



UNIVERSIDAD HISPANOAMERICANA

ENGLISH TEACHING

DISSERTATION SUBMITTED TO OBTAIN THE

LICENCIATE DEGREE IN ENGLISHTEACHING

TEACHER'S MANAGEMENT OF HYPOACTIVE
CONDITION IN THE PROCESS OF LEARNING
ENGLISH AS A FOREIGN LANGUAGE IN SEVENTH
GRADERS FROM SANCTI SPIRITUS HIGH SCHOOL,
ESPARZA- PUNTARENAS IN THE THIRD PERIOD
OF 2020

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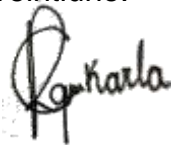
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Sworn Letter

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Firma del estudiante

Cédula: 603950829

Tutor's Letter

CARTA DEL TUTOR

San José, 12 de julio, 2021

Universidad Hispanoamericana
Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Karla Pamela Rodríguez Chaves , cedula de identidad número 603950829, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: **Teacher's management of hypoactive condition in the process of learning english as a foreign language in seventh graders from Sancti Spiritus High School, Esparza- Puntarenas in the third period of 2020**, el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, He verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por el postulante se obtienen la siguiente calificación:

	<i>Descripción</i>	<i>%</i>	<i>% Obt</i>
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	18%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30%
d	Relevancia de las conclusiones y recomendaciones	20%	18%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	96%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura

Licda. Yanory Arguedas Carballo

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Reader's Letter

CARTA DE LECTOR

San José, 29 de noviembre, 2021

Universidad Hispanoamericana
Sede Llorente
Carrera de Enseñanza del inglés

Estimado señor

La estudiante **Karla Pamela Rodríguez Chaves**, cédula de identidad 603950829, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **TEACHER'S MANAGEMENT OF HYPOACTIVE CONDITION IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE IN SEVENTH GRADERS FROM SANCTI SPIRITUS HIGH SCHOOL, ESPARZA- PUNTARENAS IN THE THIRD PERIOD OF 2020** el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.
Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Licda. Ana Alicia Rodríguez

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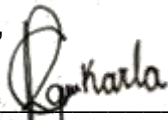
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Cordialmente,



Firma y Documento de Identidad



Dedicatory

This project is dedicated to all the teachers, who are people that develop this profession with passion and professionalism every day. Even if during the process we want to quit we must remember that there is a student who is waiting for our best effort to teach him/ her.

Also, I want to encourage young people to believe in the process of education and principally in the English major, as future colleagues you can improve this field, so please do not give up.

Acknowledgement

Every sacrifice carries to a victory, if we set the goal. I am grateful to every person who stood next to me in this process, helping me and supporting me to become a better professional.

I am glad to meet excellent educators and professionals during my time in the university. Every class, experience, and motivational phrase gave to me during the whole learning process, helped me to encourage myself by letting me know that I was able to achieve everything.

I especially thank to my family for its collaboration, ideas and patience. They believed in me when I thought the task was not going to be possible to complete.

And, of course the most important to thank God who is my provider and strength. Without him, I would probably drop out, but he taught me and teaches every day how blessed am I by providing the capacity to grow as a strong woman, as a daughter, sister and as well as the good professional that I can be.

Abstract

The following research involves discovering how the students with hypoactive condition are influenced by the teacher's management in the English classroom. The goal is to show that scholars need peaceful and diverse environments to learn in a better way; avoiding the misconception surrounding hypoactivity as well as students who are categorized out of the normal standard. Besides, this research tries to provide different recommendations in order to attract students with special needs into the English class. Therefore, if the teacher implements active learning in the teaching process, like games in which every student can show his or her skills we will have motivated students to attend English class. This has been done by examining some English classes in Sistema Educativo Sancti Spiritus; also, with some interviews and questionnaires applied to teachers and students. Also, to examine the teachers' management of hypoactive condition in the process of learning English as a foreign language acquisition process, this research highlights the influence that the correct management of teachers in the English classroom.

Abstract

La siguiente investigación implica descubrir cómo los estudiantes con condición hipoactiva son influenciados por la gestión del profesor en el aula de inglés. El objetivo es mostrar que los estudiantes necesitan entornos pacíficos y diferentes para aprender de una mejor manera; evitando la idea errónea que rodea a la hipoactividad, así como a los estudiantes que se clasifican fuera del estándar normal. Además, esta investigación intenta brindar diferentes recomendaciones para atraer, motivar e incitar a los estudiantes con necesidades especiales a acudir a la clase de inglés. Por tanto, si el docente implementa el aprendizaje activo en el proceso de enseñanza, como juegos en los que cada alumno pueda demostrar sus habilidades, podremos concluir que mientras el discente se sienta motivado a través del uso de juegos en las clases de inglés, se evitará una alta deserción. Para estudiar este tema de

hipoactividad se ha asistido algunas clases de inglés en el Sistema Educativo Sancti Spíritus; también, con algunas entrevistas y cuestionarios aplicados a profesores y alumnos. Asimismo, para examinar el manejo de los docentes de la condición hipoactiva en el proceso de aprendizaje del inglés como proceso de adquisición de lengua extranjera, esta investigación destaca la influencia que tiene el manejo correcto de los docentes en el aula de inglés.

CHAPTER I:

RESEARCH PROBLEM

1.1. PROBLEM STATEMENT

1.1.1 Background of the problem

Historically both scientific and educators have long recognized different problems in students. For example, loss of sight, deafness, psychological disorders, hyperactivity, emotionally disturbed teenagers who need specific approaches to achieve success in learning or the acquisition of a second language. However, there is a terminology that has been monopolized as a disease instead of a condition. "Hypoactivity Disorder (AEHD) is a neurodevelopmental psychiatric disorder in which significant problems affecting executive functions cause attention excess, hypoactivity, or hypercontrol of behavior which are not appropriate to the person's age" (Buscaglia & Pezzoni, 2017). Learning disabilities is a real and concrete situation in every educational institution in which many students do not have the opportunity of outstanding their real intelligence because they are standardized in the path of a "disease or disability".

Anderson (1970) pointed out that the term "learning disabilities" described as an educational end product that cannot be separated from the concept of minimal brain dysfunction. In fact, one of the antique terms used to describe children or teenagers with learning disabilities was "brain damage". Nevertheless, brain damage is an unsuitable designation for young learners in whom the precedence is neither an illness nor an accident. Concurrently, teenagers' health and well-being are an important fact in the Costa Rican society because it is sustained that a healthy population in this case young people, will produce healthy adults that will conform a steadiness society. Therefore, the Convention on the Rights of Persons with Disabilities (CRPD) specifies that "States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human

rights and fundamental freedoms on an equal basis with other children”, and “ensure an inclusive education system at all levels and lifelong learning” (articles 7 and 24).

On the other hand, it is necessary to review certain concepts of attention deficit, hyperactive and hypoactive disorder. According to Logsdon (2021) attention deficit disorder (ADD) is a neurological disorder that causes a range of behavior problems such as difficulty attending to instruction, focusing on schoolwork, keeping up with assignments, following instructions, completing tasks and social interaction.

Additionally, Wolraich (2006) says that a controversial nature of AEHD:

...is that the symptoms are not distinctly different behaviors such as delusions manifested in individuals with psychotic disorders, but are appropriately occurring behaviors that occur inappropriately more frequently than the behaviors occur in most people and occur to the extent that they cause significant dysfunction in the individual. (p.87).

However, Wolraich establishes a specific definition of AEHD, still is not clear the real meaning of Hypoactive Disorder, thus in other words the awareness of this condition is important to educators' field. Therefore, people who work in education must be aware of the importance of differentiating hyperactivity with from hypo-activity in children or teenagers. Once children have been notified with certain symptoms, it is a responsibility to encourage a deep study of the situation; providing scholars the virtue to an experience inside the school which provides an inclusive, balanced and relevant curriculum, which is appropriately differentiated according to the students' needs, it is the main goal in the educational system.

Definitely, the study of hypoactive condition has a great impact on students' performance. It helps not just only the development of the class but also improves teachers'

curriculum, parents' support and the most important children can feel the support and motivation to study even if they do not follow the same rhythm of others.

1.1.2 Problematization

In terms of curricular design, learning outcomes and educational strategies, Costa Rica is responsible enough to accomplish the proposed challenges in the educational system. However, there is an issue based on teacher's management of the hypoactive condition in the process of learning English as a foreign language in which students with a particular state have been pointed out as smart or good students without inferring into the real problem. Due to the wrong stereotypes, countless students cannot develop their full talents or improve their right potential, so it is necessary to reconsider what teachers know and do not know about learning disabilities because a student with the hypoactive condition also needs attention and guidance to conclude a school year with excellent outcomes; but if teachers do not follow their roles as facilitators these students will not succeed or even worse, nobody will pay attention to them.

1.1.3 Justification of the problem

This research proposes the opportunity to give a second chance to students from seventh grade who wants to acquire a foreign language like English, but they cannot do it because unfortunately they have been standardized into "slow kids". In addition, the research wants to help teachers to understand better this condition and provide different opportunities through pedagogical strategies, motivation, self-respect and inclusion inside the classroom; to reach one goal like speak English without any problem or prejudice. Indeed, the necessity of teaching teenagers with limited performance in the acquisition of English as a foreign language comes up as a challenge in the educational system; without a doubt if the program is developed strictly, it will not be possible for educators and students to have the chance to achieve their goal to learn English.

1.2 FORMULATION OF THE PROBLEM

How do teachers manage the hypoactive condition in the process of learning English as a foreign language in seventh graders from Sancti Spiritus High School?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective

To examine the teachers' management of hypoactive condition in the process of learning English as a foreign language in seventh graders from Sancti Spiritus High School, Esparza-Puntarenas in the third period of 2020.

1.3.2 Specific Objectives

1. Determine the complications, stereotypes or myths of hypoactive condition in the learning process of English as a foreign language.
2. Compare hypoactive and hyperactive condition in students from 13 years old.
3. Demonstrate the different roles regarding teacher's management of hypoactive condition in the learning process of English as a foreign language.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

The investigation covers a private educational institution with students from seventh grade which belong to Sancti Spiritus High School, located in the province of Puntarenas in the canton of Esparza, in which present several learners with the hypoactive condition and its paradox in the acquisition of English as a foreign language, in the first period of 2020 and will benefit the students, teachers, administrative and familiar population to overcome the prejudices of the hypoactive condition.

1.4.2 Limitations

This research presents few existing studies about the hypoactive condition as the main problem in some institutions with limited background about this condition. Also, the teacher's role has been affected by the lack of experience with this disorder.

Another constrain is the current situation in our country and around the world, which is the pandemic situation, affecting the learning process as well as the developing of new tools in order to reduce the gap between regular students from students with a special condition.

CHAPTER II:

THEORETICAL FRAMEWORK

2.1. HISTORICAL CONTEXT

Sistema Educativo Sancti Spiritus was founded in 1997 by the Immaesa Corporation, S.A. The Sancti Spiritus educational system is inspired by the Platonic ideal of the "Perfect Man", it has assumed as its philosophical principle the author's divine trilogy: Truth, Good and Beauty.

Each of these universal values must be reached, respectively, through Science, Virtue and Art, through the application of the faculties of the soul in its three main aspects: Intelligence, Will and Sentiment.

To this extent, our philosophy encompasses the idea of forming individuals who achieve the development of their potentialities, both in the spiritual aspect, as well as in the social and emotional aspect.

It also implies the idea of strengthening the development of creative minds that contribute to the growth of culture; citizens capable of preserving, enriching and transmitting cultural heritage.

It is, therefore, about preparing citizens who ennoble the Homeland, aware of their duties, commitments and able to face the challenges of the 21st Century responsibly and with dignity. Despite its recent history, Sancti Spiritus has marked the way with notable achievements:

International Quetzal Route Award 2003. First Place National Scientific Fair 2002.

First Place Student 2004.

First Place National, Cimarrona 2006 First Place Dance with live music
2002.

Gold Medal Triathlon, National Games 2005.

5 gold medals in swimming, National Student Games 2004. 1 Place

Bands Monterrey Festival, San Carlos 2003.

National Torch Finalists 2006

6 gold medals in swimming, National Games 2010. 6 gold medals in

swimming, National Games 2011.

The Sancti Spíritus facilities have the approval of the National Center for Educational Infrastructure. It has comfortable classrooms, a gym, two swimming pools, a computer center, a beach volleyball court, a cafeteria, an auditorium, a music room and a library with a map library and audiovisual equipment.

Mission: A quality educational institution dedicated to training individuals who develop their intellectual, physical and artistic skills through the education of the mind, the development of the body and the aggrandizement of the spirit under the slogan that each of their student becomes a good, productive and responsible person.

Vision: To become the best educational center in the country and an example of an international teaching house.

Values:

Integrity Respect

Responsibility

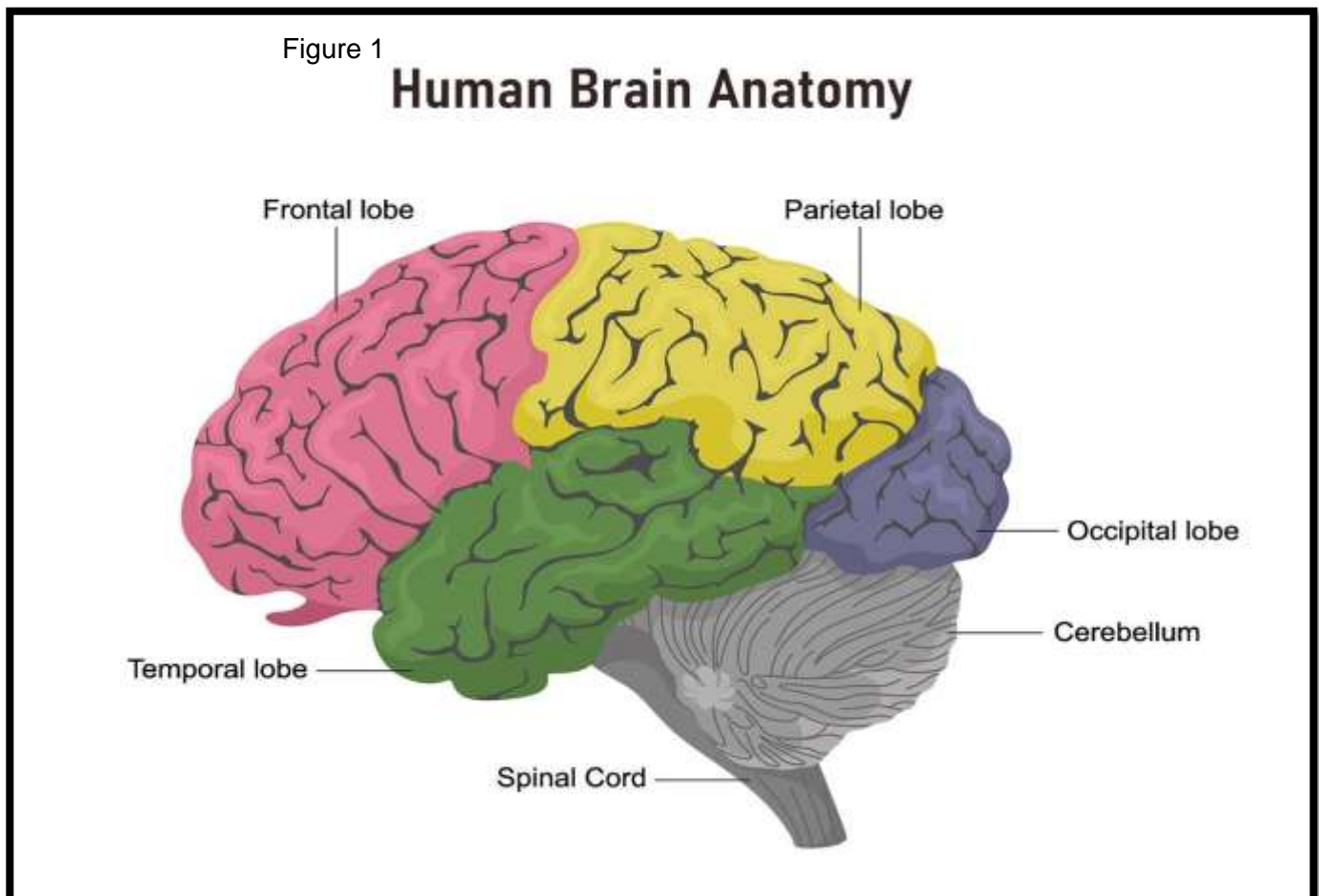
Compassion

Honor

2.2 THEORETICAL- CONCEPTUAL CONTEXT

2.2.1 The role of the brain in children with hyperactivity and hypoactive condition.

According to American Academy of Child and Adolescent Psychiatry (AACAP), the cerebrum works in various viewpoints when it is identified with any issue or condition, early examination has shown that a few constructions in the mind in youngsters with ADHD can be more modest than those spaces of the cerebrum in kids without consideration shortfall hyperactive turmoil. The mind is an organ that controls thinking, feeling, and conduct. The mind is isolated into areas called projections: front flap, transient flap, parietal flap and occipital projection. To comprehend a kid with uncommon requirements like hyperactivity or hypoactivity, it is fundamental to dissect every projection and its capacities.



