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**GUAYAQUIL**

**EDUCATIONAL PROJECT PRIOR TO OBTAINING THE BACHELOR'S DEGREE IN ENGLISH  
LANGUAGE PEDAGOGY**

**TOPIC:**

The Influence of the Whole Brain Teaching Method in the Development of EFL Listening Skills in  
Students with Attention-Deficit/Hyperactivity Disorder.

**PROPOSAL:**

A booklet with Whole Brain Teaching Method activities to improve EFL Listening Skills of Students  
with Attention-Deficit/Hyperactivity Disorder.

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Lourdes Haidee Preciado Cedeño

## **Dedication**

To everyone who has accompanied me in this process, thank you very much and my eternal gratitude.

Jomira Thais Junco Lozano

## **Dedication**

To God who has guided me with wisdom and intelligence during this journey. To my family who is the engine of my life, thank you for showing me that I can fulfill my dreams. To my friends for their unconditional support at every moment.

Lourdes Haidee Preciado Cedeño

## ANEXO X.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)

<b>REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>		
<b>FICHA DE REGISTRO DE TRABAJO DE INTEGRACIÓN CURRICULAR</b>		
<b>TÍTULO Y SUBTÍTULO:</b>	<p>La influencia del método WBT en el desarrollo de habilidades de escucha de inglés como lengua extranjera en estudiantes con trastorno de TDAH.</p> <p>Un folleto con actividades del método WBT para mejorar las habilidades auditivas de inglés como lengua extranjera de estudiantes con trastorno por déficit de atención e hiperactividad.</p>	
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<b>RESUMEN:</b> <p>La presente investigación se presenta como base fundamental para los estudiantes con TDAH de la Unidad Educativa Santo Domingo de Guzmán (UESDG) durante el ciclo escolar 2023 – 2024, y el proceso de aprendizaje del idioma inglés, enfocándose específicamente en las habilidades auditivas. Por lo tanto, uno de los objetivos fue analizar la influencia del método de WBT en niños con TDAH en el desarrollo de habilidades auditivas en inglés como lengua extranjera (EFL) en el idioma inglés a través de investigaciones bibliográficas, estadísticas y de campo. La metodología se realizó mediante un enfoque mixto, cualitativo y cuantitativo aplicado a través de una entrevista a un docente del área de inglés, una observación de clase a este docente y la encuesta a los demás docentes del área de inglés. Respecto a la propuesta, se diseñó una guía docente con estrategias para mejorar las habilidades auditivas de inglés como lengua extranjera en niños con TDAH utilizando los datos recopilados.</p>		
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## ANEXO X.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (INGLÉS)

NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY			
THESIS REGISTRATION FORM			
<b>TITLE AND SUBTITLE:</b>	<p>The Influence of the Whole Brain Teaching Method in the development of EFL listening skills in Students with ADHD Disorder.</p> <p>A booklet with Whole Brain Teaching Method activities to improve EFL listening skills of students with Attention-Deficit/Hyperactivity Disorder.</p>		
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<b>FACULTY:</b>	Faculty of Philosophy, Letters, and Sciences of Education		
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<b>KEYWORDS:</b>	WBT method, EFL listening skills, ADHD		
<b>ABSTRACT:</b> The current research is presented as a fundamental basis for students with ADHD at the Santo Domingo de Guzmán Educational Unit (UESDG) during the 2023 – 2024 school year, and the English language learning process, focusing specifically on listening skills. Therefore, one of the objectives was to analyze the influence of the Whole Brain Teaching Method in children with ADHD on the development of EFL listening skills in the English language through bibliographic, statistical, and field research. The methodology was carried out using a mixed approach, qualitative and quantitative applied through an interview with an English area teacher, a class observation to this teacher, and the survey with the other English area teachers. Regarding the proposal, a teacher's guide was designed with strategies to improve EFL listening skills in children with ADHD using the data collected.			
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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

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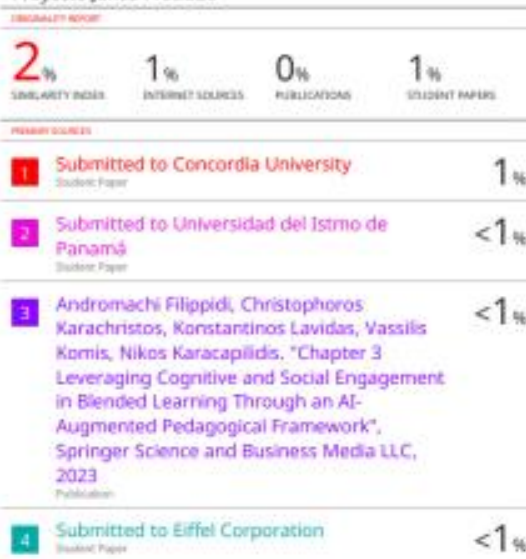
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## ANEXO VI. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **JOSE MIGUEL CAMPUZANO DIAZ**, tutor del trabajo de Integración Curricular certifico que el presente trabajo ha sido elaborado por **JUNCO LOZANO JOMIRA THAIS Y PRECIADO CEDEÑO LOURDES HAIDEE**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Pedagogía del Idioma Inglés.

Se informa que el trabajo de Integración Curricular: **The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder. PROPOSAL: A Booklet With Whole Brain Teaching Method Activities to Improve EFL Listening Skills of Students With Attention-Deficit/Hyperactivity Disorder** ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 2 % de coincidencia.

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## ANEXO XII.- RESUMEN DEL TRABAJO DE INTEGRACIÓN CURRICULAR (ESPAÑOL)

### FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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**"La influencia del método de enseñanza Whole Brain en el desarrollo de la comprensión auditiva en inglés como lengua extranjera habilidades en estudiantes con trastorno de TDAH ".**

**Autor:** JUNCO LOZANO JOMIRA THAIS  
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**Tutor:** JOSE MIGUEL CAMPUZANO DIAZ

#### Resumen

La actual investigación se presenta como una base fundamental para los estudiantes con TDAH de la Unidad Educativa Santo Domingo de Guzmán (UESDG) durante el periodo lectivo 2023 – 2024, y el proceso de aprendizaje del idioma inglés, enfocándose específicamente en las habilidades de escucha; por ello, entre los objetivos se plantea analizar la influencia del Whole Brain Teaching Method en niños con TDAH en el desarrollo de las habilidades de escucha en el idioma inglés a través de la investigación bibliográfica, estadística y de campo. La metodología se realizó mediante un enfoque mixto; cualitativo y cuantitativo aplicados por medio de la entrevista al docente del área de inglés y la encuesta a los demás docentes de área inglés. En cuanto a la propuesta, se diseñó una guía del maestro con estrategias para mejorar la habilidad de escucha en niños con TDAH mediante los datos recogidos.

**Palabras Claves:** WBT Method, habilidades de escucha, TDAH.



### ANEXO XIII.- RESUMEN DEL TRABAJO DE INTEGRACIÓN CURRICULAR (INGLÉS)

#### FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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"The Influence of the Whole Brain Teaching Method in the development of EFL Listening skills in Students with ADHD Disorder."

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#### Abstract

The current research is presented as a fundamental basis for students with ADHD at the Santo Domingo de Guzmán Educational Unit (UESDG) during the 2023 – 2024 school year, and the English language learning process, focusing specifically on listening skills. Therefore, one of the objectives is to analyze the influence of the Whole Brain Teaching Method in children with ADHD on the development of EFL listening skills in the English language through bibliographic, statistical, and field research. The methodology was carried out using a mixed approach, qualitative and quantitative applied through the interview with the English area teacher and the survey with the other English area teachers. Regarding the proposal, a teacher's guide was designed with strategies to improve EFL listening skills in children with ADHD using the data collected.

**Keywords:** WBT Method, EFL listening skills, ADHD.

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## **Introduction**

As the primary language of communication in the contemporary world, English proficiency facilitates cross-cultural dialogue and fosters understanding among diverse nationalities. Mastering this lingua franca offers a distinct advantage in an increasingly interconnected and globalized society. Recognizing the ever-increasing importance of English language proficiency in a globalized world, the Ministry of Education of Ecuador has strategically adopted a curriculum that prioritizes early English language learning.

EFL Listening skills are important because they allow for the absorption of all the information. It is an important aspect in the development of language comprehension. However, it is one of the most difficult skills to develop and one in which many students have problems, especially those who have special needs such as Attention-Deficit/Hyperactivity Disorder (ADHD). A student who has this learning disorder will find it difficult to concentrate, follow instructions in the classroom. Acknowledging the critical role of listening in language development, yet recognizing its developmental challenges, especially for students with ADHD, this research examines the Whole Brain Teaching (WBT) method's potential to develop their EFL listening skills.

This research aims to analyze the influence of the WBT in the development of EFL listening skills in students with ADHD through field research and bibliographic research in order to design a booklet with WBT method activities to improve EFL listening skills of students with ADHD. By understanding the factors that contribute to poor listening development, EFL educators can develop effective strategies to alleviate this difficulty and improve students' communication skills through the application of the WBT method. The present project is structured as follows:

Chapter I: THE RESEARCH PROBLEM. This chapter is focused on introducing the problem, getting familiar with the context of research and the problem, objectives of research are established, formulate research questions and justify the development of this research.

Chapter II: THEORETICAL FOUNDATIONS. The second chapter the theoretical framework expanding the two variables, the contextual framework, the legal framework and the operationalization of variables. It also contained the basis of the study, the theories from different perspectives that back up each concept used to support the research with a variety of authors.

Chapter III: METHODOLOGY. This chapter includes the research approaches considered to develop the research, information about the population and sample, the data collection methods and techniques, results and interpretation of the information gathered are analyzed at this stage.

Chapter IV: PROPOSAL: The last chapter contains information about the proposal, its topic, background, justification, objectives, methodology, description, feasibility. At the end of the research project conclusion and recommendations related to the acquired information given.

## **Chapter I**

### **The Research Problem**

#### **1.1 Research context**

The present research focuses on students with Attention-Deficit/ Hyperactivity Disorder from Unidad Educativa Santo Domingo de Guzmán (UESDG) during the 2023-2024 school year, who cannot fully participate in the EFL listening skills using the language because their condition does not allow them to remain focused and motivated. Early learning is a critical period in which students are expected to develop their EFL listening skills, making it an ideal stage to examine the WBT method as an influence in improving EFL listening skills in students with ADHD.

In addition to the inherent challenges faced by students with ADHD, EFL teachers at UESDG encounter a challenge in fostering the development of EFL listening skills for these students and others with NEE<sup>1</sup>. Despite the Ministry of Education's directive for the DECE<sup>2</sup> to offer comprehensive support, encompassing psychological, psycho-educational, emotional, and social assistance, research findings from surveys and interviews revealed a noticeable absence of sustained support tailored specifically for students with ADHD.

This lack of specialized support places a significant burden on teachers, compelling them to rely on individual resources and self-developed strategies. Consequently, educators face difficulties in formulating effective classroom techniques to nurture EFL listening skills in these vulnerable students. This challenge is further complicated by insufficient training. Teachers grapple with the adaptation of conventional academic tools, such as textbooks

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<sup>1</sup> Acronym for Special Educational Needs in spanish.

<sup>2</sup> Acronym for Department of Student Counseling in spanish.

designed primarily for neurotypical students<sup>3</sup>. These materials inadequately guide instructors in facilitating the effective development of listening processes in students with ADHD and other NEEs.

## **1.2 Problem Statement**

How does the Whole Brain Teaching Method (WBT) influence the development of the EFL listening skills on students with Attention-Deficit/ Hyperactivity Disorder (ADHD)?

## **1.3 Objectives of the Research**

### ***1.3.1 General Objective***

To analyze the influence of the Whole Brain Teaching Method (WBT) in the development of EFL listening skills in students with Attention-Deficit/ Hyperactivity Disorder (ADHD) through field research and bibliographic research to design a booklet with Whole Brain teaching Method activities to improve EFL listening skills of students with ADHD.

### ***1.3.2 Specific Objectives***

1. To identify the factors contributing to the lack of development of EFL listening skills of students with ADHD through field research.
2. To assess the influence of applying the WBT in the development of EFL listening skills of students with ADHD through bibliographic research.
3. To design a booklet with WBT method strategies to improve EFL listening skills of students with ADHD through the data collected.

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<sup>3</sup> Someone who processes information in an expected way.

## **1.4 Research questions**

1. Do teachers know how to apply the WBT method in their classroom?
2. How does ADHD impact the development of EFL listening skills in students?
3. What are the best strategies to improve EFL listening skills in students with ADHD?
4. How does the WBT method improve EFL listening skills in students with ADHD?
5. How will designing a booklet with WBT method activities influence the EFL listening skills of students with ADHD?

## **1.5 Justification**

The main purpose of this research project is to determine the influence of the WBT in the development of EFL listening skills in students with ADHD. Nowadays, teachers face different realities in their classroom, and they might not know how to work with students with ADHD disorder.

Furthermore, UNESCO (2022) emphasizes the value of inclusive classrooms with a safe environment in which students feel comfortable and develop their abilities. The opportunities should be the same for all students despite its economic resources, culture, and religion. It also highlights the importance of quality teachers and staff in providing education for sustainable development. Consequently, the significance of an inclusive environment that accommodates all individuals is emphasized by the present research.

The LOEI<sup>4</sup> (2021) stresses the importance of an inclusive and supportive educational environment for students with special needs, as stipulated in the "Plan Nacional de Desarrollo

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<sup>4</sup> Acronym for Organic Law of Intercultural Education in spanish.

Educativo del Gobierno". This is essential for students with ADHD, who have unique learning requirements that must be accommodated to ensure equal access to educational opportunities.

The curricular guidelines provided by the Ministry of Education Ecuador, (2021) mention that students considered within the vulnerability group must have quality and warmth teaching; therefore, being able to actively participate in classes with equal opportunities. For which the teaching staff must be trained or know what strategies to apply to better develop EFL listening skills in this group of students. However, students with ADHD do not reach this level of competence. Due to the factors that contribute to the low development of EFL listening skills, they find it difficult to interact in English with their peers and the teacher. It is essential to solve this situation since students need to be able to interact communicatively in English as part of the degree objectives of their study plan and as future users of the language for social, academic, and cultural purposes.

It is important to mention that this research project will primarily benefit educators because it will provide strategies to deal with ADHD disorder and help learners become more passionate about EFL listening skills through the WBT method. It will also spark the interest of future teachers, community members, and guardians as it will build confidence and motivate students to develop EFL listening skills in class. Given the legal requirement to create optimal conditions and environments for students with ADHD while learning foreign languages and developing listening skills, this research becomes highly relevant.

## **Chapter II**

### **Theoretical Foundations**

#### **2.1 Research Background**

Krivosheeva (2020) stated that EFL listening skills is a crucial skill for foreign language acquisition, and numerous researchers in the field have emphasized its importance in the context of EFL learning and teaching. Studies have shown that students who prioritize listening can develop the remaining skills (writing, reading, and speaking) at a faster rate. In other words, the optimal approach to improving other fundamental linguistic domains initially focuses on listening. Consequently, many authors have identified effective approaches to developing listening skills, including the WBT method.

For instance, Febriani et al. (2022) expressed that the instruction of EFL listening skills presents a significant challenge for educators. In this study, the author used a method that includes planning, observation, action, and reflection. Collaborative learning methods were also implemented to strengthen listening skills. The results demonstrated that the use of audio-visual media enhanced the outcomes of listening instruction. Moreover, students exhibited increased motivation and enthusiasm during lessons, as evidenced by their participation in group discussions that incorporated collaborative learning. Overall, the study concluded that audio-visual media could improve student focus and concentration in listening courses. Those are techniques that WBT has.

Furthermore, Polat (2019) found that the WBT method had a significant impact on the behavioral and listening skills of EFL students. Prior to the implementation of WBT, students exhibited signs of boredom and disengagement during class time. Subsequently, the author implemented WBT, a participatory instructional approach that engages all three learning

modalities: visual, auditory, and kinesthetics. This holistic approach to instruction facilitated the retention of information and the development of listening skills. As a result, student performance improved significantly, as evidenced by increased motivation and engagement in learning.

