</b>		<b>9.7</b>
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		
**El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).		



LARRY RANDOLPH  
TORRES VIVAR

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN  
No. C.I. 0913004347  
FECHA: 20/03/2022

## ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE LENGUAS Y LINGÜÍSTICA / LENGUA Y LITERATURA INGLESA, FRANCESA,

Guayaquil, 20 de Marzo del 2022

MAGISTER

Sara Lorena Anaguano Pérez

**DIRECTORA DE LA CARRERA  
FACULTAD DE FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL**

Ciudad. –

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación TOPIC: **METHODOLOGICAL STRATEGIES TO IMPROVE SPEAKING FLUENCY SKILLS IN STUDENTS WITH ATTENTION DEFICIT. PROPOSAL: DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY SKILLS IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT** de los estudiantes **CORDOVA PACHECO NATALI MAYLY** y **PONCE GUEVARA JOSIAS ISRAEL**, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral. El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

**Curiginal**

### Document Information

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Analysis address	larry.torresv.ug@analysis.urkund.com

### Sources included in the report



LARRY RANDOLPH TORRES VIVAR



RODRIGO ANTONIO GONZALEZ SEGURA

## ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. Larry Torres Vivar, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Natali Mayly Córdova Pacheco y Josias Israel Ponce Guevara con mi respectiva supervisión como requerimiento parcial para la obtención del título Licenciados en Ciencias de la Educación mención Lengua y Lingüística inglesa.

Se informa que el trabajo de titulación: Methodological strategies to improve English speaking fluency in students with attention deficit disorder, ha sido orientado durante todo el período de ejecución en el programa anti-plagio URKUND quedando el 0 % de coincidencia.



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### Sources included in the report



Msc. Larry Torres  
VivarC.I.  
0913004347

FECHA: 18 de marzo del 2022





## ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil,

Sr. /Sra.

MSc. Sara Anaguano Pérez  
DIRECTOR (A) DE LA CARRERA  
FACULTAD DE FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación **METHODOLOGICAL STRATEGIES TO IMPROVE SPEAKING FLUENCY SKILLS IN STUDENTS WITH ATTENTION DEFICIT DISORDER. PROPOSAL: DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY SKILLS IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT DISORDER.** de los estudiantes **NATALI MAYLY CÓRDOVA PACHECO** y **JOSIAS ISRAEL PONCE GUEVARA**. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

El título tiene un máximo de 12 palabras.

La memoria escrita se ajusta a la estructura establecida.

El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad. La investigación es pertinente con la línea y sublíneas de investigación de la carrera.

Los soportes teóricos son de máximo 7 años. La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

El trabajo es el resultado de una investigación.

El estudiante demuestra conocimiento profesional integral.

El trabajo presenta una propuesta en el área de conocimiento.

El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

PhD. Lizmary Feriz Otaño

DOCENTE TUTOR REVISOR C.I. 0958626624

FECHA: 04/04/2022

Firmado electrónicamente por:  
LIZMARY FERIZ OTANO



# ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

## FACULTAD FILOSOFÍA CARRERA LENGUAS Y LINGÜÍSTICA

Título del Trabajo: **METHODOLOGICAL STRATEGIES TO IMPROVE ENGLISH SPEAKING FLUENCY IN STUDENTS WITH ATTENTION DEFICIT DISORDER.**

Propuesta: **DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT DISORDER.**

Autor(es): **JOSIAS ISRAEL PONCE GUEVARA**

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>	<b>2.9</b>	
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.5	
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.6	
<b>RIGOR CIENTÍFICO</b>	<b>6</b>	<b>5.9</b>	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece.	0.6	0.5	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.5	
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	<b>0.9</b>	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
<b>CALIFICACIÓN TOTAL*10</b>		<b>9.7</b>	

\* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. \*\*\*\*El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).