Taken from Brain anatomy and how it works (<https://www.hopkinsmedicine.org/health/conditions-and-diseases/anatomy-of-the-brain>)

The front of the brain is in charge of the cognitive functions and voluntary movements. Additionally, the front facing flap is the piece of the mind that assists individuals with getting sorted out, plan, focus, and decide. Portions of the front facing projection might develop a couple of years after the fact in individuals with ADHD.

The front facing flap is the space of the mind answerable for:

- ★ Rational thinking
- ★ Verbalization
- ★ Impulse
- ★ Intuition
- ★ Control
- ★ Manners
- ★ Designing
- ★ Determination
- ★ Concentration
- ★ Gratification
- ★ Perception of time

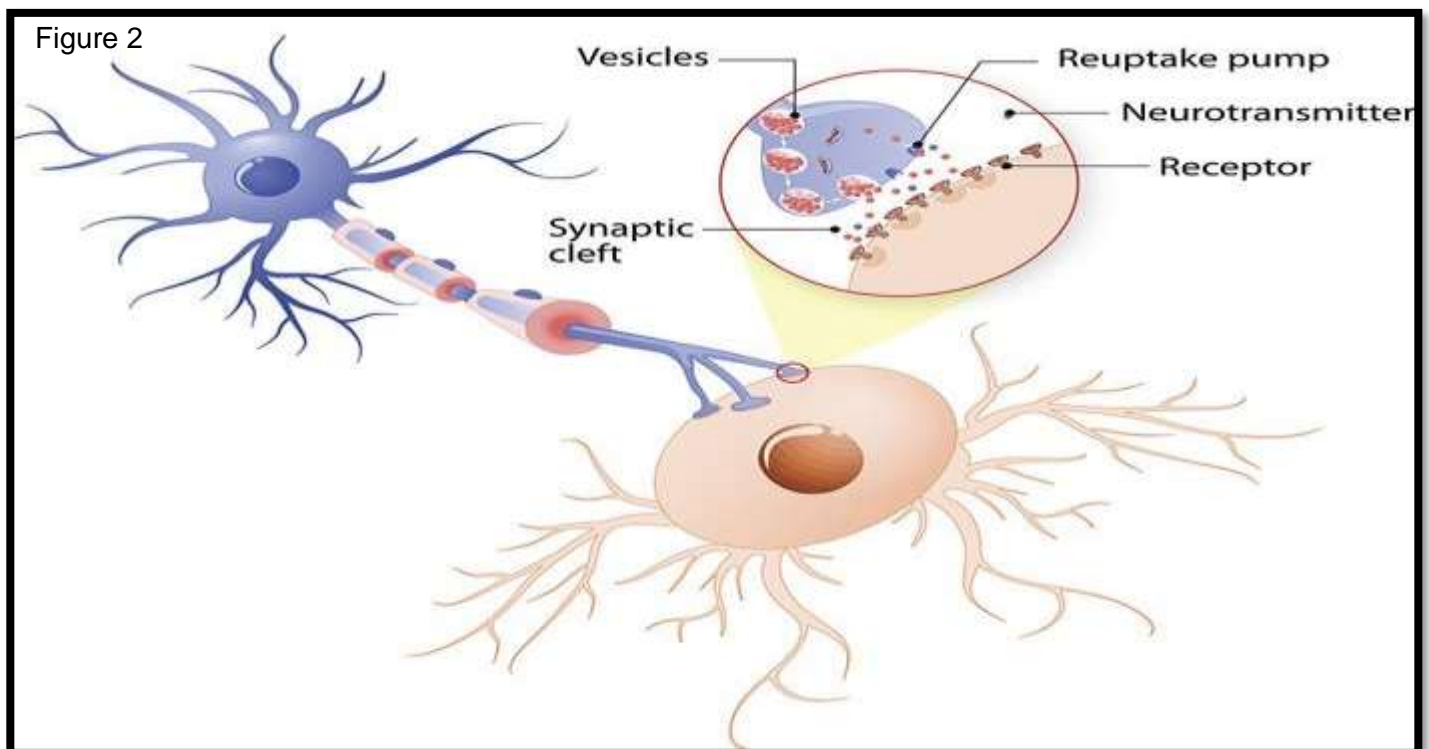
On the other hand, temporal lobe is responsible of memory and how to process the information obtain in the front lobe, this part of the brain needs to integrate the five senses, taste, sight, smell, sound and touch. Without those components the brain cannot work correctly, making an association with different disorders children who present problems in their front or temporal lobe will develop a serious delay in the learning process.

Intrinsic brain networks

The frontal cortex is covered by nerves which are embraced by important neurons that send signals in the frontal cortex. It is like a secret message is developing inside the brain and needs to reach nerve cells called "networks". Significant studies have distinguished a few noteworthy organizations that work together in order to comprehend and analyze how the human brain works in different scenarios with ADHD.

Synapses or Neurotransmitters

Substances that assist the nerves and the intrinsic brain networks to communicate various web-nerves in which one cell from the brain tries to connect or reach the other side of the cerebrum. While researchers have shown that there are contrasts in the cerebrum size, organizations, synapses, and mental health of kids with ADHD, they don't completely see how these distinctions lead to the reason and the indications of ADHD



Note: University of Queensland. What are neurotransmitters? (<https://qbi.uq.edu.au/brain/brain-physiology/what-are-neurotransmitters>)

It is extremely important to highlight the role of the brain in this investigation; regarding to the previous statement, the brain is the organ that takes the longest to mature. It continues to grow until after 20 years. It is a very expensive organ to maintain and is the most complex device in the universe (Veiga, 2018). As a matter of fact, all our thoughts, hopes, fears are in the neurons in our brain; however, emotions do not have to interfere with learning: emotion and cognition are supported by interdependent neural processes. Neurobiologically is impossible to build memories, generate complex thoughts, or make decisions without emotion. (Veiga, 2018). On the other hand, Henderson (2008) mentions in Identifying and Treating Attention Deficit Hyperactivity Disorder: that children with AEHD typically exhibit behavior that is classified into two main categories: poor sustained attention and hyperactivity-impulsiveness. As a result, three subtypes of the disorder have been proposed by the American Psychiatric Association in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV): predominantly inattentive, predominantly hyperactive-impulsive, and combined types.

2.2.2 Complications, stereotypes or myths of hypoactive condition. (Teachers stereotypes to hypoactive students)

2.2.2.1 Hypoactive vs hyperactive condition

Attention Excess Hypoactivity Disorder (AEHD) is a neuro-developmental mental disturbed in which huge issues influencing leader capacities cause consideration overabundance, hypoactivity, or hyper control of conduct that are not suitable to the individual's age. In school-age people, hyper attention indications can lead to classroom issues exposing the student in his or her lack of intrapersonal interaction and result in lacking school execution. Undergraduate do not continuously appear the same level of hypoactivity and hyper concentration, be that as it might, and, in the occasion that strengthen, they may get to be adequately dynamic, particularly on the remote possibility that inescapable threat

debilitates. In other words, the term hypoactivity refers to a behavior that is perceived with a certain level of apathy in the performance of activities; hypoactive behavior is characterized by slow, leisurely movements; people tend to be perceived as walking "in the clouds" inattentive, absent-minded, quiet, excessively passive, calm, it seems that they daydream, act and behave more slowly than others.

The hypoactive condition is presented in children who are tired or bored easily, they are fatigued if they must read some type of text if the reading is not interesting for them, they show difficulties in completing tasks assigned to them at school or at home. Teenagers can experience different tasks as boring challenges or inclusive they can present lack of interest, they show evasive behavior, they are very quiet, they find it difficult to integrate into the group. They are often described as dreamy people. Hypoactive children can go unnoticed because nowadays finding calm children is not frequent and we all like to have little unruly people at home or in class. It is necessary to differentiate whether hypoactivity is acquired, that is, the child who gradually decreases his level of activity, because it may hide other causes that would have to be diagnosed, or it is a hypoactivity that has dragged on for a long time. It seems to be shown to a greater extent in girls. It is still unclear what is the cause of hypoactive condition; however, the only fact that is granted is that children with this condition have the right to be in classroom with the same facilities as the other students, because EFL are not sick they present in some case a neurological condition.

Another important characteristic of hypoactive learners is that they are so quiet that many times they can be next to you and you don't realize it. They are passive and calm beings. Generally, everyone cares about the children who make a lot of noise, run everywhere and revolutionize each place, but what about those who are calm, quiet and seem to always live on the moon. Not now, it is that hypoactive children can hide a disease that needs urgent medical help. Most hypoactive children are unable to join the group, since

they always act slower than their peers. Furthermore, they are very uncommunicative and unable to follow instructions.

It is important to point out that hypoactivity can be a symptom of the never well weighted and for all hated attention deficit, since it is estimated that 50% of the minors who manifest it have a lack of motivation to carry out their daily activities.

Students with learning disabilities or hypoactive condition can be working or apparently completing his or her task however, this condition is beyond learners' control, so any activity can be tremendously distracting, any movement or just the classroom as well is their main distractor, so in other words small or tiny movements, chatting sounds, feet movement can lead to a bigger distraction during the class. Distractibility and short or full periods of attention are the most important reasons of hypoactive students delay in their cognitive improvement. Students with special needs inside the class who supposedly are working but they are not finishing or advancing probably is looking to something else. In fact, there are students that do not interrupt the class with noises or incorrect behaviors but that does not mean those apprentices are present or paying attention to the teaching process.

In contrast, considering the term Deficit Hyperactivity Disorder (ADHD) as a common condition, it refers to a special condition producing several changes in the brain's behavior in which can include some impulsivity that are performative conflicting with the student maturity age. We are presently discovering that ADHD isn't a problem of consideration, as had for quite some time been expected. Maybe, it is a component of formative disappointment in the cerebrum hardware that screens restraint and discretion; all together words, consideration shortfall hyperactivity problem (ADHD) is characterized as having three sub-types: dominantly careless, predominately hyperactive-rash, and joined sort. Predominately heedless sort is characterized as experiencing difficulty supporting consideration for a while and is occupied without any problem. Relevantly hyperactive-hasty sort is characterized as

undeniable degrees of squirming, diverting others, interfering, and trouble remaining in one spot. Other than youngsters with ADHD of the overwhelmingly hyperactive-incautious sort might show forceful practices, while a new generation of the predominantly scatterbrained sort might be more contemplative understudies. Besides, on the grounds that they are less problematic than youngsters with ADHD who are hyperactive or hasty, numerous kids who have the distracted kind of AEHD go unnoticed and unassisted. The two kinds of kids with AEHD might be classified wrongly and a few generalizations emerge without being allowed an opportunity to guard their condition.

According to Martin and Burns, students with hypoactive condition or hyperactive disorder are significantly exposed to adverse situations inside and outside the classroom. (2014). Even though the highest percentage of adversity happens during academic tasks; giving the result that students with AEDH process the environment in another level.

2.2.1.2. Cognitive condition of students with hypoactive condition

Attention deficit disorder (adult lethargy), passive actions and hypo-responsiveness, and prolonged thoughts before making decisions are all signs of AEHD. Academic difficulties, as well as relationship issues, are common. It's difficult to differentiate between natural levels of hyper- concentration, hypoactivity, and absence of receptiveness. Students or any individual with hypoactive condition can present or manifest different symptoms or behavior issues for example:

- ★ The chair is like a safe place for them, so they can stay there for long periods of time.
- ★ Speaking is like a torture to these students.
- ★ Ignoring attractive and dynamic activities for their own likes.
- ★ Recess should be the moment to see some movement; however, they can move like a shadow.
- ★ Staying continually still.
- ★ Having trouble engaging in entertainment exercises.

Hypoactivity symptoms tend to worsen with the pass of the year giving less maturity to the brain. However, hypoactive disorder tends to stimulate the memorial lobe in the brain, due to some children prepare the brain as a result to protect themselves. Individuals with attention excess hypoactive disorder frequently develop impoverished social abilities, such as social interaction, shaping nearly no fellowships. Typically, genuine of all sub-types. Students who do not present any special condition qualifies of children and teenagers with AEHD as people who do not like with other people so they are boring and uncommunicative. Individuals with AEHD may moreover concentrate on points of interest amid discussions, and miss social prompts.

Accordingly with different theories establish that the cognitive part in children with AEHD is lower than their peers due to their brain is not concentrated during the class time; however, human cognition could not be explained with a unique factor, and postulated the existence of three basic units, resulting from interactions between different brain structures: Attention and arousal unit, integration and sensory input unit, and executive planning and organization unit. (Luria, 1980, as cited in Zaytseva, et al, 2015)

Therefore, Gardner (1993 as cited in Hyland 2000) questioned the validity of IQ and IQ tests as indicators of cognitive efficiency, claiming that the representation of the human being requires a combination of multiple, specific and different abilities, which he called "talents". This investigation may support the understanding of the connect between cognitive modifications and psycho pathological helplessness over the life span, as well as bring gigantic focal points to a more comprehensive social state of mind towards AEHD students and other neuro-developmental inabilities, giving a worldview move from intellectually underneath normal IQ to "neuropsychological characterization". Agreeing to this worldview, each individual would possess neuropsychological characteristics, in terms of shortcomings and qualities, and a few people with and without AEHD might indeed share one or more particular cognitive

dysfunctions and be distinguished as it were by their seriousness and their effect on person working.

Then again, a person who is lethargic to upgrades might have a few or the entirety of the accompanying indications:

- ★ A strangely undeniable degree of persistence.
- ★ Not showing any feeling.
- ★ Making truth be told, extremely insightful remarks; assessing every one of the potential results of an activity.
- ★ Propensity to stand by endlessly.
- ★ Never interceding in the discussions and exercises of others.

Related issues

In kids, AEHD is joined by different issues in around 66% of cases. Some regularly related conditions include:

- ★ Laziness.
- ★ Learning inescapable because of hyper focus.
- ★ Passive-forceful behavior disorder.
- ★ Obsessive disorder.
- ★ Unhappiness

Different causes in children, or young people with AEHD:

Different causes in children, or young people with AEHD:

★ **Hereditary**

As AEHD is normal, regular choice might have supported the qualities of the problem, which might have given an endurance advantage, particularly in wilderness and Savannah conditions, wherein certain circumstances it is helpful to profess to be dead. In this manner, a few ladies might be more drawn to calm, solid guys than to hyperactive ones, subsequently

expanding the recurrence of qualities that incline them to AEHD in the genetic supply.

Hypoactivity and hyper-consideration may likewise have been advantageous, according to a developmental point of view, in exercises like playing golf, which involve delayed stability and focus. In such circumstances, students with AEHD might have some beneficial treats, even while unsafe to society, if the individual did not convey his prey to other people. Besides, people with AEDH may have been exceptional ready to get away from the consideration of hunters by staying stable and mixing in with the climate.

★ Relatives

As AEHD is more normal in offspring of restless or focused on moms, some contend that it is an adaption that assists youngsters with adapting to an upsetting or risky environmental condition by embracing a conduct that does not stand out.

★ Society

Society is not ready to deal with students who require special treatment and care, unfortunately, the economy part plays a huge role in this process. It will be great if the public system certifies a specific place or even hire people to treat students with this condition. Besides, in certain nations with a helpless state funded educational system, a finding of AEHD might empower guardians to get extra monetary and instructive help for their kids. Despite the fact that conduct average of AEDH is frequently showed by kids who have encountered brutality and psychological mistreatment, this finding isn't summoned as a reason for AEHD.

★ Physiopathology

AEHD is related with the practical impedance of synapse frameworks including the disordered part of the brain.

★ Anatomy of the brain

In kids with AEDH, the capacity of mind structures is for the most part bigger, with a relatively more prominent expansion in the left side of the cerebrum.

★ Synapse pathways

It was recently believed that the more modest number of dopamine carriers in AEHD subjects was important for the physiopathology of the problem. Presently, notwithstanding, apparently this diminished number is because of transformation to openness to psychometrics endorsed to treat AEHD. Current models include the hydrocortisone dopamine pathway and the noradrenergic arrangement of the locus coeruleus. AEHD psychometrics are solid since they decline synapse movement in these frameworks. Likewise, anomalies in gerontological and cholinergic pathways. The neurotransmitter of glutamate likewise is by all accounts included.

★ Conduct treatments

Conduct treatments give off an impression of being valuable during the study of hypoactive condition because they suggested a called first-line of treatment in the individuals who have gentle manifestations or are of preschool age. The mental treatments utilized incorporate intellectual social treatment, relational treatment, family treatment, school-based meditations, parent the board preparing, and neuro feedback. Family treatment has end up being superior to fake treatment. There are additionally casual self-improvement gatherings. The main factor in diminishing resulting mental issues, like gloom, exploitation by hoodlums, school disappointment, and substance use problems, is the development of kinship with individuals who are not engaged with delinquent exercises. Ordinary actual exercise is a powerful extra treatment, as it further develops conduct and engine capacities without bringing on any incidental effects.

