EDUCACIÓN POSTGRADO

Magister en Enseñanza de Inglés como Segunda Lengua.

The impact on teaching parents of English language beginners different focusing techniques to deal with ADD/ADHD 6th graders to improve specifically writing in the EFL classroom.

Tesina to apply to the Masters level.

Student: CAMILO MARCELO SAAVEDRA CANALES

Advisor: JENNIE ANN POPP WARD

Dedicated to all the ones who believe that education without action does nothing

and the ones who love learning for the sake of teaching.

Acknowledgements

First of all, I would like to thank my advisor, Miss Jennie Popp, for her constant support and guidance whenever I felt with no direction in mind.

A special acknowledgement to Escuela Ecuador and their Principal Mr Hector Ruíz. Especially to Miss Brenda Reyes and her amazing team of special educators who supported me and spent their time with the intention of helping me in this difficult process.

Thanks to the wonderful people that I met during these two years and who were definitely part of this fruitful experience. I never thought I could meet such an amazing, friendly and funny group of people in such a strict context.

Finally, I would like to thank to the person who gave me the idea of taking this program. She supported me from the beginning until this moment. She is right next to me singing without knowing that I am so grateful for her devotion to me and my projects. Thank you very much for everything.

Abstract

Through practice it is evidenced that teaching English is a difficult task. In addition, it gets more complicated when parents do not want to support teachers in the educational process because of different reasons. What is more, the situation grew with the current educational norms when the government decided to incorporate ADD/ADHD children in the English subject. Because of that, an Action Research study was conducted, with the objective to explore the impact to which teaching focusing techniques to parents of ADD/ADHD 6th grade EFL students in a municipal school of Tome improves writing skills in students, through the application of a lead in test, a journal of focusing techniques applied by parents which followed the theory of Armstrong (1999) and a lead out test. In this process, parents of ADD/ADHD students evidenced that they were able to improve their levels of concentration which led to the improvement of the writing skills demonstrated through the lead out test. As a conclusion, the contribution of parents in the teaching of focusing techniques generated an impact their ADD/ADHD students' writing skills.

Keywords: Concentration, ADD/ADHD, Parents, Focusing Techniques, Writing skills, Education, English.

CHAPTER I. PROPOSING THE PROBLEM

1.0 Introduction.

When teachers of English have students with Attention Deficit Disorder or Attention Deficit and Hyperactivity Disorder (ADD/ADHD) in the classroom, most of them feel reluctant to work with them. As a matter of fact, it is a difficult task to work with children with one or more of the following characteristics: 1) playing with hands or feet or moving in their seat (more noticeable in adolescence with ADHD); 2) trouble remaining seated when required to do so; 3) difficulty maintaining attention and holding for a turn in tasks, games, or group activities; 4) giving answers to questions before the questions is finished; 5) problem following instructions and in organizing tasks; 6) changing from one incomplete activity to another; 7) avoiding close attention to details and evading careless mistakes; 8) losing things or materials that are necessary for tasks or activities; 9) difficulty in following conversation with others without being distracted or interrupting; 10) constantly changing mood ; and 11) great difficulty in delaying gratification. Diagnostic Statistical Manual of Mental Disorders (DSM-IV) of the American Psychiatric Association (APA) (1994). Taken from: Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices (2006). That is ADD/ADHD and it is an involuntary action in which the student has no control about. (Patricia Mahar and Lynne Chalmers, 2007)

This condition has become a social stigma, something only a few are able to confront. According to Corrigan and Shapiro (2010) and Goffman (1963) there are three types of stigmas; 1) public stigma, which is related to how a large number of people discredits other groups of people that are perceived to be physically, behaviorally or intrinsic characteristics different, 2) self-stigma is how different I see myself from the majority of people; this is very much likely to be caused by public stigma, and 3) courtesy stigma is related to the family or close people who have a relationship with a stigmatized person and they are seen or judged negatively due to this stigmatized human being. (Tuchman 1996; Kendall and Hatton 2002; Norvilitis et al. 2002; Koro-Ljungberg and Bussing 2009; dosReis et al. 2010).