Lizmary Feriz Otaño

Nombre Completo

Docente Revisor

C.I.: 0958626624

FECHA: 02/04/2022



## NEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

### FACULTAD FILOSOFÍA CARRERA LENGUAS Y LINGÜÍSTICA

Título del Trabajo: **METHODOLOGICAL STRATEGIES TO IMPROVE ENGLISH SPEAKING FLUENCY IN STUDENTS WITH ATTENTION DEFICIT DISORDER.**  
 Propuesta: **DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT DISORDER.**

Autor(es): **NATALI MAYLY CÓRDOVA PACHECO**

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>	<b>2.9</b>	
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.5	
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.6	
<b>RIGOR CIENTÍFICO</b>	<b>6</b>	<b>5.9</b>	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece.	0.6	0.5	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.5	
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	<b>0.9</b>	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
<b>CALIFICACIÓN TOTAL*10</b>		<b>9.7</b>	

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Lizmary Feriz Otaño  
 Nombre Completo  
 Docente Revisor  
 C.I.: 0958626624



# **APPENDIXE 2**



Guayaquil, enero 19 del 2022

**MÁGISTER**  
**RUTH VEGA TOMALA, PhD**  
**RECTORA**  
**UNIDAD EDUCATIVA FISCAL GUAYAQUIL**  
**Ciudad.**

**ASUNTO: AUTORIZACIÓN PARA ADMINISTRAR INSTRUMENTOS DE INVESTIGACION DEL PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL, LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN MENCION LENGUA INGLESA Y LINGÜÍSTICA, DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.**

*De mi consideración:*

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Magister Rodrigo Guerrero Segura, en su calidad de Docente – Gestor de Integración Curricular de la Carrera de Lenguas, Modalidades Semestral y Anual del presente periodo académico 2021- 2022, CICLO II, le hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrarlas variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social. Bajo este contexto, me permito presentar a los siguientes discentes:

**ESTUDIANTES:**

CORDOVA PACHECO NATALI MAYLY: natali.cordovap@ug.edu.ec PONCE

GUEVARA JOSIAS ISRAEL: josias.ponceg@ug.edu.ec

**TOPIC:** METHODOLOGICAL STRATEGIES TO IMPROVE SPEAKING FLUENCY SKILLS IN STUDENTS WITH ATTENTION DEFICIT.

**PROPOSAL:** DESIGN OF A METHODOLOGICAL GUIDE TO IMPROVE SPEAKING FLUENCY SKILLS IN A1 LEVEL STUDENTS WITH ATTENTION DEFICIT

**DOCENTE TUTOR:** MSC. TORRES VIVAR LARRY RANDOLPH

**ESTUDIANTES:**

BRAVO VELEZ SILVIA JOHANNA: silvia.bravov@ug.edu.ec PACHITO

NAVARRO MILENA RAQUEL: milena.pachiton@ug.edu.ec

**TOPIC:** THE IMPORTANCE OF VOCABULARY TO DEVELOP WRITING SKILLS IN THE ENGLISH LANGUAGE. **PROPOSAL:**

DESIGN OF A VOCABULARY AND VERB GUIDE TO MOTIVATE WRITING SKILLS FOR LEVEL A1 STUDENTS

**DOCENTE TUTOR:** MSC VARGAS CAICEDO NOEMI ESTEFANIA

**ESTUDIANTES:**

QUITO GUACHO CINTHYA EVELYN: cinthya.quitog@ug.edu.ec

SUAREZ LOOR ROMINA THAIZ: romina.suarezl@ug.edu.ec

**TOPIC:** THE INFLUENCE OF THE SHADOWING TECHNIQUE FOR IMPROVING THE ENGLISH PRONUNCIATION ON THE SPEAKING SKILL

**PROPOSAL:** DESIGN OF A DIDACTIC GUIDE FOR IMPLEMENTING SHADOWING, A SPEAKING TECHNIQUE, FOR A1.1 STUDENTS' LEVEL

**DOCENTE TUTOR:** MSC. ERMUDEZ RUGEL LUIS HUMBERTO

**ESTUDIANTES:**

BULGARIN RUGEL BERTHA ROSELYN: bertha.bulgarinr@ug.edu.ec

PAREDES JIMENEZ MARIA JOSE: maria.paredesji@ug.edu.ec

**TOPIC:** THE INFLUENCE OF ORAL INTERACTION USING PHRASAL VERBS IN THE DEVELOPMENT OF ORAL EXPRESSION.

**PROPOSAL:** A GUIDE WITH A2.2 DIALOGUES IN ORAL INTERACTION ACTIVITIES FOCUSED ON REAL-LIFE SITUATIONS

**DOCENTE TUTOR:** MSC. BRAVO BRAVO ISRAEL GUILLERMO

**ESTUDIANTES:**

CAMPOS VALENCIA SILVIA LUZ: silvia.camposv@ug.edu.ec FLOR

VERA & CINTHIA JACQUELINE: cinthia.florv@ug.edu.ec

**TOPIC:** THE INFLUENCE OF INTERACTIVE STRATEGIES TO IMPROVE WRITING SKILLS. **PROPOSAL:**

DESIGN OF A DIDACTIC GUIDE TO DEVELOP WRITINGS FOR B1 LEVEL.