Finally, as Acosta (2019) mentioned, due to the plethora of stimulating factors in their environments, such as planned activities, technology, and other forms of entertainment, students today are often desensitized to conventional teaching and learning methods. Therefore, the author investigated students' perceptions and interactions with WBT, its strategies, and how these affected students' overall performance. Prior to her study, WBT had not been implemented as part of everyday instruction, and the potential benefits of using it were unknown. The author concluded that WBT positively impacted academic performance by increasing student concentration and motivation to learn.

While EFL learning offers opportunities to explore new people, places, and perspectives, developing the four language skills can be extremely challenging for students with learning disabilities, such as ADHD. Specifically, listening is an active process that requires sustained attention. Unfortunately, students with ADHD may experience difficulties in this area, as they may lose information due to distractions from thoughts, movements, or the environment. The present study stands out from previous research due to its emphasis on learners with ADHD, as well as the implementation of WBT to foster their listening skills.



## **2.2 Theoretical Framework**

### **2.2.1 The Whole Brain Teaching (WBT) Method**

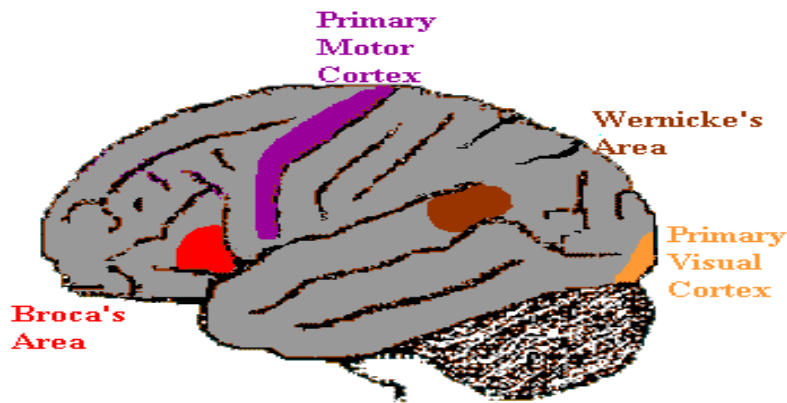
WBT, a method conceived by Tracey Tokas in 1999, stands as a highly interactive and captivating teaching approach tailored to stimulate all brain regions Khan et al. (2019). This method is particularly effective for instructing students with learning disabilities, as it fosters engagement and facilitates self-paced learning. The underlying principle of WBT is the notion that different brain regions govern distinct functions. By employing a diverse range of teaching strategies, WBT aims to activate these areas, thereby enhancing learning efficacy.

Furthermore, WBT is a method derived from neurolinguistic descriptions of the functions of the brain's left and right hemispheres. Neurolinguistic findings about the brain's language functions show that in the integrated brain, the functions of one hemisphere are immediately available to the other, producing a more balanced use of language. WBT emphasized active learning, in which the learner makes connections that tap both hemispheres (Patte, 2019).

Hell (2023) highlighted that the left hemisphere's language processing capabilities enable individuals to learn through explicit instruction, while the right hemisphere's spatial reasoning and pattern recognition skills facilitate learning through observation and imitation. The author further explains that the connections between the two hemispheres, facilitated by the corpus callosum, allow for the integration of information from different modalities, leading to a deeper understanding of concepts. By nurturing both sides of the brain, individuals can maximize their learning potential and develop a well-rounded understanding of the world. The specialized functions of the left and right hemispheres play a crucial role in orchestrating the learning process. While the left hemisphere excels in language processing and analytical thinking, the right hemisphere shines in spatial reasoning and creative insights and the

harmonious collaboration of these two hemispheres enables individuals to acquire knowledge and skills in a comprehensive and meaningful manner (Làdavas, 2021).

**Figure 1**



*Note: Diagram of pathways involved with language- (Finger, 2000)*

Therefore, WBT encourages teachers to incorporate movement, music, and chants into their lessons, cultivating a safe learning environment (Abbass, 2019). WBT seamlessly blends direct instruction with cooperative learning strategies, empowering teachers to effectively impart knowledge while simultaneously cultivating an engaging learning environment for students (Muthukrishnan, 2019).

According to Siami (2020), this method encompasses a variety of learning modalities, including kinesthetics, visual, auditory, social-emotional, and tactile learning, all of them important aspects of WBT. This teaching method engages students in all these areas, creating a more comprehensive and effective learning experience.

1. Kinesthetics learning involves using the body to learn; students understand and remember what they are learning.
2. Visual learning involves using images, diagrams, and videos to learn, helping students who learn best by seeing things to access and process information.

3. EFL listening skills involve using sounds to learn. WBT teachers often use songs, poems, and chants in their lessons. This aids to access and process information.
4. Social-emotional learning involves learning about oneself and how to get along with others, developing social and emotional skills they need to succeed in school and in life.
5. Tactile learning involves using the senses of touch and manipulation to learn to better understand and remember what they are learning.

### **2.2.2 Techniques in the WBT Method**

Drawing upon scientific brain research, Siami (2020) introduced a selection of potent WBT techniques known as the Big Seven, comprising seven essential techniques or elements that foster effective teaching and learning by activating the brain. The techniques are briefly described below:

1. The "Class-Yes" attention Grabber effectively captures students' attention by utilizing the simple prompt "Class" said by the teacher and "Yes" is received as a response said by the students. Teachers can readily activate students' focus and prepare them for the day's learning (Siami, 2020)
2. Classroom Rules are applied prior to delving into the actual lesson content, teachers implement a set of five classroom rules, each accompanied by corresponding gestures. These movements stimulate the students' Motor Cortex<sup>5</sup>, a crucial brain region. The playful nature of the gestures transforms learning into an enjoyable experience, further activating the Limbic system, which governs emotions and motivation. (Siami, 2020)

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<sup>5</sup> Motor Cortex generates signals to direct movement of the body.

3. According to Kizilaslan (2021), to attain maximum attention during critical moments of the lesson, teachers employ the "Hands and Eyes" technique. By prompting students with "Hands and Eyes," followed by the students' response of "Hands and Eyes," teachers can swiftly redirect attention and eliminate distractions. This technique effectively engages the Visual Cortex<sup>6</sup>, ensuring students are focused on the teacher's instruction.

4. The "Teach-Okay" technique encourages active participation and enhances learning by incorporating direct verbal instruction with accompanying gestures activating multiple brain regions. This strategy allows students to form groups, enabling them to mimic the teacher's instruction using charts, poems, songs, and body movements. As students teach their peers, multiple brain regions are activated: the Visual Cortex when they observe and follow, the Motor Cortex when they mimic, Broca's area<sup>7</sup> when they formulate their explanations, Wernicke's area<sup>8</sup> when they comprehend, and the Limbic system as they engage emotionally with the lesson (Siame, 2020).

5. The "Mirror Words" technique proves remarkably effective in retaining information and maintaining student engagement, reinforcing information, and energizing students. By instructing students to precisely replicate the teacher's words and gestures, teachers activate the Motor Cortex and Visual Cortex, two crucial brain regions involved in memory formation (Siame, 2023).

6. The "Switch" technique promotes active participation and communication by encouraging students to alternate between speaking and listening roles. One student teaches while others listen, then the roles are reversed. This strategy engages Broca's area (responsible for speech

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<sup>6</sup> Visual Cortex is the primary cortical region of the brain that receives and processes visual information.

<sup>7</sup> It serves a vital role in the generation of articulate speech.

<sup>8</sup> The Wernicke area is responsible for the comprehension of written and spoken language.

production) and Wernicke's area (responsible for language comprehension), enhancing both listening and speaking skills (Sontillano, 2019).

7. To reinforce student performance and promote a positive learning environment, teachers implement the "Scoreboard Game" technique that motivates students through recognition. This visual representation of student progress provides valuable feedback and encourages healthy competition. Finally, students are motivated to perform better to receive recognition and praise (Sontillano, 2018).

### **2.2.3 Benefits of WBT**

WBT's effectiveness has been documented in various studies (Khan et al., 2019; Patte, 2019; Polat, 2019; Sontillano, 2018; Siami L., 2023; Siami L. R., 2020). WBT is an effective teaching method that benefits both teachers and students (Habibah, 2020). For teachers, WBT promotes positive behavior reinforcement, enhances memory retention, and improves student engagement. For students, WBT enhances motivation, fosters student-centered learning, and promotes cooperative learning activities.

#### ***Benefits for Teachers:***

1. Positive Behavior Reinforcement is a type of operant conditioning that involves rewarding desired behaviors to increase positive feedback after a good behavior. WBT encourages and establishes clear expectations, promoting positive behavior and addressing negative behavior constructively. Sontillano (2018) pointed out the effectiveness of the "Scoreboard Game" as a technique in WBT as an ideal way to recognize the development of students in the classroom through the implementation of it, which awakens healthy competition among peers. This game rewards students with extra points and allows the teacher to monitor multiple groups simultaneously.

2. Memory Retention refers to the ability to store and retrieve information over time. While memory retention is a complex process that is not fully understood, there are several things that can be done to improve it. For instance, WBT's "Teach-Okay" technique encourages students to actively repeat information, enhancing their memory of the lesson content. Additionally, according to Siami (2020) incorporating "Teach-Okay" involves body movements, songs, facial expressions, and gestures into direct verbal instruction to stimulate multiple brain regions, promoting knowledge acquisition.

3. Student engagement refers to the level of interest, motivation, and involvement that students demonstrate in their learning activities. Sontillano (2018) stated that WBT creates an environment that encourages students to observe and emulate positive behavior, leading to increased self-efficacy and engagement. Kizilaslan (2021) mentioned that using the "Hands and Eyes" technique eliminates distractors and engages students while using their body and mind. Teachers have the possibility to activate multiple learning pathways and address different learning styles.

### ***Benefits for Students:***

1. Motivation is the driving force behind human behavior. Without motivation, we would be unlikely to achieve anything, as we would lack the necessary drive to start, continue, or complete tasks. Bridges (2019) claimed that WBT's active learning approach motivates students by providing opportunities to succeed and achieve higher levels of skill. Siami L. R., (2020) pointed out that WBT motivates the application of classroom rules before immersing students in the actual lesson content accompanied by corresponding gestures. The playful nature of the gestures transforms learning into a pleasurable experience which regulates emotions and motivation.

2. According to Hoidn (2020), student-centered learning is a teaching philosophy that emphasizes active learning and student engagement. This contrasts with a teacher-centered classroom, where the teacher is the primary source of information and students are passive learners. WBT emphasizes practice over performance, allowing students to engage in cooperative group work and individual practice prior to formal assessment (Sontillano, 2018).

Bridges (2019) noted that the application of the "Switch" technique allows students to participate in classroom activities and communicate their needs by providing them with the necessary support to maximize student participation and progress. He argued that this technique is useful in providing opportunities to succeed and achieve higher levels of skill.

3. WBT often incorporates cooperative learning activities, allowing students to work together in solving problems, exchanging ideas, and refine their understanding. Febriani (2022) expressed those students exhibited increased motivation and enthusiasm during lessons, as evidenced by their participation in group discussions that incorporated collaborative learning.

#### **2.2.4 Listening Skills**

Syafii (2020) posited that listening constitutes the fundamental building block of language development, establishing the groundwork for the acquisition of linguistic proficiency. During the initial phases of first language acquisition, listening assumes paramount importance, allowing infants and children to assimilate the linguistic patterns and intricacies that form the foundation of their native language. In a similar vein, within the domain of second language acquisition, listening assumes a pivotal role in facilitating comprehension and fostering language acquisition (Syafii, 2020).

Djabborova (2020) stated that the ability to listen effectively is a skill that demands constant monitoring and development through consistent practice. Additionally, he said that by

actively listening to a variety of sounds, learners can decipher the linguistic functions of language and enhance their understanding. He also argued that listening proficiency is a fundamental aspect of second language acquisition, as it empowers individuals to communicate effectively in diverse settings, ranging from educational to sociocultural contexts. Finally, he adds that listening is the cognitive process of assigning meaning to sounds, it is the active intellectual process of decoding, comprehending, interpreting, and evaluating messages and it is a crucial form of communication, just like speaking, reading, and writing. In today's interconnected world, where communication is highly developed, there is a pressing need to enhance our listening abilities.

### **2.2.5 Listening activities**

According to Djabborova (2020), teachers are responsible for helping students develop a range of listening activities such as the following:

1. Pre listening activities which are introductory activities that help students prepare for listening activities. They focus on identifying key words, unfamiliar words, and useful constructions. The goal is to generate interest and self-confidence in students and to make comprehension easier (Djabborova, 2020).
2. Newton (2020) elaborated on the concept of during-listening activities, which involve students actively engaging with a sequence of auditory materials to enhance their listening comprehension. The primary objective for instructors is to cultivate students' proficiency in various listening sub-skills. Throughout this process, students are provided with opportunities to verify their predictions regarding the content of the listening material. Instructors should closely observe students' behavior and engagement during the activity. In instances where students exhibit difficulty, instructors can opt to replay the audio segment. This stage holds



significance as it reinforces the key concepts of the lesson through teacher-guided listening activities (Newton, 2020).

3. Post listening activities are the last phase, in which students discuss how a topic in the text relates to their own lives or offer their opinions on parts of the text (Djabborova, 2020). The purpose of these activities is to use the reasoning acquired by listening and summarizing ideas. This also includes working with errors and understanding why students made them (Djabborova, 2020).

### **2.2.6 Process of Listening**

Abdalla (2022) conceptualized effective listening as an active and conscious effort that requires the listener to derive meaning from spoken language by leveraging contextual cues and their pre-existing knowledge while employing various strategies to fulfill the communicative task at hand. The authors further emphasize that listeners must also possess the ability to discern and evaluate the speaker's communicative intent, the desired outcome they aim to achieve through their words, to fully grasp the essence of the communication.

Putri (2022) underscored the centrality of the listening process in effective communication. He contends that listening enhances student learning in the classroom setting, fosters deeper relationships, and conveys to others that the listener is attentive and genuinely interested in their perspectives. Conversely, bottom-up listening processes remain inextricably linked to linguistic decoding and rely on the direct extraction of information from the speech signal to derive meaning. These processes serve as a tool to facilitate understanding beyond the mere purpose of comprehension.

### ***Bottom up Processes***

López (2020) posited that bottom-up processes empower listeners to progressively construct the intended message by assembling individual elements extracted from the spoken stream, transitioning from smaller units to the overarching message. This process commences with the deciphering of the acoustic message's fundamental units: individual sounds, termed phonemes. It entails the gradual comprehension of a sentence within a text, beginning with individual sounds that subsequently coalesce into words, phrases, clauses, and ultimately, a complete sentence. This aligns with the traditional model that conceptualizes listening as an information transmission process (López, 2020).

### ***Top- down Processes***

Utomo (2022) proposed that top-down processes entail a shift from the broader context of prior knowledge and content-related rhetorical schemata to the specific details. This approach advocates for leveraging existing knowledge to process a text rather than solely relying on individual sounds and words. In contrast to the bottom-up process, this approach asserts that prior knowledge plays a pivotal role in shaping our perception and understanding of spoken language. Listeners are better equipped to comprehend what they hear when they possess some prior knowledge of the subject matter. This is because they can anticipate what is forthcoming, rather than having to rely solely on the sounds they perceive. Additionally, López (2020) emphasize that top-down processing necessitates the activation of listeners past knowledge, which integrates their understanding of the world, social and cultural environment, along with their understanding of speech events and types of speech, to decipher the meaning of spoken texts.

### **2.2.7 Difficulties in Listening Skills on ADHD Students**

While EFL learning offers opportunities to explore new people, places, and perspectives, developing the four language skills can be extremely challenging for students with learning disabilities, such as ADHD. Specifically, listening is an active process that requires sustained attention. Unfortunately, students with ADHD may experience difficulties in this area, as they may lose information due to distractions from thoughts, movements, or the environment. ADHD is a neurobiological disorder characterized by problems with attention, hyperactivity, and impulsivity. These difficulties can affect the learning and development of children with this disorder, including their ability to listen with attention (Barkley, 2006).

Listening is a fundamental skill for learning in the classroom. Children should be able to pay attention to the teacher's instructions, follow directions, and participate in class activities. However, children with ADHD may have difficulty performing these tasks. According to Barkley (2006), there are some of the specific problems that children with ADHD may experience now of developing listening skill including:

1. Inattention: These children face difficulty maintaining attention on a task for an extended period. This can make it difficult for them to follow the teacher's instructions and understand the information presented to them.
2. Hyperactivity: This can distract them and make it difficult for them to hear the teacher. Having this condition is difficult to keep quiet.
3. Impulsivity: Children with ADHD may act without thinking. This may lead them to interrupt the teacher or make inappropriate comments.