Most of parents tend to give them a pill of Ritalin or a similar pill with similar effects when the school specialist prescribes them to do it. But the big issue with medication is that conducts to side effects such as: addiction to it, nervousness including agitation, anxiety and irritability, trouble sleeping (insomnia), decreased appetite, headache, stomach ache, nausea, dizziness, heart palpitations. What is more, some complicated side effects are: increasing seizures if you have that on your medical record, slowing of growth size and weight and eyesight changes or blurred vision. U.S. Department of Justice, National Drug Intelligence Center, "Ritalin Fast Facts", (2003). Are you willing to provide this pill after all those side effects? As a matter of fact most of parents do, but only because they do not know what this pill causes at long term.

There are alternatives to fight this condition and transform that mayhem into sharp sword to use it in our advantage. Nevertheless, the decision relies on parents. As a matter of fact, they will have to be willing to accept this challenge of learning more about the condition and teach their children how to empower it so they can go even beyond their classmates. As an investigator I have two major drives for conducting this research. The first one is the lack of interest about this topic in my country. As a matter of fact, I was not able to investigate much about ADD/ADHD and English as a Foreign Language in the Chilean context, it is something that have been recently taken into account with the different inclusive plans that the government is attempting to promote. I want to motivate future local educational EFL researchers to dig deeper into the topic because it is a matter of concern. What is more, teachers of English of the different Chilean contexts are not trained on the topic in any undergraduate program, leaving academic research the task of educating them in the topic.

The second one is to show people especially teachers of English and parents, that there are an important number of students from our context who dislike the English language just because they do not consider them a matter of great relevance. In relation to that, they provide makeshift solutions that actually do not solve the problem, but temporally tranquilize the situation. According to Armstrong (1999) the ADD/ADHD field has shown a particular lack of imagination regarding the strategies to help students with their problems of attention and behavior difficulties. The strategies are there, people need to go beyond if they

want to understand the issue and help children to manipulate the condition into their favor.

The first major contribution of this research is to become people aware of the different strategies, techniques or alternatives that exist to empower ADD/ADHD children. "Once we break out of the biological paradigm and adopt a more holistic approach to the ADD/ADHD issue, we can entertain a far wider range of techniques, methods, tools, and research methodologies." (Armstrong, 1999)

The second major contribution of this research is to show parents and teachers of English how important is to work side by side to ensure a good experience of ADD/ADHD students into the EFL classroom by being constantly worried about not only the writing skills but all their educational performance.

The investigation is divided into three different chapters. Chapter one will be dedicated to explain the major concerns regarding to what is happening with ADD/ADHD students inside the classrooms. As a matter of fact, it presents what parents/teachers do regarding ADD/ADHD students and what they should do about it. Hence, in the second chapter there will be a detailed explanation of the literature review in which the investigation is based on, giving a historical review of the English language in Chile and what is happening now, Special education and inclusion, ADD/ADHD and the English language, the different focusing techniques to empower ADD/ADHD, the frequent writing mistakes and what is the role of

parents with ADD/ADHD children. After that, the third chapter will explain the different methodologies that drove this qualitative investigation, what instruments were used, how they were used, the context, the target audience, ethical concerns, the results and the analysis concerning them.

The aim of this investigation is to see the level of impact is going to have the teaching of parents focusing techniques to be replicated to their students with ADD/ADHD in their houses to improve writing skills in the EFL classroom.

1.1 Problem Statement.

The first attempts to social development of children are taught by parents. They teach them what is socially right or wrong based on the context they are immersed. The Socio cognitive theories propose that youngers absorb all the messages about appropriate behavior and socially accepted goals by observing and conversing with meaningful human beings in their lives (Bandura, 1977). The problem is that as parental education has changed in the recent years, it has caused a substantial turn over in the first initial approach to society of students and as a consequence a very low performance in the classroom context. Parents see working as something more important than educating their children how to act as they are supposed to in a particular social group. According to Schor (1996) it does not matter how hectic your life becomes, you need to reserve time each day for your children. In the words of Gary Direnfield (2014) "these children are at risk of unproductive behavior that could eventually be counter to their well-being and development leading, at worst, to self-destructive behaviors including social withdrawal, early onset sexual behavior, drug and alcohol use, truancy and delinquency". As a matter of fact, excessive working has caused a great negative effect on school attendance, grade progression, human capital accumulation, and educational attainment (Patrinos and Psacharopoulos 1995; Akabayashi and Psacharopoulos 1999; Heady 2003). What is more, Social and emotional learning is shown to be fundamental to children's academic learning, as well as their health, mental well-being, motivation to achieve, and citizenship. Social and emotional