**DOCENTE TUTOR:** PHD. MORALES JARAMILLO MARIA ANTONIETA



*Todos ellos, son estudiantes legalmente matriculados en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciados en Ciencias de la Educación Mención Lengua Inglesa y Lingüística; debiendo previamente efectuar su proyecto educativo, con el objetivo de identificar dificultades en el proceso de aprendizaje del idioma inglés y ofrecer posibles soluciones mediante el diseño de propuestas educativas. Adjunto además el "PROTOCOLO PARA LA ADMINISTRACIÓN DE LOS INSTRUMENTOS DE INVESTIGACIÓN EN LOS PLANTELES EDUCATIVOS - MODALIDAD VIRTUAL."*

*En virtud de lo expuesto, solicito a usted muy cordialmente, la respectiva autorización para que se les brinden las facilidades necesarias a estos 10 discentes mencionados anteriormente para que puedan administrar sus instrumentos de investigación en la institución que Usted muy acertadamente dirige; y de considerar aprobada esta solicitud, agradeceré remitir respuesta a los siguientes correos institucionales y a los correos de los estudiantes:*

sara.anaguanop@ug.edu.ec  
titulacion.lenguas@ug.edu.ec  
alexandra.delgadol@ug.edu.ec

*Seguro de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.*

*Atentamente,*



Firmado electrónicamente por:  
**RODRIGO ANTONIO**  
**GUERRERO SEGURA**

**Rodrigo Guerrero Segura**  
**Gestoría de Integración Curricular**  
**Carrera de Lenguas (Anual y Semestral)**  
**Correos: titulacion@ug.edu.ec / rodrigo.guerreros@ug.edu.ec**

**c.c.:** MSc. Sara Anaguano Pérez – directora de Carrera de Lenguas  
Ing. Alexandra Delgado López – secretaria de Carrera de Lenguas



**UNIDAD EDUCATIVA FISCAL "GUAYAQUIL"**  
**RECTORADO**

Dirección: Gómez Rendón 1403 y Machala  
Teléfono: 04-2373607  
Correo electrónico: [rectorado\\_itsguayaquil@hotmail.com](mailto:rectorado_itsguayaquil@hotmail.com)  
Guayaquil - Ecuador

**OFICIO No. REC-005-2022**

**Guayaquil, 09 de febrero 2022**

MSc. Sara Lorena Anaguano Pérez  
**DIRECTORA**  
Carrera Lengua y lingüística con mención Inglés

*De mis consideraciones:*

*Por medio de la presente, le extiendo un cordial saludo deseándole éxitos en su gestión. Comunico que se **autoriza** la aplicación de instrumentos de recolección de datos aplicables a padres de familia de la IE de los estudiantes C'RDVA PACHECO NATALI MAYLY Y PONCE GUEVERA JOSIAS ISRAEL, egresados de la Carrera LENGUA Y LINGÜÍSTICA de la Facultad, de filosofía, Letras y Ciencias de la Educación, de la Universidad de Guayaquil.*

*Tema: Methodological strategies To Improve English speaking fluency in students with Attention Deficit Disorder.*

*Propuesta: Design of a methodological guide to improve speaking fluency in a1 level students with Attention Deficit Disorder.*