### **2.2.8 Strategies to Improve Listening Skills on ADHD Students**

Plantin's (2023) synthesis of existing research highlighted the complex dynamics of student-teacher relationships for individuals with ADHD. Consistent with previous findings, students with ADHD generally perceive their relationships with teachers as less close and supportive compared to their neurotypical counterparts. This perception is mirrored by teachers, who report experiencing lower levels of emotional closeness, cooperation, and engagement with students with ADHD, while encountering more frequent instances of conflict. These strained relationships can have detrimental consequences for students with ADHD, exacerbating the risk of school failure, peer rejection, and low self-esteem. Conversely, positive student-teacher relationships serve as a cornerstone for academic success, providing a foundation upon which students can struggle. Given the critical role of these relationships, educational institutions must prioritize the implementation of clear and consistent policies and procedures tailored to effectively address the unique needs of students with ADHD.

Kałodonek-Crnjaković (2022) mentioned that teaching EFL to students with ADHD can be challenging, as it requires teachers to implement a variety of accommodations and resources in the classroom to capture and maintain students' attention. It is essential that teachers use teaching approaches and create classroom conditions that help students with ADHD increase their concentration, reduce impulsivity, and control hyperactivity. Without appropriate accommodations, students with ADHD may have difficulty developing EFL skills and reaching their full potential (Kałodonek-Crnjaković, 2022).

There are several strategies that can help children with ADHD improve this skill. Teachers, parents, and other professionals can work together to develop an intervention plan that helps children with ADHD and succeed in the classroom. Plantin (2023) presented a series

of strategies that can help children with ADHD improve listening skills. These strategies include:

### 1. Establishing Clear and Consistent Expectations with Visual Support

Clear and consistent expectations provide a predictable framework for students with ADHD, reducing uncertainty and anxiety. Visual cues, such as written instructions, checklists, and visual timers, can further enhance understanding and compliance. Incorporating gestures into classroom rules can also provide a non-verbal reminder of expected behaviors. Furthermore, visual cues can make listening more engaging and motivating, as students interact with the material in a more active and participatory way.

### 2. Integrating Movement into the Learning Process

Regular physical activity is crucial for students with ADHD, as it helps release pent-up energy and improve focus. Teachers can incorporate movement breaks into the daily routine, encourage active participation in class activities, and utilize kinesthetic learning strategies. The "Class Yes" technique, where the teacher raises a hand or says "class yes" to regain attention, can effectively redirect students' focus. Integrating movement into the learning process can be a fun and effective way to help students develop their listening skills. By integrating movement activities into their lessons, teachers can help students engage with the material, improve their concentration and attention.

### 3. Addressing Behavioral Challenges through Positive Reinforcement

Behavioral issues can significantly hinder learning for students with ADHD. Positive reinforcement, such as verbal praise, stickers, or small rewards, can effectively promote desired behaviors and foster a positive learning environment. The "Score Board Game" technique, where positive behaviors are publicly acknowledged, can encourage constructive competition,

and reinforce positive choices. For instance, positive reinforcement facilitates better understanding of the student's intent, ideas, and emotions, leading to more meaningful interactions.

#### 4. Implementing Task Rotation to Combat Distraction and Boredom

Rotating tasks frequently can help maintain engagement and prevent boredom in students with ADHD. Techniques such as the "Switch" technique, where students alternate between teaching and listening roles, can stimulate interest and promote active participation. In addition, task rotation calls for the application of different listening strategies, such as summarizing, taking notes, or identifying key points of view, keeping listeners actively engaged and preventing mental fatigue.

### **2.3 Contextual framework**

The contextual framework of this study is Unidad Educativa Santo Domingo de Guzmán (UESDG), Private Educational Institution, located at Calle 5ta. No. 608 y Las Monjas, Guayaquil, Ecuador. UESDG is directed by the Congregation of Dominican Sisters of the Immaculate Conception. It was founded by Mother Hedwige Portalet and her co-foundress Mother Francoise Lohier in 1869 in the city of Toulouse, France. On December 8, 1884, it was affiliated to the Order of Preachers thanks to the intervention of Blessed Hyacinth María Cormier.

The presence of Mary Immaculate, Patroness and Mother of the Congregation, stimulates her daughters to imitate her who by virtue of the Holy Spirit preserved virgins an integral faith, a solid hope and a sincere charity. Currently the sisters are present in several countries of the world, making the Charism of Preaching the Truth and Carrying the Light of Christ a reality.

## **Mission**

UESDG is a bilingual institution that has an educational offer of international quality with Christian values; through a consolidated leadership through history for academic excellence, technology, sports, and art, under a humanist - constructivist pedagogical model from the charisma of our Congregation: Preach the Truth and carry the Light of Christ.

## **Vision**

By 2024, UESDG will have become an institution internationally recognized for providing the community with women committed to the values of the Gospel, capable of creatively facing the challenges of globalization, using critical and innovative thinking, applying skills and abilities to act as people of solidarity, peace, and respect for the environment.

UESDG is divided into two blocks. In Block 1 are middle basic, upper basic and baccalaureate. On the other hand, in Block 2 are initial, preparatory, and elementary. As mentioned above, the UESDG is bilingual, and students from kindergarten have about six hours of English per week, with subjects such as Reading and Phonics, Science, and Language Arts.

Our research project involved students from preparatory level and EFL teachers in Block 2. At the preparatory level, students from five to six years of age enjoy learning in a playful and pleasant way at the beginning of the compulsory school stage. To achieve this objective and to ensure a smooth transition from one level to another, teachers implement active and recreational learning strategies for the potential development of the students, in a pedagogical-affective environment prepared for learning the first letters and numbers and English.

The English coordination department led by MSc. Alexandra Pavón has as its main objective to offer a quality bilingual education. This is achieved with the implementation of new learning methods, strengthening the command of the English language through the development of communicative skills. Skills that will allow our students the certification of international English language exams as independent users. UESDG has an experienced academic staff trained to meet the educational demands of the current generation of students.

## **2.4 Legal framework**

This research project ensures compliance with the Ecuadorian Constitution and relevant laws governing academic research and participant rights. Ecuadorian Constitution, (2008): Articles 35 and 36 guarantee the right to education and scientific research, respectively. Additionally, Article 49 recognizes informed consent as a fundamental right.

Organic Law on Intercultural Education LOEI (2021). The Organic Law on Intercultural Education in Ecuador establishes the principles and regulations for the national education system. Some relevant aspects of the research include Article 22: Right to inclusive and equitable education; Article 26: Academic freedom and research, and Article 94: Evaluation and promotion of learning.

The LOEI (2021) in Article 4, sets forth that the Ecuadorian educational system is guided by principles of inclusion, equity, and diversity, aiming to ensure comprehensive, participatory, and democratic education for all. This law promotes non-discrimination and attention to diversity in education.

According to Organic Law of Disabilities (2012) the LOD, in Article 21, guarantees the right to inclusive education for people with disabilities, promoting accessibility and the elimination of barriers that impede their full participation in the educational system. It also



establishes the obligation to adapt environments, resources, and methodologies to ensure the inclusion of people with disabilities in education.

The Ministry of Education of Ecuador has issued various regulations and policies to promote inclusive education, such as the National Strategy for Inclusive Education and the National Plan for Training and Training in Inclusive Education. These regulations seek to strengthen teacher training, promote inclusive pedagogical practices, and provide support to educational institutions to ensure the right to quality education for all students.

Beyond legal considerations, it is important to acknowledge the supportive educational infrastructure present in both public and private institutions within Ecuador. Notably, every school possesses a designated Departamento de Consejería Estudiantil (DECE<sup>9</sup>), playing a crucial role in fostering students' academic, emotional, and personal development. These departments perform a multitude of valuable functions, including:

1. Academic Guidance: DECE counselors advise students on effective academic choices, offering crucial support for navigating their educational journeys.
2. Collaborative Problem-Solving: They actively collaborate with teachers and parents to devise strategies for addressing any challenges hindering a student's academic performance or overall well-being.
3. Positive School Environment: DECE counselors work towards cultivating a positive and supportive school climate, promoting healthy relationships and a sense of belonging within the school community.

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<sup>9</sup> Acronym for Department of Student Counseling in spanish.

## **Mental Health and Inclusivity**

Importantly, DECE plays a vital role in addressing students' emotional and mental health needs. Counselors provide a safe and confidential space for students to discuss personal and emotional concerns, such as family difficulties, peer pressure, stress, anxiety, or other life challenges.

Furthermore, DECE actively participates in identifying potential learning difficulties exhibited by students. They implement appropriate support mechanisms, such as curricular adaptations, detailed follow-up reports, and evaluations. Ultimately, their goal is to ensure inclusive education for students with diverse needs by leveraging resources like the Documento Individual de Adaptaciones Curriculares (DIAC<sup>10</sup>), which personalizes curricular pathways for children with unique requirements, irrespective of whether they have a formally diagnosed disability.

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<sup>10</sup> Acronym for Individual Curricular Adaptations Document in Spanish.

## 2.5 Table of Operationalization of variables

**Table 1**

Operationalization of Variables			
Variable	Definition	Dimension	Indicator
<b>Independent Variable:</b>  Influence of the WBT Method	WBT is a teaching method that engages all parts of the brain in learning.	1. The Whole Brain Teaching (WBT) Method.	1. Kinesthetic learning, visual learning, social emotional learning and tactile learning.
		2. Techniques in the WBT Method.	2. WBT techniques known as the Big Seven: Class yes, Classroom rules, Hands and eyes, Teach okay, Mirror words, Switch and Scoreboard Game.
		3. Benefits of WBT.	3. Benefits for Teachers:  Positive Behavior Reinforcement, Memory Retention, Student engagement and Benefits for students: Motivation, student-centered learning, cooperative learning activities

<b>Dependent Variable:</b>	Listening is the ability to accurately receive and interpret messages in the communication process.	1. Listening Skills.  2. Process of Listening.  3. Difficulties in Listening Skills on ADHD Students.  4. Strategies to Improve Listening Skills on ADHD Students.	1. Listening activities: pre, during and post listening processes.  2. Bottom-up processes and Top-down processes.  3. Inattention, Hyperactivity and Impulsivity.  4. Establishing expectations, Integrating movements, Positive reinforcement, Combat distractions.
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***Note:** Authors: Junco, J. and Preciado, L. (2023)*

## **Chapter III**

### **Methodology**

#### **3.1 Research approaches**

The research design employed in this project adopted a mixed-methods approach, leveraging the strengths of both quantitative and qualitative methodologies to generate a comprehensive and nuanced understanding of the research problem. This integrative approach facilitated triangulation of findings, strengthening the validity and reliability of the research through the examination of converging, and diverging themes across data sources (Kelle, 2022).

Specifically, the mixed-methods design sought to provide a multifaceted picture of the WBT method contributing to the development of EFL Listening skill on students with ADHD by investigating it from diverse perspectives. Also, this design aimed to unravel complex relationships and processes that might not be fully illuminated through a single-method approach. To achieve these goals, data was collected through a variety of instruments, including an interview, an observation checklist, and a survey questionnaire. This combination allowed for the quantification of factors contributing to the lack of development of EFL listening skills on students with ADHD and the influence of the WBT method in the EFL listening skills of such students through the checklist and surveys while simultaneously capturing the rich and insightful qualitative data from the interview (Lochmiller, 2021).

## **3.2 Types of research**

According to its purpose:

### ***3.2.1 Bibliographic Research***

Bibliographic research involved conducting a comprehensive review of the existing literature, including academic articles, books, research papers, and other relevant sources related to the WBT method and the development of EFL listening skills in students with ADHD. The researchers identified the key themes, theories, and empirical studies which helped to establish a solid theoretical framework for the study, providing a strong foundation for understanding the concepts, theories, and prior findings in this field. By analyzing and synthesizing information from a variety of sources, the study gained a broader context and a better understanding of the variables and helped to find out whether the WBT method is an effective technique to improve EFL listening skills in students with ADHD. The results of this bibliographic research supported the development of our research questions (Hernández González, 2023).

### ***3.2.2 Field research***

Field research allowed the researchers to collect first-hand data and evaluate real-world experiences about the development of listening skills in children with ADHD in EFL learning and the influence of the WBT method in the EFL listening skills of such students. The results provided valuable information and provided a basis for further analysis (Harvey, 2021). Field research involved the direct collection of data from participants in their natural setting, in this case, EFL teachers and students at UESDG. The researchers designed a survey questionnaire based on the knowledge acquired in the bibliographic research to assess the factors contributing to the lack of development of EFL listening skills in students with ADHD and the influence of

the WBT method in the EFL listening skills of such students. The researcher also conducted class observations and an interview with a teacher to obtain qualitative information about their experiences and behaviors during situations in which students with ADHD faced difficulties with EFL listening skills.

According to its epistemological objective:

### ***3.2.3 Descriptive research***

Descriptive research involves summarizing, organizing, and interpreting the data collected in field research. The quantitative data obtained through a survey questionnaire were analyzed to summarize the development of EFL listening skills in students with ADHD. The qualitative data from class observations and an interview were subjected to content analysis to identify recurring factors that affected ADHD students and their EFL Listening skills learning processes and the influence of the WBT method in the EFL listening skills of such students. The researchers presented the results in a clear and systematic way, using graphs, tables, and narratives to describe the relationships between the WBT method and the development of EFL listening skills in students with ADHD and their difficulties. Descriptive research helped to present an overall view of the findings, allowing the reader to understand the characteristics of the development of EFL listening skills in students with ADHD and the influence of the WBT Method in the EFL listening skills of such students. This modality contributed to the overall understanding of the research problem and helped to draw conclusions and implications based on the evidence collected (Hernández González, 2023).

### 3.3 Population

The total population was made up of six EFL teachers and a student diagnosed with ADHD attending UESDG. Notably, students with educational needs comprise a vulnerable minority group. Therefore, this research project was specifically focused on a single student, John<sup>11</sup>, age seven, who is a student diagnosed with ADHD.

### 3.4 Sample

Since the researchers were allowed to have regular contact with six teachers and the student. The total sample contained all the population. In this way, this study was able to produce more accurate results.

**Table 2**

*Population and Sample*

Nº	Details	Population	Sample	Percentage
1	Students	1	1	100%
2	Teacher	6	6	100%
	Total	7	7	100%

*Note: Authors: Junco, J. and Preciado, L. (2023)*

### 3.5 Data collection methods and techniques

#### 3.5.1 Survey

Surveys are commonly used as a research technique that involves collecting data from many participants by asking them specific questions (Avila, 2020). In this research, surveys were conducted to obtain quantitative data related to the development of EFL Listening skills in children with ADHD and the influence of the WBT Method in the EFL listening skills of

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<sup>11</sup> Name to protect the real student's identity.



such students. The survey technique allowed for the efficient collection of data from six English teachers from the UESDG. The survey was conducted online via Google forms. The items were presented in Spanish, respondents' L1, in order to get accurate results. It is important to note that the surveys were anonymous and on a volunteer basis in order to guarantee the reliability of the results.

### **3.5.2 Interview**

Interviews are a qualitative research technique that involves direct interaction between the researcher and the participants. In this research, an interview was conducted to gain a deep understanding of an English teacher's experiences, emotions, and attitudes related to the development of EFL listening skills in students with ADHD and the influence of the WBT Method in the EFL listening skills of such students. The particularity of this teacher is that she has a student diagnosed with ADHD attending her classes. A semi-structured interview was used to facilitate open and in-depth conversations with the teacher. The interview was conducted online and recorded through the zoom platform. It had a length of ten minutes and was conducted in Spanish, respondent's L1, to obtain clear and accurate answers. The interview was anonymous to protect the teacher's identity and on a volunteer basis.

### **3.5.3 Class Observation**

Class observation is a valuable tool for researchers to gain insight into the dynamics of the classroom learning environment. By observing what happens during the EFL listening class, researchers collected data on a variety of aspects, including teacher interactions with John, a student diagnosed with ADHD, and his behavior during the EFL listening activities during the class. This included how the teacher's presented information, engaged John in listening activities, and provided resources, help or techniques which helped him to learn in a better way. Factors contributing to the lack of development of EFL listening skill were analyzed

observing how students and John participated during listening tasks, answered questions, and collaborated with each other to reveal whether the WBT method is an effective approach to increase John's concentration and motivation in EFL listening classes. Finally, the class was held for sixty minutes, and the observation was carried out by the researchers.