learning is known as the process of comprehending how to recognize and control your emotions in your social environment, how you demonstrate everyone that you care and concern for others, how to make serious and relevant decisions, how to start and maintain relationships with each other and how to face a challenging situation which demands a problem solver rather than a problem maker. (CASEL, 2003)

As discussed before, nowadays, parents are having a really difficult time trying to balance their work life and their parenting life. What is more, there are some effects that they should know in advance in order to tackle them. In fact, some of the effects of having an ADD/ADHD children are: 1) they can be physically exhausting because of the demands of the child, 2) the constant monitoring of the child can be psychologically demanding, 3) the frustration when the child does not listen, 4) the behavior and the consequences of it can make you anxious or stressed, 5) the differences regarding the personality of the parent and the child with ADD/ADHD can make the child's behavior difficult to accept and 6) frustration, which can lead to anger and guilt about being angry at your child. Authors: Melinda Smith, M.A., and Jeanne Segal, Ph.D. Last updated: September 2015. Taken from: http://www.helpguide.org/articles/add-adhd/attention-deficit-disorder-adhd-parenting-tips.htm

In Chile, there is a program called Programa de Integración Escolar (PIE) which is the one in charge of assuring a normal development of children with these learning difficulties in their different school contexts. Nevertheless, we see that the

correct implementation of the PIE program is not happening as it is supposed to be (Fundación Chile, 2013). This program is conducted by the decree 170, which is a national law for students with special educational needs. This decree says that every child has the right to have a normal educational process without being exempted no matter the condition(s) he or she has. The decree 170 also subsidizes those students who have a special educational need, so the school can invest that money in whatever need the student may have. But, the ADD/ADHD number of students are increasing and academic results decreasing. Parents, special educators, speech therapists and all the ones in charge of making PIE happen, are not tackling the issue from the proper angle. As a matter of fact, there have been many recent cases where ADD/ADHD children suffer from discrimination from schools, such as the case in a school of Quillota where a boy's registration to a school was cancelled cause of his low marks and behavior. The boy had ADHD and the school was fined for preventing the boy from continuing in the school. Gonzalez, C, (2015). Retrieved from: http://diario.latercera.com/2015/05/10/01/contenido/tendencias/16-189330-9-historico-fallo-en-contra-de-colegio-por-no-ayudar-a-alumno-con-deficit.shtml

Most parents tend to make a mistake for some, a solution for others, by allowing psychiatrists to give Ritalin (Methylphenidate) to their children to manipulate them so they do not act disruptively in their classrooms. Peter Bregging (1998) expresses in his book his repudiation to the excessive use of Ritalin on US children, also he mentions that most of the conditions such as ADD/ADHD, autism

and some behavioral problems like oppositional defiant disorder and depression are caused by: 1)   lack of parental love, 2) lack of parental attention, 3) lack of parental discipline, 4) family stress, 5) poor educational methods and 6) putting neurobiological explanations over psychosocial ones. Taken from: http://www.quackwatch.org/04ConsumerEducation/NegativeBR/breggin.html

Authors like Armstrong (1999) see ADD/ADHD as "a conceptual tool accounting for the hyperactive, distractible, or impulsive behavior of schoolchildren". In other words, ADD/ADHD do not exist, they are just an excuse to dope children (most of them brilliant students) to keep them submissive.

The importance of this study is to first, show parents how important is to know what is happening to their pupils and how relevant is to teach them how to empower ADD/ADHD as a manageable condition to be use it on his behalf rather than be a noxious issue that affects his learning process, specifically in this case their writing skills on the ELT. According to Armstrong (1999) ADD/ADHD is anything but a drawback. As a matter of fact, ADD/ADHD is an uncontrolled power that nor parents or students know how to deal with. Consequently, change people's perspective towards ADD/ADHD, so students who suffer these conditions are no longer discriminated by society.

