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INCLUSIVE EDUCATION PROPOSALS FOR ADHD ADOLESCENT GIRLS IN EFL IN THE HIGH SCHOOL

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ABSTRACT

Attention to diversity is a current issue which must be considered as a crucial and relevant aspect to deal with in education. The present work consists in providing inclusive education proposals addressed to a classroom of English as foreign language in the whole stage of Compulsory Secondary Education with adolescent girls with Attention Deficit Hyperactivity Disorder (ADHD). After doing a research on the legal framework covering the issue of attention to diversity, especially in Castilla y León (Spain), dealing with the aspects to be taken into account concerning ADHD, particularly girls with the disorder, and studying in detail the educational approaches which seem to be more beneficial and useful to meet the demands of diversity, this dissertation gives inclusive proposals as teaching projects to be implemented in the classroom. These projects consist of three parts: the explanation of some activities following the approaches selected, their benefits for ADHD adolescent girls, and some drawbacks of the approaches.

KEY WORDS: Attention to diversity, Attention Deficit Hyperactivity Disorder (ADHD), adolescent girls, inclusive education, educative approaches

RESUMEN

La atención a la diversidad es un tema de actualidad que ha de ser considerado como un aspecto crucial y relevante para ser tratado en la educación. El presente trabajo consiste en proporcionar propuestas educativas inclusivas dirigidas al aula de inglés como lengua extranjera durante toda la etapa de Educación Secundaria Obligatoria con chicas adolescentes con el Trastorno por Déficit de Atención e Hiperactividad (TDAH). Tras investigar el marco legal que trata el tema de la atención a la diversidad, especialmente en Castilla y León (España), abarcar los aspectos a tener en cuenta respecto al TDAH, particularmente las chicas con el trastorno, estudiar en detalle enfoques educativos que parecen ser beneficiosos y útiles para cumplir con las demandas de la diversidad, este trabajo proporciona propuestas inclusivas como proyectos de enseñanza para implementar en el aula. Estos proyectos constan de tres partes: la explicación de algunas actividades siguiendo los principios metodológicos de los enfoques elegidos; los beneficios de su implementación para chicas con TDAH; y algunas desventajas de los enfoques.

PALABRAS CLAVE: Atención a la diversidad, Trastorno por Déficit de Atención e Hiperactividad (TDAH, chicas adolescentes, educación inclusiva, enfoques educativos

FOREWORD

This postgraduate dissertation is presented in order to obtain the Master en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas at the University of Valladolid. For the elaboration of this work the following general competences included in the previously mentioned Master have been put into practice:

- To know the curricular contents of the relating subjects corresponding to the teacher specialization as well as the didactic knowledge regarding the respective teaching and learning processes
- To plan, develop and asses the teaching and learning process fostering educative processes which ease the acquisition of the competences of the corresponding teachings, paying attention to the level, previous training of students as well as their guidance, as individually as collaboratively with the rest of members at school
- To search, obtain, process and communicate information (oral, printed, audio-visual, digital, or multimedia), transforming it into knowledge, and apply that information in the teaching and learning processes
- To design and develop learning spaces paying special attention to equity, emotional education and values education
- To acquire strategies to foster students' effort and promote their capacity to learn by themselves and with others; and develop thinking and decision skills which ease personal autonomy, trust, and initiative
- To know the interaction and communication processes in the classroom, master social skills to promote learning and cohabitation in the classroom, and deal with discipline problems and conflict solving
- To design and carry out formal and non-formal activities which contribute to make schools a place of participation and culture
- To know the legislation and institutional organisation of the educative system and improvement models with application to schools

Regarding the specific competences of the generic education module of the Master, the elaboration of this dissertation includes the following competences:

- To understand the personal development of students and their possible disorders affecting learning

- To elaborate proposals based on the acquisition of intellectual and emotional knowledge, skills, and aptitudes
- To identify and plan the solving of educational situations which affect students with different capacities and learning styles
- To establish a relationship between the context and understand the educative function of the family and communities

Concerning the competences related to the specific education module of the Master, we may find competences appearing below:

- To know the processes and resources for the prevention of learning and cohabitation problems
- To acquire criteria in order to choose and elaborate educative materials
- To promote a climate which eases learning and values students' contributions
- Integrate the training in audio-visual and multimedia communication in the teaching-learning process
- To know and implement innovative teaching proposals
- To identify problems related to teaching and learning and raise alternatives and solutions
- To know and implement basic methodologies and techniques based on educative research and assessment and be able to design and develop research, innovation, and assessment projects

In relation to the competences established for the internship period and the present dissertation, we find the following ones:

- To acquire experience in planning, teaching, and assessment of the subjects related to the specialization
- To master the necessary social skills to foster a climate easing learning and cohabitation
- To participate in the improvement proposals in different action areas as of reflection based on practice
- Regarding guidance, to be trained in psychopedagogical assessment, counselling to other education professionals, students and families

If the right to education for all is to become a reality, we must ensure that all learners have access to quality education that meets basic learning needs and enriches lives. Still, today, millions of children, youth and adults continue to experience exclusion within and from education around the world. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties prohibit any exclusion from or limitation to educational opportunities on the bases of socially ascribed or perceived differences, such as sex, ethnic origin, language, religion, nationality, social origin, economic condition, ability, etc. Education is not simply about making schools available for those who are already able to access them. It is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education, as well as in removing those barriers and obstacles that lead to exclusion.

(UNESCO, n.d.)

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1. INTRODUCTION

As the final requirement of the Master en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas at the University of Valladolid, the present postgraduate dissertation shows largely the knowledge we have acquired during this academic year, not only during the university classes, but also during the internship period in the high school. Therefore, this work will provide an idea about how our progress has been during this academic year in terms of training as future teachers of Compulsory Secondary Education.

As known, attention to diversity is a relevant topic which has been dealt with in almost all the subjects covered during the Master. Besides, it is a current topic which has to be treated at schools. Particularly, this dissertation is addressed to attending to diversity in the classrooms of English as a foreign language (EFL) in Compulsory Secondary Education which have students with Attention Deficit Hyperactivity Disorder (ADHD). Even though the dissertation also includes information about both ADHD adolescent boys and girls, it is remarkable to say that this work is especially addressed to ADHD girls. This is a very interesting and pertinent issue to deal with since teachers, parents and students are used to hearing that more and more students are diagnosed with this disorder nowadays, and some ADHD symptoms in girls are quite different from ADHD symptoms in boys, which are commonly and wrongly considered as common to both sexes.

Attending to diversity must be seen as a challenge in education, due to the existing increasing diversity at schools at present. There is not a single student who is the same as another one. All the students are different because of their origins, their culture, their special needs or the learning styles they may have. In this scenery, it is vital to give a suitable response to these special needs, and we, as teachers, are the individuals in charge of doing our best in order to provide the required special attention to students who need it.

To do that, it is important to take into account the concept of “inclusion” in the educational context. This work will adopt an inclusive point of view which aims at offering all the students the best way to ensure their knowledge and to improve it during the Compulsory Secondary Education.

This dissertation aims at responding to the special needs of those Compulsory Secondary Education girl students suffering ADHD. Therefore, the main objective of this work is to provide inclusive education proposals for ADHD adolescent girls in EFL in the high school.

Some specific goals are also:

- To do a brief research on how attention to diversity has to be dealt with at the schools in Spain, especially in Castilla y León
- To provide information about ADHD during the adolescent period, particularly ADHD girls
- To investigate on the most convenient approaches to include ADHD in the class education process.

In order to achieve these objectives, the present work is divided into several parts:

Section “*Rationale and theoretical framework*” is addressed to talking about the rationale and theoretical framework of the present work. In this part, we will talk about the sections of the current laws (LOMCE and *ORDEN EDU/362/2015*) aimed to attend to diversity. Then, in this first part of the work, we will deal with the II Plan of Attention to Diversity in the Education of Castilla y León 2015-2020 (*II Plan de Atención a la Diversidad en la Educación de Castilla y León 2015-2020*) pointing out the main aspects of the plan. Finally, we will make an analysis of several Plans of Attention to Diversity of four schools of Valladolid (Castilla y León, Spain), paying special attention to the measures proposed in such documents.

Then, in Section “*Adolescent stage. Some differences between boys and girls*”, before handling in depth the Attention Deficit Hyperactivity Disorder, we will talk briefly about the adolescent stage and we will consider the main differences between boys and girls during this period.

Section “*Attention Deficit Hyperactivity Disorder (ADHD)*” will focus on the concept and history of the disorder and its diagnosis. Then in this section, we will pay special attention to how ADHD affects adolescent girls according to Valdizán (2014a). To finish off this section, we will provide guidelines for teachers with ADHD students in educative contexts and later on we will talk about the oral and written disorders which usually affect ADHD students.

Using the concept of “inclusion” as the backbone, Section “*Methodological justification*”, will deal with some different approaches which are beneficial for all the students when attending to diversity, and also especially for ADHD girls: Cooperative Learning, Interactive Groups, intelligent comprehension projects – or Theory of Multiple Intelligences –, and Problem-Based Learning. Besides this, we will provide some useful strategies which may be beneficial for ADHD students too.

Finally, Section “*Inclusive education proposals*” will use these four approaches as a base to create two inclusive teaching projects addressed to a classroom of EFL with ADHD girls in Compulsory Secondary Education. It is important to state that these projects will be created from the role of an English teacher. The measures to be carried out in order to attend to diversity have to be considered by the guidance service of the school. Besides this, the teachers interested in these proposals may use them and make the necessary changes to adapt them to their classrooms

Finally, the dissertation will finish by stating the main points and conclusions drawn from the work and the bibliography in which the sources used for this work are referred. There is also a part addressed to the annexes, in which some examples mentioned along the work will appear.

2. RATIONALE AND THEORETICAL FRAMEWORK

2.1 REGULATION AND STATE OF THE ART

In order to carry out this work focused on the inclusion of students diagnosed with ADHD in the classroom, we have taken as reference several documents such as the current educative law in Spain, LOMCE (Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa) as well as the curriculum which is established for Compulsory Secondary Education in Castilla y León.

LOMCE includes in section VII of its preamble a part which deals with the schools' autonomy. In this part, the attention to diversity of students is mentioned by saying that the centres' autonomy is an open door to attend to diversity which maintains the system cohesion and unity and opens up new cooperative opportunities among schools and creates support networks and shared learning.

The *ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León* includes a section in chapter three named «Alumnado, orientación y atención a la diversidad» («Students, guidance and attention to diversity») (p. 32482). This section is divided into five different parts: “Tutoría y acción tutorial” (Tutoring and tutorial action), “Orientación educativa y profesional” (“Educational and professional guidance”), “Atención a la diversidad” (“Attention to diversity”), “Refuerzo educativo” (Educational reinforcement), and “Plan de acogida y otras medidas” (“Reception plan and other measures”). The third one, “Atención a la diversidad” (“Attention to diversity”), is worth mentioning for the present work. Although the terms “attention to diversity” appear in several sections of the document, it is the part mentioned previously, the one which is dedicated to systematising the main action principles when attending to diversity, the attention to diversity programme as well as the typology of general or ordinary measures, specialized – or differentiated – and extraordinary for a suitable attention to diversity in the stage.

The section of that chapter is subdivided into four different articles which are especially focused on the attention to diversity. Article 23 (pp. 32067-8), “Finalidad y principios generales de actuación” (“Purpose and general principles of action”), deals with the main aim of the attention to diversity, which is to warrant the best educative response to the necessities

and differences of students, offering real opportunities of learning to all the students in ordinary educative contexts, within an inclusive context by means of educative interventions and measures. Besides, this article also includes ten points which are general action principles in order to attend to diversity.

Then, we have Article 24 (p. 32068-9), “Plan de atención a la diversidad” (“Plan of Attention to Diversity”), which is a document of planning, management and organization of the set of actions and measures of attention to diversity. This document has to be designed by each centre in order to adjust the response to the educational needs and differences of its students. In this work, we have been working with different documents as examples of “Plan of Attention to Diversity” belonging to several schools of Valladolid as we will see later on.

Immediately, we find Article 25 (pp. 32069-70), “Medidas generales u ordinarias de atención a la diversidad” (“General or ordinary measures of attention to diversity”). As the title indicates, it has to do with the measures to be adopted in the educational institutions when dealing with attention to diversity. These general or ordinary measures have direct impact in the school organization as well as in the didactic methodology and evaluation, without modifying the remaining elements in the curriculum. Apart from this, among the general or ordinary measures to attend to diversity we can find the following ones of which we have marked the ones affecting ADHD students:

- a) Tutorial action
- b) Prevention and detection actions of learning difficulties addressed to all the students**
- c) Flexible groups, reinforcement and support groups in instrumental subjects and groups’ unfoldings
- d) Curricular adjustments affecting only didactic methodology**
- e) Reception plans, understood as the set of designed and planned actions which schools have to carry out during the initial stages when students join to the stage.
- f) Prevention action and truancy control
- g) Subjects and options choice
- h) Subject integration in knowledge areas in the first academic year in the stage in order to facilitate the students’ transition from primary to Compulsory Secondary Education
- i) Personalised attention measures addressed to those students who have not succeeded in the final evaluation of stage

- j) **Personalised learning through ICTs¹**
- k) Schedule planning of subjects and/or groups
- l) Measures implementation and assistance out of the school time

Finally, in the last article of the section, we find Article 26 (p. 32070-32071) “Medidas especializadas y extraordinarias de atención a la diversidad”) “Differentiated and extraordinary measures of attention to diversity”). Here, we can find the specialized and extraordinary measures of attention to diversity. These measures have to be applied whenever they are needed and gradually provided that the general or ordinary measures cannot be offered. This type of measures may modify the curricular and organizational elements as long as the personal development of the student is encouraged and it allows the student to achieve the learning progression with the maximum success.

Regarding differentiated measures, in the document we can find the following ones. The measures which are highlighted are the ones which might be taken into account when attending to ADHD girls students:

- a) Reinforcement inside the classroom provided by teachers specialised in therapeutic pedagogy or in hearing and language. Exceptionally, the reinforcement out of the classroom might be carried out in specialised intervention sessions with a student or students group provided that such intervention might not be carried out inside the classroom and it should be suitable justified
- b) Accessibility adjustments to the curriculum for students with special educational needs as in the support resources that allow students to access to the curriculum**
- c) Significant curricular adjustments of the curriculum elements addressed to students with special educational needs. These adjustments will be carried out looking for the maximum development of competences as possible; the continuous assessment and the promotion will take as reference the elements which are fixed in such competencies
- d) Schooling modality of disabled pupils which warrants them a response more adjusted to their educational needs
- e) Educative attention to students because of personal situations related to hospitalization or home recovery.