Atentamente,

  
Mg. Ruth Alexandra Vega Tomalá  
UNIDAD EDUCATIVA FISCAL GUA YAQUIL



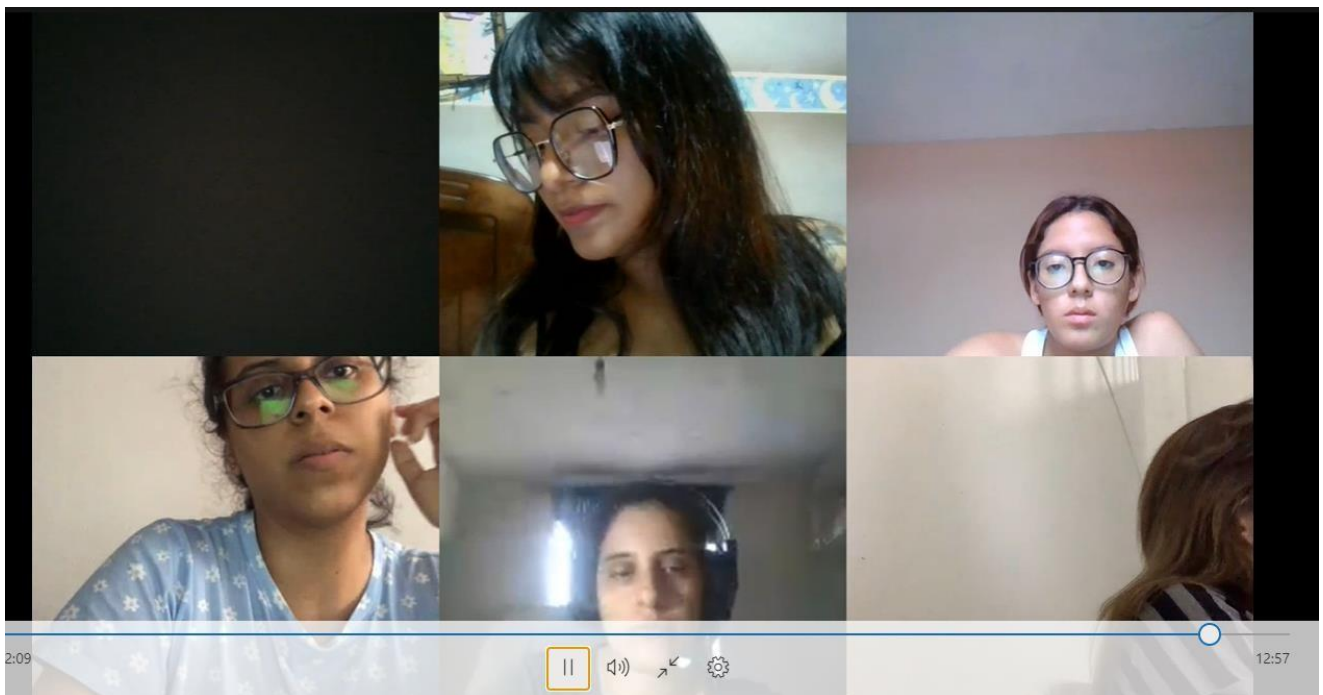
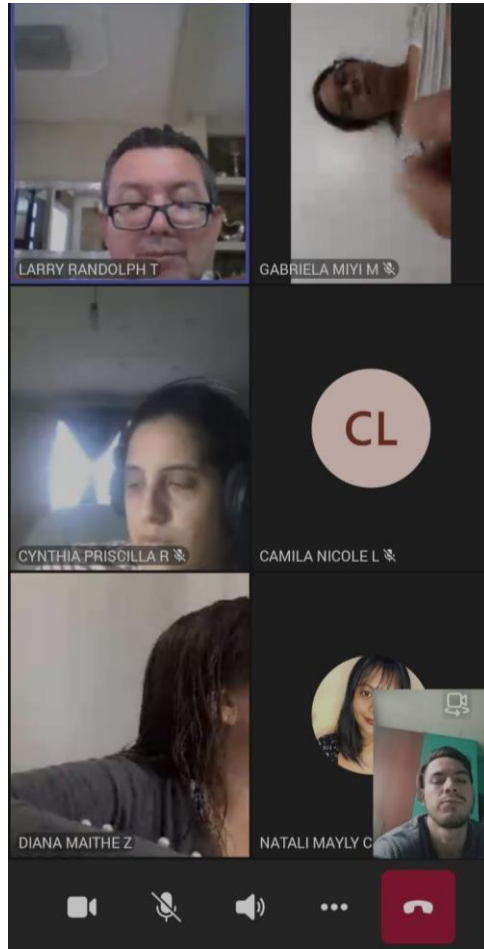
Copia para: archivo

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Correo electrónico: [rectorado\\_itsguayaquil@hotmail.com](mailto:rectorado_itsguayaquil@hotmail.com)