Second, help ADD/ADHD students to have a more comfortable study life experience. According to Educación 20-20 (2013), ADD/ADHD children are the ones who suffer more discrimination in the schools than the other conditions

covered by PIE program. It is important to embrace inclusion as what it is and teach children with ADD/ADHD to defend from themselves. Retrieved from: http://www.educacion2020.cl/noticia/derechos-de-los-ninos-y-ninas-con-deficit-atencional

Third, highlight the importance of parents as major participants in their pupils learning process. The participation of parents is nearly mandatory to enhance what teachers do in the school. According to Gunning (2007) achieving educational outcomes cannot be a school responsibility. He also states that it is a responsibility that concerns all citizens but most importantly to parents, who need to become partners in their children's lives. (As cited in Cole, 2008).

1.2 Objectives and Research Questions

Main Objective: to explore the impact to which teaching focusing techniques to parents of ADD/ADHD 6th grade EFL students in a municipal school of Tome improves writing skills in students.

Specific objectives:

- To assess writing skills of the ADD/ADHD participating students before the intervention through a lead in test.

-To guide parents' teaching process of the different focusing techniques through a weekly revision of the journal based on Armstrong's book "ADD/ADHD, Alternatives in the classroom".

- To assess writing skills of the ADD/ADHD participating students after the intervention through a lead out test.

-To analyze the parents' reflections done during the intervention process with the ADD/ADHD students through the journals.

- To connect the data of the lead in test, lead out-test and the parents' performance analysis to elucidate the parents' influence on the ADD/ADHD students in relation to their writing skills in the EFL.

Research Questions:

Will parents' influence on the teaching of focusing techniques to ADD/ADHD pupils in a school of Tomé have an impact to improve students' writing skills in the EFL classroom?

- Do ADD/ADHD pupils show a set of orthographic mistakes in relation to their free and copied writing?

- Will parents' participation on the ADD/ADHD students learning process in the EFL classroom have an improvement on their writing skills?

- Do ADD/ADHD pupils show a lower set of orthographic mistakes in relation to their free and copied writing?

- Will the parents' findings reveal an improvement regarding their pupils' ADD/ADHD empowerment and their writing skills from the beginning of the intervention until the end?

- Will the lead in test, lead out test and the parents' performance analysis elucidate the parents' influence on their ADD/ADHD students in relation to their writing skills in the EFL?

CHAPTER II: LITERATURE REVIEW.

2.0 Historical review of language teaching in Chile.

A study conducted by Universidad Metropolitana de Ciencias de la Educación (UMCE) the program of Educational Degree with English reference and English Pedagogy had its origins in the hands of Dr. Rodolfo Lenz in the training of English language teachers for the Chilean system. In November the 4th in 1889, a contract was signed in which the formation of teacher of English was opened in Chile by the Instituto Pedagógico de la Universidad de Chile. In 1924, the Pedagogical Institute suffered curricular changes that derived the English language into the Philosophy department. The educational reform in 6th decade reorganizes the institution and defines it into three central departments, in which English was now part of the Philosophy and letters department. Retrieved from: http://www.umce.cl/index.php/dpto-ingles-antecedentes-historicos

In 1975, as a matter of deep structuration, the English, French and German were subscribed to the Department of Modern Language, which worked with three coordinators, each one centered in one language. In 1981, the separation of the Pedagogical Institute converted it into the Superior Academy of Pedagogical Science of Santiago which afterwards into the UMCE. This brought a sequential group of new transformations in the academic organization which is still prevailing. This made it the heir of a pedagogical tradition that Dr Rodolfo Lenz started in the training of English language teaching for the Chilean system.

The program suffered many changes. In the 1980s, it was awarded the degree of a State Teacher of English, while the career was imparted by the Universidad de Chile (UCh). Subsequently, the Teacher of English degree was given by the UMCE until 1994. This career also grants you with a Graduate degree (as demanded by LOCE in 1991 and LGE in 2009) which prevails in our current date. Retrieved from: http://www.umce.cl/index.php/dpto-ingles-antecedentes-historicos

2.1 English teaching in the present.

Delicio (2009) writes, "As the use of English expands around the world Chilean authorities continue to emphasize the importance of English, not only as a communication tool but also as a means for integrating Chile into the global economy" (p.84)

According to a study conducted by The British Council (2015), Chile is undergoing through education reforms that intend to change how subjects are taught and financed. Nevertheless, English is not a major concern in the reforms but everyone expects some influence in how English is taught and the manufacture of additional opportunities for English teaching in public and subsidized schools.