¹ ICTs – Information and Communication Technologies

- f) **Learning improvement and performance programmes which allow students to advance and overcome their learning difficulties in order to achieve their Compulsory Secondary Education Certificate**
- g) Specific educative attention to students who join belatedly to the educative system and show deficiencies in Castilian language

The extraordinary measures proposed in the curriculum of Castilla y León appear in the following list and they are the ones which makes special reference to the temporal adjustment for the curricular development in order to enable the best achievement of the educative objectives and competences' development:

- a) Acceleration and partial extension of the curriculum which allow the gifted students to have the assessment with reference to the curricular element belonging to a higher course in which the student is schooled
- b) Adjustment in the permanence period during the stage for gifted students on the basis determined by the current regulation
- c) Schooling in a lower course for those students who have schooled late to the educative system and have shown a curricular lag superior to two or more years. In case these students may overcome such lag, they will be incorporated to the corresponding course to their age
- d) Schooling extension in the stage of one more year for students with spcialeducational needs whenever this extension favours the social and educative integration of students and allow them to obtain the Compulsory Secondary Education Certificate

2.2 II PLAN OF ATTENTION TO DIVERSITY IN THE EDUCATION OF CASTILLA Y LEÓN 2015-2020

Junta de Castilla y León has elaborated a document of general character which includes the planned measures in order to give response to the educational needs of students and to their educational guidance. Its title is *Plan Marco de Atención Educativa a la Diversidad para Castilla y León*, (Framework Plan of Attention to Diversity for Castilla y León).² It is meant to support the start of a planning process on a large scale in order to adjust the measures to the characteristic features of Castilla y León.

² Retrieved from <http://www.educa.jcyl.es/es/temas/atencion-diversidad/planes-atencion-diversidad>

There are several plans to attend to diversity which are included in this document. The specific plans which have been designed are addressed to different types of students and different issues: students with educative necessities associated to their cultural diversity, students with intellectual giftedness, educational guidance, school absenteeism prevention and control, and attention to students with special educational needs.

In this section of the work, we are going to focus on *II Plan de Atención a la Diversidad en la Educación de Castilla y León 2015-2020* which has been created by the Department of Education of Castilla y León (Consejería de Educación de Castilla y León).³ The document is divided into two parts which are preceded by an introduction. The first part contains the following sections: Concept and methodology (origin concept, principles, methodological approaches fostering the development of inclusive practices, and participative process), point of departure and normative framework, priorities, SWOT analysis of the educative system of Castilla y León, and a proposal for improvements. This part also includes a section of annexes. Then, the second part is comprised by strategic approaches and objectives.

It is important to analyse several sections of this document such as the introductory part of the document. In this introduction, the words "inclusion" and "inclusive" are constantly mentioned. This means that this plan is really focused on introducing the concept or model of "inclusive education" at the schools of Castilla y León. This topic will be dealt with later on more deeply. In general words, this document is not only intended to be a reference of attention to diversity and to establish the strategic lines of action from an inclusive education viewpoint, but also it is aimed to the construction of an equitable and high quality education. Moreover, the strategic lines of action are addressed to the whole educative community, particularly to the schools and their professionals in order to encourage them in the task of recognizing and valuing the human diversity in all its dimensions. This way, there will be a contribution to overcome the situations of discrimination that may arise.

Furthermore, the plan's structure is designed regarding three levels of concretion: a conceptual level, a strategic level, and an operational level. The first one is aimed at defining the inclusion paradigm. The second concretion level brings together the strategic lines through which it is intended to strengthen our educative system to guide it to inclusion. These lines have been developed by means of specific objectives, actions, assessment indicators,

³ Retrieved from http://www.jcyl.es/junta/cp/Proyecto_Plan_Atencion_Diversidad.pdf

delimitation of the agents involved and the expected results in two critical moments (2018; plan monitoring, and 2020; final evaluation). Finally, the third level is focused on the operational part of the action. It will be set in the school years and it will gather all the initiatives or precise activities carried out by the different agents, who will refine each of the actions included in the second level of concretion.

It is worth mentioning the ten *principles* which regulate the plan, which are the following ones and that will be taken into account when designing the inclusive education proposals of the work:

- *Equity principle*: it ensures equal opportunities taking into account the personal differences, easing the full development of students by means of the education, respecting the democratic principles and fundamental rights and freedoms of the person.
- *Inclusion principle*: this principle deals with the process by which students are provided with the opportunity of keeping on being members of the ordinary class in order to learn from and with the partners within the classroom, without taking into account their disability, ethnicity, cultural group or any other difference. To carry out this, it is necessary to work with policies fostering inclusive education.
- *Standardization principle*: it makes reference to the equality acceptance of all people, this means, recognizing their same fundamental rights.
- *Proximity principle*: this principle is based on easing the approach of educative resources and services.
- *Universal accessibility and Design for All principle*: it makes reference to the condition which all schools and education administrations should accomplish in their service offered to all the citizens of Castilla y León in order to be understandable, usable, and practicable by all the people in safety conditions and in the most autonomous and natural manner as long as possible.
- *Participation principle*: It consists in the need of involvement of educative agents, families, organizations, and the different public administrations in order to shape policies, strategies, and actions which give response to the special educational needs of students.
- *Efficiency and effectiveness principle*: this principle is related to the maximum exploitation of resources in order to achieve the furthest rationality and optimization of them.

- *Awareness principle*: this principle aims at achieving the awareness of all the citizens, particularly, students, the teaching staff, and families, regarding the issues related to disability, accessibility and educative inclusion in order to reach the genuine inclusion of students.
- *Coordination principle*: it makes reference to the joint, full, coherent, and optimization action of resources among the different administrations and the educative community.
- *Prevention principle*: the professionals in the schools will take actions proactively over the causes of educational needs, both at general level as well as group and individually.

Apart from these principles, the document also includes some *methodological approaches* which strengthen the development of inclusive practices: approaches favouring interaction such as Cooperative Learning or Interactive Groups; approaches which facilitate creativity like intelligent comprehension projects – Multiple Intelligences Theory – or Problem-Based Learning; strategies favouring metacognition, for example mind maps, thinking routines, or thinking skills; and finally there are also approaches favouring commitment which deal for instance with the development of social skills and emotional development.

Regarding the “Starting point and theoretical framework” of the plan, it is stated that the inclusive education is addressed to all the students. Additionally, in this section of the document, LOMCE is cited in order to say that under the term “students with special needs of educational support” the students who require educational attention different from the ordinary one are included. These students are the ones with the following features: students with special educational needs derived from a disability and/or serious conduct disorders, students with special learning needs, ADHD students, gifted students, late entry in the educational system, personal conditions or school experiences (Consejería de Educación de Castilla y León).

This theoretical framework also asserts that educational inclusion is aimed at providing all the students with real learning opportunities in different educational contexts. On top of this, the main objective of the lines of action developed in the second part of the document is to achieve that students should accomplish the possible maximum development of the personal capacities.

As said, in the second part of the document we can find the strategic lines of action mentioned in the table appearing below. For each strategy, there are several objectives and for

each objective, there is a table including the following items to be completed: actions, indicators, agents, 2018 impact and 2020 impact. The strategies included in the table are the ones which seem to be more relevant for this work:

STRATEGIES	OBJECTIVES
<p><u>Strategic Line 1</u> (pp. 32-39) Promotion of inclusive culture at schools</p>	SPECIFIC OBJECTIVE 1: To make the educational community be aware of the importance of inclusive education
	SPECIFIC OBJECTIVE 2: To promote the guidance/orientation of schools towards an inclusive model
	SPECIFIC OBJECTIVE 3: To foster education professional training in inclusive approaches
	SPECIFIC OBJECTIVE 4: To improve school education and organization processes for the attention to the students with special educational needs
	SPECIFIC OBJECTIVE 5: To encourage the “Universal Accessibility and Design for All” principle
<p><u>Strategic Line 2</u> (pp. 40-43) Improvement of prevention, detection and early intervention procedures of student educational needs</p>	SPECIFIC OBJECTIVE 2: To reinforce the knowledge of professionals in order to deal with prevention and intervention actions in the light of the possible specific needs requiring educational support
	SPECIFIC OBJECTIVE 3: To improve the early detection in the light of possible difficulties of students
<p><u>Strategic Line 4</u> (pp. 50-52) Encouragement of family and society participation processes at schools.</p>	SPECIFIC OBJECTIVE 1: To improve the families’ participation in the educative process of their children
	SPECIFIC OBJECTIVE 2: To establish relationships with associations and other organisations of Castilla y León in order to develop an educational inclusive model.

2.3 ANALYSIS OF SEVERAL PLANS OF ATTENTION TO DIVERSITY OF FOUR EDUCATIONAL SCHOOLS OF VALLADOLID

As we have said previously, in order to carry out this work, we have analysed several Plans of Attention to Diversity of different schools of Valladolid.⁴ After observing these documents carefully, we have noticed that all of them have in common several sections: justification of the plan, objectives, criteria and procedures for the detection and early intervention in the specific needs of educational support to students, description of the measures to attend to diversity (general and ordinary, specialized – or differentiated – and extraordinary measures), specific programmes to attend to diversity, organization of the resources (human, material, and space resources), monitoring and assessment of the plan, and collaboration with the families and other outside organizations.

There are some remarkable points in the rationale of the plans. For instance, one of the schools argues the origin of the registered students, some learning problems presented by some students, and the existing cultural and economic heterogeneity as the reasons for its plan of attention to diversity. Another school points out the necessity of attending to the current diversity existing nowadays. A third school also includes several action principles under which the attention to diversity will be carried out. Some of those principles are the following ones:

- Consideration and respect for the differences and acceptance of everyone as part of the human diversity and condition
- Personalised and individualised teaching with an inclusive approach, giving response to the educational needs of students, something which will allow the students to develop the highest personal and academic development
- Detection and early identification of the educational needs of students, which allow the school and the professionals to adopt the most appropriate educative measures in order to ensure the educative success of students

The fourth school in its rationale mentions that there are students with special needs according to their own situation and they can require adapted programmes and additional support. The plan also talks about the students with high intellectual capacities, who require specific and adapted programmes too.

⁴ Information taken from the Plans of Attention to Diversity by two private schools and two public schools, being all of them located in Valladolid.

It is important to focus on the main measures proposed by both public and private schools in their Plans of Attention to Diversity, which are very similar.

As stated, each of the plans which have been analysed includes different sections in order to express the proposed measures aimed to attend to diversity at the school. On the one hand, the plans name general or ordinary measures in a list and the ones which appear highlighted below are the most relevant for our work:

- Tutorial Action Plan
- **Non-significant curricular adjustment**
- Optional subjects/ Choice of subjects and optional reinforcement subjects
- **Educational reinforcement within and out of the school schedules**
- Schedule planning of subjects and/or groups. Unfoldings
- **Preventive actions and detection of learning differences addressed to all the students**
- Specific plan for grade repeaters
- **Personalised learning through ICTs**

On the other hand, the Plans of Attention to Diversity also include differentiated and extraordinary measures. For this work, we have chosen the following list of measures, the measure which is highlighted is the one which would fit best in our proposals:

- Exceptional permanence in the Compulsory Secondary Education stages
- Specific integration programmes for students with social and educational disadvantage
- **Measures addressed to students with coexistence problems with difficulties of school adaptation and inclusion**
- Linguistic and social adaptation and programmes for students with significant gaps
- Significant curricular adjustment

As already seen in the previous sections of this part of the work, some of the current institutional documents which cover the Spanish education system are committed to dealing with the issue of attention to diversity by means of providing several measures. Apart from the documents LOMCE and ORDEN EDU/362/2015, we have seen the same purpose not only in *II Plan de Atención a la Diversidad en la Educación de Castilla y León 2015-2020*, but also in the four centre documents aimed at attending to diversity. As these documents and

the present work are addressed to adolescents, in the following section of the work, we are going to analyse in a more detailed way some aspects of the adolescent stage.

3. ADOLESCENT STAGE. SOME DIFFERENCES BETWEEN BOYS AND GIRLS

First of all, when adolescence is mentioned, it is important to know that “puberty and adolescence are key developmental processes occurring in the transition period between childhood and adulthood. They involve profound physical and behavioral changes that share dependency on maturational events in the central nervous system” (Bourguignon, Carel, and Christen, 2015, p. xiii). In other words, adolescence is very important in human development since it is a stage which incorporates social, physical, and psychological changes which result in adulthood (Goddings, 2015).

The physical changes which occur during the adolescent stage come with other developmental processes, although the physical ones are the most visible. Teenagers do also experiment cognitive changes which bring them new skills “that enhance their ability to reason and to think abstractly”. In addition, they develop new emotional skills which help them to establish “a new sense of who they are and who they want to become” (APA, 2002, p. 5). This has to do with establishing new relationships with other people such as their peers or other adults.

It is remarkable to highlight that teenagers assume their physical appearance as something of notable importance. Boys and girls spend a long time being worried about their appearance because they want to “fit in” with the established rules in their social groups (APA, 2002, p. 7). For this reason, adults should pay attention and listen to them frequently.

Concerning cognitive development, it can be taken as a change “even more dramatic than their obvious physical changes”. This development allows them “to analyze situations logically in terms of cause and effect and to entertain hypothetical situations and use symbols” (APA, 2002, p. 11). On top of that, the cognitive skills they acquire allow them also to argue effectively, solve problems, think and reflect in an abstract manner and plan for the future.

According to APA (2002, p. 15), emotional development deals with the creation of a “realistic and coherent sense of identity” in relation with other people. It has also to do with

coping with stress and the management of emotions. These emotional processes developed during adolescence are going to last for the whole lifetime. The same happens with the identity which is created or established during the adolescent period. Teenagers have to create their identity, which makes reference to how adolescents “see themselves” and what they want to become. Furthermore, “Adolescence is the first time, (...) when individuals have the cognitive capacity to consciously sort through who they are and what makes them unique” (APA, 2002, p. 15).

In some aspects, we may find differences not only among adolescents in general, but also specially between boys and girls, as stated in the following quotation (Viner, 2015, p.57):

Puberty itself is associated with increased behavioral problems in boys and increased social anxiety, depression and self-harm in girls. It is also associated with a lower sense of well-being and with increased reports of fatigue, irritability and somatic complaints.

Regarding the cognitive development, “boys and girls do differ in their confidence in certain cognitive abilities and skills”. Girls are supposed to have more confidence about their reading and social skills in comparison with boys (APA, 2002, p. 11). Another important factor is identity development which is also different in boys and girls. This is related to the physical changes that teenagers suffer, since these changes may firmly influence their identity construction, especially in girls. Girls may be more affected by comments made by parents and colleagues (APA, 2002).

With respect to emotional development, obviously, it occurs in a unique manner for each adolescent, but “boys and girls can differ in the challenges they face in their emotional development” (APA, 2002, p. 18). Regarding friendship, teenagers vary in the number of friends they have and how they spend time with them and the activities they carry out together. Although both boys and girls seem to value the same qualities in friendship, “loyalty, frankness, and trustworthiness”, teenage girls “value intimacy, the feeling that one can freely share one’s private thoughts and feelings, as a primary quality in friendship” (APA, 2002, p. 22). Another question is the one related to the family relationship. As it is known, during the adolescence period, conflicts between parents and the teenager are likely to increase and this is something particular between girls and their mothers. This disrupted behaviour has to do with the girl’s desire “of gaining independence from parents while learning new ways of staying connected to them” (APA, 2002, p.24).