### **3.6 Research instruments**

#### **3.6.1 Survey Questionnaire**

The survey questionnaire was designed based on the research objectives. It included questions based on a Likert scale to assess the attitudes and perceptions of respondents related to the influence of WTB method in the development of EFL listening skills in students with ADHD. The WBT method was not mentioned directly because of the possibility that some teachers may not be familiarized with the terminology. However, the main characteristics of this method were mentioned in order to establish a relationship. Respondents were asked to rate their agreement or disagreement with statements that reflected their feelings, emotions, and behaviors in situations in which they had evidenced behaviors of students with ADHD.

This survey questionnaire had seven questions. Question one obtained information on whether the listening skill was considered important in EFL learning. The next four questions asked for training experience to deal with students with ADHD and whether they have all the necessary resources in their classroom to be able to contribute to the development of EFL listening skills of such students. Finally, the last two questions collected information about the importance of a booklet based on the WBT method strategies to improve EFL listening skills of students with ADHD through the data collected.

### **3.6.2 Interview Guide**

The purpose of the interview was to identify the factors that influence the lack of development of EFL listening skills in students with ADHD. The interview guide used during this interview included several constructs. Questions one and two were directed to know about the challenges encountered during a listening class with students with ADHD. Questions three, four and five were focused on whether the teacher has the necessary resources to deal with these students and whether the department in charge was responsible for their part in helping these students who represented this minority in the classroom. The WBT method was not mentioned directly because of the possibility that the teacher may not be familiarized with the terminology. However, the main characteristics of this method were mentioned to establish a relationship.

### **3.6.3 Observation checklist**

When using an observation checklist, the researchers must ensure objectivity and avoid personal biases in the interpretation of the data. An observation checklist was designed to record and organize relevant information during the observation process and to check whether the WBT Method was applied during the EFL class. The observation sheet included seven main aspects related to the main characteristics of the WBT method. Additionally, the answers had to be checked in the yes and no boxes by the researchers to finally be analyzed.

## **3.7 Analysis and interpretation of results**

### ***3.7.1 Survey Analysis***

This survey aims to assess the use of appropriate materials and methodologies by EFL teachers when fostering listening skills development in students with ADHD.

**Mark the boxes with an X according to your experience in your English classes in which your speaking skills are developed.**

Statement	Score
Strongly Disagree	1
Disagree	2
Neither agree nor disagree	3
Agree	4
Strongly agree	5

	1	2	3	4	5
1. I consider that listening comprehension contributes to the learning of English as a foreign language in my students.					
2. I receive constant training to learn about the types of curricular adaptations that should be applied to students with ADHD.					
3. DECE provides enough support to overcome the obstacles that students with ADHD may encounter during the listening comprehension process in English classes.					
4. The classroom has enough kinesthetic materials such as blocks, toys, or musical instruments to help ADHD students concentrate during listening comprehension activities.					
5. I feel it is important to incorporate the use of clear rules, routines, and procedures to create a positive learning environment for students with ADHD during English as a foreign language class.					
6. I believe that incorporating movement and physical activity helps students stay focused and motivated during English as a foreign language class.					
7. I believe that a booklet with activities to improve listening comprehension focused on students with ADHD would benefit this group of students.					

**Table 3**

*Survey Statement 1: I consider that listening comprehension contributes to the learning of English as a foreign language in my students.*

Detail	Absolute	Relative
Strongly agree	5	83,3%
Agree	1	16,7%
Neither agree nor disagree	0	0
Disagree	0	0
Totally disagree	0	0
<b>TOTAL</b>	100	100%

*Note: Junco, J. and Preciado, L. (2023)*

**Figure 2**

*Survey Statement 1: I consider that listening skills contribute to the learning of English as a foreign language in my students.*

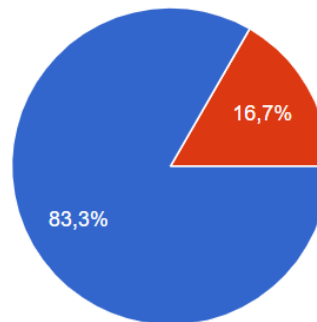
**Strongly agree**

**Agree**

**Neither agree nor disagree**

**Disagree**

**Totally disagree**



**Note:** Figure 2 shows that the 100% of the respondents affirmed the importance of listening skills for EFL learners, highlighting its recognized value in foreign language acquisition. As Syafii (2020) referred to, listening constitutes the fundamental building block of language development, which is confirmed with this survey question.

Authors: Junco, J. and Preciado, L. (2023).

**Table 4**

*Survey Statement 2: I receive constant training to learn about the types of curricular adaptations that should be applied to students with ADHD.*

Detail	Absolute	Relative
Totally agree	0	0
Agree	2	33,3%
Neither agree nor disagree	0	0
Disagree	3	50%
Totally disagree	1	16,7 %
<b>TOTAL</b>	6	100%

**Note.** Junco, J. and Preciado, L. (2023)

**Figure 3**

*Survey Statement 2: I receive constant training to learn about the types of curricular adaptations that should be applied to students with ADHD.*

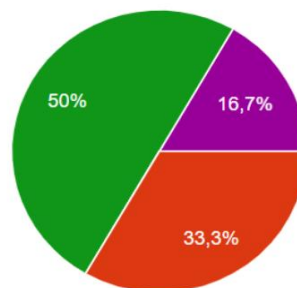
**Strongly agree**

**Agree**

**Neither agree nor disagree**

**Disagree**

**Totally disagree**



**Note:** Figure 3 shows that only 33.3% of respondents confirmed regularly receiving such training. Concerns are rising about the insufficient training most teachers receive in supporting students with ADHD in English classes.

Authors: Jomira, J. and Lourdes, P.

**Table 5**

*Survey Statement 3: DECE provides enough support to overcome the obstacles that students with ADHD may encounter during the listening comprehension process in English classes.*

Detail	Absolute	Relative
Totally agree	0	0
Agree	1	16,7%
Neither agree nor disagree	1	16,7
Disagree	3	50%
Totally disagree	1	16,7 %
<b>TOTAL</b>	6	100%

**Note.** Junco, J. and Preciado, L. (2023)

**Figure 4**

*Survey Statement 3: DECE provides enough support to overcome the obstacles that students with ADHD may encounter during the listening comprehension process in English classes.*

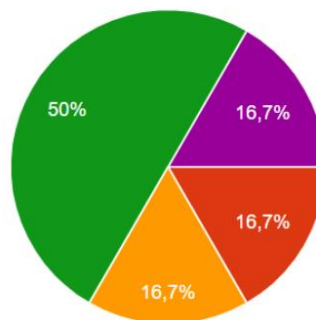
**Strongly agree**

**Agree**

**Neither agree nor disagree**

**Disagree**

**Totally disagree**



**Note:** Figure 4 shows that 66.7% of the surveyed teachers disagreed with the statement. The overall results evidence a lack of support from DECE. In fulfilling their mandate to safeguard student welfare, maintain parental communication, and equip teachers with support strategies, a collaborative approach is crucial for optimal efficacy.

Authors: Jomira, J. and Lourdes, P.

**Table 6**

*Survey Statement 4: The classroom has enough kinesthetic materials such as blocks, toys or musical instruments to help ADHD students concentrate during listening comprehension activities.*

Detail	Absolute	Relative
Totally agree	2	16,7%
Agree	3	50%
Neither agree nor disagree	0	0
Disagree	1	16,7%
Totally disagree	0	0
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

**Note.** Junco, J. and Preciado, L. (2023)

**Figure 5**

*Survey Statement 4: The classroom has enough kinesthetic materials such as blocks, toys or musical instruments to help ADHD students concentrate during listening activities.*

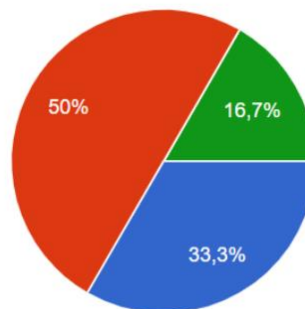
**Strongly agree**

**Agree**

**Neither agree nor disagree**

**Disagree**

**Totally disagree**



**Note:** Figure 5 shows the availability of kinesthetic materials for ADHD children during EFL listening activities in classrooms received positive endorsement from a substantial proportion of 83.3% of respondents. Therefore, the availability of materials facilitates the implementation of pedagogical strategies that promote meaningful learning and enhance language acquisition for students. As established before by Abbass (2019), implementing this kind of material is important to maintain ADHD students' concentration and motivation.

Authors: Jomira, J. and Lourdes, P.



**Table 7**

*Survey Statement 5: I feel it is important to incorporate the use of clear rules, routines, and procedures to create a positive learning environment for students with ADHD during English as a foreign language class.*

Detail	Absolute	Relative
Totally agree	5	83,3%
Agree	1	16,7 %
Neither agree nor disagree	0	0
Disagree	0	0
Totally disagree	0	0
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

**Note.** Junco, J. and Preciado, L. (2023)

**Figure 6**

*Survey Statement 5: I feel it is important to incorporate the use of clear rules, routines, and procedures to create a positive learning environment for students with ADHD during English as a foreign language class.*

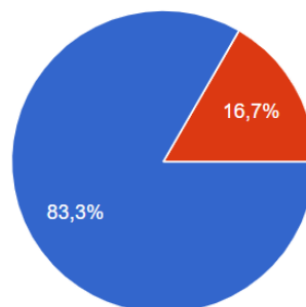
**Strongly agree**

**Agree**

**Neither agree nor disagree**

**Disagree**

**Totally disagree**



**Note:** Figure 6 shows that the importance of incorporating clear rules, routines, and procedures to create a positive learning environment for students with ADHD during EFL class garnered widespread agreement of 100% among respondents. Establishing routines helps to create a productive and calm environment, facilitating effective and efficient learning, which is confirmed in the Big Seven strategies called “Classroom rules” established by Siami (2020)

Authors: Jomira, J. and Lourdes, P.

**Table 8**

*Survey Statement 6: I believe that incorporating movement and physical activity helps students stay focused and motivated during English as a foreign language class.*

Detail	Absolute	Relative
Totally agree	4	66,7%
Agree	2	33,3%
Neither agree nor disagree	0	0
Disagree	0	0
Totally disagree	0	0
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

**Note.** Junco, J. and Preciado, L. (2023)

**Figure 7**

*Survey Statement 6: I believe that incorporating movement and physical activity helps students stay focused and motivated during English as a foreign language class.*

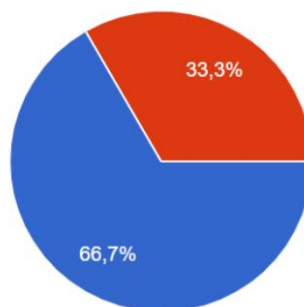
**Strongly agree**

**Agree**

**Neither agree nor disagree**

**Disagree**

**Totally disagree**



**Note:** Figure 7 shows that 100% of respondents expressed the belief that incorporating movement and physical activity into EFL classes enhances student focus and motivation.

The playful nature of the gestures transforms learning into an enjoyable experience which governs emotions and motivation (Siami, 2023). These characteristics of the WBT allows ADHD students to create a safe environment and keep motivated.

Authors: Jomira, J. and Lourdes, P.

**Table 9**

*Survey Statement 7: I believe that a booklet with activities to improve listening comprehension focused on students with ADHD would benefit this group of students.*

Detail	Absolute	Relative
Totally agree	4	66,7%
Agree	1	16,7%
Neither agree nor disagree	0	0
Disagree	1	16,7%
Totally disagree	0	0
<b>TOTAL</b>	<b>6</b>	<b>100%</b>

**Note.** Junco, J. and Preciado, L. (2023)

**Figure 8**

*Survey Statement 7: I believe that a booklet with activities to improve listening comprehension focused on students with ADHD would benefit this group of students.*

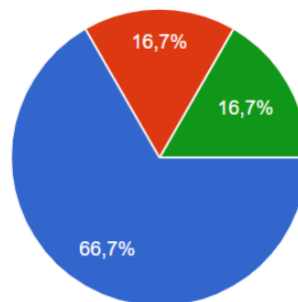
**Strongly agree**

**Agree**

**Neither agree nor disagree**

**Disagree**

**Totally disagree**



**Note:** Figure 8 shows the potential benefits of a booklet containing WBT method activities specifically designed to improve EFL listening skills of students with ADHD were overwhelmingly acknowledged by respondents, with a resounding 83.4% expressing strong agreement. During the survey, the method was not mentioned, however, its characteristics were. We have shown that the aforementioned characteristics have mostly been accepted as a positive influence on ADHD students for learning EFL listening skills. Therefore, it is viable to apply this proposal for the benefit of these students.

Authors: Jomira, J. and Lourdes, P.

### ***3.7.2 Analysis of the interview***

1. What do you consider an inclusive classroom?
2. What are the main challenges English teachers face when teaching listening comprehension to students with ADHD?
3. What kind of curricular adaptations do you make while teaching listening comprehension to students with ADHD? How does this help you improve the quality of your English class?
4. What strategies have you found most effective in managing student behavior during listening comprehension activities in English class?
5. Do you receive any support services for your students with ADHD from the DECE department at school?
6. Do you think that a booklet with activities focused on teachers to improve listening comprehension in students with ADHD would benefit this group of students? Why?

Jhon's EFL teacher was surveyed, as mentioned above. John is a student from preparatory level who has ADHD. He has a paraprofessional teacher in the classroom to support Spanish and English teachers. The main objective of this interview was to learn about her teaching methodology with John, the difficulties she experiences when performing EFL listening comprehension activities.

In her first year teaching a student with NEE (specifically ADHD), the teacher identified attention engagement as the main challenge in her classroom. She conducted shorter, more focused activities to increase John's motivation and maintain the attention of the whole class. This aligns with the characteristics of the WBT Method which would therefore confirm that the method has a positive influence on the development of EFL listening skills.

Also, she mentioned that one of the biggest challenges has been to capture John's attention. Therefore, his attention can be considerably increased by applying the technique

"Class-Yes" as stated by Siami (2023) influenced by the WBT method. The "Class-Yes" attention Grabber effectively captures students' attention by utilizing the simple prompt "Class" said by the teacher and "Yes" is received as a response said by the students. In this way, John's teacher can readily activate his focus and prepare him for the day's learning.

Additionally, the teacher claimed that during the anticipation stage, she mentions all the activities to be performed during the class to familiarize students with the content. This strategy, characteristic of the WBT method, encourages and establishes clear expectations, promoting positive behavior and addressing negative behavior constructively (Sontillano, 2018), which confirms the potential benefit of implementing the WBT method in teaching EFL listening skills to students with ADHD.

In addition, she emphasized that the DECE department does not monitor the progress of NEE students, indicating that teachers should seek strategies on their own initiative. However, if DECE were involved, certainly their classes could improve significantly. Finally, the teacher expressed that a booklet based on strategies to improve EFL listening skills of students with ADHD can contribute significantly to improving teaching strategies and student success. Therefore, the elaboration of a booklet with such material can potentially benefit the student and teacher community, particularly at UESDG.

### 3.7.3 Analysis of Observation

Aspects of observation	Yes	No
The teacher uses special strategies, such as visual cues, written instructions, checklists, and visual timers, to capture and hold the learner's attention.		
The teacher uses activities such as brainstorming, word clouds in preparing students for active listening and comprehension.		
The teacher explained instructions of the tasks to be performed in a personalized way.		
The teacher incorporates movements and physical activity to keep her students motivated during the English as a foreign language class.		
The teacher uses group activities for the student to connect with their peers and actively participate.		
The classroom is equipped with kinesthetic materials such as blocks, toys, musical instruments to help students concentrate, follow instructions, and participate in the activities during the EFL class.		
The teacher provides the necessary strategies for the student to communicate in English in the classroom.		
The workbook contains listening activities focused on students with ADHD.		
<b>Notes:</b>		

The statements of the observation checklist confirmed some of the answers obtained through the surveys and the interview. We could emphasize that it was difficult for the teacher to maintain control of her students. Although it is true that while the teacher applied breathing techniques, the students followed the instructions, this could only be achieved for a few minutes. According to Muthukrishnan (2019), WBT seamlessly blends direct instruction with cooperative learning strategies which told us that using WBT techniques could be an effective way to make the students focus for a long time.