2.2.1.3. Prevent the misconceptions and myths about the hypoactive students.

Educators mislead students with attention excess hypoactive disorder to students who are just shy or do not need any help in the classroom; likewise, some parents' beliefs about it, it is normal to see a calm child because we emphasized the good behavior, but when the child

must go to school and start the interaction between classmates it is required the activeness and normality of the student; this condition is very difficult to identify even for a psychopedagogue which studies are based on the human behavior at different stages of live. During years, children with AEHD must support the criticism and loneliness of this conditions.

There are some misconceptions and myths about the hypoactive students; like the following:

1. **He is just lazy and unmotivated.** This assumption is often made by educators that do not know about this condition, so the normal response is catalogued a student as lazy student who does not like to participate in class. It is pretty frustrating for a teacher to prepare the class and see how the majority of the group involves and achieve the common goal of the class; but on the other hand, a certain student just stays in the back without any motivation certainly the student's learning process will be decreasing. Unfortunately, children even teenagers do not want to stay apart, but their condition stops them to keep the concentration and get the reward of a complete task. This kind of actions may look like laziness for the teacher even for the parents; however, the frontal lobe of the brain is not working with full capacities so the student will look like unhappy in the class, but inside is unknown what is really happening.
2. **Daydreamer student that is not normal.** Children who do not complete their daily work in the classroom is called daydreamer. As many educators want to achieve a successful group, they pretend to have exceptional students according to teachers' standards, nevertheless, the called daydreamer can be the one who stands out of the rest. If as an adult, we put strong limitations to these students who have a special condition probably, the fault of cutting dreams will be the teacher.
3. **The magic treatment, bring it up (The Pill).** Parents go to medical advice when they do not how to deal with their children and how they can improve their learning process. Unfortunately, the magic pill does not work the same for all the people. A student who takes a pill before classes, they probably can keep their attention but the brain will be

working in a 75% out of 100%. The pill can work if at home, every relative takes the responsibility to support the student and do not just rely on a pill.

4. **If a teenager can spend hours playing video games or using the cellphone it is not probable that cannot have AEHD.** During long days of classes with many lessons and subjects, students cannot find the right motivation to keep on track during the whole day. So, as result, teacher emit a judgment by comparing their attention and focusing when they play videogames and how students avoid the responsibility in the classroom. As a remarkable fact, students with AEHD can concentrate in different tasks at the same time, as long as the process gives them the adrenaline and motivation they need. So, it is not their fault to find pleasure in a video game as neither is the teacher fault considering his or her time planning an extraordinary class with a curriculum full of activities.
5. **AEHD is caused by poor parental discipline.** This misconception lead parents to exert a violent side, believing that if the put a hand on their children they probably will change. It is required that parents and educators understand this situation before emitting a value judgement.
6. **If a student with AEHD does not receive a proper evaluation in the first session the future development will be a disaster.** Attention-deficit hypoactivity condition needs the diagnosis of a specialist in the medicine and pedagogical field, working together to improve students lives and by giving them the opportunity to endure the misjudgment and lack of comprehension. The responsibility of educators, parents fell on the achievement of a better future for the student.

2.2.2 The process of learning English as a foreign language

2.2.2.1. Curricular adaptations in the learning process

In recent years, the modernization of the curriculum has gotten progressively well known as a method for creating phonetic capacity. It has solid associations with project work, task-based learning and an all-encompassing way to deal with language guidance and has gotten especially famous inside the state school auxiliary. Based on this, it is necessary to analyze the different approaches that a teacher can implement with students that have one or several learning disabilities.

- **Approach #1 Content Based Instruction**

During the application of the Content Based Instruction, educators will focus on the theme. During the development the learners are motivated to analyze and figure out different aspects or activities prepared by the teacher.

Teacher's Role:

Applying the Content-Based instruction needs a great amount of effort and energy. The teacher during the class has to develop several roles, such as being a good language teacher and in addition having an appropriate knowledge of the subject matter. In addition, the teacher has to choose material. If the material is not suitable enough, he has to adapt it to the learners' language level. There is, however, quite a variety of material available for teachers to use for Content-Based lessons. First of all, teachers can and should use authentic materials such as newspaper articles and advertisements; these are texts native speakers of the language would read themselves.

Student's Role:

Students are learning by themselves with low guidance from the teacher, which implies an extra effort from the student in which he or she must focus on one task at time. The idea with this approach is that the student can be the center of the learning process by finding his or her own motivation and achieve everything.

2.2.2.2 Advantages of well design curriculum to teach hypoactive students

1. It can make learning a language more interesting and motivating. Students can use the language to fulfil a real purpose, which can make students both more independent and confident.
2. Students can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs.
3. CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts.
4. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects.

The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

Approach #2 Cooperative Language Learning

Cooperative language learning depends on the possibility that subsequent language learning can be best done in heterogeneous gatherings when all understudies work cooperatively and helpfully for one shared objective. It replaces the possibility that understudies need to work seriously against each other. The significance of utilization Cooperative Learning (CL) in understudies with Hypoactive conditions:

- 1.Promotes understudy learning and scholarly accomplishment.
- 2.Helps understudies foster abilities in oral correspondence.
- 3.Increases understudy maintenance.
- 4.Enhances understudy fulfillment with their learning experience.

Teacher's Role:

The teacher's task is to provide the material, to set the classroom settings, to set goals for the students, to structure the classroom and the activities and to help and monitor students in the work phase.

Learner's Role:

The learner's role is primarily to work collaboratively with each other and develop and practice social skills. It is important to accept new ideas from other students, because the students have to share ideas (not compete to see who has the best), accept criticism and they have to learn to make use of the foreign language also when the teacher is not around.

As a conclusion it is important apply this method due to help students to increased self-esteem, greater liking for school, enhanced inter-ethnic ties, and improved complex thinking.

Approach # 3 Communicative Language Teaching

The goal is to enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meanings, and functions.

Teacher`s Role:

The teacher facilitates a bridge of communication in the classroom. In this approach, one of its major responsibilities is to establish situations likely to promote communication providing the security to students that they can make mistakes in order to learn.

Learner`s Role:

Students are, most importantly, communicators. They are effectively occupied with arranging importance in attempting to get their point across and in understanding others-in any event, when their insight into the objective language is deficient.

Approach # 4 Whole Language

The term Whole Language was coined in the 1980s by a group of American educators interested in linguistic arts education. The linguistic approach naturally emphasizes reading and writing learning with an emphasis on reading and writing for real communication and enjoyment. Communicative language teaching since it emphasizes the importance of meaning and meaning making in teaching and learning. It also relates to natural approaches to language learning since it is designed to help children and adults learn a second language in the same way that children learn their first language.

Language is seen as something that is used for meaningful purposes and to carry out authentic functions. "Language is always in a social context, and this applies to both oral and written language, to both first and second language use" (Rigg 1991:523). The descriptions of whole language classroom recall terms familiar to humanistic approaches to education and to language learning: whole language is said to be authentic, personalized, self-directed, collaborative, and pluralistic. Such characteristics are believed to focus learner attention and to motivate mastery. Learning focuses on the learners' experience, needs, interests, and aspirations.

Teacher's role:

The teacher is seen as a facilitator and an active participant in the learning community rather than an expert passing of knowledge. The teacher creates a climate that will support collaborative learning. The teacher has the responsibility of negotiating a plan of work with the learners.

Student's role:

The learner is collaborator, collaborating with fellow students, with the teacher and with the writers of texts. Students are also evaluators, evaluating their own and others' learning, with the help of the teacher. Also, the students are selector of learning material and activities.

Advantages:

1. Teachers can feel free to implement the approach according to the needs of particular classes.
2. It focuses on experiences and activities that are relevant to learners' lives and needs, that it uses authentic materials, and that it can be used to facilitate the development of all aspects of a second language.

3. It promotes fluency at the expense of accuracy. Rich array of materials that an offer an integrated approach to ESL instruction and that can be adapted for use in a wide variety of contexts.

2.2.3 Teacher's management of hypoactive condition in the process of learning English

2.2.3.1 Importance of teacher's management inside the English classroom.

It is vigorous for teachers how to notice, recognize and distinguish the different manifestations of disciplinary problems in their classes and most importantly being able to handle these problems in the most appropriate way taking into account for this all the aspects that are related to the performance of the class in which problems are presented such as: students' ages, class size, number of students, schedule, content of the class, the resources used, the methods, the objective since those contents influence student behavior. The teachers do not only have the possibility to lead, manage and confront a group of students; they can also observe, discover, analyze, manage and solve different discipline problems that can come up in their classes.

Teaching English, especially for teenagers, should be enjoyable, interesting, and understandable. In doing so, there should be appropriate techniques for teaching English to them. One of the alternative strategies that can be applied in the classroom is the use of games or activities. They also allow students to gain new experiences in foreign languages, which is not always possible in a typical course.

English classroom, besides the need for communication and the importance to acquire a good learning, also it is important the management inside of it. Also, the use of different techniques could be worthy in an English class if students are desperate to learn a new language or if English is a requirement in the program. It seems to be necessary the use of

techniques which call students attention; besides the use of games encourages students to be unafraid to participate, improving their fluency, interpersonal intelligence, kinesthetic and many other intelligences. The importance of providing a creative, interesting and funny class is the reason for the students to stay in the classroom. That is why the curriculum for English learners should give emphasis to the use of activities in order to create a positive learning environment, and to try to spark interest among their students in English as a second foreign language.

Thus, the teacher's first objective is to establish firm limits on the LD/ADD student. His difficulty with focusing attention must not become the entire class's problem. The learning styles research of Drs. Rita and Kenneth Dunn cited by Lefever in her book Learning Styles, mention the importance of analyzing the five environmental factors that must be considered when choosing an appropriate environment for teaching.

1. Noise.

The noise level is of primary importance. For many pupils, deep concentration is so easy that they stay engrossed in their work despite even loud sounds. Very few LD/ADD youngsters have the ability to tune out the smallest background noises. It's usually difficult- and sometimes impossible-to provide the degree of quiet they need when there are other students nearby. For those who can tolerate looking "different," sound insulating earmuffs like those used at airports may be helpful. Earplugs and stereo headsets playing white noise offer the same benefits at less expense.

Many learners actually need noise in order to concentrate. Background sounds from a radio, stereo, or television help such students filter out the intrusive background noises that would otherwise disrupt their concentration. There is a growing body of evidence to suggest that certain types of classical music can be an aid to concentration and learning. For LD/ADD students who find music helpful during study sessions, a small cassette or CD player with a headset can be extremely valuable.

2. Light.

The amount of light in the work area can have a strong effect on concentration. Some students find that dim lighting makes them sleepy and sluggish, while bright light helps them stay alert. Others find that low light helps them feel calm and focused, while intense light makes them fidgety and nervous. Several studies have shown that poor readers and right brain thinkers tend to prefer dim light for study. As might be expected, many LD/ADD students find it easiest to learn in a room with low intensity lighting. Perhaps baseball hats should be allowed in classrooms as a socially acceptable form of eyeshade.

3. Temperature.

Personal preferences concerning room temperature vary widely. While some students fan themselves and complain of the heat, others seated nearby shiver. There is a limited temperature range within which the human brain functions well. When the classroom thermometer registers above eighty degrees, the mind becomes sleepy and sluggish; when the reading falls below the mid-sixties, discomfort disrupts serious thinking. Youngsters with a learning disability and/or an attention deficit disorder seem especially susceptible to extremes of cold or heat. Consequently, the teacher's personal comfort level shouldn't dictate what's

right for an entire classroom. Students need to be taught to adjust their clothing according to the temperature so they can remain clearheaded and alert.

4. Seating.

Standard classroom seating isn't ideal for all pupils. Mozart wrote his music standing up at a high table. Others do their best thinking stretched out on the floor. Some can't concentrate unless they're in motion. While it's more convenient for the teacher to have the entire class sitting in chairs lined up in neat rows, LD/ ADD students should be encouraged to explore alternate postures.

5. Oral stimulation.

Many people find that the machinery of thinking works best when accompanied by movements of the mouth. When concentrating, they chew on a pencil, smoke a pipe, eat, drink, chew gum, or bite their fingernails. Some experts believe that such activity "integrates" the nervous system. Although food and drink aren't normally available in a classroom, many youngsters with a learning disability and/or an attention deficit disorder could benefit from such intake. The Dunns' learning-styles research makes it clear that some small modifications in the classroom environment can make an enormous difference in the students' academic achievement.

2.2.3.2. The teacher's role and professional development in the learning process as well as students' behavior inside the classroom

Teachers still play an important role. According to Adams (1970), the role of a teacher is related to what the individual actually does (his behavior), but the role of individual can be influenced by the behavior expected of the individual. (Page 121), more accurately. Expectations of individuals (ie teachers themselves) or others (students, students, parents, colleagues, school leaders, society, etc.) Teacher roles are not uniquely defined, and their definition is influenced by many factors. It is determined by culture and environmental events, all of which influence the differences that occur in the notion of the role of teachers in different cultures and societies, including the geographical environment. Factors Affecting Teacher Roles are internal and external. Internal factors include those that influence the teacher's perception of his role. External factors () include views and expectations of the teacher's role. This happens among other stakeholders such as students, parents, peers, school leaders and the general public. Factors in the category are also an important part of the teacher's professional identity. About their role. Teachers' expectations determine their understanding of their role, as their sense of effectiveness at work may vary depending on how they view themselves as professionals (BenPeretz, Mendel) Sona & Kromb, 2003, p. 278).

During this period, teachers began to carve out a professional image as a teacher, so that teachers' expectations are influenced by the experience and knowledge gained during education and training professional training. As a reference, it is there to shape expectations and ideas for the role of and emphasizes the importance of quality education. In addition to educational experience, teacher expectations are also influenced in educational contexts. In a 2003 survey, Ben Peretz and colleagues found that teachers who taught, low-achieving students viewed their roles differently than teachers who taught, high-achieving students. Teachers' expectations about their role in the classroom are directly related to their professional identity.

2.2.3.2.1 Teacher Professional Development

Valenčič Zuljan (2001) defined the professional development of teachers as:

“...the process of meaningful and life- long learning, in which teachers develop their conceptions and change their teaching practice; it is a process that involves the teacher’s personal, professional and social dimension and represents the teacher’s progress towards critical independent, responsible decisionmaking and behavior.” (p. 131)

Teachers evolve, improve, and supplement their educational abilities and conduct, as well as change as individuals, as a result of professional development. A teacher, according to Kalin (2006), is:

“...committed to continuous professional development and working with others (colleagues), is aware of the connection between one’s own development and the development of students and sees its role also outside the class: it builds the connection with people in the local community and society as a whole, with management bodies and researchers.” (p. 174)

According to Beijaard (1995), a teacher's professional identity is made up of three components: the subject they teach, their interaction with students, and their role or role conception (p. 282). Because the latter is built in relation to the item and the relationship with learners, it cannot be evaluated separately from the other two variables. Based on this, it is necessary to highlight the fact that the personality of the teacher, whose personal attributes enable him to be an empathic and attentive teacher, a leader in the classroom, a teacher with a good attitude toward the profession, and a teacher with broad, general knowledge in their chosen field and subject matter. Therefore, a teacher who has achieved professional, academic knowledge of the subject taught, such as didactic knowledge, educational methods, with a focus on an individual pupil, or, in other words, a teacher with a broad general knowledge who is also well-versed in a variety of other subjects. As a result, if you are a teacher, you must not agree to

reduce the complexity of your job to a list of competencies and requirements. Instead, Fullan and Hargreaves, 2000, p. 45, argue that the teacher should be seen as a whole personality and as an important role in the educational system.

2.2.3.2.2 The Importance of teacher's evaluation in the curricular development

Evaluation:

Assessment can be conceptualized as a dynamic, ceaseless and orderly cycle, zeroed in on changes in practices and exhibitions, through which we check the accomplishments gained by the proposed goals.

In order to better illustrate the meaning of evaluation, some definitions according to experts will be presented.

"The evaluation process is essentially the process of determining the extent to which educational objectives have actually been achieved through teaching programs and curricula" Tyler (1950).

"To evaluate is to make value judgments" Schuman (1972).

"To evaluate in education means to define, determine, or assess any facet of the educational structure, process, or product in terms of previously established criteria" De la Orden (1972).

"A systematic and rigorous process of data collection, incorporated into the educational process from its beginning so that it is possible to have continuous and significant information to know the situation, make value judgments regarding it and make appropriate decisions to continue the educational activity, improving it progressively" Casanova (1995).

This highlights a key element of the current conception of evaluation: not to evaluate for the sake of evaluation, but to improve programs, the organization of tasks and the transfer to a more efficient methodological selection.

Teaching:

Teaching is seen as the practice and exercise of the teacher, whose purpose is to analyze and reflect on the teaching-learning process, helping the teacher to know the mistakes made and improving the quality of education; besides making this process dynamic and non-routine.

In order to better illustrate the meaning of evaluation, we will present some definitions according to experts.

"A radical questioning of the being and acting of the university professor". Ricardo Sánchez Puentes.

Formative:

It is the capacity that teachers have to help form and educate students so that they are good people for society, either professionally or socially.