After having analysed the adolescent stage, particularly in girls, in the following section of the work we are going to focus our attention on Attention Deficit Hyperactivity Disorder, by means of providing several points about the disorder, emphasising its role in girls.

4. ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

4.1 CONCEPT AND HISTORY OF THE DISORDER

To start with, it is important to give a brief definition of the Attention Deficit Hyperactivity Disorder (ADHD). For instance, the Encyclopaedia Britannica (The Editors of the Encyclopaedia Britannica) defines it as follows:

Attention-deficit/hyperactivity disorder (ADHD), a behavioural syndrome characterized by inattention and distractibility, restlessness, inability to sit still, and difficulty concentrating on one thing for any period of time. ADHD most commonly occurs in children, though an increasing number of adults are being diagnosed with the disorder. ADHD is three times more common in males than in females and occurs in approximately 3 to 6 percent of all children. Although behaviours characteristic of the syndrome are evident in all cultures, they have garnered the most attention in the United States, where ADHD is the most commonly diagnosed childhood psychiatric disorder.

It is true that in the recent years we are used to hearing of the concept ADHD increasingly. We hear of it in educative contexts, in common everyday situations, etc. However, this disorder is not anything new, given that it has been studied for many years. According to Parellada, Moreno, Sipos and Ponce (2009, p. 18), there are several precedents of the concept ADHD: before 1950s, we may find Anglo-Saxon and European precedents, and then, she focuses her attention on the second half of the twentieth century.

Regarding the Anglo-Saxon precedents, we go back to the years before 1950, in which we may find some isolated descriptions of children with behavioural problems similar to the ones we call “hyperactive children” nowadays. It is remarkable to mention that in 1905, the paediatrician George Frederic Still developed the first systematic description of hyperactive children. He used a sample of twenty children who had excessive activity and impulsiveness without important intellectual alterations or associated illnesses. He referred to the problem as “an abnormal defect of moral control in children”, taking into account that he was making reference to children with a group of symptoms like "attention problems and learning problems, hyperactive behavior, impulsiveness and behavioral disorders" (Kooij, 2013, p. 2).

In the case of the European antecedents, Parellada et al. (2009) name several authors such as Georges Hauyer, who, in 1914 grouped the symptoms presented by this kind of children and described an association among hyperactivity, attention deficit, misbehaviour, and poor prognosis with regards to school, familiar and social-labour maladjustment.

In 1952 the American Psychological Association (APA) launched the first “Diagnostic and Statistical Manual of Mental Disorders” (DSM), a manual which enumerated the mental disorders that had been recognized until that moment. But the concept used to refer to the ADHD was not included yet in the first edition of the manual. However, sixteen years later in 1968, the second edition of DSM (DSM-II) included it as “hyperkinetic impulse disorder”. In 1980, the APA issued the third edition of the DSM (DSM-III), in which the name of the disorder was replaced by “attention deficit disorder (ADD)”, because some researchers thought that the feature of hyperactivity was not associated to the disorder as a usual symptom. This is the reason why two subtypes of ADHD were introduced: Attention-deficit disorder with hyperactivity (ADD/H) and attention deficit disorder without hyperactivity (ADD/WO) (Parellada et al., 2009).

According to Holland and Higuera (2015), in a revised version of DSM-III issued by APA, the hyperactivity distinction was deleted and they “changed the name to attention deficit hyperactivity disorder (ADHD).” Moreover, “the APA combined the three symptoms (inattentiveness, impulsivity, and hyperactivity) into a single type and did not identify subtypes of the disorder.”

Some years ago, in 2000, the fourth edition of the DSM was launched (DSM-IV) in which the scientists established three subtypes which are still used by healthcare professionals today:

- Inattentive type ADHD: this kind of patients predominantly shows inattention in their behaviour.
- Hyperactive/impulsive- type ADHD: the patients show hyperactive and impulsive symptoms and behaviour predominantly.
- Combined-type ADHD: this subtype is a kind of mixture between the two subtypes above.

Apart from this, as B. Park and H. Park (2016) have stated in their article, each subtype has established different behavioural patterns as follows:

Inattentive-type ADHD patients are easily distracted and have a difficult time focusing on a given task. Hyperactive/impulsive-type ADHD patients usually intrude on others. Combined-type ADHD patients show all symptoms of inattentive- and hyperactive/impulsive-type ADHD patients.

Holland and Higuera (2015) also point out that the cases of this disorder have increased meaningfully in the 1990s and they highlight several possible factors behind which can be the causes of this increase: “doctors are able to diagnose ADHD more efficiently, more parents are aware of ADHD and are reporting their children’s symptoms and more children are actually developing ADHD”.

Besides this, it is important to know that there has also been a rise in the number of medications addressed to the treatment of people diagnosed of ADHD. Apart from this, these medications not only have become “more effective at treating ADHD”, but also many of them have “long-acting benefits for patients who need relief from symptoms for longer periods” (Holland and Higuera, 2015).

Nowadays, the researchers and scientists are in the process of identifying the causes of the disorder and they are also trying to achieve new possible treatments. In addition, some researchers have identified that there is “a very strong genetic link” and children whose parents or siblings are diagnosed with the disorder are more likely to have it. It is also important to highlight that nowadays, researchers have not identified yet which is the role that environmental factors may play when they determine who or what develops the disorder. All in all, they are focused on outcome the most remarkable cause of ADHD and they want to achieve more effective treatments in order to find cures for the disorder (Holland and Higuera, 2015).

4.2 DIAGNOSIS

The attention deficit hyperactivity disorder is characterised, as previously mentioned, by impulsivity/hyperactivity in the individual, so these ones are the most common symptoms in patients diagnosed with ADHD. Apart from this, it is important to consider that there are some situational and contextual factors which may determine notably the appearance of the symptoms of ADHD (Parellada et al., 2009).

According to Rabiner (2013), the main nine symptoms related to inattention to diagnose a patient with ADHD taking into account the DSM-V are the following ones:

- Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or during other activities.
- Often has difficulty sustaining attention in tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions and fails to finish school work, chores, or duties in the work place.
- Often has difficulty organizing tasks and activities.
- Often avoids or is reluctant to engage in tasks that require sustained mental effort.
- Often loses things necessary for tasks or activities.
- Is often easily distracted by extraneous stimuli.
- Is often forgetful in daily activities.

In the list below we can observe the symptoms associated with hyperactivity and impulsiveness pointed out by Rabiner (2013) according to the DSM-V:

- Often fidgets with or taps hands or squirms in seat.
- Often leaves seat in situations when remaining seated is expected.
- Often runs about or climbs in situations where it is inappropriate.
- Often unable to play or engage in leisure activities quietly.
- Is often "on the go" acting as if "driven by a motor".
- Often talks excessively.
- Often blurts out answers before questions have been completed.
- Often has difficulty awaiting turn.
- Often interrupts or intrudes on others.

The table which appears below is a summary of ADHD symptoms which both boys and girls may have:

Symptoms in both ADHD boys and girls	
Inattention symptoms	Hyperactivity symptoms
Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or during other activities	Often fidgets with or taps hands or squirms in seat
Often has difficulty sustaining attention in tasks or play activities	Often leaves seat in situations when remaining seated is expected
Often does not seem to listen when spoken to directly	Often runs about or climbs in situations where it is inappropriate

Often does not follow through on instructions and fails to finish school work, chores, or duties in the work place	Often unable to play or engage in leisure activities quietly
Often has difficulty organizing tasks and activities	Is often "on the go" acting as if "driven by a motor"
Often avoids or is reluctant to engage in tasks that require sustained mental effort	Often talks excessively
Often loses things necessary for tasks or activities	Often blurts out answers before questions have been completed
Is often easily distracted by extraneous stimuli	Often has difficulty awaiting turn
Is often forgetful in daily activities	Often interrupts or intrudes on others

Individuals with ADHD younger than 17 “must display at least 6 of 9 inattentive and/or hyperactive impulsive symptoms” in order to be diagnosed. However, “for individuals 17 and above, only 5 or more symptoms are needed” to diagnose them. Besides, these symptoms must be displayed for at least 6 months (Rabiner, 2013).

As this work is focused on adolescents, it is relevant to highlight that the symptoms presented by ADHD adolescents are similar to the ones presented in children. So, among the most remarkable ones in teenagers, we can find the following ones: distractibility, irritability, poor concentration, hyperactivity, and impulsivity. In addition, during these years the symptoms may become worse due to the hormones of this critical age (Bhandari, 2017).

When dealing with the problems which ADHD in teenagers may result in, we can see that on account of the fact that they may be more easily distracted and their concentration is limited, their marks and grades might be lower. This is something even more obvious in adolescents who are not being treated. Moreover, according to Bhandari (2017) these individuals are more likely to lose their books and they also can get bored in the classes. This fact can be due to their inattentiveness, although it is true that in some cases they are “excessively attentive”, and they cannot wait for their turn when giving answers or interacting with the people in the classroom. The symptoms of irritability, hyperactivity, and impulsivity may also affect to their relationship with the classmates and this can lead to some negative consequences in their social life.

As Soutullo affirms (2008, p. 21), ADHD adolescents may not have the symptom of hyperactivity as marked as children have, but they are constantly moving their hands, making noise and they feel internal restlessness. It is supposed that the symptom of hyperactivity improves during adolescence, but they are still disorganised with school tasks and they have difficulty when finishing tasks and working independently, so they need someone who is keeping an eye on them so that they can finish their tasks and studies.

4.3 ADHD IN GIRLS

As Valdizán affirms (2014a), ADHD is a biological alteration which affects boys and girls, so the symptoms described in the previous section of the work affect both boys and girls. However, it is true that there are more boys diagnosed than girls, and this is proven by clinical check-ups with a coefficient of about 3:1. Although both boys and girls display commonly the same symptoms, girls do not usually show many aggressive and impulsive symptoms as boys and their behavioural disorder is lower than in boys.

There are several differences in how ADHD affects boys and girls. For example, if we compare girls diagnosed with the disorder with girls without the disorder, the former show significant higher rates in behavioural problems. Besides, ADHD girls showed higher levels of variation in mood and anxiety than in girls without ADHD. Moreover, these girls present a higher risk in alcohol and drug dependence. A similarity with ADHD boys may be found in the cognitive difficulties. This will be explained later on in the section of the work about oral and written disorders in both ADHD girls and boys. All these data belong to a study carried out by the National Institute of Mental Health in 1999 (Valdizán, 2014a).

In the same year, Kathleen G. Nadeau highlighted that the criteria which identify boys were closely related to hyperactivity, while girls showed docility, shyness and introversion. This has provoked that many girls have not been diagnosed and this has caused some consequences in their personal, familiar and social contexts. Some of the symptoms of attention deficit not diagnosed may be apprehension of phobia to school, low self-esteem, highly intellectual coefficient with low school performance, disorganization, sleeping disorder and shyness (Valdizán, 2014a).

The same study presents four types or models of ADHD girls (Valdizán, 2014a):

- Shy prototype: these girls belong to the inattentive group who are more inattentive and shy than hyperactive and impulsive. The reaction they adopt is to try to go unnoticed and become isolated.
- Hyper-sociable prototype: This kind of girls has a combination of hyperactivity and inattentiveness and they are used to speaking quickly about anything. The behaviour of these girls may cause them some social problems since they are not able to focus their attention on one only thing and they may overwhelm their listeners or people around them.
- Hyperactive prototype: this type is the easiest one to diagnose because it is the one which is more similar to the characteristics presented by ADHD boys. They commonly show signs of hyperactivity and impulsiveness.
- Volatile girl with inattentive and impulsive combination: this prototype is the less common diagnosed. These girls are characterised by having feelings of frustration and inflexibility.

This summary table includes the main characteristics of ADHD making a distinction into the four prototypes established by Valdizán (2014a):

Prototype ADHD girls and their features			
Shy prototype	Hyper-sociable prototype	Hyperactive	Volatile girl with inattentive and impulsive combination
More inattentive and shy	Combination of hyperactivity and inattentiveness	hyperactive and impulsiveness similar to ADHD boys	Feelings of frustration and inflexibility
They try to go unnoticed and become isolated	Very talkative		
	Social problems due to their lack of focusing the attention		

According to Valdizán (2014a), after having carried out a research to know whether there is a typical presentation of symptoms in ADHD women. He remarks that the answer has to do with distinguishing between symptoms and their expression. By means of the study it was

seen that the symptom pointed out as differential was “talking excessively”. Besides, as has been already said, girls do not show as many aggressive and impulsive symptoms as boys and they normally have less conduct and behavioural problems. Therefore, this author notes that the difference between ADHD boys and girls does not lie in the symptoms presented, but in how patients with this disorder present the symptoms. The brain morphology is the same in both sexes, but the functional expression could be very different depending on the context of the patients.

In the following chart, the main characteristic symptoms presented in girls are shown:

Characteristic symptoms in ADHD girls
They do not usually show many aggressive and impulsive symptoms as ADHD boys usually do
Compared with girls who do not suffer from the disorder, ADHD girls behavioural disorder is lower than in ADHD boys
They show higher levels of variation in mood and anxiety than non-ADHD girls
They show docility, shyness and introversion
Some of the symptoms of attention deficit not diagnosed may be apprehension of phobia to school, low self-esteem, highly intellectual coefficient with low school performance, disorganization, sleeping disorder and shyness

4.4 GUIDELINES OF EDUCATION FOR ADHD STUDENTS

Valdizán (2014b) suggests a study method to work with ADHD young people. For him, the objective lies on giving several instructions so that the content already learnt may be understood, something that will allow students to elaborate concepts, easing the process of association with other questions or disciplines. Besides, he focuses on the following points, which will be taken into account for the design of our teaching project (Valdizán, 2014b, p. 343):

- Motto: “Working every day is more important than studying every day”.

- Visualising most part of the contents giving much importance to the sense of sight.
- Maintaining self-esteem: if students fail a subject or they achieve a low mark, it is relevant not to consider it as a personal or subjective failure. However, we have to focus on which part of the methodology has not been well-planned or structured.
- Self-discipline: this means being consistent and persevering if there is a study programme.
- Self-explanations: Students themselves give a well-thought and creative version of the subject.
- Conceptualization: this points stands for the construction of mental images and pictures which are internalised based on our learning and experience that allow the students to comprehend their environment and participate in it.