It was evidenced that the teacher did not perform pre-listening activities. Instead, she simply showed flashcards to reinforce the vocabulary but during listening activities, the students were really confused. As Djaborova (2020) stated, pre-listening activities are essential introductory activities that help students prepare for listening activities. They focus

on identifying key words, unfamiliar words, and useful constructions. The goal is to generate interest and self-confidence in students and to make comprehension easier.

Referring to Abbass's (2019) principles of the WBT method, the classroom brimmed with vibrant tools like puppets, musical instruments, and colorful books. It was observed that students who completed their tasks early could unwind and play in the designated "home corner," creating a safe and engaging space that prioritizes movement, music, and exploration.

## **Chapter IV**

### **Proposal**

#### **4.1 Topic of the proposal**

A booklet with WBT method activities to improve EFL listening skills of students with ADHD.

#### **4.2 Background**

Our data revealed a critical gap in support from the DECE department, responsible for training teachers in curricular adaptations for NEE students. Despite their mandated role in providing comprehensive support, classroom observations exposed teacher struggles with classroom management, student non-compliance, and student confusion regarding EFL listening activities. Furthermore, the inherent attention difficulties of ADHD students were evident, as Jhon, a student with ADHD, required frequent classroom exits every fifteen minutes, hindering their engagement in both English lessons and EFL listening activities. Notably, teachers lacked sufficient training to effectively cater to students with ADHD and other NEE students, relying on self-taught strategies and improvising solutions for managing these students within the EFL listening skills context. This highlights a concerning lack of specialized strategies for supporting NEE students, particularly students with ADHD, while simultaneously developing their EFL listening skills.

#### **4.3 Justification**

Bridging the gap in training for EFL teachers supporting students with ADHD and their listening challenges, this booklet champions the WBT method as a game-changer. By delving into ADHD's unique impact on EFL listening and showcasing WBT's power to boost



concentration and inclusivity, it equips educators with practical strategies. This comprehensive guide empowers teachers, aspiring educators, and even community members to support ADHD students during EFL listening activities through WBT, ultimately fostering a more inclusive and impactful learning environment. In essence, this booklet equips educators with tools to unlock the listening potential of ADHD students within EFL classrooms, utilizing the transformative power of the WBT method.

## **4.4 Objectives**

### ***4.4.1 General objective***

To improve the EFL listening skills of students with ADHD through activities based on the WBT method.

### ***4.4.2 Specific objectives***

- To increase ADHD student engagement and motivation through strategies based on the WBT method.
- To point out the importance of implementing the WBT method to develop the EFL listening skills of students with ADHD.
- To motivate EFL teachers in the implementation of the WBT method to develop the EFL listening skills of students with ADHD.

## **4.5 Methodology**

This booklet is based on the WBT method which emphasizes active learning, in which the learner makes connections that tap both brain hemispheres (Patte, 2019). This method also has benefits for teachers and students to develop EFL listening skills by creating comprehensive engagement that leads to enhanced attention, skill development, and facilitating

the achievement of learning objectives set within each lesson. The WBT method is evident in each lesson of the booklet either in the pre listening or the post listening activities.

In addition, our proposal is based on constructivism. From the pedagogical-didactic aspect, this booklet emphasizes the active role of students in the construction of their own knowledge which is the main purpose of constructivism (Erbil, 2020). These listening activities exposed in the booklet not only improve listening comprehension, but also contribute to the development of concentration, as students actively participate in the learning process. By using this booklet, teachers can create optimal conditions for students to develop their listening skills using previous experiences and meaningful learning. These characteristics are based on constructivism, a movement led by Vygotsky. This booklet will allow students to generate new skills with curricular adaptations that will facilitate the learning of students with ADHD.

Another pedagogical strategy applied is the ZPD, a concept created by Vygotsky (Newman, 2021), which helps to acquire a wide variety of skills with the assistance of other more capable peers or adults who serve as guides. The ZPD allows the teacher to orient himself on what the student can do independently or under his direction or help, which is evidenced in the development of the booklet which would be used by the student with ADHD and guided in turn by the teacher. During the lessons in this booklet the EFL teacher is guided step by step on what to do to guide the student to correctly perform pre listening, during listening and post listening, which shows that the booklet is guided by the teacher in such a way that he supervises the student in this case and helps him with strategies so that the listening skills process can be developed correctly.

## **4.6 Description of the Proposal**

This booklet is created to guide the teacher using techniques based on the WBT method. This proposal has attention grabbers, the proper listening processes to follow, and a curriculum adaptation, all aspects of the WBT method. This proposal also contains an explanation of how to implement these techniques when reinforcing vocabulary, working in the classroom, assessing external distracting factors. Therefore, children with NEE, especially ADHD, will not be easily distracted and can be comfortable while performing the EFL listening activities in this booklet.

The design of this proposal aims to provide educators with useful information and techniques to address the challenges faced by students with ADHD when developing their EFL listening skills. The activities in this booklet are based on the same activities found in the regular student book used in their EFL classes. These activities are printables and were presented with curricular adaptations that adapt strategies of the WBT method in listening processes. The booklet is divided into four units, each one of them has two listening lessons, detailing the step by step that the teacher must carry out. The student activities contain pictures and colors because at this level of study the student have not yet learned how to read. Additionally, in the annexes section you will find the stickers to be used during the lessons. The tool used for designing this proposal was Canva, which helped us to organize all the information. The links to the listening tracks are attached below each lesson, so that teachers and students can access them and listen as many times as necessary to complete the activities.

To improve the EFL listening skills of students with ADHD through activities based on the WBT method, this booklet is divided into four units, which are presented below:

**INTRODUCTION: Understanding WBT method**

UNIT 1: CLASS MATERIALS

UNIT 2: PARTS OF THE BODY

UNIT 3: MEANS OF TRANSPORTATION

UNIT 4: PART OF THE HOUSE

## **4.7 Feasibility**

### **Human feasibility**

To develop this project, communication between the researchers and the institution was essential to facilitate the development of the research. The researchers had the collaboration of both the teacher and the students to assess the research problem, allowing open access to the institution. The English teacher in charge participated willingly in the interview, providing not only answers but also guidance to the students during the surveys. Due to these collaborative and supportive efforts, it is believed that this aspect of feasibility is adequately addressed, promoting the search for academic improvement for students with ADHD.

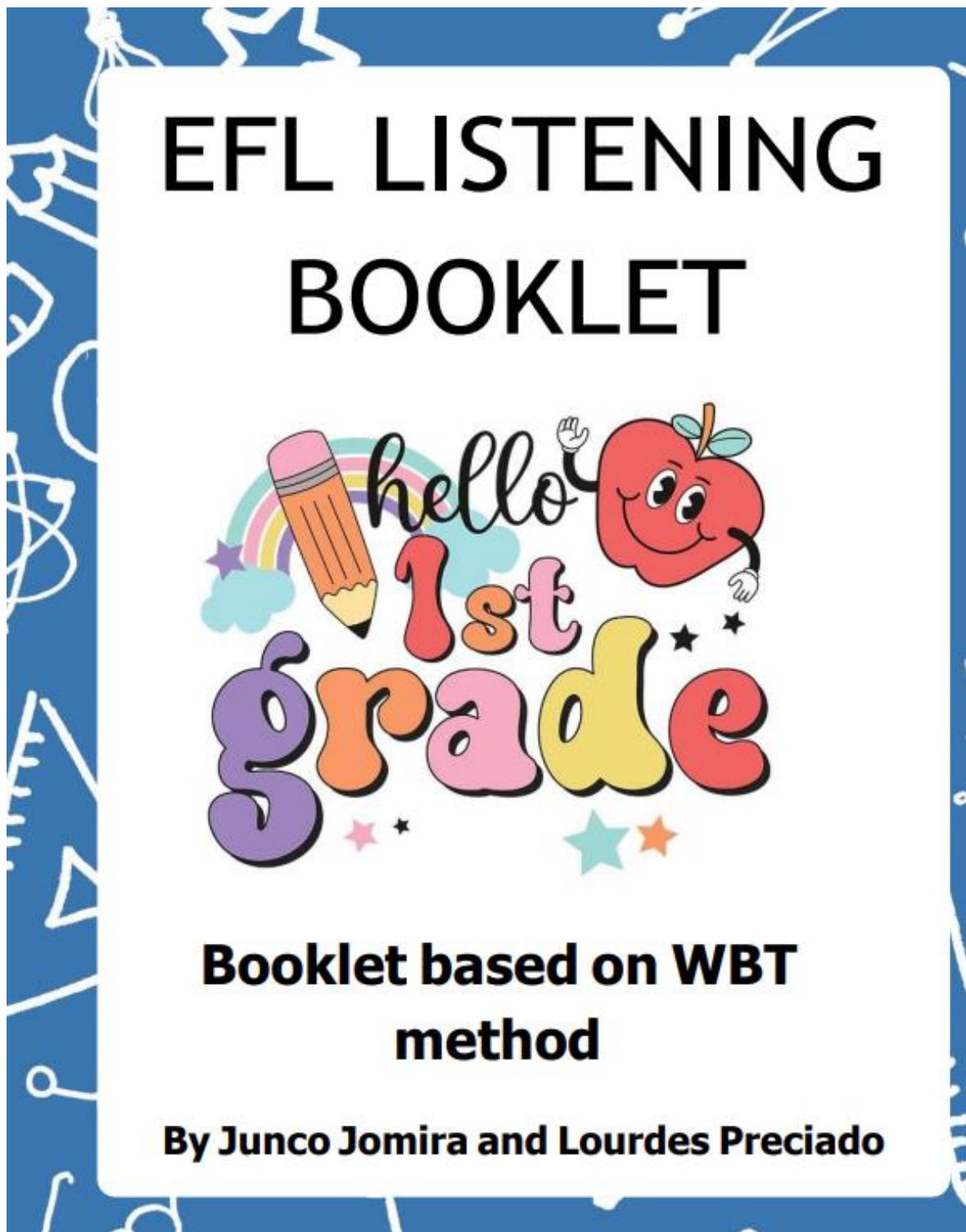
### **Economic feasibility**

This research project has no interest in imposing any financial burden on the institution, intending to be a significant benefit to the educational community. For this reason, the researchers have covered all the costs associated with the creation of this proposal and have ensured that access to information and learning from it can be done without incurring any costs. There is no commercial motive in this project; teachers and students who need to use this proposal can do so without any charge. It is free to use and does not require any specialized training or equipment.

## **Legal feasibility**

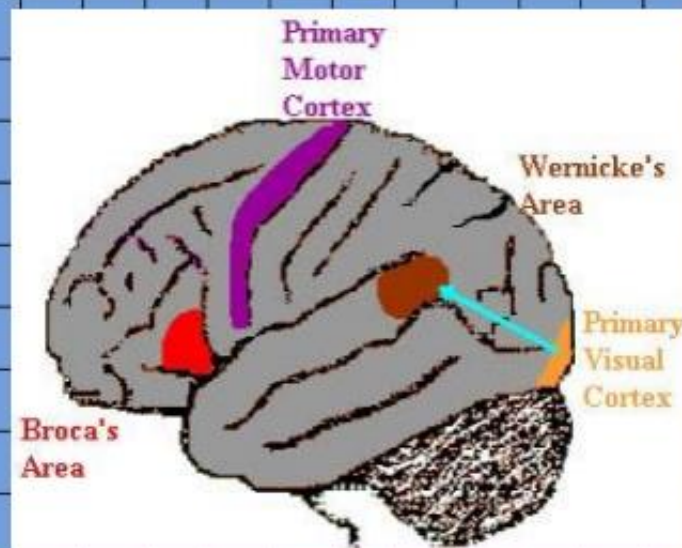
The present proposal considers the essential laws that ensure education as a fundamental right, guaranteed by the state to ensure a promising future and a full life for its citizens. The proposal is also aligned with the laws and regulations of Ecuador, which promote inclusive education for all students. In addition, this project coincides with what is required to achieve in the development of EFL listening skills according to the National Curriculum Guidelines. The Organic LOEI establishes the principles and norms of the national educational system, in its article four establishes that the Ecuadorian educational system is governed by the principles of inclusion, equity and diversity, with the purpose of ensuring an integral, participatory, and democratic education for all. This law promotes non-discrimination and attention to diversity in education.

#### 4.8 Proposal



# Understanding WBT Method

WBT, a method conceived by Tracey Tokas in 1999, stands as a highly interactive and captivating teaching approach tailored to stimulate all brain regions.



# Benefit for teachers

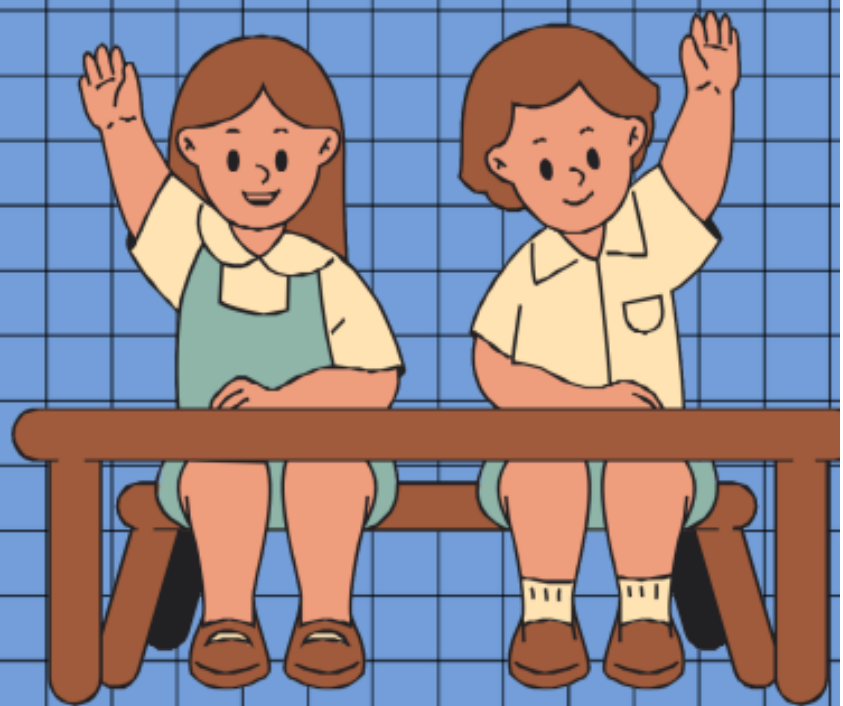
1. Positive Behavior Reinforcement
2. Memory Retention
3. Student engagement





# Benefit for students

1. Motivation
- 2.- Student-centered learning
- 3.- Cooperative learning activities



# BOOKLET CONTENT:

**UNIT 1: CLASS MATERIALS**

**UNIT 2: PART OF THE  
BODY**

**UNIT 3: MEANS OF  
TRANSPORTATION**

**UNIT 4: PARTS OF THE  
HOUSE**



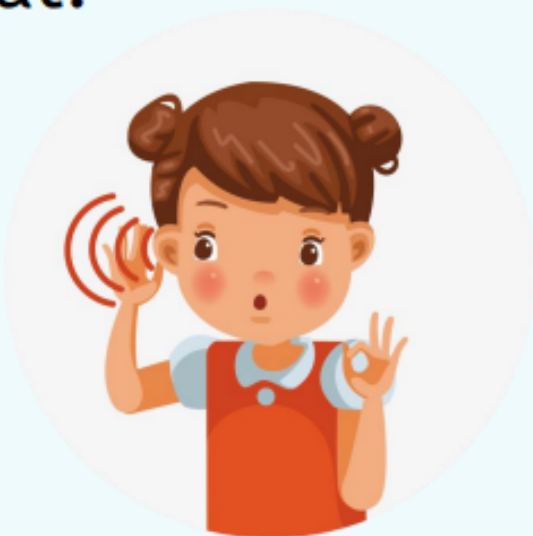
# **UNIT 1**

## **Class materials**

# Application

Listening skills objective:

- To provide contextualized examples of vocabulary related to the classroom and opportunities for the students to listen and repeat.



# UNIT 1

## Class materials

### VOCABULARY

- **scissors**
- **crayons**
- **pencil**
- **eraser**
- **book**
- **glue**



# LESSON 1

# UNIT 1

## Class materials Teacher's guide

### **Pre listening activities :**

The teacher hides class materials in a box and describe the item to the group. The group have to guess what the object is.