In order to better illustrate the meaning of evaluation, some definitions according to experts will be presented.

"From the perspective of the training process, educational legislation establishes the framework of school actions, curricula and pedagogical orientations, elements that will constitute the environment of personalization and citizenship" (Alvear, 1963, Barba, 1998, Bremauntz, 1943, Yurén, 1994).

Evaluation methods:

These are the tools or techniques used by the teacher to prepare and adapt the given objectives, in order to obtain good learning in addition to knowing the points that are necessary to reinforce. Two observation techniques can be used, those of observation and those of performance.

Teacher:

A teacher is the person who teaches a given subject and plans and adapts his lessons to obtain a profitable teaching and learning process; in addition to teaching, he learns from the mistakes made and from his students.

In order to better illustrate the meaning of evaluation, we will present some definitions according to experts.

"The teaching knowledge is that educator who focuses his attention on the student, taking into account the social, economic and political situation of the environment and of the student, and from there to adapt the programs which will give satisfactory results. (Ana Luisa Nigenda Arreola)

"The teacher plans the evaluation complex process, put at the service of the students, to guide the student's learning to improve teaching, to enhance the teaching action, programming the evaluation, elaborating evaluation plan, setting evaluation criteria and planning the recovery" (Didactic unit 8; the teacher before the educational evaluation and promotion).

Student:

It is the person who has the desire to learn about a subject; subject or specific science, this must be responsible and persevering; since the expected results are not always obtained.

2.2.3.2.3 Effective Classroom Management as a key in the learning process

Teachers' ability to plan, organize and implement all the pedagogical tools learnt by the years as well as regulate their learners' conduct is crucial to obtaining great educational outcomes. Even when good behavior management does not ensure effective instruction, it does provide the climate in which good instruction can take place. Highly effective training lessens, but does not eliminate, classroom conduct in a reciprocal manner (Emmer & Stough, 2001). Based on previously mentioned, there are some recommendations or

advice to apply inside the classroom to improve the environment and quality of education provided to every student. For example:

- ★ Educator should concentrate on effective instructional practices to avoid any misconduct in their academic behavior, besides give the opportunity to students with AEHD challenge themselves as a result, allow higher achievement particularly among poor and minority kids, who lag behind their more affluent peers.
- ★ It is critical to provide instruction at a suitable level for the students. Students become frustrated when given with knowledge and materials that are beyond their current skill level.

Classroom behavior problems are reduced, but not completely eliminated, by highly effective training (Oliver & Reschly, 2007). Effective classroom management necessitates a multifaceted strategy that incorporates the following elements:

- ★ Structuring the class development.
- ★ Enthusiastically oversight student participation.
- ★ Implementing classroom rules and routines.
- ★ Enacting procedures that encourage appropriate behavior
- ★ Using behavior reduction strategies.
- ★ Collecting and using data to monitor student behavior, and modifying classroom management procedures as needed.

Planning to structure a classroom to facilitate excellent student performance is one option to increase the best environment for ADHA students. According to Oliver (2007) effective classroom structuring requires attention to the following features:

- ★ Creating a physical arrangement that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to their questions and better control behavior.
- ★ Making efficient use of classroom time, including transitions between various classroom activities.
- ★ Ensuring that the nature and quality of student interactions is positive.
- ★ Clearly communicating appropriate behaviors for particular classroom activities. For example, students may be expected to interact with one another during cooperative learning activities but not during independent work at their seats (Paine et al., 1983).

Teachers' ability to structure classrooms and regulate their pupils' conduct is crucial to good educational outcomes. To improve outcomes for kids in general and special education, comprehensive teacher training and professional development in efficient classroom organization and behavior control is required. Besides, both special education and general education teacher candidates should get training and guided practice with feedback on instructional methods to classroom management in teacher preparation programs. Although highly effective education does not fully eliminate problem behavior, it does help to diminish it by encouraging more academic engagement and on-task performance.

CHAPTER III:

METHODOLOGICAL

FRAMEWORK

3.1 TYPE OF RESEARCH

Firstly, the current look did a meticulous examination of several national and universal considerations related to the target point to realize the inquire about objectives. Within the same way, the researcher has expressed hands on work arrangements in which she analyzes the teacher's management of the hypoactive condition in the process of learning English as a foreign language, to cultivate the importance of early discoveries related to the previous condition mentioned before in seventh-graders students in EFL classrooms at an Esparza High School. This section introduces the approach and the type of research is studied.

3.1.1 Purpose (theoretical or applied)

This is fact-finding research due to the fact that the subject investigated is not extensively studied. There is information and written works on the topic, but there are not many studies about it. Research has shown that teachers' actions in the classroom have twice the impact on student achievement than school policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003). In addition, one of the most important teacher's functions is how to manage the classroom effectively.

On the other hand, the hypoactive condition is an unknown condition in the education field, due to the misconception that a passive student means a well behave human being, or just appealing to hyperactive students which they call most of teachers' attention. As McCombs and Whisler (1997) noted, all students desire personal attention from their teachers.

Consequently, the applied study purpose is to provide useful tools as recommendations, guidelines, others, in the case of teacher's management of hypoactive

condition in the process of learning English as a foreign language in seventh graders from Sancti Spiritus High School, Esparza- Puntarenas. In other words, Barrantes R. (2013) the applied investigation has the finality of solving practical problems, to transform the condition of an issue that has been worrying us. (p, 64). As a result, this research is not a critique to the education field, it is a reinforcement to our teaching and learning process.

3.1.2 Temporal Dimension (transversal/longitudinal).

This research presents a transversal dimension because it is studying, examining and comprehending the teachers' management of hypoactive condition in the classroom. The study is to support the previous statement, Barrantes (2013) said, that temporal dimension studies aspects of the development of subjects and the topics in a specific time. That is why this research is granted as short-term research, because of the time to develop it, and known as the third scholar period 2020.

3.1.3 Macro (mega- macro-micro).

According to Blackstone (2017) this is a micro level research which he states: "At the micro level, sociologists examine the smallest levels of interaction; even in some cases, just "the self" alone. Micro level analyses might include one-on-one interactions between couples or friends" (p.2). The main focus on this research is to concentrate on students from seventh grade from Sistema Educativo Sancti Spiritus, which they do not exceed the number of 30 students.

3.1.4 Nature (qualitative, quatitative, and mix).

This investigation presents a mix of both methods, one hand is based on the qualitative nature research because requires open interviews, interactions with specific groups of people, life stories and analysis of the background of the characters. In the qualitative research Hernandez, et al (2014) says that every person, group, or social system

has a unique way to see the world and understand situations and events, which is constructed through experience and through research, we most try to understand their context. (p.9). On the other hand, it is important to mention the characteristics of the quantitative research which is also implemented in this study; so, some data is gathered by surveys, close questions. Hernandez, et al (2014), in his text of Methodological Research, the quantitative research: uses the gathering of data to prove the hypothesis based on numerical basis and statistical analysis, in order to establish guidelines of behavior and to prove the hypothesis. (p.4)

3.1.5 Character (exploratory, descriptive, correlational, explanatory)

This investigation is an exploratory and descriptive; the exploratory purpose it is to research about a topic that is not very well known. Its main purpose is to provide new information, in which new research can use and study in depth. Therefore, the study presents descriptive characteristics that it is not only limited to collecting information, but also, summarizes as well as analyzes data. With the descriptive studies, it is necessary to specify the properties, characteristics and profiles of the people, groups, communities, processes, objects or any other phenomenon submitted to analysis. (Hernández, 2014)

3.2 SUBJECTS AND RESEARCH SOURCES

This section explains important features related to information about subjects and sources.

3.2.1. Analysis Unit (objects and subjects of study)

The subjects of study are a sample of 30 seventh grade students from Sistema Educativo Sancti Spiritus. Also, in this study, a sample of 10 parents is included in the main research.

3.2.1.1 First hand.

The primary sources of information for this research provides information that is essential for the developing of the full study. For example, official papers like University thesis that are online and research works from known organizations that have relevance with the research.

Author or authors	University or Organization	Country	Year
Diamond, A.	Attention-deficit disorder (attention-deficit/ hyperactivity disorder without hyperactivity): A neurobiologically and behaviorally distinct disorder from attention-deficit/hyperactivity disorder (with hyperactivity). <i>Development and Psychopathology</i> , 17(3), 807-825. doi:10.1017/S0954579405050388	United States	2005
Wolraich, M.	Attention-Deficit/Hyperactivity Disorder Can It be Recognized and Treated in Children Younger than 5 Years?. <i>Infants & Young Children</i> Vol. 19, No. 2, pp. 86–93	---	2006
Lefever, M.	Learning styles: Reaching everyone God gave you to teach. USA. David. C.Cook	United States	2004

Baker, T., & Clark, J.	Cooperative learning- a double edged sword: A cooperative learning model for use with diverse student groups. Intercultural Education, 21(3), .	United States	2010
Blackstone, A.	Principles of Sociological Inquiry: Qualitative and Quantitative	USA	2017

Methods, v. 1.0 FlatWorld, Inc.

3.2.1.2 Second hand

In this part could be included documents taken in Web as long as they have the author, title, and year of publication.

Author or authors	Title	Country	Year
American Academy of Pediatrics	Clinical practice guideline: Diagnosis and evaluation of the child with attention-deficit/hyperactivity disorder. Pediatrics.	United States	2000
American Academy of Pediatrics.	Clinical practice guideline: Treatment of the school- aged child with attention deficit/hyperactivity	United States	2001

	disorder. Pediatrics, 108, 1033-1044.		
The British Psychological Society and The Royal College of Psychiatrists.	Attention deficit hyperactivity Disorder	Great Britain	2009
Chandra, R	Classroom Management for Effective Teaching. International Journal of Education and Psychological Research (IJEPR).	USA	2015
Marzano, J.	What works in schools. Alexandria, VA: ASCD.	United States	2003

3.3 SAMPLE SELECTION

3.3.1 The population

Seventh graders students from Sistema Educativo Sancti Spiritus were chosen, due to the fact there are 2 cases on hypoactive condition among the regular students.

3.3.2 Sample.

The 80% (30) students belong to seventh graders at Sistema Educativo Sancti Spiritus, 10% (10) families and 10% (3) teachers.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

The observation is a tool in which the researcher understands different behaviors, also where information about classroom management is gathered in order to understand the hypoactive condition from a different perspective.

A questionnaire is a valuable instrument in the data collection of the quantitative research. It is a process in which general beliefs and misconceptions from students, teachers and parents could provide, besides the questionnaire cannot produce a rejection or shame from the participants.

Interviews, produce a close relation between the researcher and participants, based on that, it is an important implement in the study.

Interviews with ten questions are planned with two students from each high school in order to provide more detailed data collection to support the investigation.

3.5 OPERACIONALIZATION OF VARIABLES

The teacher's management of hypoactive condition in the learning process of English as a foreign language. Teacher's management refers to the extensive variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. In order to achieve this variable, it is necessary to apply an interview (10 open questions) and a classroom observation.

From the interview applied to the students from seventh grade which defined in the instruments the questions 1, 2, and 3. From the observation applied to teachers,

indicators 1, 2,3,4,5, and 6 variable 1. If from 100% to 90% recognize the importance of teacher's management of hypoactive condition, it would be positive for this research.

The difference between hypoactive and hyperactive condition in students from 13 years old. Hypoactive learners are that they are so quiet that many times they can be next to you and you don't realize it. They are passive and calm beings. Hyperactive learners are extremely playful and with lots of energy. If from 95% to 90% analyze the difference between hypoactive and hyperactive condition in students from 13 years old, it could benefit the educational system.

The complications, stereotypes or myths of hypoactive condition in the learning process of English as a foreign language. Stereotypes are ideas that people have about what someone or something is like, especially an idea that is wrong. A myth is a believed that people develop due to old generations. If from 100% to 90% cannot identify the stereotypes or myths surrounding the hypoactive condition, it would be negative for this research.

CHAPTER IV:

**DATA ANALYSIS AND
INTERPRETATION**

4.1 Diagnostic of the current situation

4.1.1 Diagnostic of the situation

Seventh graders students from Sistema Educativo Sancti Spíritus and teachers in general are facing several issues in order to attend students with hypoactive condition. The present research has been concentrated on the study of the misconceptions between hyperactive condition versus hypoactive conditions as well as the teacher's classroom management and the teacher's evaluation.

Apprentices with hypoactive condition have difficulty relating and generally, in class, act passively and without attracting the attention of their teachers. Seem to be in another world, may be absent for long periods of time, not grasping the necessary information from the teacher's explanation. However, there are different students, so they have different ways of learning.

The interviews, questionnaires and class observation applied to this research open a bigger scenario in which many teachers find out the lack of training in this field, and how they can involve these students with hypoactive condition to be part of the class.

Once instruments have been applied the information obtained is represented by charts and graphs for a better understanding of it.

4.1.2 Graphics, figures and tables

Interpretation and analysis of data based on an open interview to seventh graders from Sistema Educativo Sancti Spíritus, thus following chart provides us the questions and the students' opinions about their daily behavior inside the classroom.

Hypoactivity index for self-assessment question from 1 to 3												
	1. You are a bit impulsive, irritable.				2. You get irritated when you fail to finish your work.				3. You can stay in your chair during the 40-minute class, without asking questions or getting up.			
	N:0	ALB:2	AL:4	VM:6	N:0	ALB:2	AL:4	VM:6	N:0	ALB:2	AL:4	VM:6
Student 1		x					x		x			
Student 2			x				x				x	
Student 3		x					x					x
Student 4	X				x				x			
Student 5	X				x							x
Student 6		x				x			x			
Student 7		x				x						x
Hypoactivity index for self-assessment question from 4 to 6												
	4. You can communicate with your colleagues without any problems.				5. You take great care of your class items; you don't lend for the sake of order.				6. You don't finish what you start.			
	N:0	ALB:2	AL:4	VM:6	N:0	ALB:2	AL:4	VM:6	N:0	ALB:2	AL:4	VM:6
Student 1	X					x			x			

Student 2		x			x				x			
Student 3	X					x				x		
Student 4				x	x				x			
Student 5			x		x							x
Student 6				x	x					x		
Student 7			x			x					x	
Hypoactivity index for self-assessment question from 7 to 9												
	7. You find it easy more than 3 subjects besides which you don't need any explanation.				8. You stealthily change your moods.				9. Your efforts are easily frustrated.			
	N:0	ALB:2	AL:4	VM:6	N:0	ALB:2	AL:4	VM:6	N:0	ALB:2	AL:4	VM:6
Student 1	X						x			x		
Student 2	X							x	x			
Student 3				x		x				x		
Student 4				x	x				x			
Student 5				x	x				x			
Student 6		x					x			x		
Student 7				x		x				x		
Hypoactivity index for self-assessment question 10												
	10. Your personality often annoys your peers, thinking that you don't want to socialize with them.											
	N:0			ALB:2			AL:4			VM:6		
Student 1										x		
Student 2				x								
Student	X											

3				
Student 4	X			
Student 5	X			
Student 6		x		
Student 7		x		

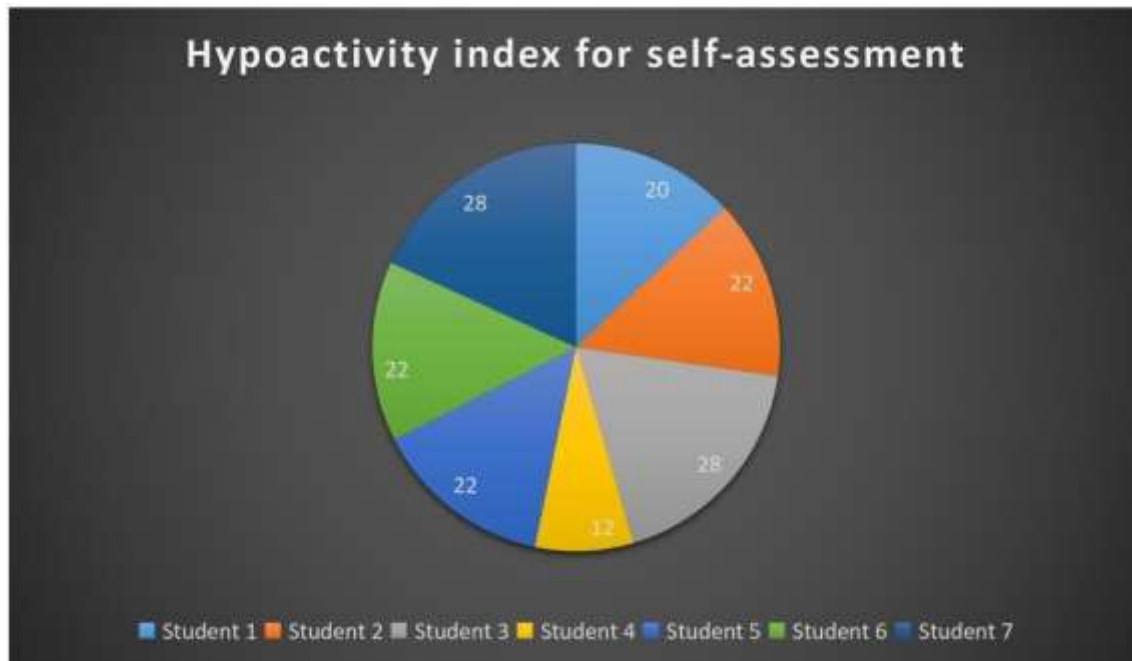
Table 1: Hypoactivity index for self-assessment