# **APPENDIXE 3**



# PHOTOGRAPHIC EVIDENCE



SOURCE: MEETING ON MICROSOFT TEAMS

AUTHORS: PONCE GUEVARA JOSIAS ISRAEL- CORDOVA PACHECO NATALI MAYLY

## INSTITUTION

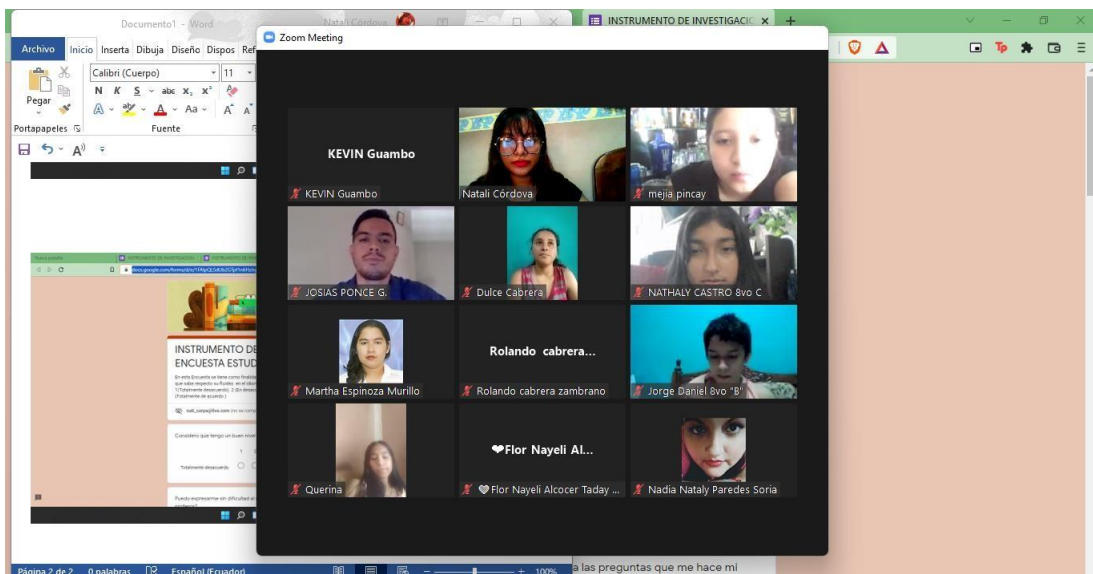
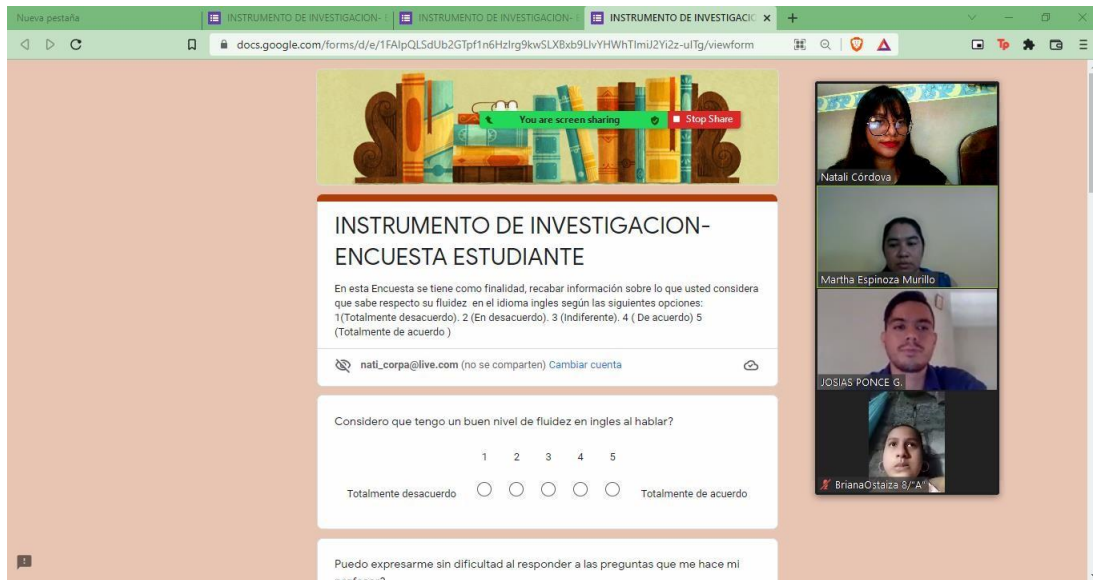