### **Class/yes technique:**

**Teacher:** "Class! Show me a thumbs-up if you're ready to learn!"

**Students:** (show thumbs-up)

## **During listening activities:**

The teacher tells students to stick.

Draw and color. Sing.

## **Curricular adaptations:**

- Use a timer to keep students focused.
- Give students opportunities to move around during the activity.





## **Post listening activities:**

Let students use playdough to create their own class materials.

Encourage them to share their creations and describe them to their classmates.

The teacher encourage students to draw what they learned about class material in their drawing journals.



# Student's activity

## Check Cut-out annexes



audio link:

<http://bit.ly/3u94Vqq>



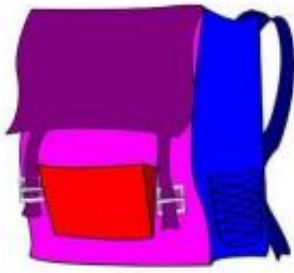
# LESSON 2

## **Pre listening activities:**

### **Score game technique:**

The teacher prepares flashcards with pictures or names of various class materials. Divide students into pairs and have them play a matching game, either matching pictures to names or vice versa. (cut flashcards from next page)





ESLFlashcards.com

Classroom Objects



ESLFlashcards.com

Classroom Objects



ESLFlashcards.com

Classroom Objects



ESLFlashcards.com

Classroom Objects



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Classroom Objects



ESLFlashcards.com

Classroom Objects



## **During listening activities:**

Listen and match.

## **Curricular adaptations:**

- The teacher provides visual support. Use pictures, graphs or diagrams to help students understand instruction.
- The teacher provides frequent breaks during listening activities for students with ADHD so they can move around and relax.



# Post listening activities

## The mirrors words technique

**Teacher:** holds up a ruler and say, "I'm Longy, the ruler, and I like to..." (make a swishing sound).

**Students:** "Swish, swish, swish!"  
(Mirror the sound)

Repeat with other objects, using their names and unique actions:

- Pen: "Scribble, scribble, scribble!"



# Student's activity

## Lesson 8

Listen and match. 1.26



books



pencils



board

10

Kindergarten DVD Clean up  
Vocabulary: pencils, board, books



audio link:

<https://bit.ly/3ubiMN4>





# **UNIT 2**

## **Parts of the body**

# Application

Listening skills objective:

- To provide contextualized examples of vocabulary related to the body and opportunities for the students to listen and repeat.

LISTEN.  
LISTEN...



# UNIT 2

## Parts of the body

### VOCABULARY

- head
- body
- arms
- legs
- hands
- feet



# LESSON 1

# UNIT 2

## Parts of the body Teacher's guide

### Pre listening:

#### The Switch technique

Switch to a different body part without verbal instructions: Simply make the switch cue and have students guess the new body part based on your actions.

Switch with a movement: Incorporate actions along with the body parts (e.g., "Touch your toes and jump!" or "Wiggle your ears and spin around!").



## **During listening activities**

Stick and circle. Sing

### **Curricular adaptations:**

- First, glue the body parts together. Then, enclose the body parts. Finally, sing the song.
- The teacher offers headphones. This can help reduce distractions and help children focus on the song.



## Post listening activities:

The teacher provides students with construction paper, markers, and crayons. Ask them to create a collage of different body parts. Students can cut out shapes from the construction paper and decorate them with markers or crayons.





# Student's activity

## Check Cut-out annexes



audio link:  
<https://bit.ly/47Qx3fU>



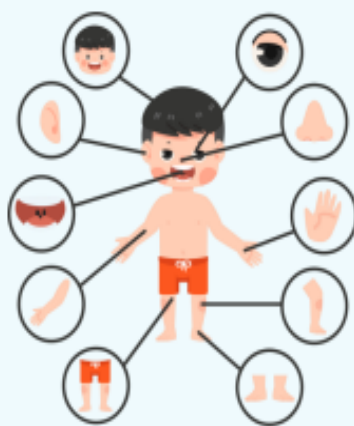


# LESSON 2

## Pre listening activities:

Body Part Chart: Brainstorm with students and create a chart on the board listing common body parts they already know.

Encourage them to name and point to each body part on themselves.



## **During listening activities:**

Listen and circle.



## **Curricular adaptations:**

- The teacher gives frequent feedback can help students with ADHD stay focused and motivated.
- The teacher provides a list of body parts to be locked in. This will help the student concentrate on the task and avoid getting lost.
- The teacher provides visual support. Using visual aids can help students with ADHD follow directions and complete tasks.

## **Post listening activities:**

### **Score board technique:**

Teacher: divides the class into two teams.

Teacher: creates a giant Body Bingo board on the board or wall, with each square featuring a picture of a different body part (head, eyes, nose, ears, mouth, arms, legs, etc.).

# Student's activity

Check Cut-out annexes

Listen and circle



Story Structures: Look at my ...  
Vocabulary: parts of the body

17

audio link:

<https://bit.ly/47Wwz7Y>



# **UNIT 3**

## **Means of transportation**

# Application

Listening skills objective:

- To provide contextualized examples of vocabulary related to different vehicles and opportunities for the students to listen and repeat.



# UNIT 3

## Means of transportation VOCABULARY

- boat
- taxi
- plain
- train
- bus
- car





# LESSON 1

# UNIT 3

## Means of transportation

**Pre listening activities:**

### **Step #1**

Transportation Brainstorm: The teacher starts with a brainstorming session on the board. Ask students to name different vehicles they know or have seen. List them on the chart paper, creating a visual reference point.



## Step #2

### **“Hands and eyes” technique; Attention, Listen up!**

Eyes, eyes, look at the teacher (Eyes wide open, focus on the teacher's face)

Ears, ears, listen to the teacher (Cup hands around ears, tilt head slightly)

Hands, hands, on my desk (Place hands flat on the desk, ready to learn)



## **During listening activities**

Color and stick. Sing/Listen and tick.

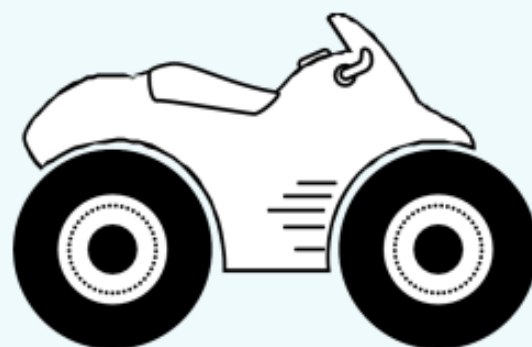
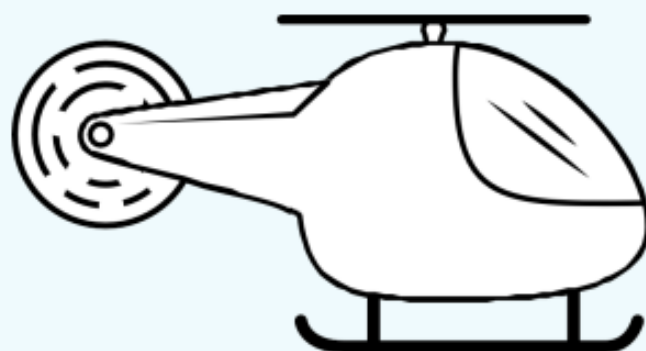
### **Curricular Adaptations**

- The teacher uses a sheet of pictures to color. The teacher can provide children with a space on the floor to color and paste. (cut yhe next page to this curricular adaptation)



# TRANSPORTATION

---

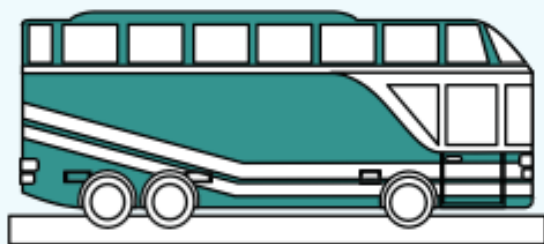


- The Teacher offers children the option of listening to instruction with headphones. This can help reduce distractions and help students focus on the instruction.
- The teacher provides children with additional time to complete the task.



## Post listening activities

**The teach okay technique:** Move it! The teacher adds movement actions for different vehicles within the call and response. For example, imitate car driving gestures for cars or flapping arms for airplanes. The teacher provides students with large sheets of paper, markers, and crayons. Encourage them to draw their favorite means of transportation, adding details and colors.





# Student's activity

## Check Cut-out annexes



audio link:  
<https://bit.ly/3S7nW4E>





# LESSON 2

### **Pre listening activities**

**Guess the Riddles:** Play a quick game of transportation riddles. Describe a vehicle's characteristics without naming it, and have students guess what it is. This activates their prior knowledge and anticipation.



## **During listening activities:**

Listen and tick.

### **Curricular adaptations:**

- The Teacher uses pictures or symbols to represent the answer choices.
- The Teacher offers children the option of listening to instruction with headphones.



## **Post listening activities:**




**Travel Scene Illustration:** Provide students with worksheet with blank transportation scenes or drawing paper. Ask them to illustrate a scene showing one or more means of transport. Encourage them to add details like landscapes, passengers, and animals.








# Student's activity


## Check Cut-out annexes

Listen and tick

①      
☐ ☐ ☐

②      
☐ ☐ ☐

③      
☐ ☐ ☐

 Story Structure: Let's go by...  
Vocabulary: vehicles

27

audio link:  
<https://bit.ly/3SdQv0m>



# UNIT 4

## Parts of the house

# Application

Listening skills objective:

- To provide contextualized examples of vocabulary related to houses and opportunities for the students to listen and repeat.



# UNIT 4

## Parts of the house

### VOCABULARY

- house
- walls
- window
- door
- floor
- roof





# LESSON 1

# UNIT 4

## Parts of the house

**Pre listening activities:**

**Step #1**

**Classroom rules technique:**

"Respectful House Visitors":

Remind students that during the pre-listening activities, they'll be like guests visiting different parts of a house. Discuss how they can apply classroom rules like "listen when others speak" and "raise your hand to share" while being "respectful visitors" in each room.

## **Step #2**

**Picture Show:** The teacher shows pictures or flashcards of different parts of the house and have students name them. You can ask additional questions like "What do we do in this room?" or "What furniture might you find here?" (cut the flashcards from next page)

**During listening activities:**

Stick, circle and count. Sing.

**Curricular adaptations:**

- The teacher can provide students with a worksheet with pictures of the actions to be performed.

# The House

## Basic Vocabulary



house



kitchen



dining room



bedroom



living room



bathroom



garden



window



ceiling



floor



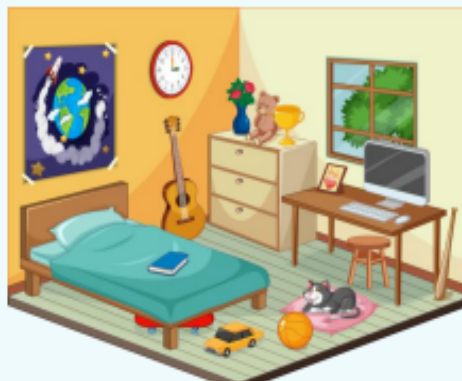
door



wall

## Post listening activities

**House Movement Game:** Play a movement game related to different parts of the house. Choose music with different rhythms and tempos. When the music plays, students can move around the room imitating the actions that happen in specific parts of the house (e.g., jumping in the bedroom, washing hands in the bathroom, eating at the table in the kitchen).



**House Hunt:** Hide pictures or flashcards of different parts of the house around the classroom. Students can go on a "house hunt," find the parts, and name them aloud.





# Student's activity

## Check Cut-out annexes



audio link:  
<https://bit.ly/42cgqtX>



# LESSON 2



## **Pre-listening activities:**

### **Step #1**

**Guess the Riddle:** Play a quick game of riddles about different parts of the house. Describe a part without naming it, and have students guess what it is.

### **Step #2**

#### **The Teach-okay technique:**

- The teacher pretends to relax on an imaginary couch or chair in the classroom.
- The teacher and students can also mime reading a book or watching a movie on the projector screen (pretend TV).

## **During listening activities:**

Listen and circle. Sing.

## **Curricular adaptations:**

- The teacher uses colorful and large images.
- The teacher divides the instructions step by step.
- The teacher uses headphones to reduce background noise.



## Post-listening activities:

**House Hopping:** Draw outlines of different rooms on the floor (living room, kitchen, bedroom, etc.). Play music and call out different rooms. Students hop to the corresponding room when they hear its name.



# Student's activity

Check cut-out annexes

Listen and color. Sing



38

Smart topic DVD Rooms  
Vocabulary: bathroom, kitchen, living room, bedroom



audio link:

<https://bit.ly/3HxJPp1>



# CUT-OUT ANNEXES



# Ståcker section



# Ståcker section



## Conclusions

According to the accomplishment of the general and specific objectives of the present study, the following conclusions have been reached:

- There are some factors contributing to the lack of development of EFL listening skills of students with ADHD. This group of students have difficulty maintaining their concentration and motivation. In addition, the hyperactivity inherent to their condition prevents them from fully engaging in the process of developing EFL listening skills. Consequently, this condition itself brings some academic problems, which cannot be easily managed by teachers.
- It is concluded that teachers do not have sufficient knowledge of the WBT method, but they do apply some techniques that characterize this method. On the other hand, it is evident that applying these strategies such as movements, sounds or visual aids are essential for ADHD students.
- Although the WBT method was not mentioned as such during the application of data collection methods and techniques, its characteristics were. Therefore, it became evident that the EFL teachers agree that the method and its characteristics are suitable to help improve EFL listening skills, particularly with ADHD students.
- A booklet based on the WBT method would help students with ADHD develop their listening skills through the step-by-step guidance of the teacher. By implementing the curricular adaptations, students with ADHD would have the opportunity to capture their attention for prolonged periods of time, experience meaningful learning and above all will be the maker of their own knowledge through meaningful activities.



- Finally, due to all the previous conclusions, it is shown that a booklet with EFL listening skills based on the WBT method is likely to have a positive impact on improving EFL listening skills of ADHD students and their motivation.

### **Recommendations**

- It is recommended that teachers implement activities that promote body movements, so that students with ADHD can engage more easily and effectively.
- Furthermore, it is recommended that teachers use activities that capture the attention of students, encourage collaborative learning, the autonomy of each student, and ensure that their classes take place in the different spaces of the school.
- It is recommended that teachers implement the use of the WBT method for students with ADHD because it helps develop all parts of the brain which would be positive for improving listening skills in the classroom.
- Finally, it is suggested that the strategies found in the booklet can be applied correctly by teachers, taking into account the curricular adaptations of each lesson.
- Besides, the teacher should apply WBT strategies as an instrument to adapt the activities proposed in the English modules provided by the Ministry of Education to make students feel motivated.
- It is recommended that teachers evaluate other strategies for ADHD students not included in this project that can be advantageous when facing similar problems related to ADHD students.

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## Appendixes

### Documents



#### ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE INTEGRACIÓN CURRICULAR

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

##### TRABAJO DE INTEGRACIÓN CURRICULAR

Nombre de la propuesta de trabajo de Integración Curricular:	<b>TOPIC: The Influence of the Whole Brain Teaching Method in the Development of EFL Listening Skills in Students with Attention-Deficit / Hyperactivity Disorder.</b> <i>Proposal: A booklet with Whole Brain Teaching Method activities to improve EFL listening skills of students with Attention-Deficit/Hyperactivity Disorder.</i>		
Nombres y Apellidos del estudiante (s)	<b>JOMIRA THAIS JUNCO LOZANO</b> <b>LOURDES HAIDEE PRECIADO CEDEÑO</b>		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Pedagogía de los Idiomas Nacionales y Extranjeros
Línea de Investigación	Estrategias Educativas Integradoras e Inclusivas	Sub-línea de Investigación	Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras
Fecha de presentación de la propuesta de trabajo de Integración Curricular	11 – 10 – 2023	Fecha de evaluación de la propuesta de trabajo de Integración Curricular	

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

☐  
☐  
☐

APROBADO  
APROBADO CON OBSERVACIONES  
NO APROBADO

Firma del presidente del Consejo de Facultad o su delegado  
CC: MSc. Sara Anaguano - Directora de Carrera  
MSc. Israel Bravo - Gestor de Integración Curricular (Titulación)

**ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE INTEGRACIÓN  
CURRICULAR**

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Guayaquil, 11 de octubre del 2023

MÁSTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

De nuestra consideración:

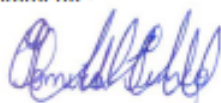
Nosotros, JOSE MIGUEL CAMPUZANO DIAZ, docente tutor del trabajo de Integración Curricular y el o los estudiantes(s) JOMIRA THAIS JUNCO LOZANO Y LOURDES HAIDEE PRECIADO CEDEÑO de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario MARTES Y JUEVES A LAS 19 HORAS, durante el periodo ordinario del presente proceso de Titulación.