Symbology: N: **Nothing 0** / ALB: **A little bit 2** / AL: **A lot 4** / VM: **Very much 6**

Data source: Information obtained by the researcher, on 2020

General data							
Student	1	2	3	4	5	6	7
Total points	20	22	28	12	22	22	28

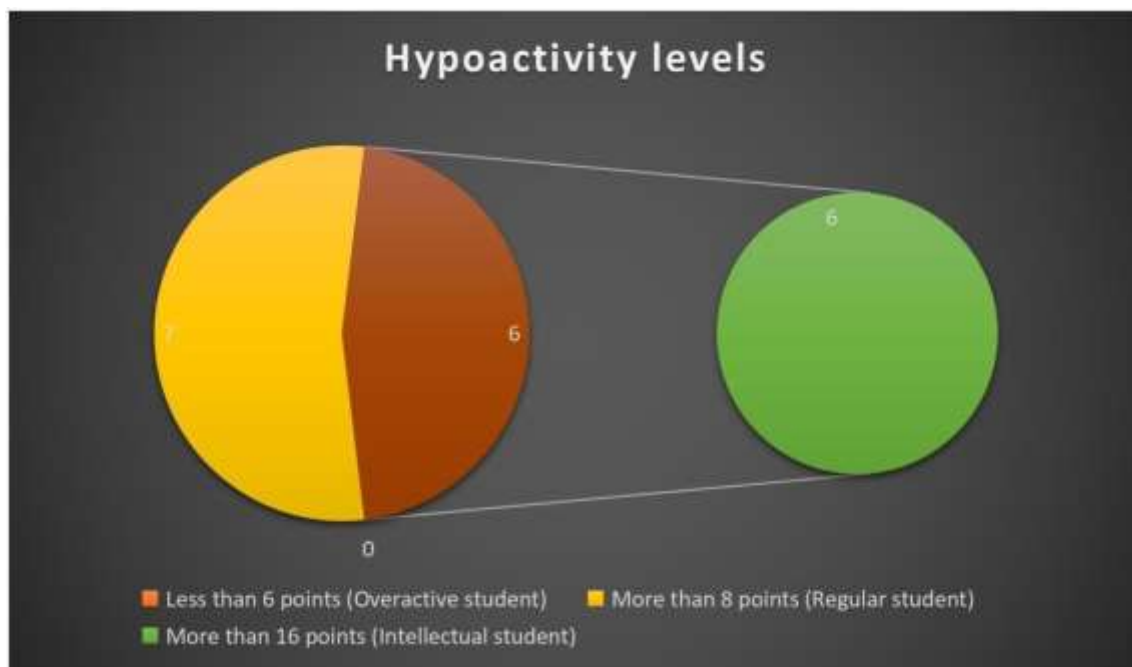
Graphic 1: Hypoactivity index for self-assessment



Data source: Information obtained by the researcher, on 2020

The previous graphic shows that more than 97% of the students do not attend the basic behavior for a student with hypoactive condition, on the other hand, it shows us that this group the majority fills the characteristics of a regular or even student with hyperactivity disorder. Nevertheless, there is a small percentage of the 3% inside the class, which answered the interview but manifested that they lied in some questions because they were ashamed. To those students who hid the real answers, a different strategy was applied. To sum up, this graphic shows the variety of students in a class.

Graphic 2: Hypoactivity levels



Data source: Information obtained by the researcher, on 2021

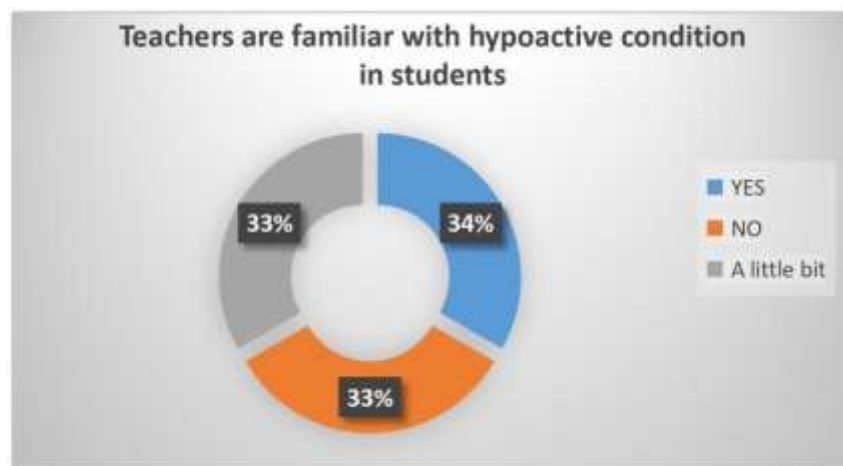
Students are exceptionally diverse, and they work at their possess pace. Teachers are attempting to get knowledge to each of them, but in some cases even the best teachers go down in blazes. The previous mentioned is not a fact to be ashamed of but to look for different

strategies to control the class and the students as well. The graphic shows that 40% of the students can be classified into overactive students, which they continuously have a question to inquire and comment to create. They joined a book, science, math, chess, talk about, or happiness club. Overactive personalities can be found almost about everywhere, and they can get to be irritating since other understudies within the lesson have no chance to form a title for themselves. In the same way, 56% of students show a regular behavior in the English class, for example, in different occasions those students have no thought what they are doing over here. Teachers too have no thought what clueless understudies are doing here. Clueless identities barely get it what is going on around them and attempt to form everything clear. They inquire questions. Billions of questions, numerous with already-discussed answers. Nonetheless, a 4% of the students rarely participate it is such a rare guest that sometimes everyone forgets he or she is their group mate. That is the main reason of this study to identify those students and provide them a different environment in which they feel that they are part of it.

Questionnaire for teachers

1. Are you familiar with the hypoactive condition in students?

Graphic 3: Teachers are familiar with hypoactive condition in students.

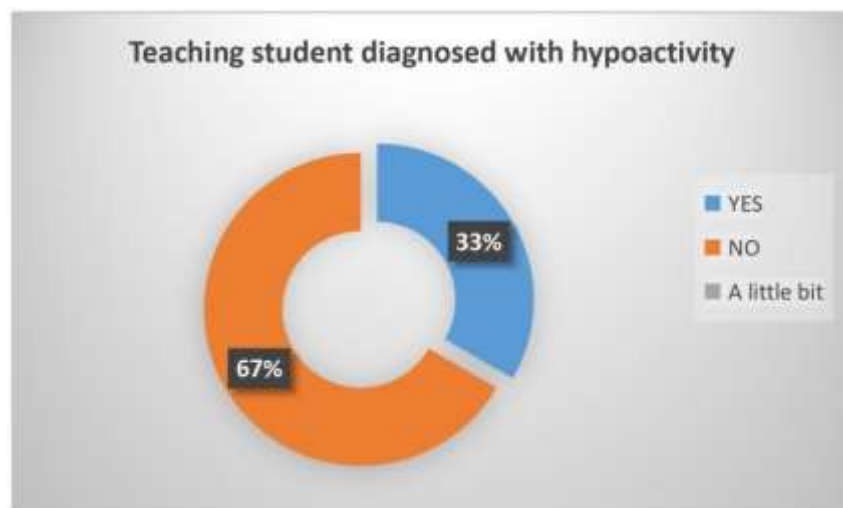


Data source: Information obtained by the researcher, on 2021

Based on the first question applied to the collaborating teachers, it is shown that in many cases teachers are not well prepared to deal with special needs, but it is not because of teachers' competence but the system is taken off guard when they are trying to deal with students with different disorders or special needs. Consequently, teachers feel a lack of training or at least a program in which they can look up for any advice or recommendation.

2. Have you taught a student diagnosed with hypoactivity?

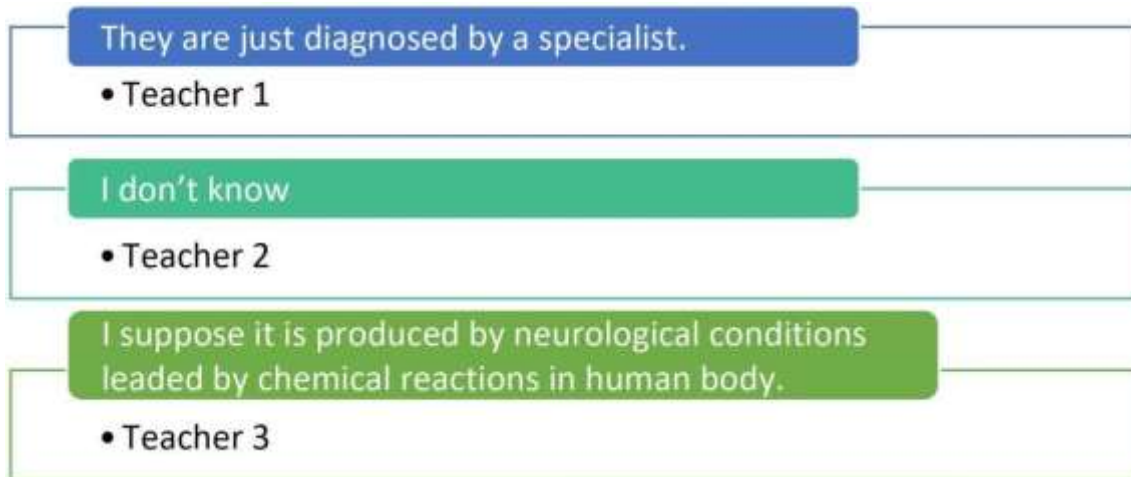
Graphic 4: Teaching student with hypoactivity.



Data source: Information obtained by the researcher, on 2021

This can be seen that teachers do not have this type of student inside the class, although students with hypoactive condition go unnoticed underneath the shell of shy students who do not like to participate or expose themselves to their peers.

3. Do you know the causes of the hypoactive condition? If you so, mention them.



Data source: Information obtained by the researcher, on 2021

Illustrated by the graphic above and also the interaction with different teachers, it is concluded that most of them can identify a student with hyperactive behavior but it is complicated to assume that a student that does not participate or in the class is terribly shy can be symptoms or signals of hypoactive condition.

4. Have you received any training, workshop, course on hypoactive disorder or in any other disorder? If you so, explain.

Graphic 5: Training about hypoactivity



Data source: Information obtained by the researcher, on 2021

Teacher learning or preparing may be a nonstop never-ending preparation which advances teacher's educating abilities, ace novel information; create superior or more up to date capability, which in return helps in making strides student's learning. Teacher training is a critical perspective for teachers' careers for numerous reasons. Firstly, somebody who could be a fresher and comes to instruct for the primary time might not be exceptionally sure to command a certain set of understudies. He or she might have an endless amount of information approximately their specific subject(s) but in some cases what the fresher or in uncommon cases, the experienced ones need within the craftsmanship of communicating themselves. On the off chance that an educator cannot clarify or pass on what they know to a student, in the event that they cannot persuade the student, they fundamentally come up short as a teacher as the students will gradually lose their intrigued from that specific lesson and subject and by and large, instead of being a positive resource of the student's life, the fresher educator will be gotten to be the precise opposite. Secondly, teaching isn't as it was around giving long addresses or notes or homework. Instructing is so much more than that. The shocking results in this interview with the collaborating teachers show us that the absence of training can provoke a student to drops out high school as a consequence of teachers cannot prepare an inclusive class or even a collaborative environment. According to Santhanman (2012), says that training programs help avoid pitfalls like bad manners, excessive control, inappropriate use of pedagogical aids, inept PPTs, bloopers, and sagging morale. They may also deal with disgruntled employees. These programs go a long way in enriching the educators with new techniques, tricks, tips, methods, processes and procedures, and to cap it all, inspiration, giving them the strength to face one more academic year. Even minute aspects like black/whiteboard management, stage presence, posture, nonverbal cues (including haptics, kinesics, chronemics), voice modulation, interaction, lesson-plan adherence, preparation and sequencing should all be dealt with detail with appropriate examples and anecdotes by competent trainers. Comprehensive training programs on Bloom's Taxonomy, Teaching and Learning Styles, Curriculum Development, Research Methods and Materials Production are essential and may warrant the involvement of faculty from all departments. (p.4)

5. Have you ever done any type of rubric to assess students with special conditions? If you so, mention 2 indicators you have used.

Graphic 6: Indicators to assess students with special condition

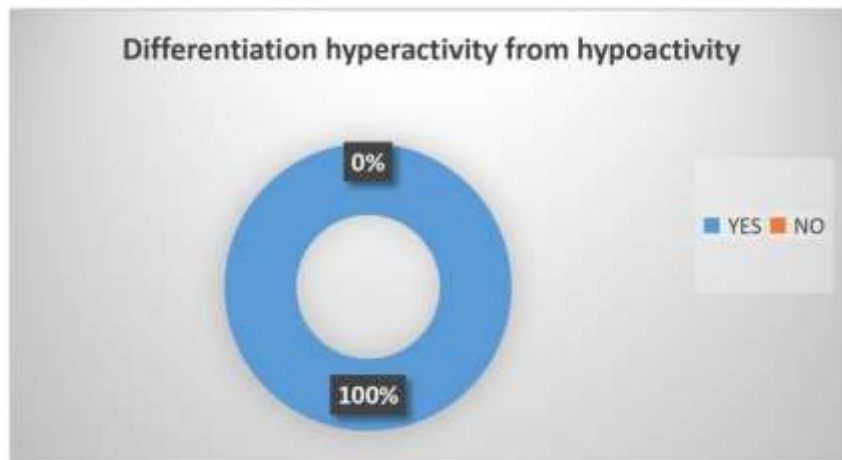


Data source: Information obtained by the researcher, on 2021

The graphic shows that the system is not providing the teacher with the basic tools or training about the different rubrics it can be used in the classroom, besides that each student is different so thereby a special rubric should be done for his or her. On the other hand, it is kind of worrisome that many teachers emphasized that they just learn how to make rubrics based on old books which have not been updated to the special needs that we can find nowadays.

6. Could you differentiate a student with hyperactivity from hypoactivity?

Graphic 8: Differentiating hyperactivity from hypoactivity



Data source: Information obtained by the researcher, on 2021

A) How could you differentiate a student with hyperactivity from hypoactivity?

Teacher 1: Because hyperactivity students are talkative, they use to stand up, interrupt teacher's explanation, on contrast, hypoactive students are quiet, shy to talk.
Teacher 2: I know one behaves more active than the other.
Teacher 3: With observation in daily activities

Data source: Information obtained by the researcher, on 2021

The collaborating teachers expressed that for them is easier to observe students with hyperactivity that students with hypoactive condition, due to the fact that they are not familiar with this disorder so, they cannot analyze or interpret this behavior.

7. Could you explain how children with hypoactivity differs from others?

Teacher 1

- A normal child pays attention and interact with teachers and partners but hypoactive students show slow cognitive processing speed may be disadvantaged if they have to solve tasks at the same time as their peers.

Teacher 2

- The child with no condition would have more participation in the class.

Teacher 3

- We can notice a condition like hypo o hyperactivity just analizing the way they speak, the development of activities during breaks and not only in classrooms.

Data source: Information obtained by the researcher, on 2021

Each collaborating teacher describes the types of students they have every day, as we can see in the previous chart, all of them agree that a student with hypoactive condition probably will not participate so actively as a regular or even a student with hyperactivity.

8. What types of curricular adaptations do these students receive? Examples

Teacher 1	-Reinforce class after school. -Divided test (apply tests in different moments of the day) -Shorter practices. -Low contents
Teacher 2	I don't know
Teacher 3	-individual attention -time adaptation -interesting tasks

Data source: Information obtained by the researcher, on 2021

Taking into account teachers' opinion, the design of the curriculum depends on the variety of students inside the classroom. Educators must adapt themselves to the situations they constantly face in order to provide an enjoyable environment.

9. How do you think students with hypoactivity feel?

Teacher 1	Interested question, in my personal opinion they have their own amazing fantasy world.
Teacher 2	Bad, neglected
Teacher 3	low of energy and emotionally blocked

Data source: Information obtained by the researcher, on 2021

It is not enough to be a person in front of the class, in many cases as teachers, it is essential to put yourself in your students' shoes and see how they feel, probably as teachers we can make an amazing benefit to our classroom and the well-being of different students.

10. Could you describe the perfect student for you?

Teacher 1	I really appreciate all of them, I have understood that all my students learn in different class not all at the same time. And that make them special and unique.
Teacher 2	No, there is no perfect student.
Teacher 3	The perfect student doesn't exist. People interested in different topics with abilities to get adapted to pedagogical objectives... they are easy to teach.

Data source: Information obtained by the researcher, on 2021

According to the answers above there is not a perfect student in any classroom, as a result every educationalist appreciates the diversity of students. In other words, the perfect world inside a high school is not reasonable based on perfect standards. Each teacher creates the right environment thereby the class will have happy students.