The guidelines established by Valdizán (2014b) to deal with and help ADHD students are the following ones:

- Paying attention in the classroom:
 - Sitting in the front rows
 - Taking notes and asking if there is something which has not been clearly understood
 - Focusing on which topics or questions are more important for the teacher
- Taking notes:
 - Using a notebook with separable sheets for each subject or a notebook in which they can file many sheets
 - Using colour pens in order to highlight the most important parts, using always the same colours and never more than three different colours
 - Leaving a space in the right margin of the sheet where they can write doubts
 - Avoiding writing the whole text. Having words or short phrases which facilitate the writing speed.
 - Leave a space at the end of each sheet in order to write a summary
 - Writing down observations about the teacher methods
 - Commenting some doubts when the class finishes in order to avoid a unique opinion

An example of a notebook like this one is provided in Section “*Annexes*” of the present work (see Annex 1).

These instructions and guidelines may be used by the teacher in the classrooms of Compulsory Secondary Education. Although these guidelines are not going to be provided into a list stuck on the walls of the classroom, teachers should be showing and providing pupils with a model of what they are expected to do in the classroom. In spite of being instructions particularly addressed to ADHD students, they can be applied for all the students. They can be taken as routines which can be taught by teachers every day. So, both teacher and students have to work with them and be consistent when using them.

4.5 ORAL AND WRITTEN DISORDERS IN ADHD BOY AND GIRL STUDENTS

ADHD requires long-term treatment since it is a chronic disorder. It is typically associated to other cognitive, linguistic and learning difficulties, so oral and written language disorders are the most frequently related to ADHD (Carrero, 2014).

Apart from this, according to Carrero (2014), ADHD adolescents can find difficulties in the following aspects: when regulating their behaviour, not only when adapting to their familiar and school contexts, but also in their peer relationships. Similarly, they have associated linguistic difficulties, learning and academic performance difficulties and serious disturbances in their behaviour, and also affective disorders.

In Carrero's words (2014), ADHD teenagers present an educative profile similar to slow learning students, who are characterised by the difficulties they have to follow a normal pace in learning, memory problems and their limitations in verbal production and comprehension. In addition to these features, they find also difficult to be persistent when performing tasks and being paying constant attention in complex tasks. Besides, ADHD students show problems related to language alterations such as lack of adjustment to the context in psycholinguistic skills, slowness to process information, scant motivation to learn and low self-esteem.

It is important to highlight since this work is aimed at creating inclusive education proposals for ADHD teenage girls, that generally, ADHD students show language alterations which may affect mainly communication, as Carrero (2014) states. So, this is a fact which is going to be taken into account in the preparation of the proposals.

Besides, in Carrero's words (2014), the oral language of this kind of students tends to have pragmatic alterations. Pragmatic abilities are the ones which allow the access to communication and social interaction. As said, these abilities suffer very relevant modifications and they are closely related to the problems of students regarding their executive functions. This may trigger problems of social and affective nature, because sometimes they do not understand the communicative purpose of their interlocutors, they have an excessive verbal production and they produce ambiguous content when speaking.

In relation to written language, it is said that ADHD students may be affected by reading and writing disorders. On the one hand, dealing with reading disorders, we can appreciate that these students show difficulties in reading comprehension when they read in real time because of their problems of attention, memory and planning. They may find difficulties not only in the understanding of the message, but also when they have to establish coherent textual relations. Furthermore, the memory deficit challenge the necessary abilities for reading comprehension and it is something decisive in the information integration, allowing to establish ties between the previous information and the new one. On the other hand, regarding writing disorders, ADHD adolescents can show problems when they have to express written information in an organised and correct manner. Besides, this kind of students normally has spelling and punctuation mistakes (Carrero, 2014).

As Carrero affirms (2014), in general, ADHD students show a language which is apparently normal. However, some psycholinguistic differences may be found when these students undergo a specific language evaluation with tests which asses form, content and language use. Pragmatic difficulties are evident in most of the cases and normally, disorders of oral language development and ADHD are presented together affecting other levels and processes of these students. Moreover, the relationship between ADHD and written language disorders appears frequently with problems regarding writing and reading, as explained. The characteristic features of ADHD teenagers have special impact in the execution of the reading domain and written production. However, Carrero (2014) affirms that it is necessary to carry out an exhaustive study on these specific areas which may demarcate the role of each of the previously mentioned processes and their influence over oral and written language limitations which ADHD adolescents show.

All the difficulties which ADHD students normally have are represented as a summary in the following table:

General linguistic difficulties	Reading difficulties	Writing difficulties
When following a normal pace in learning	Difficulties in reading comprehension when they read in real time caused by attention, memory and planning problems	Alterations in spelling
Memory problems	Difficulties in understanding the message	Difficulties in expression of written information in an organised and correct manner
Limitations in verbal production and comprehension	Difficulties in the establishment of coherent textual relations	Spelling and punctuation mistakes
Difficulty to be persistent performing tasks and being paying constant attention in complex tasks		
Language alterations such as lack of adjustment to the context in psycholinguistic skills, slowness to process information, scant motivation to learn and low self-esteem.		
Pragmatic alterations in oral language which interrupt the access to communication and social interaction		
Sometimes the communicative purpose of their interlocutors is not understood		
Excessive verbal production		
Production of ambiguous content when speaking		

5. METHODOLOGICAL JUSTIFICATION

This section of the work is aimed at providing and describing the main approaches and dynamics which are going to be followed in order to elaborate the education proposals of the present inclusive teaching project for a classroom of Compulsory Secondary Education with ADHD girls. So, the approaches which are going to be developed are Cooperative Learning, Interactive Groups, intelligent comprehension projects – Theory of Multiple Intelligences –, and Problem-Based Learning.

5.1 INCLUSIVE EDUCATION

First of all, as the main aim of this work is to elaborate inclusive education proposals for an English classroom with ADHD girl students, it is important to focus on what inclusion is when referring to education. In order to do so, a definition of *inclusion* is provided by United Nations Educational, Scientific and Cultural Organization (UNESCO) (2005, p. 13):

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Besides this, a comprehensive definition of what inclusive education is can be found in a webpage of a provincial federation called *Inclusion BC* from New Westminster in British Columbia, Canada (Inclusion BC, n.d.):

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

According to the *Inclusion BC* (n.d.) brochure, inclusive education provides several benefits that students may obtain:

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.

- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Taking into account the definition and benefits of inclusive education, it is important to base our proposals on them. Apart from these points, for the elaboration of our proposals, we have considered the principles included into *II Plan de Atención a la Diversidad en la Educación de Castilla y León 2015-2020*, and especially the approaches proposed in the same document, since, as previously explained; they strengthen the development of inclusive practices. Besides, these methodological approaches promote interaction, metacognition, creativity, and commitment among the whole education community. In addition, these approaches ease the participation and the learning of students, with particular regard to those students who are more vulnerable. For these reasons, the classroom has to admit everybody without rejecting any student. Each student has the right of attending school regardless of their possible differences as well as each student has the right to learn from the school with and from their schoolmates.

5.2 COOPERATIVE LEARNING

Regarding approaches which flatter interaction, we find Cooperative Learning. This approach is going to be implemented in the proposals since as W. Johnson and T. Johnson (1999, p. 68) state, a *Cooperative Learning group* is a group in which students have to “work together to accomplish shared goals”, so students need to achieve goals which are beneficial for all the components of the group and the necessity to achieve these goals implies being responsible. Besides, “students discuss material with each other, help one another understand it, and encourage each other to work hard” (Johnson and Johnson, 1999, p. 68). This idea promotes students relationships, develop interpersonal skills and problem-solving strategies while it fosters respect for the others. Johnson and Johnson (1999, p. 68) also explain that “individual performance is checked regularly to ensure that all students are contributing and learning”. As a result, in Johnson and Johnson’s words (1999, p. 68), “all students perform

higher academically than they would do if they worked alone.” One of the most important ways to make possible the existence of inclusive education, in which all the students can learn in spite of their differences, is by means of putting into practice Cooperative Learning.

According to Pujolàs (2009), all the members of a cooperative group need to have the same chance to participate in the activity proposed, so equal participation must be assured. Additionally, it is necessary to make the most of the simultaneous interaction among students so that every member of the group may learn the curricular contents as well as working in groups and other values such as solidarity, respect for the differences of other people and mutual aid.

It is necessary to trigger specific and essential features so that a group can develop Cooperative Learning: a positive interdependence, face-to-face interaction and social skills, self-esteem, and continuous revision and improvement of group work. A positive interdependence is created by means of establishing a group structure: the objectives have to be structured so that they can only be achieved through collaboration and participation of the whole group, the groupmates have also to share resources and materials, there must be an interdependent distribution of roles and interdependence has to be articulated in the final assessment. Regarding face-to-face interaction and social skills, both are achieved thanks to communicative skills, roles performance, ability to manage conflicts, decision making process, and problem-solving. The group assessment has to be done taking into account not only the work of the group as a whole, but also the individual work of each student (Lobato, 1998).

W. Johnson, T. Johnson and Holubec (1994) establish different types of roles in order to maximize the student learning. The roles in the Cooperative Groups indicate what each student has to do and what the rest of students in the group may expect from themselves. The main advantages of assigning roles are that they reduce the possibility that some students adopt a passive or dominant attitude. Besides, roles warrant the use of basic group techniques by students and all the pupils have to learn the required practices. Likewise, they create interdependence among the group members, particularly when students are assigned complementary and interconnected roles. Johnson et al. (1994) classify roles according to their function in the cooperative group:

- Roles helping the group structure:

- Voice tone supervisor: the one who controls that all the group members speak in a low tone of voice.
- Noise supervisor: the pupil has to control that the group members move noiselessly.
- Turns supervisor: the student checks the turn assignation in the group.
- Roles which help the group to work (in order to achieve the proposed goals maintaining effective working relationships):
 - Student in charge of explaining ideas or procedures: the pupil shares ideas and opinions of each member of the group.
 - Student in charge of keeping a record: the student takes notes about the group decisions and elaborates the group report.
 - Student in charge of fostering participation: the student has to make sure about the participation of all the members of the group.
 - Observer: the pupil takes notes about how frequently the members carry out their roles.
 - Guiding person: the student guide the group work by means of checking instructions, reassuring the purpose of the assigned task, indicating time constraints, and suggesting procedures to develop the task as effectively as possible.
 - Student in charge of providing support: the pupil provides verbal and nonverbal support.
 - Student in charge of clarifying or paraphrasing: the student reformulates what the group members say to clarify the covered points.
- Roles helping students to develop what they know and incorporate it to what they are learning:
 - Synthesizer: the student rewords the main group conclusions or what the student has read or analysed without making reference to the original given information.
 - Reviser: the student corrects any mistake in another member's explanation or summarises any other important information which has been omitted.
 - Student in charge of checking the comprehension: the pupil has to check that all the members know how to explain how the group has reached any answer or conclusion.

- Researcher/messenger: the student is in charge of finding the necessary material for the group and communicates with other learning groups and the teacher.
- Analyst: the student establishes relationships between concepts and strategies with the previously studied material.
- Answers developer: the pupil produces and provides the group with other feasible answers in addition to the ones provided by the rest of members.
- Roles helping to boost pupils' thought and improve reasoning:
 - Critic of ideas, not critic of people: the student challenges the groupmates intellectually criticising their ideas while transmitting respect for them.
 - Student in charge of seeking bases: the student asks the rest of members to base their answers and conclusions on facts or reasons.
 - Student in charge of differentiating: the student establishes the differences between the ideas and arguments of the group members so that all of them understand them and consider the different points of view.
 - Student in charge of expanding: the pupil has to expand the ideas and conclusions of the group members, adding new information or pointing out consequences.
 - Inquisitor: the student makes questions in-depth which lead to an analysis or deepen understanding.
 - Options producer: the student goes beyond the first answer or conclusion and produces more feasible answers to opt for one of them.
 - Reality verifier: the pupil verifies the group work validity according to the instructions, available time and common sense.
 - Integrator: the student integrates the ideas and arguments of the group members into a single perspective so that all the members may agree.

Apart from the students' roles, it is important to take into account the teacher's role in this approach. The teacher has to know how to organise learning experiences which are conducted by students. The teacher has also to develop educative objectives such as solidarity, collaboration, responsibility and relation, which are recognised as efficient to improve the learning quality. Besides, teachers have to be facilitators of the teaching and learning process in groups and they have to reinforce students' confidence in their autonomous capacity to solve problems. Teachers are modellers in terms of showing verbal and gestural expressions

of cooperative skills. They have also to help students solving possible problems which may occur in the groups, apart from observing continuously the groups and giving them feedback (Lobato, 1998).

5.3 INTERACTIVE GROUPS

Interactive Groups are closely related to Cooperative Learning, since it aims at achieving an inclusive education which will ease and improve the learning process of students not only in different knowledge and content areas, but also in emotions, values and feelings. Using this kind of groups, the classroom context will improve too (Consejería de Educación de Castilla y León, n.d.).

Interactive Groups are one of the approaches which promote and pursue inclusive and equal education as Peirats and López state in the following quotation (2013, p. 198):

Una de las transformaciones metodológicas en el aula que persigue con mayor constancia una educación igualitaria e inclusiva son los Grupos Interactivos (GI). Esta estrategia didáctica se enmarca dentro del proyecto de las Comunidades de Aprendizaje (CA), y promueve la enseñanza a partir del diálogo y el trabajo cooperativo entre grupos heterogéneos, huyendo del segregacionismo a través de una mayor participación de adultos que adoptan el papel de voluntarios.

The role which learning communities play in the Interactive Groups' approach is very relevant, since these communities foster students and parents' commitment, focus on professional initiatives of teachers, and boost volunteering people dedication, with the purpose of achieving the inclusion of all the students (Peirats and López, 2013).

In Peirats and López's words (2013), Interactive Groups' approach consists of organising heterogeneous groups in the classroom while students share their knowledge. The groups have to be composed by four or five students without taking into account their learning level or cultural origin. By means of the heterogeneity which exists in these groups, labelling and low self-esteem are suppressed unlike other type of approaches such as segregationist ones. This approach implies that students with special educational needs do not need to go out from the classroom and they stay in the classroom, and at the same time adult people go inside the classroom. Teachers and students are helped by volunteers. These volunteers are adult people, who can be other teachers, students' relatives, students on an internship, the professionals in charge of providing academic guidance in the centre, etc., which help each group and the teachers to carry out the activity.

This approach is proposed to be carried out in the following way. Once the heterogeneous groups of 4 or 5 students are established, the teacher provides the students with a specific task. Previously, the teacher has elaborated different tasks which are going to be accomplished by each group. In order to do so, each group has to rotate during the session so that each group may complete all the tasks prepared. This way, once the session has finished, all the groups will have carried out all the tasks proposed. In order to do so, the timing provided for each activity has to be the same. The tutor of each group is the person in charge of telling to the students when they have to change of activity ("Grupos interactivos", n.d.).

Apart from this, thanks to the implementation of Interactive Groups, schools open their doors to their surrounding setting. This way, the idea of building a real community is achieved, something which leads to teachers' constant creativity and motivation in order to innovate and improve the teaching area (Peirats and López, 2013).