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 %.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso de Integración Curricular, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de Integración Curricular, haber aprobado las fases previas de tutorías y revisión. Agradeciendo la atención, quedamos de Ud.

Atentamente



**Firma**  
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JOSE MIGUEL  
CAMPUZANO  
DIAZ

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15:13:15 -05'00'

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

Tutor: JOSE MIGUEL CAMPUZANO DIAZ

Tipo de trabajo de Integración Curricular: Proyecto de Investigación

Título del trabajo: **The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder.**

Propuesta: **A booklet with Whole Brain Teaching Method activities to improve EFL listening skills of students with Attention-Deficit/Hyperactivity Disorder.**

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	10/10/2023	Revision of topic and proposal	19:00	20:00	Change of topic and proposal
2	12/10/2023	Socialisation of the topic	19:00	20:00	Research on the subject and variables.
3	17/10/2023	Introduction to chapter II	19:00	20:00	Development of chapter II.
4	19/10/2023	Explanation of research background	19:00	20:00	Development of research background
5	24/10/2023	Revision and correction of research background	19:00	20:00	Development of theoretical research background
6	26/10/2023	Explanation of theoretical framework	19:00	20:00	Development of theoretical framework
7	7/11/2023	Revision and correction of theoretical framework	19:00	20:00	Correction of theoretical framework
8	9/11/2023	Revision and correction of theoretical framework	19:00	20:00	Correction of theoretical framework
9	14/11/2023	Revision and correction of theoretical framework	19:00	20:00	Correction of theoretical framework
10	16/11/2023	Explanation of contextual framework	19:00	20:00	Development of contextual framework
11	21/11/2023	Revision and correction of contextual framework	19:00	20:00	Correction of contextual framework
12	23/11/2023	Revision and correction of contextual framework	19:00	20:00	Correction of contextual framework
13	28/11/2023	Explanation of legal framework	19:00	20:00	Development of legal framework
14	30/11/2023	Revision and correction of legal framework	19:00	20:00	Correction of legal framework
15	05/12/2023	Operationalization of variables	19:00	20:00	Development of operationalization of variables
16	07/12/2023	Introduction to chapter III	19:00	20:00	Development of chapter II
17	12/12/2023	Explanation of research approaches	19:00	20:00	Development of research approaches
18	14/12/2023	Revision and correction of research approaches	19:00	20:00	Correction of research approaches

19	19/12/2023	Revision and correction of research approaches	19:00	20:00	Correction of research approaches
20	02/01/2024	Explanation of types of research	19:00	20:00	Development of types of research
21	04/01/2024	Revision and correction of research instruments	19:00	20:00	Correction of research instruments
22	09/01/2024	Explanation of population and sample	19:00	20:00	Development of population and sample
23	11/01/2024	Analysis and interpretation of results	19:00	20:00	Development of Analysis and interpretation of results
24	16/01/2024	Revision of analysis of results	19:00	20:00	Correction of analysis and interpretation of results
25	18/01/2024	Explanation of chapter I	19:00	20:00	Development of chapter I
26	23/01/2024	Revision and correction of chapter I	19:00	20:00	Correction of chapter I
27	25/01/2024	Explanation of chapter IV	19:00	20:00	Development of chapter IV
28	30/01/2024	Revision and correction of chapter IV	19:00	20:00	Correction of chapter IV
29	01/02/2024	Revision and correction of chapter IV	19:00	20:00	Correction of chapter IV

**JOSE MIGUEL  
CAMPUZANO  
DIAZ**

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por JOSE MIGUEL  
CAMPUZANO DIAZ  
Fecha: 2024.02.02  
14:08:58 -05'00'

**José Miguel Campuzano Díaz**  
Docente Tutor  
C.I.: 0924941297



**Junco Lozano Jomira Thais**  
CI: 0955300561



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**ISRAEL  
GUILLERMO  
BRAVO BRAVO**

**Ph.D. Israel Guillermo Bravo Bravo**  
Gestor de Integración Curricular  
C.I.: 0704999143



**Preciado Cedeño Lourdes Haidee**  
CI: 0931712228

#### ANEXO IV.- RÚBRICA DE EVALUACIÓN TRABAJO DE INTEGRACIÓN CURRICULAR

<b>Título del Trabajo:</b> The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder. <b>Propuesta:</b> A booklet with Whole Brain Teaching Method activities to improve EFL listening skills of students with Attention-Deficit/Hyperactivity Disorder. <b>Autor:</b> JOMIRA THAIS JUNCO LOZANO		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación con 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 *</b>	<b>10</b>	<b>10</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 las siguientes fases (revisión, sustentación).		

JOSE MIGUEL

CAMPUZANO DIAZ

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JOSE MIGUEL CAMPUZANO DIAZ

No. C.I. 0924941297

FECHA: Febrero 2, 2024

#### ANEXO IV.- RÚBRICA DE EVALUACIÓN TRABAJO DE INTEGRACIÓN CURRICULAR

<b>Título del Trabajo:</b> The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder. <b>Propuesta:</b> A booklet with Whole Brain Teaching Method activities to improve EFL listening skills of students with Attention-Deficit/Hyperactivity Disorder. <b>Autor:</b> LOURDES HAIDEE PRECIADO CEDEÑO		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación con 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 *</b>	<b>10</b>	<b>10</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 las siguientes fases (revisión, sustentación).		

JOSE MIGUEL

CAMPUZANO DIAZ

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MIGUEL CAMPUZANO DIAZ  
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JOSE MIGUEL CAMPUZANO DIAZ

No. C.I. 0924941297

FECHA: Febrero 2, 2024



**ANEXO V. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR**

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

---

Guayaquil, Febrero 2 de 2024.

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Integración Curricular **The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder PROPOSAL: A Booklet With Whole Brain Teaching Method Activities to Improve EFL Listening Skills of Students With Attention-Deficit / Hyperactivity Disorder** de las estudiantes **JUNCO LOZANO JOMIRA THAIS Y PRECIADO CEDEÑO LOURDES HAIDEE**, 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.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que las estudiantes están aptos para continuar con el proceso de revisión final.

Atentamente,

JOSE MIGUEL  
CAMPUZANO DIAZ

Firmado digitalmente por JOSE  
MIGUEL CAMPUZANO DIAZ  
Fecha: 2024.02.02 15:21:01  
+05'00'

JOSE MIGUEL CAMPUZANO DIAZ

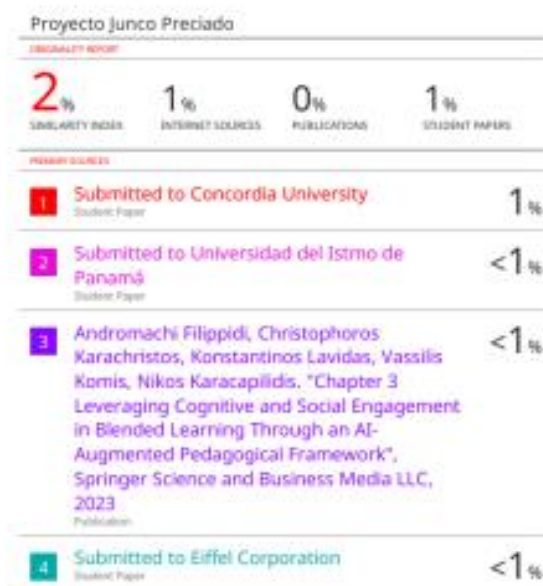
No. C.I. 0924941297

FECHA: Febrero 2, 2024

## ANEXO VI. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **JOSE MIGUEL CAMPUZANO DIAZ**, tutor del trabajo de Integración Curricular certifico que el presente trabajo ha sido elaborado por **JUNCO LOZANO JOMIRA THAIS Y PRECIADO CEDEÑO LOURDES HAIDEE**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Pedagogía del Idioma Inglés.

Se informa que el trabajo de Integración Curricular: **The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder. PROPOSAL: A Booklet With Whole Brain Teaching Method Activities to Improve EFL Listening Skills of Students With Attention-Deficit/Hyperactivity Disorder** ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 2 % de coincidencia.



[https://ev.turnitin.com/app/carta/en\\_us/?o=2284250064&lang=en\\_us&s=1&u=1133714634](https://ev.turnitin.com/app/carta/en_us/?o=2284250064&lang=en_us&s=1&u=1133714634)

**JOSE MIGUEL  
CAMPUZANO  
DIAZ**

Firmado digitalmente por  
JOSE MIGUEL CAMPUZANO  
DIAZ  
Fecha: 2024.02.02 19:21:44  
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**JOSE MIGUEL CAMPUZANO DIAZ**

No. C.I. 0924941297

FECHA: Febrero 2, 2024

## ANEXO VII. – INFORME DEL DOCENTE REVISOR

Guayaquil, Febrero 2 de 2024

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Integración Curricular **The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder**. PROPOSAL: A Booklet With Whole Brain Teaching Method Activities to Improve EFL Listening Skills of Students With Attention-Deficit / Hyperactivity Disorder de las estudiantes **JUNCO LOZANO JOMIRA THAIS Y PRECIADO CEDEÑO LOURDES HAIDEE**. 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 **20** 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 **6** 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 las estudiantes están aptas para continuar el proceso de Integración Curricular. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

JOSE MIGUEL

CAMPUZANO DIAZ

Firmado digitalmente por JOSE  
MIGUEL CAMPUZANO DIAZ  
Fecha: 2024.02.02 14:03:35  
+05'00'

**JOSE MIGUEL CAMPUZANO DIAZ**

No. C.I. 0924941297

FECHA: Febrero 2, 2024

## Additional Documents

### Tutor designation letter



Oficio No. UG-LENGUAS - 2023-870  
Guayaquil, 02 de octubre del 2023

MSc.

**José Miguel Campuzano Díaz**

DOCENTE DE LA FACULTAD DE FILOSOFÍA,  
LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado **Docente – Tutor Individual** de Proyectos de Investigación.

En esta designación constan los nombres de las estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, **JUNCO LOZANO JOMIRA THAIS Y PRECIADO CEDEÑO LOURDES HAIDEE**, con el tema y propuesta aprobado por el Consejo de Facultad:

**TOPIC:** THE INFLUENCE OF THE WHOLE BRAIN TEACHING METHOD IN THE DEVELOPMENT OF EFL LISTENING SKILLS IN STUDENTS WITH ATTENTION-DEFICIT / HYPERACTIVITY DISORDER.

**PROPOSAL:** A BOOKLET WITH WHOLE BRAIN TEACHING METHOD ACTIVITIES TO IMPROVE EFL LISTENING SKILLS OF STUDENTS WITH ATTENTION-DEFICIT / HYPERACTIVITY DISORDER.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

El instructivo del proceso de integración curricular de grado de la Universidad de Guayaquil, señala en su parte:

**7.1.1. Desarrollo de las tutorías individuales.** - Son funciones del docente- tutor de trabajo de integración curricular las siguientes:

- Realizar la tutoría a los estudiantes asignados, dos horas semanales por cada trabajo de integración curricular o las veces que considere pertinente, según la disponibilidad del docente.
- Organizar al menos 4 sesiones de tutoría individual de forma presencial.
- Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
- Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes (Anexo III. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL).



## Letter to school



LA MÁS  
GRANDE,  
IMPORTANTE  
Y GLORIOSA  
del Ecuador

Oficio No. UG- LENGUAS 2023-815  
Guayaquil, 12 de diciembre del 2023

Hermana  
Martha Alda Vásquez López  
**RECTORA DE LA UNIDAD EDUCATIVA PARTICULAR BILINGUE "SANTO DOMINGO DE GUZMAN"**  
**Ciudad.**

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y la suscrita Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual y de Pedagogía de los Idiomas Nacionales y Extranjeros, del presente periodo académico 2023-2024, CICLO II, 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 integrar las 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 las discentes:  
**JUNCO LOZANO JOMIRA THAIS, con C.I. Nro. 0955300561**  
**PRECIADO CEDEÑO LOURDES HAIDEE, con C.I. Nro. 0931712228**

Actualmente matriculadas en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciadas en Pedagogía del Idioma Inglés; debiendo previamente efectuar su proyecto educativo, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de Inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se le brinden las facilidades necesarias a las discentes mencionadas anteriormente para que puedan desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales: sara.anaguanop@ug.edu.ec  
titulacion.lenguas@ug.edu.ec  
alexandra.delgadod@ug.edu.ec

Esta autorización se extenderá además como la autorización expresa de los padres de familia, de manera que se pueda realizar la intervención educativa, asegurando la confidencialidad de la información recogida de su representado.  
Segura 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,

SARA  
ANAGUANO

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por SARA ANAGUANO  
Fecha: 2023.12.13  
12:17:53 -0500'

MSc. SARA ANAGUANO PEREZ

DIRECTORA

CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN

MODALIDADES SEMESTRAL Y ANUAL

[sara.anaguanop@ug.edu.ec](mailto:sara.anaguanop@ug.edu.ec)

c.c.: MSc. Israel Bravo Bravo, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral y Pin, periodo académico 2023-2024 CII; y estudiantes interesados.

Facultad de Filosofía, Letras y Ciencias de la Educación  
Cda. Universitaria "Universidad de Guayaquil"  
Av. Delta S/N y Av. Kennedy  
Guayaquil, Ecuador

ug.edu.ec

## Response from school



Santiago de Guayaquil, 23 de enero 2024

Señora  
Lcda. Sara Anaguano Pérez, MSc.  
Directora de la Carrera de Lenguas y Lingüísticas  
Facultad de Filosofía, Letras y Ciencias de la Educación  
Universidad de Guayaquil  
Ciudad. -

De mi consideración:

Reciba un atento saludo, en respuesta al oficio UG-LENGUAS-2022-066-81 con fecha 12 de diciembre del 2023, suscrito por usted, comunico que, la Unidad Educativa Particular Bilingüe Santo Domingo de Guzmán, aprueba el desarrollo del Proyecto de Titulación de las estudiantes: Junco Lozano Jomira Thaís y Preciado Cedeño Lourdes Haideé

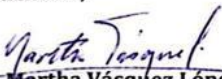
Además, comunico que, para cualquier información adicional puede contactarse con:

Lcda. Yesenia Vásquez Morales, MSc.

Celular: 098 503 0397

[gve@stodomingo.edu.ec](mailto:gve@stodomingo.edu.ec)

Atentamente;

  
Hna. Martha Vásquez López  
Rectora

Calle 5ta. # 608 y las Monjas (URDESA)  
Bloque 1: Telfs.: 2882561 / 2884711  
Bloque 2: Telfs.: 2881581 / 2889556  
[www.stodomingo.edu.ec](http://www.stodomingo.edu.ec)

## ANEXO VII. – INFORME DEL DOCENTE REVISOR

Guayaquil, 22 de febrero de 2024

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación *The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder* de los estudiantes JOMIRA THAIS JUNCO LOZANO y LOURDES HAIDEE PRECIADO CEDEÑO. 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 20 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 17 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 los estudiantes están aptos para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,



MTEFL JOYCE TENELEMA CHENCHE

No CI. 0920708583

Fecha: 22 de febrero de 2024

**ANEXO VIII.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE INTEGRACIÓN  
CURRICULAR  
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

<b>Título del Trabajo:</b> The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder			
<b>Propuesta:</b> A booklet with Whole Brain Teaching Method activities to improve EFL listening skills of students with Attention-Deficit/Hyperactivity Disorder			
<b>Autor:</b> JOMIRA THAIS JUNCO LOZANO			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>	<b>3</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	0.6	
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>6</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	0.6	
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>1</b>	
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
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*</b>	<b>10</b>	<b>10</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 revisión, no podrá continuar a la siguiente fase (sustentación).			