SOURCE: GUAYAQUIL' HIGH SCHOOL

AUTHORS: PONCE GUEVARA JOSIAS ISRAEL – CORDOVA PACHECO NATALI MAYLY

# **APPENDIXE 4**

## ADMINISTRATION OF THE INSTRUMENTS



SOURCE: : GOOGLE FORMS

AUTHORS: PONCE GUEVARA JOSIAS ISRAEL – CORDOVA PACHECO NATALI MAYLY

# RESEARCH INSTRUMENTS

INSTRUMENTO DE INVESTIGACION- ENCUESTA ESTUDIANTE

Preguntas Respuestas 56 Configuración

## INSTRUMENTO DE INVESTIGACION- ENCUESTA ESTUDIANTE

En esta Encuesta se tiene como finalidad, recabar información sobre lo que usted considera que sabe respecto su fluidez en el idioma ingles según las siguientes opciones:  
1(Totalmente desacuerdo). 2 (En desacuerdo). 3 (Indiferente). 4 ( De acuerdo) 5 (Totalmente de acuerdo )

Considero que tengo un buen nivel de fluidez en ingles al hablar?

1 2 3 4 5

Totalmente desacuerdo      Totalmente de acuerdo

Activar Windows  
Ir a Configuración de PC para activar Windows.

INSTRUMENTO DE INVESTIGACION- ENCUESTA ESTUDIANTE

Preguntas Respuestas 56 Configuración

## 56 respuestas

Se aceptan respuestas

Resumen Pregunta Individual

Considero que tengo un buen nivel de fluidez en ingles al hablar? Copiar

55 respuestas

Opción	Número de respuestas	Porcentaje
1	11	20 %
2	21	38.2 %
3	7	12.7 %
4	6	10.9 %
5	10	18.2 %

Activar Windows



**UNIVERSITY OF GUAYAQUIL FACULTY OF PHILOSOPHY  
LETTERS AND EDUCATIONAL SCIENCES CAREER OF LANGUAGE AND  
LITERATURE ENGLISH, FRENCH, GERMAN**



**Objective:** To identify the influence of methodological strategies to improve the speaking fluency of 8th-grade children of “Guayaquil” High School. We thank you in advance for your collaboration with this research.

**Instruction:** Mark with an X the option that most closely matches your response.

STATEMENTS	Total Disagree	Disagree	Indiferent	Agree	Totally Agree
1.- I consider myself to have a good level of speaking.					
2.- I can express myself without difficulty when answering questions that my teacher asks.					
3.- The teacher uses oral activities to reinforce my speaking skills.					
4.- The activities the teacher uses are creative and motivate me to participate actively in class.					
5.- The teacher organizes activities in pairs or groups to develop speaking skills.					
6.- The teacher uses activities to practice situations that are experienced every day in English.					
7.- I consider it appropriate that the teacher uses these types of activities to improve speaking skills in English class.					
8.- I agree to participate in different types of role-play activities to improve my speaking skill.					
9.- I consider that I have a vast vocabulary to express any of my ideas in English.					
10.- I tend to repeat English dialogues that I can hear from movies or tv shows in my mind.					



**UNIVERSITY OF GUAYAQUIL FACULTY OF PHILOSOPHY  
LETTERS AND EDUCATIONAL SCIENCES CAREER OF  
LANGUAGE AND LITERATURE ENGLISH, FRENCH, GERMAN**



Interview addressed to the Eighth-year English teacher of the Guayaquil High School. Interviews: Natali Mayly Codova Pacheco and Josias Israel Ponce Guevara

Information about the interview

**Names and Surnames:** \_\_\_\_\_

**Occupation:** \_\_\_\_\_

**Graduate title:** \_\_\_\_\_

**Graduate Degree:** \_\_\_\_\_

**Certification obtained with respect to the MCER:** \_\_\_\_\_

**Years of teaching experience:** \_\_\_\_\_

**Class Schedule:** \_\_\_\_\_ **Course:** \_\_\_\_\_

**Place of interview:** \_\_\_\_\_

**Questions:**

1. How do you manage your time in class knowing that you have to teach students with add?
2. Do you consider that you prepare the adequate material for students with add?
3. What do you do to improve the speaking fluency of students with add?
4. Do you think that students with add need an extra time to improve their speaking fluency?
5. Would you like to apply different strategies to help students with add?