4.1.2.1 Students with possible hypoactive condition

OBSERVATION CHECKLIST- STUDENT #1

The main objective of this checklist is to identify the characteristics students with hypoactive condition show during the development of the class. This observation checklist is part of a research study, due to the require of the imply students their full names will not be exposed on the survey.

Student: **Felipe**

Date: July, 2020

Evaluated Aspect	Never	Sometime s	Often	Always
1. He prefers to do things with others rather than on his own.				X
2. He prefers to do things the same way over and over again until he gets the expected result.				X

3. If he tries to imagine something, he finds it very easy to create a picture in his mind.				X
4. He frequently gets so strongly absorbed in one thing while his classmates are playing.				X
5. Other people frequently tell him that what he has said is impolite, even though he thinks it is polite.	X			

6. He gets silently frustrated without any expression.	X			
7. He hides to cry or scream when he does not understand something or his peers make fun of him.		X		
8. He tries to participate in specific activities, like vocabulary, verbs and games.				X
9. He plays the games the teacher provides by himself.				X
10. Even other classmates talk about him, he does not pay attention and ignore them		X		

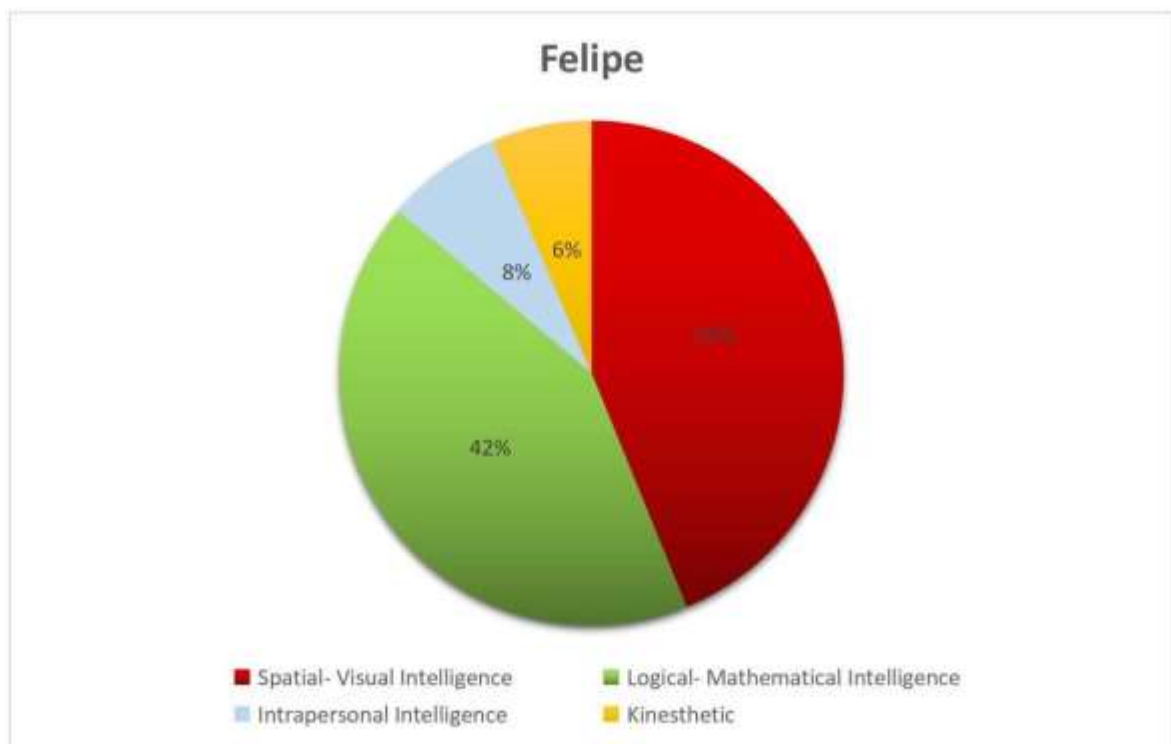
Development of the diagnosis.

4.1.2.1 Individual Area - Student N 1

The following information was compiled from the observation made to the student from seventh grade, Felipe in several visits to the English class, in addition to comments that staff of the institution as his teacher and special education teachers of the institution very kindly gave us. Felipe is a thirteen-year-old teenager who at first glance is an ordinary student, with his moments of passivity and happiness. However, beyond appearing to be a sweet and charismatic boy,

he has internal emotional problems that have affected both him and the people around him. His development through the learning process does not manifest any problem, on the other hand, his IQ is beyond according to his classmates. Felipe is known as the genius of the class, because he surpasses his classmates' expectations in every subject. He does not need teacher's guidance during the class, because just with one short reading to the summary he is able to finish everything. As the observation shows, he is definitely the perfect student each teacher would like to have. Unfortunately, Felipe says that he loves school, but he needs teacher's support. Due to his intelligence, he feels that he must carries this process of learning English alone.

The following is a graphic showing the areas of weakness and strengths observed in Felipe:



4.1.2.2 Familiar Scope - Student N 1

The family environment within the educational process is a very important part of the student's good performance. He is the middle child in the family, he has an older brother and a younger brother each of them is very different. His mother said that Felipe always tries to do the things by himself, he is very mature, so we encourage him to develop his intelligence to another level. His brothers and he do not fight for the first place in the family, but Felipe is very organized and talented that his parents and grandma do not worry about his performance. Felipe receives curricular classes when he is free, like piano, trumpet class and swimming, in the last one he is not very good, that is the reason for him to take this extra lesson.

Therefore, Felipe is a lovely teenager who has lots of empathy with his classmate, family relatives and teachers. As an outstanding student, his family recall all the success he has to the family genes and background. Nonetheless, his parents said, that during family gathers he usually spend the time in his room and when he goes out, just greet with his eyes and goes back to what he was doing. For them, this kind of behavior is normal in the family and a teenager.

OBSERVATION CHECKLIST- STUDENT #2

Student: **Adrián**

Date: **October, 2020**

Evaluated Aspect	Never	Sometimes	Often	Always
1.He prefers to do things with others rather than on his own.				X
2.He prefers to do things the same way over and over again until he gets the expected result.				X

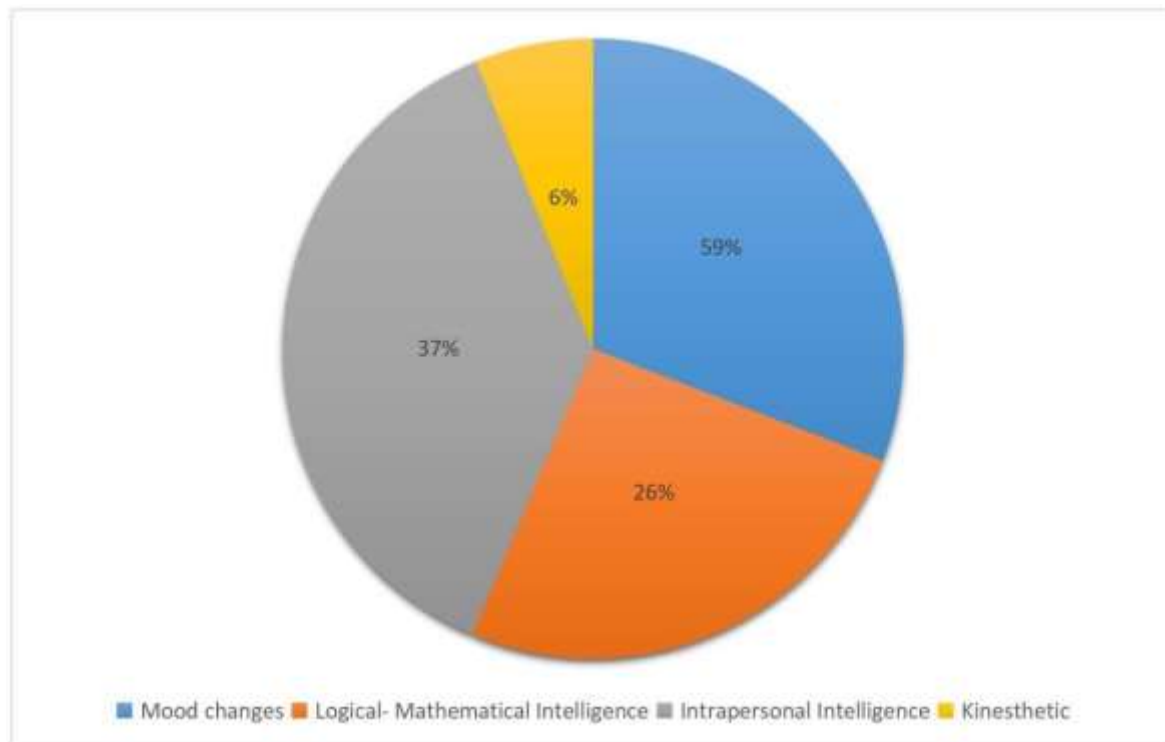
3.If he tries to imagine something, he finds it very easy to create a picture in his mind.				X
4.He frequently gets so strongly absorbed in one thing while his classmates are playing.				X
5.Other people frequently tell him that what he has said is impolite, even though he thinks it is polite.				X
6. He gets silently frustrated without any expression.				X
7. He hides to cry or scream when he does not understand something or his peers make fun of him.				X
8. He tries to participate in specific activities, like vocabulary or verbs.				X
9. He plays the games the teacher provides by himself.				X
10. Even other classmates talk about him, he does not pay attention and ignore them	X			

4.1.2.3 Development of the diagnosis - Observation #2

4.1.2.3.1 Individual Area - Student N 2

Adrian is a thirteen-year-old teenager, he is described as a shy student who hides himself every time, he faces an unknown situation. However, beyond appearing to be a calm and shy, every time he cannot control his emotions, he put his head down waiting for recess, when he is alone, he takes his notebook or a previous practice and starts to tear everything apart.

His development through the learning process does not manifest any problem, until the moment of the English exams, he gets easily frustrated but nobody notices the mood change because he put a non-expression face. During the test, Adrian keeps silent, even if the teacher wants to help him, he does not allow any interference in his space. As the observation shows, he is definitely a shy student without any disorder. Unfortunately, Adrian shows different behavior in some cases he is violent but with himself, during the time that he was observed, several situations happened, finding a common patron, if the practice is difficult, he draws, if the teacher asks him something he reads in a whisper voice any sentence that he has in his notebook. However, Adrian responds pretty well, when the teacher uses games to teach him in the class. So, he understands that he is important and that the teacher is looking forward to any activity to implement in order to give him the chance to be part of. The following is a graphic showing the areas of weakness and strengths observed in Adrian:



4.1.2.3. 2 Familiar Scope - Student N2

He is the last child in the family, he has an older brother and an older sister. His mother mentioned that Adrian does not like to talk to his classmates, even in the house he does not talk with his cousins or other relatives. Also, she said that because his father and her are very old, it is really difficult to help him in the learning process. Adrián counts with his sister to accomplishment his studies.

Therefore, the institution tries several times to talk with the parents about Adrián's behavior and how he deals with difficult situation, but in was in vain. His parents did not accept the affect that Adrián has a special learning condition, his father says that is something related to their ADN, because he was the same in high school. However, that fact is amazing, because his father did not finish high school because it was too difficult for him.

CHAPTER V:

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

5.1.1 Ethics and Bullying in the school environment

The different challenges involved in current education have been increasing, transforming the school curriculum, also allowing a greater space for coexistence and social relations, in order to face a globalized world in which, one of the greatest exponents that is marking a different path for students, is school bullying. Therefore, different students suffer from some kind of violence at school, some studies reveal that this type of behavior, called bullying, is sometimes considered harmless, however, it can in turn bring different consequences to the psychological development of the students involved, either directly or indirectly.

Bullying is an aggression present in all educational centers worldwide. It is a sad reality faced by children and young people of all ages, ethnicity and sociocultural contexts. But ethics itself is intertwined in these facts. For example, (Olweus, 2004, cited by Vázquez, H. 2018) in his thesis: Incidence of Bullying in interpersonal relationships in high school students. The case of "Jesús Reyes Heróles" High School, defines Bullying as:

"The ending "ing" of the word bullying corresponds to the gerund of the present continuous or also called present progressive and serves to express that something is happening at that instant or to refer that something is happening for a limited time...Then bullying is the grammatical result understood as those relationships of abusive character that are perpetrated at a specific time or that happens for a certain time. Bullying has been used to designate relationships of mistreatment and/or abuse between peers that occur, most commonly, in the school setting." (p. 43)

According to the author, it is emphasized that Bullying is a continuous aggression in a specific period of time. The word to highlight and of great importance, is "continuous" it is understood that the abuser does not stop his behavior but takes it to other levels of oppression in which the degree of violence can end in death or suicide by the victim or victims. The action of

annoying, assaulting, imposing or terrorizing the other is implemented mainly to hide a greater problem, for example; sexual, verbal or psychological abuse; low self-esteem, lack of understanding, need for power, lack of empathy for the other. For this reason, the action of bullying will be continuous and with one goal to achieve, to demonstrate their power through intimidation.

Bullying has consequences on health, emotional well-being, as well as on students' school performance and on the learning environment and school climate of the school. It is obvious to affirm that bullying has serious consequences for the student who is bullied. Because of this, it is of utmost value to recognize and raise awareness about the harmful effects of this poison that spreads like a lethal gas in the student environment. MEP (2015) quotes those involved thus:

"Student (violated) victim: The student who is violated and is in the position of victim, may have different characteristics from the rest of the group, which are used by the student who assaults to generate bullying.

5.1.1.1 Consequences of bullying

The consequences of bullying are multiple, the MEP (2015) adds:

- ★ Impact on their physical health: some of the consequences, may be, although not exclusively, the following: sleep disorder, eating, digestive problems, headache, fatigue and exhaustion, among others.
- ★ Psychological consequences: nervous instability, feelings of dissatisfaction, fear, loneliness, insecurity, abandonment, self-doubt. Impact on family and social relationships: He/she is not very communicative. May have a poor support network.

- ★ Consequences in school life: lack of motivation, disinterest and lack of attention in classes, low academic performance, school dropout, may present rejection towards his/her educational center.
- ★ Extreme behaviors: in an advanced stage of bullying, may tend to aggression towards himself/herself or the victimizer and, in the extreme, may self-harm and even suicide. (Page 9)

Unfortunately, students with hypoactive condition must deal with verbal bullying, which is carried out by treating the victims pejoratively. According to MEP (2015) verbal bullying is punctuated as follows:

"It is manifested through language. Like other forms of violence, it seeks to injure the victims. Some of the manifestations are: insulting, slandering, defaming, spreading or disseminating a rumor or ill-intentioned comment, making discriminatory or derogatory comments (For example by physical characteristics, cognitive, nationality, sexual or gender diversity, etc.), verbally abusing another person, damaging the social reputation of another person." (Page 7).

With these insults and rumors the person is denigrated and, in many cases, marked for life. How empty is a human being who seeks to harm even with his words? This shows a lack of ethics in his vision of life. It is really true that what we carry inside is what we are going to express with our mouth.

5.1.1.2 Action protocol in bullying situations against students with special needs or regular students.

According to the Ministry of Public Education these are the 8 fundamental steps that must be followed in order to proceed in an effective way and thus control these situations of violence with ethics in mind: detect situations of harassment, these must be communicated to the director of the institution. In addition, the situation must be dealt with. Immediately the parents of those

involved must be informed. Likewise, an interview is conducted with the parties to collect evidence. It is essential to determine the measures to follow with the different parties and above all to follow up on the implementation of the agreed measures. And finally take measures and actions to resume harmony (MEP, 2015). Applying this will execute the necessary measures to help all parties, but should also strive to cultivate ethical values in the student body.

Bullying is a social problem because it affects the entire student community. Leaving sequels in those who suffer it. Generating insensitivity in those who cause it and those who are observers come to see these acts as normal or part of everyday life which produces a feeling that it is okay to do Bullying.

In addition, the role of the teacher is fundamental in the detection of cases and in the activation of protocols with the objective of applying the procedures in an ethical manner and with neutrality in the execution of disciplinary and corrective measures. Teachers, because of their professional ethics and because they are public servants, have the responsibility to form morally acceptable young people with ethical principles that enable them to become members of a democratic citizenship. Citizens who seek the common good and mutual respect.

Likewise, parents are also responsible for the formation of values in their children, so that they have ethical aptitudes and value healthy coexistence.

The deterioration of ethical values at home, abuse by family members or other people in the community are causes that form aggressive students. Many of them live in social risk.

The main objective of the use of protocols and interventions by the teaching staff in these cases of bullying is to determine the aspects that generate it and in turn provide strategies and work on obtaining a peaceful coexistence by those involved and the educational community in general and achieve the promotion of positive attitudes towards the resolution of various conflicts that may occur in the school environment.