In this approach, the teacher is in charge of programming the activities to be carried out in the classroom taking into account the curricular contents. Moreover, the teacher not only enlivens the sessions, but also coordinates the activities' timing. The teacher's role has to do with the activity coordination and the organisation of others' responsibilities; in this case, the teacher has to organize both volunteers and students' responsibilities (Peirats and López, 2013).

The volunteers' role is also worth mentioning since they have to enliven the activities too. Additionally, as mediators, they have to increase interactions, since this fact is said to hasten the learning process. Volunteers attend regular meetings in which they receive basic formation to be able to work with this approach in the classroom. The tasks they have to carry out are the following ones among others: they have to explain the activity to the students although they are non-experts about the area which is being dealt with, they have also to generate positive independence in relation to individual and group achievements, teach cooperative and collaborative values, contribute to the assessment or assign the work roles (Peirats and López, 2013). Besides, volunteers are given a sheet of paper by the teacher. This sheet includes the specific items which have to be observed in students such as students' behaviour, implication level, effort, and solidarity (Odina, Buitago, and Alcalde, 2004)

As may be observed in the following quotation by De Gràcia and Elboj (2005, p. 105), Interactive Groups are very beneficial to all the students since this type of groups aims at reducing competitiveness and building generosity as well as increasing academic learning and

students' participation. Besides, the quote makes reference to Compulsory Secondary Education, the stage which this work is addressed to:

[e]n educación secundaria los grupos interactivos pretenden, entre otros objetivos, disminuir la competitividad y generar solidaridad, y aumentar simultáneamente el aprendizaje académico y la participación del alumnado en las clases. Los grupos interactivos están pensados para que el alumnado pueda recibir una educación de máxima calidad. Para ello, no se trata de sacar ciertos alumnos y alumnas de clase, sino —al revés— de introducir en el aula los recursos necesarios para que esos niños y esas y esas niñas puedan seguir su educación con las máximas expectativas posibles.

Besides, by means of Interactive Groups in Compulsory Secondary Education, we can achieve to increase the real time of students' learning, improve the social environment in the classrooms, and transform the solidarity competence; an essential element in terms of an education linked to the social environment which is able to change it (De Gràcia and Elboj, 2005). Apart from this, this approach may help to foster the academic performance, because there is an important decrease in student and teacher ratio and it enhances social relationships due to an increase of interactions (Peiráts and López, 2013).

5.4 INTELLIGENT COMPREHENSION PROJECTS – THEORY OF MULTIPLE INTELLIGENCES

Another approach which is going to be used in the proposals is intelligent comprehension projects. This approach is very useful since this type of projects may be defined as a way of programming by which the development of the different multiple intelligences is accomplished in the classroom as said in the II Plan of Attention to Diversity in the Education of Castilla y León 2015-2020.

Historically, schools and teachers have dealt with students as if they were all the same in terms of their learning style. What is important about this theory is that thanks to it, it has been recognised “that the students in our classrooms have greatly different learning profiles” (Arnold and Fonseca, 2004, p.120). So, taking into account this idea, the diversity at schools is admitted and this is why we have to attend to it in an inclusive manner, and the Theory of Multiple Intelligences may be very useful to do so. As Carrillo and López (2014) state, it is important to highlight that pedagogic practice may benefit itself if we recognise the students' differences, analyse the features and particularities of each group in the classroom and adjust our practice to the reality we have to work with as teachers.

So, it is important to explain that Theory of Multiple Intelligences was “developed by psychologist Howard Gardner in the late 1970’s and early 1980’s,” and he posited “that individuals possess eight or more relatively autonomous intelligences” (Davis, Christodoulou, Seider, and Gardner, 2011, p.485). As Gardner suggests (as cited in García, 2004, p.3), “intelligence (can) be described as the combination of psychological and biological characteristics that enable individuals to solve problems or create products that are valued in one or more cultures.” According to Gardner, traditional tests measuring intelligence are focused only on measuring logic and language, setting aside without being analysed other important aspects related to intelligence (Carrillo and López, 2014).

As can be seen in the following quotation (Arnold and Fonseca, 2004, p.121), learning is not only considered cognitive, but also it has to do with the physical and affective parts of people. For this, it is important to take into account that people possess more intelligences than only one:

Traditionally, learning has often been considered only a cognitive activity, but if we take brain science into account, this consideration is inaccurate and educationally and socially problematic (...) Widening the focus, both humanistic psychology and MIT recognize that learning involves the physical and affective sides of the individual, as well as the cognitive.

In Carrillo and López’s words (2014), Gardner defends the idea that there is not a single one intelligence, but each individual owns at least eight intelligences: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinaesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. These intelligences vary in each person in degree and depth. Besides, they can be increased by means of practicing and training them. Arnold and Fonseca (2004, p.122) affirm that Multiple Intelligences Theory “is a dynamic construct that understands intelligences as tools that are changeable and trainable”.

The most important aspect to this point is to focus on the plurality of the human intellect. In spite of having one of the intelligences more developed than the others, all of them work together so that individuals may solve problems (Gardner, 2016).

The different intelligences are characterised and described by the following features (García, 2004, pp. 4-5):

- *Linguistic intelligence*: allows individuals to communicate and make sense of the world through language. Those who have a keen sensitivity to language in its spoken and/or

written forms might demonstrate this strength as poets, writers, lawyers, and public speakers. Linguistic intelligence is highly valued and rewarded in schools.

- *Logical-mathematical intelligence*: enables individuals to use, appreciate, and analyze abstract relationships. In Western culture, this capacity is often harnessed in mathematical reasoning and scientific investigations. Mathematicians, scientists, and engineers deploy this intelligence at high levels. Like linguistic intelligence, logical-mathematical intelligence is emphasized in schools.
- *Spatial intelligence*: enables people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory. Blind people skillfully employ this intelligence, using it to create mental maps of their environments. It is commonly seen operating at high levels in architects, artists, surgeons, and pilots.
- *Musical intelligence*: allows people to create, communicate, and understand meanings made out of sound. It is manifested to high degrees among composers, musicians, and acoustic engineers.
- *Bodily-kinaesthetic intelligence*: entails using all or part of the body to solve problems or create products. The intelligence seems to stand in stark contrast to the reasoning that is prized in traditional tests of intelligence. Advanced forms of problem solving and creativity through use of the body are evident in the activities of choreographers, rock climbers, and skilled artisans.
- *Naturalistic intelligence*: allows people to solve problems by distinguishing among, classifying, and using features of the natural world. This intelligence is commonly seen in people's ability to categorize different kinds of plants and animals and has been harnessed to the task of distinguishing among human-made objects. It is essential to the work of landscape architects, hunters, archeologists, environmental scientists, and farmers.
- *Interpersonal intelligence*: is the capacity to recognize and make distinctions among others' feelings and intentions, and to draw on these in solving problems. Successful teachers, actors, therapists, political leaders, and salespeople rely on highly developed interpersonal intelligence.
- *Intrapersonal intelligence*: enables individuals to recognize and distinguish among their own feelings, to build accurate mental models of themselves, and to draw on these models to make decisions about their lives. Intrapersonal intelligence is sometimes seen in skillful autobiographies, and, more generally, among those individuals who make sound choices about their life and work.

The description of the different intelligences which appear above leads us to relate people with a specific intelligence. This relation is made by means of observing in which intelligence each person shows a higher level of performance. There is not yet any test which measures exactly which intelligence each person has most developed, but taking into account the features seen previously and through an observation of individuals, we can easily relate the

type of intelligence to each person. For instance, “one might reasonably infer that an individual who demonstrates excellent performance in the domain of architecture or sculpture or geometry possesses high spatial intelligence” (Davis et al., 2011, p. 487). The same authors (2011) state that probably in the future a more direct method to see whether an individual possesses an intelligence more developed than others will be designed.

Regarding the role of teachers when implementing the Theory of Multiple Intelligences is relevant to say that the necessity of “creating learning environments” which may develop all the intelligences of this theory may be a challenge for teachers (García, 2004, p. 14). So, according to Richard and Rodgers (2014, p. 237), the role of teachers in the Multiple Intelligence Theory is “curriculum developers, lesson designers and analysts, activity finders or inventors, and, most critically, orchestrators of a rich array of multisensory activities within the realistic constraints of time, space, and resources of the classroom”.

On the other side, in the case of students and learners in general in this theory, as the classroom which implements the Theory of Multiple Intelligences aims at developing the "whole person" of students, these ones need to see themselves in that development process. Besides, the environment of this classroom and the "activities proposed are intended to enable students to become more well-rounded individuals and mores successful learners” (Richard and Rodgers, 2014, p.237). As Richard and Rodgers say (2014), students have to be aware about which their most developed intelligence is in order to work with it in a better and more efficient way.

5.5 PROBLEM-BASED LEARNING

Apart from the previous approaches, we are going to work with Problem-Based Learning, which is defined as “the learning that results from the process of working toward the understanding or resolution of a problem” (Barrows and Tamblyn, 1980, p. 1). By using this approach, students will be able to reflect on and provide different solutions to solve a problem of real life which has been presented to them by means of activities, so, this way, they will be allowed to develop and ease their creativity.

Another comprehensive definition of what Problem-Based Learning is is given by Hung, Jonassen, and Liu (2008, p. 486):

Problem-Based Learning: An instructional method that initiates students’ learning by creating a need to solve an authentic problem. During the problem solving process, students

construct content knowledge and develop problem-solving skills as well as self-directed learning skills while working toward a solution to the problem.

Thanks to this approach “students become active learners because it situates learning in real-world problems and makes students responsible for their learning” (Hmelo-Silver, 2004, p. 236). Apart from this, all life is supposed to be characterised by consisting of problem solving. Besides this, it is said that when we are able to solve problems, the learning process comes up. So, if this happens, the whole life is full of learning opportunities and schools may be a great place to train students in order to solve problems during the rest of their lives (Hung et al., 2008).

This approach is designed to help students in the following ways, as Barrows and Kelson indicate (as cited in Hmelo-Silver, 2004, p. 240): it helps them to “construct an extensive and flexible knowledge base”; “develop effective problem-solving skills”; “develop self-directed, lifelong learning skill”, “become effective collaborators”; and “become intrinsically motivated to learn”.

Taking into account all these goals, we can consider them as benefits for students since they are generally aimed at helping students to solve problem as inside the classroom as out of it, in real life. Furthermore, if students are motivated the learning process is going to be more effective.

As the main aim of the problem-based approach is “to enhance learning by requiring learners to solve problems”, it is characterised by the features which appear below, which are provided by Hung et al. (2008, pp. 488-489):

- It is problem focused, such that learners begin learning by addressing simulations of an authentic, ill-structured problem. The content and skills to be learned are organized around problems, rather than as a hierarchical list of topics, so a reciprocal relationship exists between knowledge and the problem. Knowledge building is stimulated by the problem and applied back to the problem.
- It is self-directed, such that students individually and collaboratively assume responsibility for generating learning issues and processes through self-assessment and peer assessment and access their own learning materials. Required assignments are rarely made.
- It is self-reflective, such that learners monitor their understanding and learn to adjust strategies for learning.
- Tutors are facilitators (not knowledge disseminators) who support and model reasoning processes, facilitate group processes and interpersonal dynamics, probe students’ knowledge deeply, and never interject content or provide direct answers to questions

Hung et al. (2008, p. 489) claim that in the problem-based approach implementation, normally these steps are followed: Groups from five to eight pupils have to be created so that students “encounter and reason through the problem”. In this stage, students have “to attempt to define and bound the problem and set learning goals by identifying what they know already”. They have also to reflect on the hypotheses relating to the problem, the areas or knowledge they need to know so that they can understand the problem, which activities they need to carry out to solve the problem and the assignation of tasks in order to solve it. Then, in the following step, which is more self-directed, students have to complete “their learning assignments” individually. Students look for information and resources while preparing reports to share them with their groupmates later. The next step consists in sharing with the groupmates the information gathered individually in the previous stage. Then, with the information, students have to “revisit the problem” so that they can generate new hypotheses and reject some of the previous ones by means of the new knowledge they have obtained while looking for information and sharing it with the rest of the group. Finally, “At the end of the learning period (usually one week), students summarize and integrate their learning.”

As said previously, students have to be responsible for their own learning, so they have not only to identify what they need to know in order to have a better problem understanding and management about what they are working with, but also they have to find out where they can search for information to solve the problem (Morales and Landa, 2004). Students are expected to learn from the real world knowledge and the experience they accumulate by means of their study and investigation. This learning is self-directed by the students themselves in some way, since they have to work together, discussing, comparing, checking, and debating permanently what they have learnt. Students personalise their learning focusing on knowledge areas or limited understanding and going after their interest areas.

The role of the teacher in this approach is facilitator, because the teacher is the one who asks students questions so that they ask themselves questions and find by themselves the best way to understand and manage the problem presented.

5.6 SOME USEFUL STRATEGIES

Moreover, in order to flatter students’ metacognition, we are going to use strategies such as mind maps, thinking routines and thinking skills. The first resource, mind maps, may be very useful because they allow students to organise information and develop their reading comprehension, and they ease information retrieval. Apart from that, mind maps enable both

teachers and students to work with multiple intelligences. Thinking routines are based on teaching students simple reasoning patterns which help students to learn to think. They are short and easy to learn and may help students and teacher to organise and structure classroom discussions. In the case of thinking skills, they consist of thinking carefully and skilfully. Unlike thinking routines, thinking skills are more elaborated and they need to be based on graphic organisers in order to make the thinking visible.

6. INCLUSIVE EDUCATION PROPOSALS

In the sections included in this part of the work, we are going to elaborate the inclusive proposals which are addressed to a classroom of Compulsory Secondary Education stage which has an ADHD girl student. As the proposed activities are addressed to the whole stage of Compulsory Secondary Education, the contents, criteria and assessable learning standards have to be adjusted to the specific academic year in which the activities are going to be implemented. These aspects to be adjusted must be taken from the *ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León*. This document establishes that English as first foreign language is aimed at providing students with a communication, learning and personal development tools which help students to work efficiently during all their academic and professional life and in any situation or place. In addition to this, this first foreign language adopts an approach oriented to the inherent action of the *Common European Framework of Reference for Languages (CEFR)*. This way, the subject is organised in four different blocks corresponding to the four competences defined by the CEFR, in which what students should be able to do in the first foreign language in communicative contexts in which they will have to interact has to appear. The blocks are the following ones:

- Block 1. Oral comprehension
- Block 2. Oral production
- Block 3. Written comprehension
- Block 4. Written production

The assessable learning standards are included within these blocks for each academic year; they develop the specific communicative competences of each block taking as reference the

descriptors of the CEFR, and they establish the assessment criteria which will be used in order to verify if the student has reached such competences together with the necessary contents to do so.

Regarding the methodology employed in the first foreign language, the document states that it must be oriented in a singular way to action and it points out that there is no language learning if the language is not practised. As the main objective is the effective use of the foreign language in real and communicative contexts, the language has to be learnt in a natural way, so the oral competences will be emphasised and this is why the working language is going to be the target language, which is English.