JOYCE TENELEMA  
CHENCHE

MTEFL. JOYCE TENELEMA CHENCHE  
DOCENTE REVISOR  
No. C.I. 0920708583

FECHA: 22 DE FEBRERO DE 2024



**ANEXO VIII.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE INTEGRACIÓN  
CURRICULAR  
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

<b>Título del Trabajo:</b> The Influence of the Whole Brain Teaching Method in the Development of EFL listening skills in Students with ADHD Disorder <b>Propuesta:</b> A booklet with Whole Brain Teaching Method activities to improve EFL listening skills of students with Attention-Deficit/Hyperactivity Disorder <b>Autor:</b> LOURDES HAIDEE PRECIADO CEDEÑO			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>	<b>3</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	0.6	
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>6</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	0.6	
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>1</b>	
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
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*</b>	<b>10</b>	<b>10</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 revisión, no podrá continuar a la siguiente fase (sustentación).			



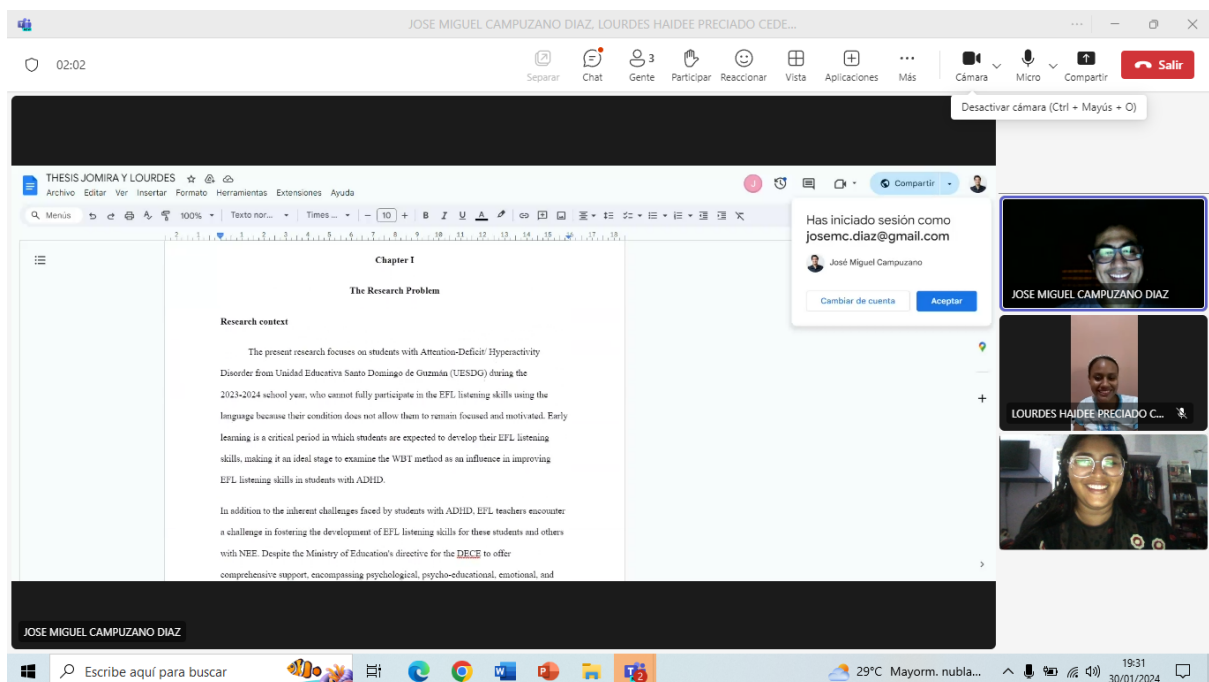
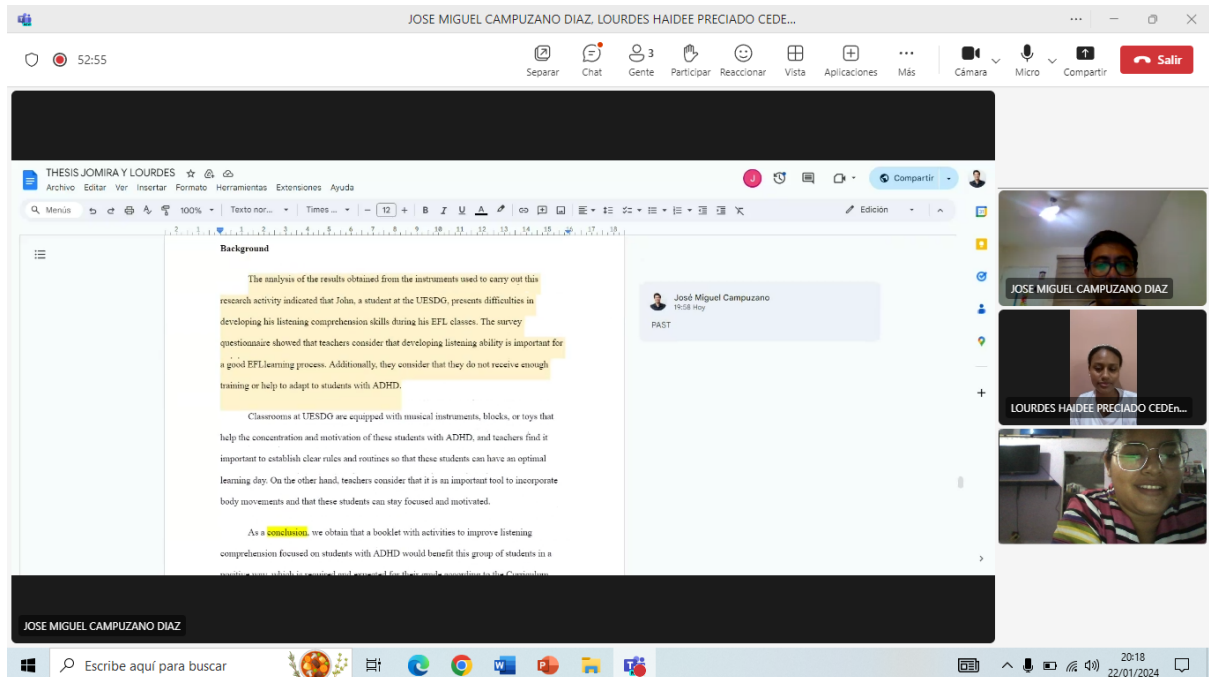
JOYCE YERREIRA  
TENELEMA CHENCHE

MTEFL. JOYCE TENELEMA CHENCHE  
DOCENTE REVISOR  
No. C.I. 0920708583

FECHA: 22 DE FEBRERO DE 2024

# Photographic Evidence

## Tutor and students working together (2 photos)

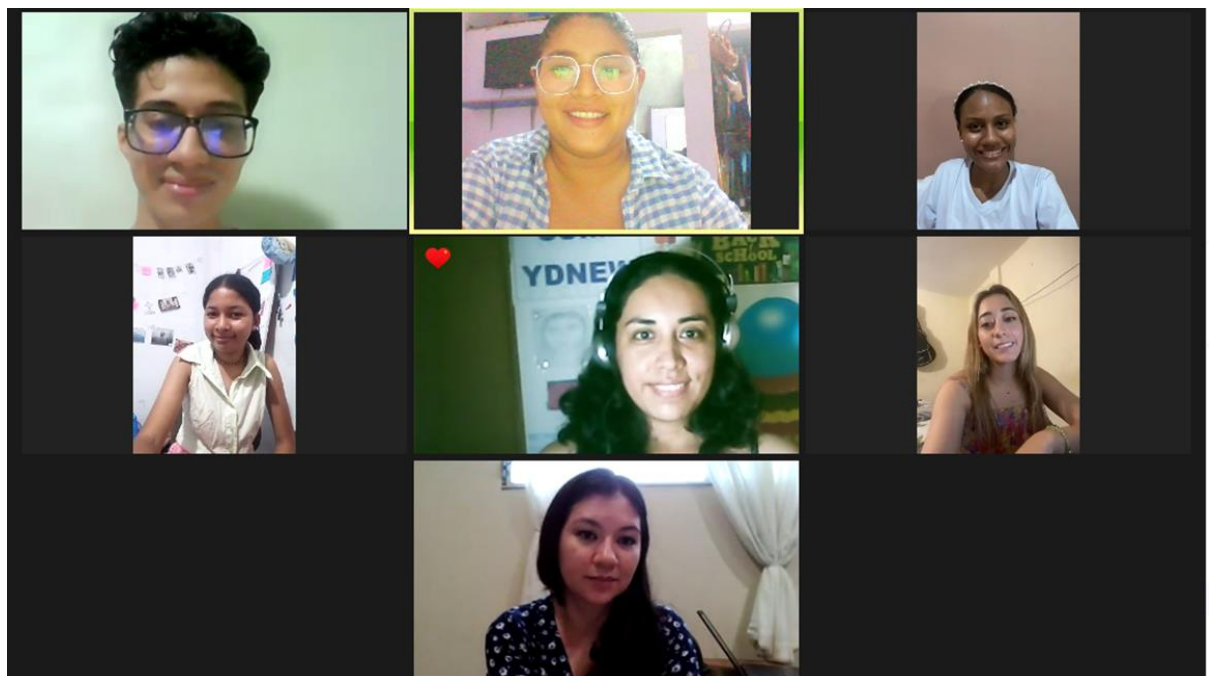


Institution (2 photos)





## Administration of the data collection instruments (2 photos)





## Research Instruments

### Data collection instruments

#### Entrevista al profesor

Muchas gracias por estar con nosotros el día de hoy en esta entrevista. El objetivo principal de esta entrevista es identificar los factores que influyen en el bajo desarrollo de las habilidades de comprensión auditiva del idioma inglés como lengua extranjera en estudiantes con TDAH. Como es de nuestro conocimiento Jhon, un estudiante con TDAH que está incluido en su aula al momento de enseñar inglés. Su identidad no va a ser revelada y esta información sólo será manipulada por los investigadores. La información que salga de esta entrevista será transcrita para un análisis posterior.

Preguntas	Respuestas del docente
1. ¿Qué es para usted un aula inclusiva?	Es un entorno en el que se promueve la participación activa e igualitaria de todos los alumnos, independientemente de sus capacidades o dificultades, ya sean físicas o intelectuales.
2. ¿Cuáles son los principales retos a los que se enfrentan los profesores de inglés a la hora de enseñar la comprensión auditiva a estudiantes con TDAH?	El mayor reto al que me enfrento es mantener la atención de los alumnos durante las actividades de comprensión oral. Incluso cuando las actividades de escucha son prolongadas.
3. ¿Qué tipo de adaptaciones curriculares realiza mientras enseña la comprensión auditiva a estudiantes con TDAH? ¿Cómo le ayuda esto a mejorar la calidad de su clase de inglés?	Suelo poner en práctica estrategias como trocear las actividades, es decir, hacerlas un poco más cortas, precisas para que tu alumno las entienda. Así haces la clase accesible a todos tus alumnos.
4. ¿Qué estrategias le han resultado más eficaces para controlar el comportamiento de los alumnos durante actividades relacionadas a la comprensión auditiva en la clase de inglés?	Anticipando todas las actividades a realizar, los ejercicios de respiración ayudan a sus alumnos a mantener el orden, controlar sus emociones y concentrarse.
5. ¿Recibe algún servicio de apoyo para sus estudiantes con TDAH por parte del departamento del DECE en la escuela?	Sinceramente, el departamento DECE no realiza un seguimiento a los casos de los niños con necesidades especiales, como docente he tenido que auto educarme por iniciativa propia para poder brindar las mejores estrategias a mis estudiantes, especialmente a John.

6. ¿Cree que un folleto con actividades enfocadas a docentes para mejorar la comprensión auditiva enfocado en los estudiantes con TDAH beneficiaría a este grupo de estudiantes? ¿Por qué?	Sin duda, este cuaderno nos proporciona herramientas prácticas y adaptaciones que los profesores podríamos aplicar en el aula, nos aportaría mucho.
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*Note: Interview guide. Authors: Junco, J. and Preciado, L. (2023)*

### **Encuesta para los docentes de inglés como lengua extranjera del Bloque 2**

El objetivo principal de esta encuesta es identificar los factores que influyen en el bajo desarrollo de la comprensión auditiva del idioma inglés como lengua extranjera en estudiantes con TDAH. Esta encuesta es anónima. Los datos no serán revelados y la información obtenida va a ser manejada únicamente por los encuestadores. Le recordamos que no hay respuestas correctas o incorrectas, sólo su opinión.

**Coloque una X en el casillero con el que más se sienta identificado/a respecto a los enunciados.**

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
Considero que la comprensión auditiva contribuye en el aprendizaje del inglés como lengua extranjera en mis estudiantes.	x				
Recibo continuas capacitaciones para conocer los tipos de adaptaciones curriculares que se deben aplicar a alumnos con TDAH.		x			

El DECE proporciona apoyo suficiente para poder superar los obstáculos que pueden encontrar los alumnos con TDAH durante el proceso de la comprensión auditiva en las clases de inglés.				x	
El aula de clases dispone de materiales kinestésicos como bloques, juguetes o instrumentos musicales suficientes para ayudar a la concentración de los alumnos con TDAH durante las actividades de comprensión auditiva.	x				
Siento importante incorporar el uso de normas, rutinas y procedimientos claros para crear un entorno de aprendizaje positivo en los alumnos con TDAH durante la clase de inglés como lengua extranjera.	x				
Creo que la incorporación de movimientos y actividad física le ayudan a los alumnos a mantenerse concentrados y motivados durante la clase de inglés	x				

como lengua extranjera.					
Cree que un folleto con actividades para mejorar la comprensión auditiva enfocado en los estudiantes con TDAH beneficiaría a este grupo de estudiantes.	x				

*Note: Survey sample. Authors: Junco, J. and Preciado, L. (2023)*

### Hoja de observación

Fecha: lunes, 18 de diciembre del 2023.

Tema: My clothes (Listening Skills)

Duración: 1 hora (11:40-12:40)

Aspectos a observar	Si	No
El profesor utiliza estrategias especiales como señales visuales, instrucciones escritas, listas de control y cronómetros visuales, para captar y mantener la atención del alumno.	X	
El profesor utiliza actividades como lluvia de ideas, nubes de palabras en la preparación de los alumnos para la escucha y la comprensión activa.		X
El profesor explica instrucciones de las tareas a realizar de forma personalizada.	X	
El profesor incorpora movimientos y actividad física para mantener a sus estudiantes motivados durante la clase de inglés como lengua extranjera.		X
El profesor utiliza actividades de grupo para que el alumno conecte con sus compañeros y participe activamente.	X	
El aula dispone de materiales kinestésicos como bloques, juguetes, instrumentos musicales con el fin de ayudar a los estudiantes a concentrarse, seguir instrucciones y participar en las actividades planteadas durante la clase de inglés como lengua extranjera.	X	
El profesor proporciona las estrategias necesarias para que el alumno se comunique en inglés en el aula.	X	
El libro de trabajo contiene actividades de listening enfocadas en estudiantes con ADHD.		X

**Notes:**

1. El salón de clases posee un rincón de juegos que contiene libros para colorear, puppets, ábacos, imágenes interactivas. Este rincón puede ser utilizado por los estudiantes que culminen con el trabajo asignado.
2. La docente motiva a que los estudiantes utilicen el idioma inglés en el salón de clases con el uso de respuestas cortas. Is today sunny? Yes, It is/ No, it isn't.
3. La docente anticipa las actividades que va a realizar durante la clase en español.
4. A la docente se le dificulta captar la atención de los estudiantes para que completen las actividades, la misma les recuerda las reglas que deben seguir en el salón de clases por más de 5 ocasiones en español.
5. La docente lee las consignas y luego las traduce al español para que los estudiantes puedan comprenderlas.
6. Los estudiantes se muestran cansados y poco motivados en el salón de clases.
7. El estudiante Jhon tiene maestra de acompañamiento, la misma explica las actividades de forma personalizada al estudiante, refuerza el contenido, instrucciones dadas por la docente de inglés.
8. Revisamos el libro de trabajo y pudimos detectar que las instrucciones eran generales, no había ninguna adaptación enfocada en estudiantes con ADHD. El libro tampoco posee actividades de pre- listening, while listening y post listening.

***Note:** Classroom observation checklist. Authors: Junco, J. and Preciado, L. (2023)*