5.1.2 The use of games in students with and without hypoactive condition in the English Classroom.

Teaching English, especially for teenagers, should be enjoyable, interesting, and understandable. In doing so, there should be appropriate techniques for teaching English to them. One of the alternative strategies that can be applied in the classroom is the use of games or activities. This process tries to introduce some language skills or components in an action in which a teacher serves different roles. Many experienced researchers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms (1979:2). He also says that games should be treated as central not peripheral to the foreign language teaching program. A similar statement is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, " they are used to introduce new ideas" (1988:147). Moreover, the word game means different things to different people; but almost everybody loves playing whether if they are young or old. As was mentioned above, a number of educators and educational researchers realize that the use of games can be an important component of both informal and formal education; emphasizing this practice in the English classroom, besides the need for communication and the importance to acquire a good learning, which it is possible through the use of games.

Also, the use of games could be worthy in an English class if students are desperate to learn a new language or if English is a requirement in the program, according to Zdybiewska,

who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future (1994. p 6). It seems to be necessary the use of techniques which call students attention; besides the use of games encourages students to be unafraid to participate, improving their fluency, interpersonal intelligence, kinesthetic and many other intelligences. The importance of providing a creative, interesting and funny class is the reason for the students to stay in the classroom. That is why the curriculum for English learners should give emphasis to the use of activities in order to create a positive learning environment, and to try to spark interest among their students in English as a second foreign language. Games help achieve these goals as they help to satisfy the requirement of the teacher's curriculum.

Besides, according to Zdybiewska, (2007) states that "The use of games is a possible solution to the undesirable situation in which students lose their interest. Games are fun and are a good way of supplementing lessons, because it is a widely known fact that students learn more when they are having fun". That is why the purpose of this research is to analyze the influence of the use of games in the English classroom, providing to the reader a new perspective from the use of activities in the class, also removing some misconceptions surrounded by the application of some games in the classroom. Besides, this project will offer some recommendations of how include the use of games in the class in order to avoid the lack of control by the teacher and increasing the students' interest to attend to an English class. The main objective is to provide a new look to the English teaching process. As teachers, our responsibility is to create a plan with multiples needs and challenges in order to reach the educational goal which is teach English.

Teaching today has changed a lot over the past years. Once, it was all about learners being passive and listening in the classroom, but today learners are usually more active in the classroom; however, there are other students who do not participate in the process because they

are afraid to fail. Based on the previous mentioned, what a better way to be active than by playing games (Sugar.1998.p. 3). The influence of the use of games in the English classrooms seems to be very important in order to achieve students' necessities, that is the reason for many educational researchers agree that a game is a useful tool inside the class even though in hostile environments. In order to support Sugar's opinion, it is really necessary to include more theories about the influence of the use of games. Besides Dewey, Brown, Jefferson, Pestalozzi, Froebel and Piaget; one importance person in the field of education was Maria Montessori who developed the Montessori Method in 1912, which it is an approach to education that takes to heart the needs, talents, gifts, and special individuality of each child. It is a process that helps children to learn in their own way at their own pace. The main concept of Montessori is to promote the joy of learning. This joy of learning develops a well-adjusted person who has a purpose and direction in his or her life. Children, who experience the joy of learning, are happy, confident, fulfilled children. In other words, teachers should explore this kind of joy and a better way is through the use of games in the class. This method encourages children to develop their skills by doing many types of activities; besides these activities include the use of the five senses.

Another important person in the education field was Howard Gardner, who developed the Multiple Intelligences Theory, in which he states that humans have eight intelligences, which claims that when students are exploring a certain topic in school, it should be approached in six different ways in order to maximize the chances of reaching all students' abilities in the classroom. One of these ways is "the personal way", where its goal is to see if it is possible to approach a specific topic by using, for example, role play, dramatizations or other interactions (Gardner.2006.p 142). In addition, Armstrong (2000) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

Besides Gardner's theory; Lee Sue Kim, (1995) states that: "There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games." Unfortunately, for some teachers there is a misconception about the use of games, when a teacher tries to make some activities maybe he or she is going to lose the classroom control; on the other hand, a percentage of public teachers prefer to avoid these kinds of activities inside the classroom in order eliminate extra work planning the games. There are many reasons to study about the influence of the use games in the teaching process; however, the purpose of the following research is to discover the influence of the use of games in the English teaching process for students at different high schools in Puntarenas region. At this point in the investigation, the influence of the use of games in the English teaching process will be generally defined as the activities developed in the classroom, encouraging the students to try a new method of learning, in order to achieve high levels of interest and motivation.

According to Robert J. Marzano (2010) establishes that "games are a regular part of students' lives, no matter what their grade levels are. Students play games throughout the day on their computers, the Internet, and their cell phones. One of the few places they do not regularly play games is in their classrooms." This important researcher in the education field establishes another important point, the reality in the world right now; teenagers learn in a better way through games because teens are used to play all day, so teachers would embrace the same idea and explore this method to construct a new road of learning. The use of games in the English process has been seen as a dilly-dallying due to the fact, students probably do not show the expected outcomes, but the use of games is a creative process in which involve a lot of advantages. According to Kumar and Lightner (2007) published in the International Journal of Teaching and Learning in Higher Education; they mention some benefits like: By playing a game, students may be able to understand a new concept or idea, take on a different

perspective, games provide a context for engaging practice in order to acquire a better learning. Another benefit is that through games, students can learn a variety of important skills. There are countless skills that students can develop through game playing such as critical thinking skills, creativity, teamwork, and good sportsmanship. While playing games, students develop a variety of connections with the content and can form positive memories of learning and games grab students' attention and actively engage them.

Besides, the benefits of the use of games in the English classroom, it is important to mention the reasons why games can influence the learning in the classroom. First, games are entertaining, which is extremely interesting because they can help activate students who have lack of interest in the English classes. Second, games also play an important role in the construction of new relationships; creating a positive atmosphere free of discrimination and judgement. Third, the reason most students want to learn a language is to be able to use it in real situations. Fourth, games are good for students with low confidence, because they get a chance to speak and developed themselves in order to achieve a personal goal.

According to Ruphina Anyaegbu, Wei Ting & YI Li (2012) "Games are an important part of childhood development and learning often takes place through a child's gameplay. Besides with the integration of some activities will be possible to reduce students' anxiety, motivated and sustained their interest in learning ESL and helped them learn and retain the language with new words, pronunciation, writing and listening, all in a fun way." (pp 10).

Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary, especially in CLT class. Huang (1996: 1) comes to a conclusion that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence. (Huyen & Nga, 2003)

In other words, such Yolageldili & Arikan (2011) states in their study of Effectiveness of Using Games in Teaching Grammar to Young Learners that games are one of the best ways to direct young learners' energy into language learning because young learners like to be physically active; moreover, they are imaginative and creative and they learn subconsciously. Therefore, teaching young learners requires a special effort and challenge by the teacher and games are one of the best ways to achieve this. However, for a game to achieve its purpose, it is necessary that teachers should consider some factors such as deciding on which game to use and the time to use the game in their classrooms. Besides, teachers have some other important roles such as making the necessary preparations about the game, organizing the class, and running the activity as smoothly as possible. Hence, for a game to become pedagogically successful, it is important that teachers should be aware of their roles and all the other factors affecting the success of a game. As such, Celce-Murcia (1979, p.54) asserts that games should not only be used to prevent class from being monotonous or to attract students' attention or to fill the time at the end of the class. (pp. 222)

According to Piaget, children's games reflect society and that by playing games children learn many of society's rules and regulations. Therefore, a game is successful only if each individual student has an interaction with it that makes him or her want to come back to the English class for more, even though she or he has some complications with the learning process. It is impossible to know all the strategies to have a good class development; however, as English teachers is our responsibility to take advantage of any method or approach in the educational field in order to achieve the program's objectives and students' goals, which is learn English as a foreign language.

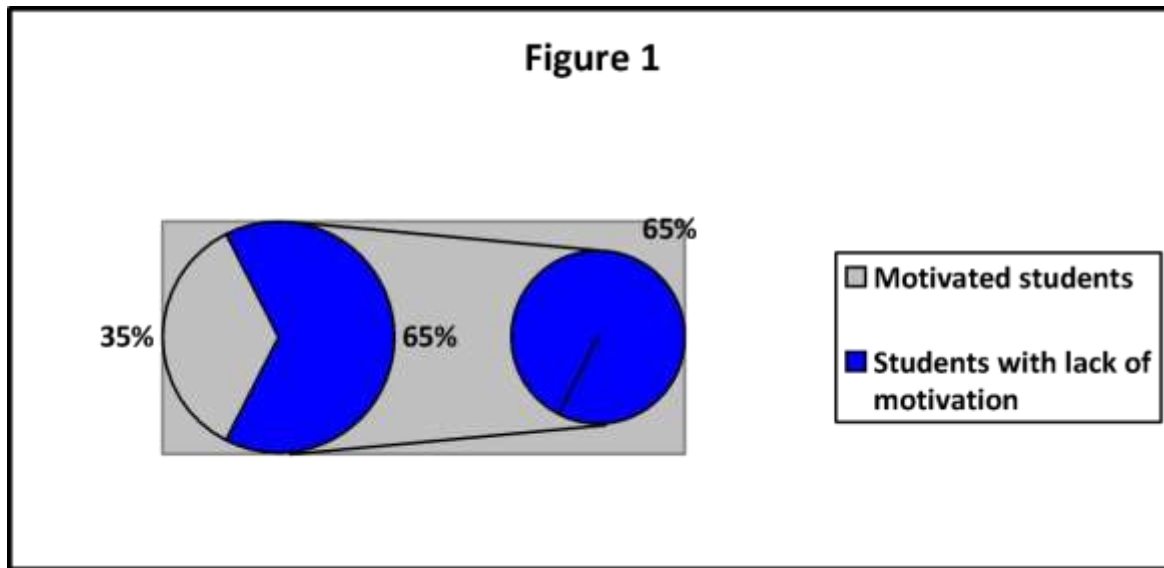
5.1.2.1 The influence of games in students with special needs

Motivating students to participate in the English classroom is a subject unto itself. The words "unbearable," "worrying," and "stressful" may come to teachers' mind at the moment to

create new activities in order to teach students with special needs; however, recent studies show that the use of games in the classroom is an excellent tool for teachers; also, it increases students' participation in the classroom. Participation is an extremely crucial element for learning. It is a proven fact that students learn better and retain more information when they are active participants. According to students from Sistema Educativo Sancti Spiritus, all of them enjoy the use of games in the classroom, calling this time "my favorite space to learn"; because they say that the learning process is boring, but when a teacher innovates probably, he or she calls students' attention giving as a result an active class full of learning, avoiding shyness and discrimination. Besides, almost a 97% of the students interviewed answered that they attend to English class in order to pass the course but they see this subject as useless because they do not acquire any kind of knowledge in the process; like the testimony of one student from eighth grade who said "How can I learn something about English, if my teacher only works with the notebook, at least he could teach us vocabulary but nothing. What kind of teacher I have"?

On the other hand, the participants with hypoactive condition from seventh grade agree that if their teachers implement the use of games in the class they absolutely will be motivated to participate in the activities and explore a competitive but healthy environment. However, one teacher from Sistema Educativo Sancti Spiritus says that "a game is good when you are child, but when a person is sixteenth years old, is not the same; so that is why I prefer to work with worksheets and do not increase students' laziness through games". In spite of the influence of the use activities is very notorious when students reach their objectives and improve their knowledge with the use of games. Also, some teachers from public educations mention that the use of games encourages the learners to compete and be creative in order to complete teacher's activity, besides students increase self-esteem. Nevertheless, there is a special number of students (15 %) who do not like the use of games in the English classroom due to the fact that they prefer to stay in calm and do not participate in a disorganized class as a result of one activity; because of this reason it is very necessary that English teachers pay attention to

each detail before developing the activity. An important finding as can be seen from figure 1, only 35 % of the students assist to English class because they feel motivated.



This is a surprising finding considering the many opportunities to enhance the curriculum with all kinds of games and special activities in order to improve the teaching practice and the learning process. Motivation plays an important role in the daily practice of teaching because if the teachers do not motivate their students with creative ideas, in some cases the result will be desertion. This finding may also be deemed worrying even though that the organization (MEP) in charge of providing the educational strategies and teaching training it is not doing the best efforts. Certain teachers' appreciations of the influence of the use of games in the English classroom, show that the influence of the use of games in the classroom is one hundred percent truth, because of they mention that every English class should obtain at least two or more activities implied in the plan in order to satisfy students' expectations when they arrive to class with the aim to keep them motivated and interested in the subject. Actively engaging students in the classroom will help them think more deeply about the course contents, bringing additional energy to the classroom, and help identify the magnitude to which they may be struggling with the material. To quote Dewey's theory, he believed that "Curriculum should be based on

students' interests and should involve them in active experiences (Cited by Brewer 2007, p 42).

Therefore, active curriculum should be integrated, rather than divided into subject-matter segments. Teachers are responsible for achieving the goals of the school, but the specific topics to be studied to meet those goals, cannot be determined in advance because they should be of the interest of the children" (Cited by Brewer 2007, p 43). As was mentioned before, students from private system are asking for quality in education, besides they want more emphasis in the manner of teaching and as a last request the participants ask for increasing teachers' passion to teach as well the students commit to learn. The teaching process is a race of acquire knowledge, it was made for work-groups with the aim that teachers help their students to develop their skills and students need teachers in order to learn; so this process is not for one person trying to transmit something to himself.

Brewer (2007) states that "A model that rejects methods involving memorization and recitation and provides more active and engaging experiences for learners" (p. 513) As a result of this fact, professors must update their way of thinking and move on and experiment with new methods like the use of games in the English classroom.

5.1.2.2 Myths about the use of games in the teaching process

Besides creating necessary diversity in the classroom and being a good method for teaching, games are necessary in the classroom even though some myths stopped this belief. According to Hedley & Markowitz, 2001; Lusk & Weinberg, 1994 as cited in Mason & Briggs, states that:

"Our understandings of some difficulties concerning the participation of students in active learning activities about controversial topics are a product of our joint efforts to diversify classroom instruction. We are consistently attempting to move from "the sage on stage" instruction model to a model that encompasses more active and cooperative learning strategies. Our ideas about student reluctance also come from many conversations about myths and panics,

about relationships among students, and about the culture of our particular educational institution. We present three general areas that cause most student resistance to active classroom participation: peer relationships, power differences in the classroom, and perceptions based on a norm versus other moral dichotomy”

(2011, p. 4)

However, several perceptions of power reduce discussions of myths and moral panics; because many students experience the teacher as the “expert” who is there to show them the way and deposit facts and truths into students’ heads. (Mason & Briggs, 2011. p 4). This statement is very near to students’ perception about the use of games in the classroom; they do not enjoy certain games in front of class because they believe that their teacher is going to judge them consequently of their presentation and as a result they will have an unexpected grade. On the other hand, according to Licda. Keyla Castro, teacher in a public institution mentioned that the misconceptions surrounded in the use of games in the English classroom are created by teachers with lack of commitment and professionalism to their own career because she defines myths as “the biggest misunderstanding that a person can have in order to reduce effort in order to find the reality and create something new” ; also she mentioned some myths that her partners said to her, with the purpose of avoiding the use of games in the English classroom. Myths that probably stop the good development of creativity in teachers:

- a) Games are just for children, due to the fact that they are in ages in which they want to play all the time.
- b) Games do not influence the learning process.
- c) Games are a waste of time, money and energy.
- d) Teachers who implement games in the English classroom is because they do not want to teach correctly.

Several of these myths are the cause of avoiding the use of games in the classroom; however, in the first part of the paragraph says the other way around. In order to clarify teachers’

thinking will be necessary to follow ethical principles and remember the real goal in education, which is to teach according to students' needs.

5.1.2.3 Advantages of the use of games in students with special conditions in the English classroom

If games are to bring desired results, they must correspond to either the student's level or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age (Siek-Piskozub, 1994, p.37).

It is really important to highlight that all the respondents agree that the use of games can bring positive and negative effects. As any tool in the educational field, nothing is perfect even if the preparation of the activity lasted one day, as human beings we cannot control the results but as teachers we can control the procedure of the activities. According to StojkoviĀ, & JerotijeviĀ (2011) it is necessary to consider language learning as a general term, in which will be important list several advantages of the employment of games in an EFL classroom:

- a) Through fun and apparently less demanding practice, games increase learners 'motivation and promote learning.
- b) Group and peer work may induce teamwork and enable successful interaction
- c) By lowering the affective filter, games provide favorable conditions for effective language acquisition
- d) Through a meaningful context, students are provided with a comprehensible input
- e) Each of the four basic skills may be practiced by the use of game. In order to develop each of them clearly and completely.