The use of ICTs contributes to the teaching and learning of foreign languages. It provides students with large material, visual, graphic, and sound resources in a quick and precise way. Another aspect appearing in the document which is closely related to our proposals is the role playing or real situations' simulations, which allow students to develop their oral communication, fostering motivation and shyness loss.

Taking into account the approaches we have dealt with to meet the demands of diversity, we are going to propose two different teaching projects by means of joining some of the approaches together:

- The first teaching project is elaborated by developing the Multiple Intelligences Theory and the Interactive Groups' approach.
- In the second teaching project, we are going to use the Problem-Based approach and Cooperative Groups.

Then, after having explained each project providing the methodological approach, title, contents, objectives, materials, timing, class management, and description of the activities, we are going to indicate the aspects to take into account regarding the approaches, the benefits of using the approaches for ADHD girls and finally we will indicate some drawbacks of the approaches in general.

6.1 *WELCOME TO CANADA*

Methodological approach: Multiple Intelligences Theory and Interactive Groups

In this project, the teacher may implement two approaches simultaneously: Multiple Intelligences Theory and Interactive Groups' approach. It is remarkable to say that it may be

carried out in the English classrooms of the whole Compulsory Secondary Education stage. The teacher who would like to implement this project might change and adjust it at their convenience, because this project is flexible so that it can be adapted to the characteristic features of a specific classroom. Now, we are going to describe the teaching project in detail.

Title: “Welcome to Canada”

Contents:

- Description of places, facts, opinions in English in both oral and written texts
- Management of ICTs by means of the use of gathering information from the Internet and preparing a digital presentation
- Development of the eight intelligences proposed by Gardner

Objectives:

- To develop students’ knowledge about an English-speaking country, in this case, Canada
- To communicate through English language
- To develop and train each of the Intelligences (see section 4.4 of this work)
- To work efficiently in Interactive Groups
- To manage and work with ICTs (search for information, creation of a digital presentation)

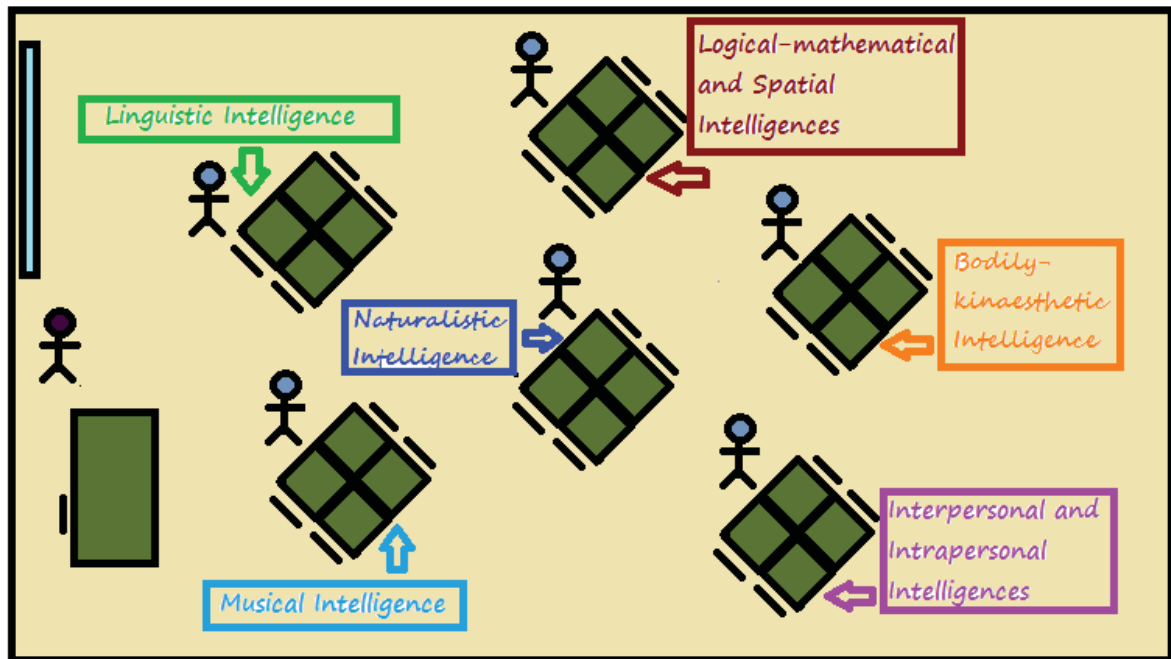
Timing: 5 sessions of 60 minutes each one

Class management:

The class, which consists of 24 students, is divided into 6 different groups made up of 4 students. The tables and chairs are distributed in the classroom to be occupied by the 6 groups, so that each group may work individually. Each group of tables have a flashcard in which the name of the intelligence which is going to be dealt with is written. So, each of the six tables and chairs’ groupings need to have one of the following words in the flashcards: Linguistic Intelligence, Logical-mathematical and Spatial Intelligences, Musical Intelligence, Bodily-kinaesthetic Intelligence, Naturalistic Intelligence, and Interpersonal and Intrapersonal Intelligences. An adult volunteer, who could be another teacher, a student’s relative or a student on an internship is going to be present in each team in order to explain the students

what they have to do. The English teacher is available in every moment in order to facilitate information or help to both students and volunteers.

The following image represents the structure of the classroom during the first three sessions of the project.



Materials:

- Flashcards containing the name of the different intelligences
- Smartboard
- Computers with Internet access

Description of the activities:

Sessions 1 to 3:

Students will be told that for the following five sessions they are going to work on an English-speaking country, which is Canada. Besides, the teacher tells them they are going to work in Interactive Groups. The teacher explains to them that Interactive Groups are characterised by fostering interaction and having adult volunteers who are going to help them to carry out several tasks in the activity. The project is composed by several tasks. During the first three sessions, students have to put into practice with the help of the volunteers six tasks previously elaborated by the teacher. The teacher has also to explain that the tasks are closely related to the Multiple Intelligences Theory, so the teacher asks students questions first in order to know if they know anything about this approach, which may be new for them. So, as the tasks are related to the Theory of Multiple Intelligences, all the groups are going to carry them out in order to train and develop each intelligence. Due to the fact that they are divided into groups of 4 people, they have thirty minutes for each task so that they can do each of the 6 tasks during three sessions. Once the students are located in each group, volunteers are going to give them the instructions about what they have to do:

- In the task related to the *linguistic intelligence* (LI), students have to search for information about the languages spoken in Canada as well as the history of the country. Once they have searched for that information, they have to elaborate a brief summary of about 150 words including such information.
- When the groups have to deal with the *logical-mathematical and spatial intelligences* (L-MI and SI), they have to search for information about territorial organisation, the borders and geography of Canada. Then, they have to write a report in which they include the main points of the information that they have found.
- In the task related to the *musical intelligence* (MI), students have to search for popular songs of Canada which represent its culture and they have to analyse them and point out the most remarkable characteristics of that culture and write them on a piece of paper.
- Regarding the task related to the *bodily-kinaesthetic intelligence* (B-KI), students have to find a video about traditional dances of Canada and they have to organise themselves in order to elaborate a choreography of one minute approximately which they have to record out of the school schedule.
- Concerning the *naturalistic intelligence* (NI), students have to search for information about the climate, flora and fauna of Canada. After having searched

for that information, they have to draw a picture in which they represent the main elements representing Canadian climate, flora and fauna.

- In relation to the task of *interpersonal and intrapersonal Intelligences* (IsI), students have to search for a curiosity about Canada. Individually, each student has to choose one and reflect on why he/she has chosen that curiosity. Then, all the members will share their curiosity and explain why they have chosen it and why it has been appealing for them. The final step in this task is to decide which curiosity they are going to pick among the 4 of the group in order to use it in the following sessions.

For the tasks mentioned previously, students are allowed to use computers with Internet access to search for all the information they need to find. For each intelligence grouping, each group has thirty minutes to accomplish the task. When the time is up, students will be notified by the volunteers that they have to change tables in order to start working with another kind of intelligence (from LI to L-MI, from L-MI to SI and so on). Students are also told that when they finish each task they have to save all the work they have been carrying out so that they can keep on working in the two following sessions with it.

Session 4:

The teacher will explain that the same groups of students which have been working together are going to elaborate a digital presentation in order to show the rest of classmates the work they have been carrying out during the first three sessions. In the presentation, pupils have to include approximately ten slides consisting of:

- a slide with the name of the presentation and the components of the groups,
- a slide in which they indicate how their presentation is organized,
- six slides dedicated to explain the main information they have found about Canada while working on the different intelligences
- one or two slides on conclusions. These conclusions have to be drawn from a reflection on having been working the multiple intelligences theory while they have been organised in Interactive Groups: how they have felt, possible changes they would introduce, etc., and
- one slide containing the references of resources of the work

An example of the presentation which would be provided by students is included in Annexes (see Annex 2).

Session 5:

Students are going to show their presentations. They are given eight minutes to explain the main points they have been working on during the first three sessions of this activity. Then, the teacher will provide oral feedback to the students making constructive comments. Therefore, this task is programmed to be developed for a whole session.

Aspects to take into account:

1. As regards Multiple Intelligence Theory

By means of carrying out this activity, the teacher is meeting the demands of diversity. Although all the students have to accomplish the same tasks during the first three sessions, the final result, which is the presentation of the fifth session, will show that all the students are different, because they are going to elaborate a different product.

It is remarkable to say that all the intelligences are closely related and sometimes they work together. For instance, the intelligence which is most developed is the linguistic one. This intelligence is worked along all the activity proposed since students have to use English language to communicate with their groupmates, volunteers, and the teacher.

Students may also develop their creativity in this activity, due to the fact that they have to draw a picture, create a choreography and finally a presentation for all their classmates. This fact can be motivating for most students, since it is something which is not commonly proposed in English classes.

2. As regards Interactive Groups

The presence of adults as volunteers in the classroom may be beneficial for both teachers and students. For instance, the fact that adults such as parents or relatives of the students come from outside the classroom can be seen as a very positive point since these volunteers will see the work carried out by teachers and therefore they will give more value to the profession of teaching. This can be very motivating for teachers, who will work more effectively at schools. As inherent consequence, this fact is beneficial for students because the more motivated the

teacher, the more motivated the students. So, the school performance of students may be seen increased through Interactive Groups.

Volunteers are in the classroom in order to provide help to teachers and students. If this approach is applied correctly, it will be profitable for all the individuals at school. As volunteers are included as part of the classroom, they interact with students and promote interaction among them, easing the process of socialization which sometimes may be difficult during the adolescent stage.

Benefits for ADHD girls:

Besides this, some benefits can be appreciated for all the students of English as a foreign language, and particularly, for the ADHD girl. As said in the part of this work addressed to oral and written disorders of ADHD students:

Problems in writing

The activity proposed in this section helps ADHD students to develop their writing skills, since while working with each intelligence, almost in all the tasks of the first session, they have to write the results they obtain. This way, ADHD students may practice and train writing skills so that they can overcome the difficulties they find when they have to write and organize information. The spelling and punctuation mistakes this type of students might have can be also avoided by means of the supervision of the teacher and volunteers. The teacher and volunteers are in charge of monitoring and supervising the writing process of students.

Memory problems and hyperactivity

Regarding memory problems some ADHD students may have, we have to emphasise here the role played by the task to be carried out to develop the bodily-kinaesthetic intelligence. In this task, students have to create a choreography of a traditional Canadian dance, so, students have to practice implicitly memory, since they have to memorise the dance steps to accomplish the choreography. Apart from this, when developing the same intelligence, students may move in the classroom, and also when recording the choreography. This is positive, especially for ADHD girls referred previously as belonging to the hyperactive prototype of ADHD girls, because their signs of hyperactivity and impulsiveness are likely to decrease.

Attention

Concerning the problem of the scant attention shown by some ADHD girls, this activity is helpful for them, because as seen, the tasks of the first three sessions have to be completed in 30 minutes and they have to be working all the time. Besides, as each group has a volunteer, all the members are going to be supervised so that all of them pay attention. Volunteers are also in charge of giving clear instructions to accomplish the tasks and supervising that all the students understand them. This matter is closely related to the difficulty that some ADHD students may find when following the normal pace of a classroom. These students may overcome this situation with the help of the volunteers, who have to ensure that all the students follow their explanations and carry out the tasks successfully.

Relation with peers

In general, the Multiple Intelligence Theory and the Interactive Groups' approach are very interesting to work with in a classroom. Both of them foster interaction as the activity is proposed, since there is a relationship among students, volunteers, and teacher; and they have to maintain communication in order to achieve several goals proposed for the five sessions. This interaction is very particularly beneficial for ADHD girls belonging to the shy prototype. As this prototype was described, these girls try to go unnoticed and become isolated, so these features may be overcome by the interaction provoked by implementing the multiple intelligences theory and the Interactive Groups' approach. These girls probably will feel better after the activity because they are socialising during all the sessions. It is important to highlight the task regarding the intrapersonal and interpersonal intelligences, since they develop interaction and collaboration. The main aim of the task proposed for these intelligences is that students reflect on what they choose and then, they have to share their ideas with their groupmates. They have to give the reasons why they have chosen something in order to persuade their groupmates. ADHD girls belonging to the shy prototype will feel more comfortable first discussing in small groups and then in the presentation in front of their classmates, because they have been practising and improving their social relationships by means of working in Interactive Groups and they will feel more confident. Interactive Groups are also beneficial for ADHD girls belonging to the hyper-social prototype, who were characterised by being very talkative. These girls could improve their peer-relationships through a good group organisation.

In the following table, we can see, as a summary of the previous paragraphs, the problems ADHD girls may present, which the solution given is and the benefits these girls obtain by implementing these approaches:

Main problems and difficulties in ADHD girls	Solutions	Benefits
Writing skills and writing process	Writing the results obtained	Improvement regarding the writing process: better organisation of ideas and correction of spelling and punctuation mistakes
	Practising writing	
	Information organisation in writing	
	Supervision by volunteers and teachers	
Memory problems	Development and exercise of memory by the creation and performance of the choreography created in the B-KI grouping	Having to remember the steps of the choreography leads to the improvement and practice of memory
Excessive movement (hyperactivity and impulsiveness)	Creation of a choreography in the B-KI: students may move freely to rehearse the dance	Release for ADHD girls who need to move and they are not allowed to do it in other activities: decrease of hyperactivity and impulsiveness symptoms
Scant attention	Short tasks	Wider and improved attention span
	Creative and motivating tasks	
	Supervision by the teacher and volunteers	
Difficulty to follow a normal pace in the classroom	Help provided by the volunteers and the teacher	Achievement of following the normal pace
Lack or scant social interaction in the prototype of shy ADHD girls	Group work: interaction with groupmates	Improvement of social relationships with classmates and people from outside of the school
	Interaction with adults (teacher and volunteers)	
	Development of IsI	
Problems of the hyperactive prototype of ADHD girls (very talkative)	Good group work organization (respect in speaking turns, well-prepared activities)	Decrease in talkativeness and improvement in social relationships

Drawbacks:

Regarding Multiple Intelligences Theory, it is remarkable to say first that it is difficult for teachers to think and to organise the activities they want to carry out when using this approach. The fact of being an approach which is relatively new can be seen as negative because some students may tend to reject it. This would be something rare, but it could happen, this is why it is so important to create activities appealing to a wide range of students.