Besides StojkoviĀ, & JerotijeviĀ (2011), some teachers from Puntarenas region mentioned some advantages like the use of games impact students' life because of through the activities learners can develop their feelings; also, students can forget some problems and enjoy the learning process. Also, certain games imply TPR in which it involves both left and right-brained learning. In addition, teachers from public system insist that the use of games is good tool because students learn fast and they feel motivate, spite of the motivation teachers mentioned a very important point "they get able to face English as a second language with no fear in". In any classroom the main objective is to teach and that your students learn even if it is another language which it is more complicated but not impossible. On the other hand, 99% of students agree that they prefer to attend a class in which they are going to learn using games and not only the book. In the interviews applied the participants suggest some activities that call their attention, for example: puzzles, competitions, riddles, activities using yoga; besides three teachers mentioned the importance of using three particular approaches. First, suggestopedia which according to Lozanov (w.d) "is a science for developing different non-manipulative and non-hypnotic methods for teaching/learning of foreign languages and other subjects for every age-group on the level of reserve (potential, unused) capacities of the brain/mind. That means: at least three to five times faster, easier and deeper learning; inner freedom; increasing the motivation for learning; joyful learning and psycho-physiological well-being." Second realia, which involves student in the real world because to develop this method is necessary real things, due to this fact teachers believe that realia is very influence approach in the teaching practice, so at the moment to create we can add something real giving more expectations to the learning process. Third, total physical response developed by Archer, which focuses in physical movements. The employment of any kind of method in the English class will be related with the teacher's concept of the class for a particular day; but these methods are a good acquisition to use it with games.

The influence of games in the English teaching process is important as any teacher cares about it. Any tool in education is perfect even teachers are not perfect but the enthusiasm with the professor plans his or her class will do the difference.

Based on all of the information above it seems clear that the use of games can and should be used as an education method when teaching English to students with certain conditions. One reason why the use of games might work well as a teaching method is because of the recent change that has occurred in teaching, where students have been becoming more active in the learning process. Besides giving students a chance to be more active and to be part of the teaching process will be enough to call students' attention, also games usually place the teacher in a co-protagonist role in the classroom, and therefore allow the students to take on more responsibility. It has also been made clear that games help create diversity and that can be very helpful in the acquisition of a second language. This research also help us that by creating diversity teachers are reaching out a group of students and that is very important because students are individuals that learn in so many ways. That is why we have discussed Gardner's theory of multiple intelligences and seen to be worthy, since confirm the need for diversity in teaching methods, and even recommend the use of games in the language classroom.

Besides creating necessary diversity in the classroom and being a good method for teaching, we must not forget that games are fun, enjoyable, dynamic and helpful because students get active in their learning. I think we can all agree on the fact that no matter what teaching method is being used in learning, because does not take place without the students' participation in the learning process. Aside from activating learners, creating diversity and motivating students, games also create a comfortable and friendly atmosphere inside the classroom where students, especially shy students, could feel more comfortable in expressing themselves in the target language. Also, the use of games helps students to get to know each other better,

because many of them require more student interaction than other teaching methods probably. The use of games can also be used to recreate various situations from real life and making the learning more real and given the students a sense of what they are doing is relevant. Another benefit to using games in the classroom is that teenagers grow up through games and through playing games they learn many of society's rules and regulations. In addition, the use of games inside the classroom are very important in order to acquire a pure knowledge without any oppression and stress letting students to be themselves but in responsible way.

On the other hand, the myths previously presented, are manipulating teachers' thinking because games are not just for children, teenagers love them and as a result they participate in the learning process, also games are not a waste of time, money and energy due to teachers can create some activities from recyclable things. If teachers believe that a certain game might be too difficult for their students, they need to be aware of each student's intelligence. Indeed, teachers need to make sure they explain all rules in detail, that during the game they do not interrupt the flow of the game. Finally, we can prove that the use of games really influences the students' learning, in which they acquire a new role in the classroom with more responsibilities and rewards.

5.2 RECOMMENDATIONS

- Implement strategies of respect for the differences of others and generate a promotion of the rights of each individual at the institutional level.
- Listen and attend to each specific case with the utmost delicacy and importance.
- Reject any act that harms the integrity, dignity and self-image of the students.
- To the teachers, create and/or design new workshops that strengthen the formation in the prevention of violence.

- Parents or caregivers should orient their sons and daughters on how to act in any situation of violence and know how to communicate any event that occurs.
- For their part, students should practice values such as tolerance, respect, solidarity, as well as the basic rules for a healthy coexistence and the welfare of all in general.
- Train teaching staff to deal with behavioral situations and motivate them to become aware that hypoactivity is a condition and not a disease.
- Establish guidelines and standards for learning for students with a different condition than their peers, as long as they are appropriate to the special needs they present.
- Do not label students with an hypoactive condition as the ghost of the classroom.
- Teachers who require training in dealing with students with a special condition should have the opportunity to approach their principal and ask for training.
- Classes and didactic material should be appropriate to the needs, abilities and skills of each student.
- Carry out more dynamic activities with him, since he gives a better response.
- Develop attachment guidelines with the student without taking on the role of parents.
Students with hypoactivity need to feel loved even though they may not be able to show it.
- Teachers must not lose their temper under any circumstances, and do not put yourself at the student's level when he is angry or does not want to talk.

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ANNEXES

Annexe A- Surveys

Survey directed to the collaborating teachers

Universidad Hispanoamericana

Facultad de Educación

Escuela de Formación Docente

Departamento de Educación Secundaria

Proyecto de tesis para optar por el grado de Licenciatura en la enseñanza del inglés

General objective: To examine the teachers' management of hypoactive condition in the process of learning English as a foreign language in seventh graders from Sancti Spiritus High School, Esparza- Puntarenas in the third period of 2020.

Description of the instrument: The present survey has the purpose to identify the teachers' management of hypoactive condition in the process of learning English as a foreign language. This information is exclusively for the development of a thesis research project for the degree of Licenciate of Universidad Hispanoamericana; therefore, it will only be used for academic purposes and will be confidential. Thank you in advance for your cooperation.

General Instructions: Write an (x) over the letter that represents your answer to the following questions and write your opinion in the space provided.

What is hypoactive condition? The term hypoactivity refers to a behavior that is perceived with a certain level of apathy in the performance of activities; hypoactive behavior is characterized by slow, leisurely movements; people tend to be perceived as walking "in the clouds" inattentive, absent-minded, quiet, excessively passive, calm, it seems that they daydream, act and behave more slowly than others.

11. Are you familiar with the hypoactive condition in students?

- (A) Yes
- (B) No
- (C) A little bit
- (D) Absolutely not

12. Have you taught a child diagnosed with hypoactivity?

- (A) Yes
- (B) No

13. Do you know the causes of the hypoactive condition?

14. Have you received any training, workshop, course on hypoactive disorder or in any other disorder? Explain

(A) Yes

(B) No

15. Have you ever done any type of rubric to assess children with special conditions? Mention 2 indicators

(A) Yes

(B) No

16. Could you differentiate a student with hyperactivity from one with hypoactivity?

(A) Yes

(B) No

How? _____

17. Could you explain to me how a "normal" child differs from a child with hypoactivity?

18. What types of curricular adaptations do these students receive? Examples

19. How do you think students with hypoactivity feel?

20. Could you describe the perfect student for you?



Universidad Hispanoamericana

Facultad de Educación

Escuela de Formación Docente

Departamento de Educación Secundaria

Proyecto de tesis para optar por el grado de Licenciatura en la enseñanza del inglés

Esta encuesta está hecha con el propósito de conocer su opinión acerca de varios aspectos relacionados con la condición hipoactiva. La encuesta se realiza con el objetivo de conseguir información para desarrollar un proyecto de tesis de la Universidad Hispanoamericana en la carrera de Enseñanza del Inglés. Toda la información facilitada es estrictamente confidencial y será utilizada sólo para los fines de la investigación.

Sexo: F M

Edad: Ha repetido algún año escolar: SI NO

Marque con una "X" cada una de las preguntas a continuación:

ÍNDICE DE HIPOACTIVIDAD PARA UNA AUTO EVALUACIÓN				
	Nada 0	Poco 2	Bastante 4	Mucho 6
1. Eres un poco impulsivo, irritable.				
2. Te irritas cuando no logras finalizar tus trabajos.				

3. Puedes permanecer en tu silla durante los 40 minutos de clases, sin preguntar o levantarse.				
4. Puedes comunicarte sin problemas con tus compañeros.				
5. Cuidas mucho tus objetos de clase, no prestas por cuestión de orden.				
6. No acaba las cosas que empieza				
7. Te resulta fácil más de 3 materias, la cual no necesitas explicación.				
8. Cambia sigilosamente sus estados de ánimo.				
9. Sus esfuerzos se frustran fácilmente.				
10. Tu personalidad suele molestar a tus compañeros, pensando que no quieres socializar.				
TOTAL				

OBSERVATION CHECKLIST- STUDENT

Evaluated Aspect	Never	Sometimes	Often	Always
2. He prefers to do things with others rather than on his own.				
11. He prefers to do things the same way over and over again until he gets the expected result.				
12. If he tries to imagine something, he finds it very easy to create a picture in his mind.				

13. He frequently gets so strongly absorbed in one thing while his classmates are playing.				
14. Other people frequently tell him that what he has said is impolite, even though he thinks it is polite.				
15. He gets silently frustrated without any expression.				
16. He hides to cry or scream when he does not understand something.				
17. He tries to participate in specific activities, like vocabulary, verbs and games.				
18. He plays the games the teacher provides by himself.				
19. Even other classmates talk about him, he does not pay attention and ignore them				

Questionnaire for the collaborating teachers

Proyecto de tesis para optar por el grado de Licenciatura en la enseñanza del inglés

General objective: To examine the teachers' management of hypoactive condition in the process of learning English as a foreign language in seventh graders from Sancti Spiritus High School, Esparza- Puntarenas in the third period of 2020.

Description of the instrument: The present survey has the purpose to identify the teachers' management of hypoactive condition in the process of learning English as a foreign language. This information is exclusively for the development of a thesis research project for the degree of Licenciate of Universidad Hispanoamericana; therefore, it will only be used for academic purposes and will be confidential. Thank you in advance for your cooperation.

Age _____

Educational level _____

Years of experience: _____

Levels you are currently teaching: _____

1. Have you ever used games in order to teach English?

Yes___ No___(End of the questionnaire)

2. Do you consider that the use of games in order to teach English is important?

Yes___ No__

Why? _____

3. Describe previous active learning techniques that you have used (examples of games) in your classroom?

4. How does the use of games impact your students?

5. How do you feel about using games in your English classroom?

6. Did the use of these activities prove to be worthy?

Yes___No__

Why? _____

7. Does the use of games cause any motivation in your students? Positive impact? Which one?

8. What do you see as the pros and cons of using games in the classroom?

Pros: _____

Cons: _____

-
9. Can you give some recommendations of how teachers can use games in their classroom

Thanks for your help!!

Encuesta para estudiantes

La siguiente encuesta está realizada con el objetivo de conocer su opinión acerca de la clase de inglés. El propósito de ésta encuesta es recolectar información para desarrollar un proyecto de tesis, en la Universidad Hispanoamericana. Toda la información facilitada es estrictamente confidencial y será utilizada sólo para los fines de la investigación.

Edad _____

Año que cursa _____

1. ¿Le gustan los juegos en el salón de clase?

Sí _____ No _____

¿Porqué? _____

2. ¿Su profesor realiza juegos en el salón de clase con el propósito de aprender inglés?

Sí _____ No _____

3. ¿Qué tipos de juegos ha realizado su profesor de inglés, de acuerdo a los objetivos en estudio?

4. ¿Qué tipos de actividades le gustaría que su profesor implementara en la clase?

5. ¿Se siente motivado (a) para asistir a las clases de inglés?

Si _____ No _____

¿Porqué? _____

6. ¿Cómo crees que la clase de inglés mejoraría?

7. Consideras que el uso de juegos en la clase de inglés puede dar un impacto positivo en tu desempeño académico

Sí _____ No _____

¿Porqué? _____

¡Muchas Gracias!

Possible activities to use in the English Class

Teaching

vocabulary

Number 1: Bingo

Part 1: DRAW YOUR BINGO

Part 2

Choose the words

shimmer, frisky, glowed, warm,
companion, bond, encounter,
occur, volunteers, rainforest,
captured, adopt, banned

There is a web site that contains amazing power point styles:
<https://slidesgo.com/signin?cachebuster=7jAZ965vhZdrc3sW>

Number 2: Board game- Irregular Verbs



Number 3: Power point

- ★ Using the characters from TV shows in which student are familiarized with during a class can be interesting. For example:

READING 1: SIX AMAZING INVENTIONS

VOCABULARY

1. Fuel
2. Flashlight
3. Device
4. Electricity
5. Software
6. Infer
7. Initially
8. Construct

I DON'T KNOW THE
MEANING OF THOSE
WORDS,
WHAT CAN I DO?



READING 2: A ROBOT'S SMILE

VOCABULARY


1. Sighed
2. Program
3. Emotions
4. Features
5. Adjustable
6. Residents
7. Circumstances
8. Capable
9. Function



Icebreakers

Number 4: Tongue Twisters

I wish




I wish to wish the wish you wish to wish, but if you wish to wish the witch wishes, I won't wish the wish you wish to wish.

1

51

Fresh fried fish
Fish fresh fried
Fried fish fresh
Fish fried fresh.



2

21

I scream, you scream,
we all scream for icecream!



40

I feel a feel a funny feel,
a funny feel I feel,
if you feel the feel I feel,
a funny feel you feel.



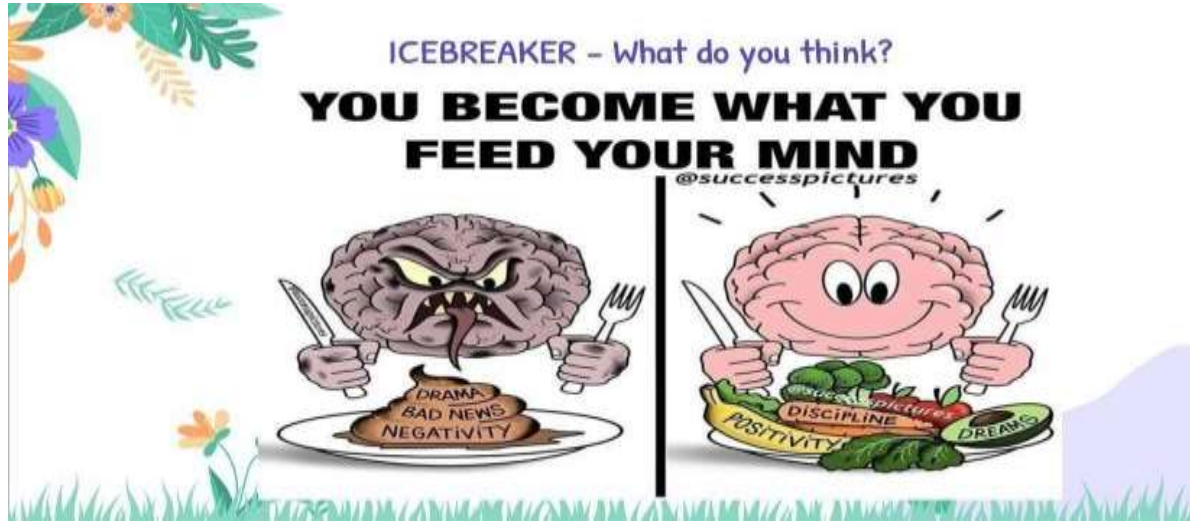
Number 5: Guessing game



 Justin Bieber is from _____ He is _____	 Daddy Yankee is from _____ He is _____	 Sylvester Stallone is from _____ He is _____	 Jackie Chan is from _____ He is _____
 Lio Messi is from _____ He is _____	 Cristiano Ronaldois from _____ He is _____	 Ronaldinho is from _____ He is _____	 Shakira is from _____ She is _____

Speaking Activities

Number 6: What do you think?



Number 7: Making Stories

GROUP
1 Create a story

Once upon a time...

The activity includes a teacher character and a 2x3 grid of images numbered 1 to 6:

1. A man in a red shirt looking shocked, holding a ringing alarm clock.
2. A silhouette of a man in a suit running quickly while carrying a briefcase.
3. A man in a suit falling face-first onto the ground, with a briefcase nearby.
4. A man in a blue shirt running towards a bus stop sign that says 'TRANSIT'.
5. A busy street scene with many colorful cars and a rainbow in the sky.
6. A man in a suit standing with his arms crossed, looking at his watch.

Number 8: Making Excuses



SPEAKING ACTIVITY

MAKING EXCUSES

SITUATION #1

Maria couldn't do her homework, because.....

SITUATION #2

Felipe stole a pencil, because.....

Number 9: The murder case- Past tense activity



3

Get into 5 groups. Your teacher will give each team a card. Take roles and answer the detective's questions. Can you find out who murdered Miss Cruick, the nice, sweet English teacher?

You are Detective Sainik. Ask the suspects questions to find the murderer. Ask

- ✓ Where / be / you at the time of the murder?
- ✓ What / you / do?
- ✓ Who / be / with?
- ✓ What / you / wear?
- ✓ What / your friend / do?
- ✓ What / you / talk about?
- ✓ What time / you / go to bed?

THE MURDER CASE

There was a storm last night and the electricity was out. Miss Cruick, the English teacher, was at her house alone ... well, not completely alone. *There was someone else there, too.*

This morning, she was at her house, alone and **dead**.

The question is: Who was the murderer?

Now, everyone is a suspect. Detective Sainik is interrogating the suspects. *Will he find the murderer?*

4