Taking into account that Gardner establishes 8 different types of intelligences, it is hard to work with all of them. Due to this fact, the elaboration of activities related to all the intelligences is a laborious task which needs creativity and reflection, and it takes time to think about how to join the intelligence or what to do with each intelligence.

After having studied Interactive Groups, some disadvantages or drawbacks may be appreciated too. Therefore, this has also to be taken into account when thinking about implementing this approach. For example, the process of choosing the volunteers who are going to help in the classroom may be difficult. Besides, these volunteers have to be trained in order to work inside the classroom. If they are not trained and explained how this approach does work and what they have to do, the use of Interactive Groups may be ineffective. For this reason, it is very important to organise and structure the sessions and the work which needs to be carried out.

The role of the teacher is considered crucial for the successful development and progress of students, since if teachers do not organise the work of volunteers and students, there will be neither development nor progress in the learning process of students, and volunteers can have a bad impression regarding this kind of approach and the teacher's work. Then, this approach is characterised by its need to be very well-prepared. Particularly, for ADHD girls, if the sessions are not organised carefully, they will lose even more their attention and their lack of interest will increase, although it is likely to apply this fact to all the students in the classroom.

6.2 CHOOSING A PLACE FOR THE COMMONWEALTH GAMES

Methodological approach: Problem-Based Learning & Cooperative Groups

In this activity both Problem-Based Learning and Cooperative groups' approaches are implemented in the English classroom of Compulsory Secondary Education. As in the

previous activity, teachers who want to implement this activity may change and make modifications to obtain the best benefits for the students.

Title: “Choosing a place for the Commonwealth Games”

Contents:

- English culture: the Commonwealth and the Commonwealth Games
- Wide cultural range in English speaking countries
- Development of listening, oral, and writing skills
- Learning how to solve a problem in cooperative groups
- Elaboration of a poster
- Use of ICTs

Objectives:

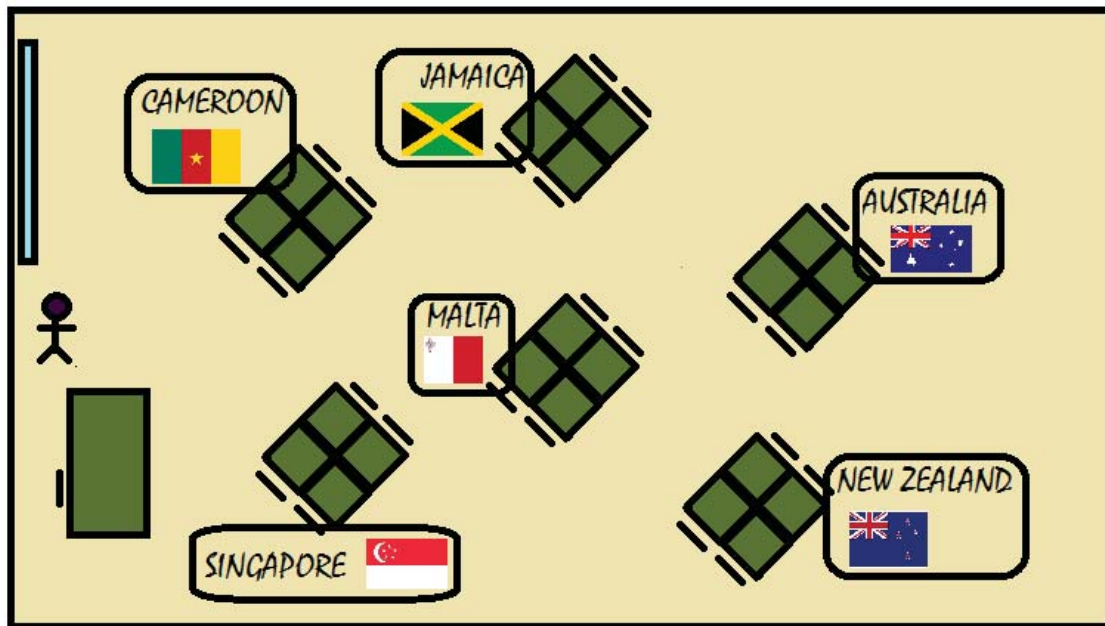
- To communicate through English language
- To develop the four language competences
- To learn how to work in cooperative groups
- To develop problem-solving skills
- To learn what the Commonwealth is
- To acquire information about countries belonging to the Commonwealth
- To elaborate an appealing poster
- To manage and work with ICTs (search for information, resources management, elaboration of a poster)

Timing: 6 sessions of 60 minutes each one

Class management:

As in the previous activity, the class consists of 24 students and it is divided into 6 cooperative groups of 4 students each one. There are 6 groupings of tables and chairs for each cooperative group. Each grouping has a flashcard with the name and the flag of the country assigned to each group. The teacher is available in every moment in order to act as a facilitator of information. Students will stay in the groupings of tables of the cooperative groups when working individually during the first part of the second session.

The following image represents the structure of the classroom for this activity:



Teacher



Table groupings



Flashcards

Materials:

- Smartboard
- Computers with Internet access
- Material for the elaboration of a poster
- Flashcards containing the name of the country and the flag belonging to the Commonwealth

Description of the activity:

Session 1:

The teacher is going to this activity by asking students about what they know about the Commonwealth. Students will be asked questions such as “What is the Commonwealth?”, “Could you name any country belonging to the Commonwealth?”, “Do you know what the main purposes of the Commonwealth are?”, or “Do you know what are the Commonwealth Games?”. This task is supposed to last about 10-15 minutes. Then, the teacher will play an

[audio](#) (see Annex 3) about the Commonwealth (duration: 3:27). After having introduced the activity, the teacher will explain that students will be working in the activity during this first session and another 6 sessions. The teacher will tell the students that they will work in cooperative groups carrying out the problem-based approach. To do so, the teacher has to explain what these approaches consist in. First, the teacher will organise 6 cooperative groups telling the students that they will have to assign a role for each component of the group. The roles to be assigned are the following ones:

- Coordinator and leader: these students are in charge of giving orders and advice to their groupmates. They have also to help if there are problems in their groups and supervising the turns to talk in the group.
- Spokesperson: students with this role are going to answer when the group is asked by the teacher. Besides, these students are the ones in charge of asking the teacher if the group have any doubt.
- Recorder and secretary: these pupils are in charge of noting down main comments, reflections, and ideas of the components of the group.
- Timekeeper: these students have to be aware of the time that they have to carry out the tasks the groups are asked to do.

Taking into account the responsibilities which each role has, students themselves decide on the distribution of the roles in the group. After this, the teacher will explain the students what Problem-Based Learning is in general. Therefore, the teacher is going to present them a problem, which is going to be dealt with in the following sessions. The teacher will tell the students that each group is going to represent a country belonging to the Commonwealth. The countries are Cameroon, Jamaica, Australia, Singapore, New Zealand, and Malta. Supposedly, each group is going to talk in a television programme in order to persuade the public that their country is the best place to celebrate the Commonwealth Games. Each country will be assigned to each group by draw. Besides, the teacher will comment what the students will have to do in the following sessions. In order to start with, students will arrange the tables and chairs in such a way that they can work in the cooperative groups. Then, what they have to do during the remaining minutes of the session is to assign the roles and reflect on the problem in order to see how they are going to obtain a solution and how they are going to organise the information. For this, the teacher will provide them several graphic organisers and models of mind-maps so that students can organise their planning for the work.

Session 2:

During this second session students are going to work alone during the first 30 minutes searching for information about the country they have been assigned, since the Problem-Based Learning promotes also the autonomy of students. Then, during the second half of the session students will join together so that they can work in their cooperative groups. In this moment, they have to share their ideas and the information they have found while working individually with the rest of the components of the team. The teacher will go to each group in order to see how they have organised their work and to facilitate information when necessary. Instead of giving a direct answer, the teacher will ask the students so that they reflect on what they have done or what they would have to do in order to improve their work. The last task of this session is to discuss and choose the resources they are going to use to talk about their country. The spokesperson will answer the questions of the teacher and will explain how they are going to organise the work. The recorder is going to note down the main ideas of the group and the chosen resources. The coordinator is going to be the one who decides the planning of the work after having shared different ideas in the group. The timekeeper is in charge of distributing the time to carry out their planning. As a cooperative group, although each member of the group has a role, they have to cooperate all together to reach conclusions and decisions.

Sessions 3 and 4:

During these two sessions, each group is asked to elaborate a poster with the information they have been gathering in the previous session. In the poster, they have to include information about geography, culture, weather, sports, accents, etc. so that their country seems to be appealing to people for hosting the Commonwealth Games. Students have also to use their imagination because they have to produce an attractive poster. For the posters' elaboration, students may use computer programmes or they can do it manually. An example of the poster is included in Section "*Annexes*" (see Annex 4).

Sessions 5 and 6:

The last sessions of the activity are addressed to the presentation of the posters. During the fifth session, three groups will show the rest of the class the poster talking about the information that they have included and why they would recommend that country for hosting the Commonwealth Games. Then, in the subsequent session the three remaining groups will

do the same. The posters have to include at least one of the aspects proposed by each member of the cooperative group. Each group will have ten minutes for the presentation and, then another ten minutes will be used so that the teacher can provide the students feedback about the work they have done. Besides, in order to promote more interaction among all the students in the classroom, each group has to make comments on each poster saying what they have liked and disliked, things they would improve, and why or why not they would choose the country for hosting the Commonwealth Games.

Aspects to take into account:

1. As regards Problem-Based Learning

In the case of this activity, the teacher also is meeting the demands of diversity. Although each group has a different country, they have the same task to be performed. By means of this activity, we can see that each group is going to focus on different aspects of the countries although the final result is supposed to be the same. Problem-Based Learning is a student-centred approach so that the pupil can solve a problem in an autonomous way. Students have to identify what they need in order to search for resources to solve the problem. Despite of the autonomy of the students, they have also to work in groups in order to solve the problem. By accomplishing this activity the student will be able to develop necessary skills to face real life situations and to build and apply the knowledge efficiently.

Besides, this approach promotes interaction since, as said previously, students have to work together to accomplish their goal, which is solving a problem. So they have to establish a good relationship to obtain better results. Another aspect which is developed is creativity, because students are said that they have to create a poster which is very appealing to the public who is watching them, in this case, the rest of classmates. Both interaction and development of creativity may be motivating for students, who are going to work more efficiently if they are motivated.

Another positive aspect of this approach is that it promotes the use of ICTs, because as students have to search for information, they are going to use ICTs to obtain the information and resources they need.

2. As regards Cooperative Groups

There are many positive aspects when implementing the Cooperative Groups' approach. Together with the Problem-Based Learning it promotes interaction among the students. This way, pupils are able to develop interpersonal skills and strategies to solve conflicts and problems. In addition, this approach develops respect for other, something which is crucial nowadays and which has to be taught for the future of students. Besides, it promotes values such as cooperation, solidarity, and generosity. It allows students to see and consider different points of view. Apart from that, it is easy to join these two approaches since both of them consist in working together to accomplish shared goals.

The distribution of roles is something beneficial for all the students since they have to adopt them anyway and this way, they have responsibilities in the group. Therefore, they know that if they do not carry out the tasks they are assigned to do, they will not obtain good results. Instead of the assignation of roles, cooperative groups aim at procuring an equal participation by all the components of the teams. For this, the teacher will be supervising the group to ensure full participation of all the members.

Benefits for ADHD girl:

By means of joining Problem-Based Learning and Cooperative Groups' approaches teachers may achieve several benefits for all the students of English as a foreign language. However, taking into account the oral and written disorders and the symptoms of ADHD girls which have been mentioned in a previous part of this work, the following advantages for these girls are considered:

Problems in writing and reading comprehension

These problems can be solved and writing may be improved by means of the use of roles in the Cooperative groups. For instance, the role of the recorder may be assigned to an ADHD girl since the task corresponding to that role is taking notes about the main comments, reflections, and ideas of the members of the team. This way, the student will improve not only the writing process in general, but also the problems in spelling and punctuation may also be corrected. The process of organising ideas may also be improved with this practise. The fact of being in a group with cooperative members is positive since they can help each other in their tasks assigned by the roles. This way, for example, the teammates may correct each other, so, in case the ADHD girl as recorder has a mistake in spelling or punctuation, another

groupmate may help her to correct it. Besides this, writing is also practised when students have to elaborate the poster cooperatively. Apart from groupmates' help, students count on the continuous support provided by the teacher.

Concerning reading comprehension problems, ADHD girls are supposed to do the same as the rest of their classmates since this is an inclusive proposal. Although there is a part in the activity in which students have to search for information and they have to read different resources individually, next, all the students are going to share their ideas. Therefore, if the ADHD girl has found problems in reading comprehension, she may be helped in establishing textual relationships by a cooperative member of her group or the teacher. As said in the description of the activity, the teacher is going to provide also graphic organisers which may be very useful and helpful for ADHD girls to organise ideas and information.

Memory problems

Memory is practiced in this activity for example at the beginning of the first session, when the teacher asks students questions about the Commonwealth. Students are supposed to have a little idea about the topic, so when the teacher asks them, they have to recover their memories about the topic in order to answer the questions.

Another chance to practise and exercise memory is when students in the last sessions have to memorise a short list in order to remember the main points they have to say and explain during the presentation of the posters.

Problems in oral production

Some ADHD students are characterised for having limitations in their oral production. There are some solutions and benefits for this problem. For example, students have to speak all the time in English in order to communicate and to achieve their objectives. The ADHD girls belonging to the shy prototype may be seen positively affected by these approaches. For instance, they may be assigned the role of spokesperson of the team. This way, their limitations in oral production are going to be dealt with in a natural way and by means of this practise, the oral production limitations which may be found in the girl may be overcome.

In contrast to those limitations, we may also find in the prototype of the hyperactive ADHD girl, a girl who is very talkative and shows signs of hyperactivity and impulsiveness. So, it would be beneficial for this kind of girls, to be assigned the role of leader and

coordinator. By doing so, the girl is going to be more entertained because she has to be paying constant attention to the rest of the members because she has to give them instructions and advice in order to get good results.

Attention

Some of the roles of the Cooperative Groups might solve the problem of scant attention shown by ADHD girls. For instance, providing them the role of leader and coordinator, they have to be paying attention in order to give and assign speaking turns, something which also promotes respect for others.

This is closely related to the fact of having difficulties to follow a normal pace of learning. The ADHD girls may be assigned the role of timekeeper, in order to make her conscious about the available time to carry out the tasks proposed. Furthermore, as they are working in groups and all the students have to work equally, they have to feel committed to working and learning at the same pace as the rest of the classmates.

Relation with peers

Interaction is an essential point in both approaches, since if students do not work together and cooperate they will not be able to obtain the solution to the problem presented. As some ADHD students may find problems in regulating their behaviour, these approaches are beneficial since they promote continuous interaction, which may change and improve the problems of behaviour of students when relating with other peers.

Regarding the low self-esteem presented by some ADHD students, it may be overcome by means of constant comments on the work of all the students by the teacher. These comments have to be positive in order to encourage all the students to keep on working while they are motivated. The comments told by the teacher and the rest of students in the two final sessions are of crucial importance because they are going to make a kind of assessment of all the work carried out during six different sessions. That is why it is so important that the feedback needs to be positive, although it includes ways to improve too.

The fact of having to include in the poster at least one aspect proposed by each member of the group fosters respect for the work of the groupmates, which means also that it fosters inclusion. This idea is very useful for ADHD girls belonging to the shy prototype, since they will feel more comfortable having the feeling of belonging to the group. Besides, it

encourages commitment by all the members of the group since students have to do their best in order to persuade “the public” to host the Commonwealth Games.

In the following table, we can observe in a summarised way the problems which ADHD girls may show, the solutions provided and the benefits for them by using Problem-Based Learning and Cooperative Groups’ approaches:

Main problems and difficulties in ADHD girls	Solutions	Benefits
Reading comprehension	Practice of reading skills (searching for information)	Better organisation of ideas
	Graphic organisers	
	Groupmates’ help	
Problems in oral production	For the shy prototype: assignment of the spokesperson role	Improvement in oral production by means of practice
	For the hyperactive prototype: assignment of the leader and coordinator role	
Writing skills and writing process	Assigning them the role of Recorder	Improvement regarding the writing process: better organisation of ideas and correction of spelling and punctuation mistakes
	Practising writing both in the recorder role and in the elaboration of the poster	
	Provision of graphic organisers	
	Supervision by the teacher and groupmates’ help	
Memory problems	Development and exercise of memory: recalling previous knowledge (Commonwealth) and memorising the main points to present in the poster	Having to recover previous knowledge and memorising main points of information leads to the improvement and practice of memory
Scant attention	Creative and motivating tasks such as working in groups and the elaboration of the poster	Wider and improved attention span
	Supervision by the teacher and the groupmates	
	Assignment of the leader and coordinator role	
Difficulty to follow a normal pace in the classroom	Help provided by the groupmates	Achievement of following the normal pace
	Assignment of the timekeeper role	

Lack or scant social interaction in the prototype of shy ADHD girls	Cooperative groups: continuous interaction with groupmates	Improvement of social relationships with classmates
Problems of the hyperactive prototype of ADHD girls (very talkative)	Assignment of roles	Decrease in talkativeness and improvement in social relationships
		Better regulation of the behaviour
Low self-esteem	Positive feedback about the work carried out during the sessions	Increase and improvement of self-esteem

Drawbacks

Regarding Problem-Based Learning and Cooperative groups approach we may find some negative aspects. For example, if the problem is not clearly explained, it can lead to misunderstandings within the group, which may result in a bad organization of the planning to solve the problem, etc.

When dealing with Cooperative Groups and the assignation of roles, it is very important to establish clearly which the tasks to be carried out in the roles are. If they are not well-established, this may provoke some problems such as a poor organization in group work. In spite of the fact that it is the teacher who creates the cooperative groups, the students are the ones in charge of assigning the roles by themselves. Giving them autonomy is positive because they may develop some important skills, but in low Compulsory Secondary Education school years, they may not know which criteria they have to establish to assign the roles. Besides, although each member of the team is supposed to work equally, the teacher has to observe all the groups in order to supervise if that situation is happening. Concerning the problem or the topic presented to students, sometimes some students are not interested in the same topics and this is going to have an influence on them when developing and working with the activity.

Regarding both approaches, as they promote interaction and group work, it is relevant to say that there are some students, although very few, who prefer to work individually. As seen, this activity only dedicates about 30 minutes for individual work.

Both approaches are innovative and it can be difficult for the teachers to adapt to them, because their role now is facilitator of knowledge, which is different from the traditional role in which the teaching-learning process was leaded by the teacher mainly. The preparation of

material is also difficult in this approach, particularly for the English classes, since it is not as easy as posing a mathematical problem. It may be difficult also for students to solve some problems if they do not understand them.

7. Conclusion

The present dissertation has attempted to provide two different inclusive education proposals addressed to ADHD adolescent girls in EFL in the whole stage of Compulsory Secondary Education. In order to elaborate such projects, I have had to achieve the objectives presented along the introduction of the present work. First, I have attempted to do a brief research on how attention to diversity has to be dealt with at the schools in Spain, especially in Castilla y León. In order to do so, documents such as LOMCE (Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa), *ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León*, II Plan of Attention to Diversity in the Education of Castilla y León 2015-2020, and some plans of attention to diversity of four educational centres in Valladolid have been analysed. This analysis has focused on the main measures which are proposed to deal with diversity in the centres. Some useful measures such as “Curricular adjustments affecting only didactic methodology” and “Personalised learning through ICTs” have been included in the teaching projects. The curricular adjustments which only affect didactic methodology are seen through both projects, in which some different approaches are applied. Regarding the personalised learning through ICTs, it has also been seen in the teaching projects, since students are supposed to use ICTs in order to accomplish both projects.

The second specific objective was to provide information about ADHD during the adolescent period, particularly in ADHD girls. Through the study on several works, we have stated the symptoms which ADHD adolescents present. Furthermore, in section “4.3 ADHD in girls“, the work cited has made clear that ADHD symptoms presented in girls are quite different from the ones presented in boys. Apart from this, we have also observed that there are some prototypes of ADHD girls and ones differ clearly from the other due to their symptoms. Therefore, in that section of the work the difference between ADHD boys and girls has been shown.

The third specific objective in order to achieve the main aim of the dissertation was to investigate on the most convenient approaches to include ADHD students in the class education process. As the *II Plan de Atención a la Diversidad en la Educación de Castilla y León 2015-2020* (II Plan of Attention to Diversity in the Education of Castilla y León 2015-2020), the most appropriate approaches to meet the demands of diversity presented at schools were the Multiple Intelligences Theory, Interactive Groups, Problem-Based Learning, and Cooperative Groups. These are the approaches proposed because they help to attend to diversity from an inclusive perspective as well as they foster interaction, metacognition, creativity, and commitment among the whole education community.

At this point, after having analysed the previous aspects in detail, the elaboration of the teaching projects has been carried out. These teaching projects have attempted to show how we, as English teachers, may foster inclusive education in our classrooms. Even though we are not specialists in the field of ADHD and we need to take into account the opinion of the guidance service of the school, we may help students with the disorder, particularly ADHD girls, by means of implementing the approaches included in the teaching projects of the present work. I have drawn the following conclusions after having carried out and reflected on this dissertation:

- Attention to diversity has to be dealt with because of the increasing diversity at schools nowadays
- The perspective of inclusive education should be implemented in all the educational centres so that they can provide the best education to each and every one of the students
- Inclusive education has to be provided by all the individuals who form the educational community: teachers, students, families, etc. as we have seen through the proposals, Interactive Groups' approach brings families, teachers, and students together
- Approaches, such as the ones presented in the teaching projects of the dissertation, which foster interaction, have been proved to be an effective method to deal with attention to diversity, especially with the ADHD girls belonging to both the hyperactive and shy prototypes. These approaches seem to improve their social relationships and their behaviour

- The teaching projects presented may be modified by the teachers who decide to implement them in order to adjust them to the classrooms. This is why the projects are addressed to the whole stage of Compulsory Secondary Education
- The approaches used in the teaching project are student-centred, something positive which breaks with the traditional form of education in which the teacher was the centre of knowledge. By means of these approaches, we can see that the teacher may be a facilitator of knowledge and students become active learners during the learning process
- Furthermore, the approaches used help students to be prepared for the future life. For instance, Problem-Based Learning offers real life problems for which students have to look for solutions in groups, cooperating and taking decisions together. These approaches also encourage commitment, which is very useful in our society since it also develops respect for others

Once the conclusions have been reached, it is remarkable to say that, during the elaboration of the present work, the information about ADHD in girls found has been limited. However, the information about the different approaches used for the inclusive education proposals has been abundant. In spite of this, this work offers a new inclusive perspective directly addressed to ADHD girls. Then, future research should deepen this issue in order to provide teachers with more useful resources to attend to diversity at schools.

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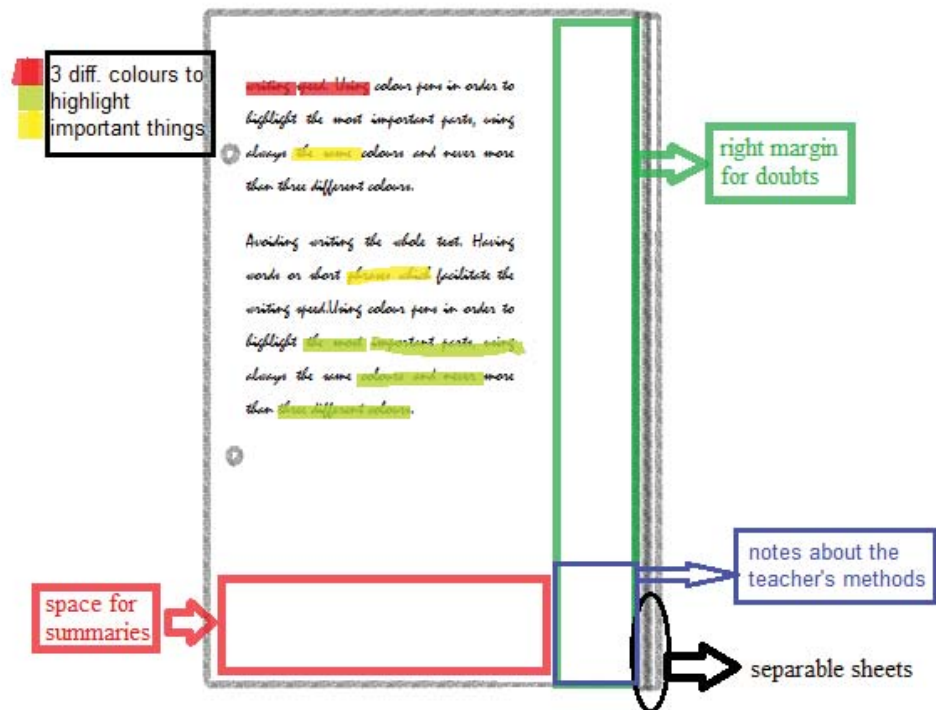
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9. ANNEXES

9.1 ANNEX 1. Notebook recommended for ADHD students



9.2 ANNEX 2. Example of presentation of the teaching project “Welcome to Canada”

Index

1. History and languages
2. Geography
3. Culture through songs
4. Traditional Canadian dance
5. Climate, flora and fauna
6. Did you know...?
7. Conclusions



2. Geography

- Total land area is 9,071,595 Km²
- Inhabitants → 36,614,317
- Borders
- Territorial organisation



1. History and languages

- History - Timeline of the main events



- Official Languages

- English
- French

4. Traditional Canadian dance

- Example
- Our dance



3. Culture through songs

Song: *This land is your land*

Some lyrics' fragments:

"From Bonavista, to Vancouver Island/ From the Arctic Circle to the Great Lakes waters"

"sparkling sands of her diamond deserts"

"wheat fields waving and the dust clouds rolling"



7. Conclusions

- Multiple Intelligences Theory
- Interactive Groups
- Positive aspects
- Negative aspects
- Positive aspects
- Negative aspects

6. Did you know...?

"Canada" was a linguistic error

- Misunderstanding by Jacques Cartier (French explorer)

- Invited by indigenous people to visit their VILLAGE

indigenous tongue → "KANATA"

misunderstanding by Carter → entire country as "Kanata."

ORIGIN OF THE NAME



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9.3 ANNEX 3. Image of the text corresponding to the audio transcription of the activity included in the first session of the teaching project “*Choosing a place for the Commonwealth Games*”.

Taken

from

<https://learnenglish.britishcouncil.org/en/magazine/commonwealth?page=1>

The Commonwealth

March 11th is Commonwealth Day, but what exactly is the Commonwealth?

Where is the Commonwealth, and who lives there?

The Commonwealth is a group of 54 countries, spread all over the globe, north to south, east to west. The countries range in size from the tiny island of Nauru in the Pacific ocean (which is so small that it doesn't have a capital), to Canada, the largest territory in the world. Both rich and poor countries are members - the GDP of Singapore is about 200 times that of Sierra Leone. Over one and a half billion people (a quarter of the world's population) live in the Commonwealth, and between them represent nearly every religion, race and political system on the planet.

What is the Commonwealth?

Hot and cold, rich and poor, wet and dry, island and land-locked, the list of opposites used to describe the countries which make up the Commonwealth seems endless. Just what do they all have in common?

The member states all use English as a common working language, and have similar legal and education systems. The countries support each other in their aims to reduce poverty, prejudice, ignorance and disease, and to promote human rights and social development.

Historically, the modern Commonwealth is a product of the British Empire, and began in the late 1940s, after India and Pakistan gained independence. As more and more countries took charge of their own affairs in the 1950s and 1960s, many were attracted to the aims and values of the Commonwealth, resulting in the family of nations seen today.

Activities and events

The Commonwealth is active in a huge number of areas, including ecology, health and economics, providing and sharing information, training and expertise to further the aims of the organisation. The Heads of Government Meeting is held every two years, where the leaders of the member states get together to discuss current issues. Commonwealth Day is held in the second week of March every year, where Commonwealth citizens, particularly children, have a chance to celebrate their friendship.

The Commonwealth also hosts sporting and arts events. There is an annual writers prize, which has been won in previous years by famous authors such as Peter Carey and Louis de Bernieres, and a yearly arts and crafts competition. Perhaps the most well-known event sponsored by the organisation is the Commonwealth Games, which is held every four years in one of the member countries. The games have gained the nickname 'the Friendly Games' because of their reputation for good-natured competitiveness.

9.4 ANNEX 4. Example of poster of “Choosing a place for the Commonwealth Games”

Cameroon for the Commonwealth Games

Student 1 - Student 2
Student 3 - Student 4

Geography

Cameroonian English

ENGLISH DIALECT
POSTCOLONIAL VARIETY OF ENGLISH

Characteristic features in lexis, phonology and grammar

/ɪ/ and /ɒ/ tend to merge with /ɔ/, making "cot", "caught" and "cut" homophones

Cameroonian sports

BOXING
FOOTBALL
TABLE TENNIS
LAWN TENNIS
GOLF COURSE
RUGBY

Cameroonian culture

Lutes
Tikar double bronze clapperless bell

VOTE CAMEROON for the Commonwealth Games

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