Together with the education reforms, the English Opens Doors Programme (EODP) incentives the teaching of English from an early age and for longer periods. In that way, students will be able to reach level B1 by the end of secondary education. Curriculums have been re-elaborated by the MINEDUC,

which has granted course books, workbooks, interactive software and other learning tools. Furthermore, it has increased funding to support the EODP in rural areas to increase access of English language learning to at risk communities.

The British Council (2015) also states that Chile's geographical distribution is a matter of influence in the supervision of how English is taught in isolated areas. As a matter of fact, some students have a single teacher for all the subjects, which does not guarantee a quality English training.

2.2 Special Education towards inclusion.

It is important to first have a clear description of what special education meant some years ago, Thomas and Loxley (2001) define it as an "examination of knowledge". This short idea shows us that the amount knowledge is the one factor that makes the difference between a special needs student and anyone else. They also mention the importance of how this knowledge is meant to be acquired by special needs (SN) students makes the difference and demonstrate its helpfulness. Nowadays, we know that knowledge is only one minimum part of the complete concept of special education. As a matter of fact, we are trying to abandon the old fashioned concept of integration of students, to a more up-to-date and effective one called inclusion in the classroom.

Some authors like Jennifer Willet (2006) reinforce the idea of having SN students into the English classrooms, arguing that they will benefit from internationalization, learning from other cultures and the people in them. They will

feel confident in their classroom; what is more, their performance will be reconsidered by their teachers and in this way, they will have fun learning the second language. Taken from: http://genkienglish.net/specialneedseducation.htm

Chile wants to go forward in terms of inclusion, as a matter of fact; MINEDUC (2015) together with Andres Palma, The Executive Secretary of the Educational Reform in Chile explains in video format the law of inclusion in education and the relevance in our upcoming educational reform. Taken from: http://portales.mineduc.cl/contenido_int.php?id_contenido=32339&id_portal=1&id_seccion=10

According to Dixon and Verenikina (2007), Inclusion in our special education contexts need to come round with some concepts like teaching, leadership or school organization. What is more, it is the complete acceptance of a student with disabilities in a regular class, avoiding every kind of discrimination from any of the participants. There are plenty of academics who believe that nobody should be segregated from education no matter the condition they have, nor the school nor their classmates. (Wolfensberger, 1980; Stainbeck & Stainbeck, 1996).

According to Educación 2020 (2015), students have the right to receive an inclusive education, they have the right to access to education and ensure a permanent position, they have the right to get quality of education and the right to have an environment which promotes respect to diversity and learning. Taken

from: http://www.educacion2020.cl/noticia/superintendencia-de-educacion-revela-que-mas-del-50-de-denuncias-es-por-discriminacion-ninos

This recent study comes up because of the constant complaints about discrimination they received in 2013-2014 period, which are 1.456 approximately; what is more, 51% of the discrimination complaints are related to ADD/ADHD, which reveals that it is the most discriminated condition in the educational context. These situations are mostly reported from elementary education. Taken from: http://www.supereduc.cl/images/PPT-Reporte_sobre_Discriminaci%C3%B3n_Escolar_Superintendencia_de_Educaci%C3%B3n.pdf

2.3 ADD/ADHD and English.

In the words of UNICEF (2008) "to guarantee the right of education with justice it has to exist an equitable enjoyment of this right, that is to say, it has to be recognized, applied and equally guaranteed to all the people without any sort of discrimination." (as cited in Superintendencia de educación, 2015)

A study applied by Fundación Chile (2013) regarding the implementation of PIE, they show clear graphs where there is a great number of students who belong to ADD/ADHD, which locates them in the 4th most common condition of the Chilean country with a 12.6% of the students with special educational needs. (pp. 123-124)
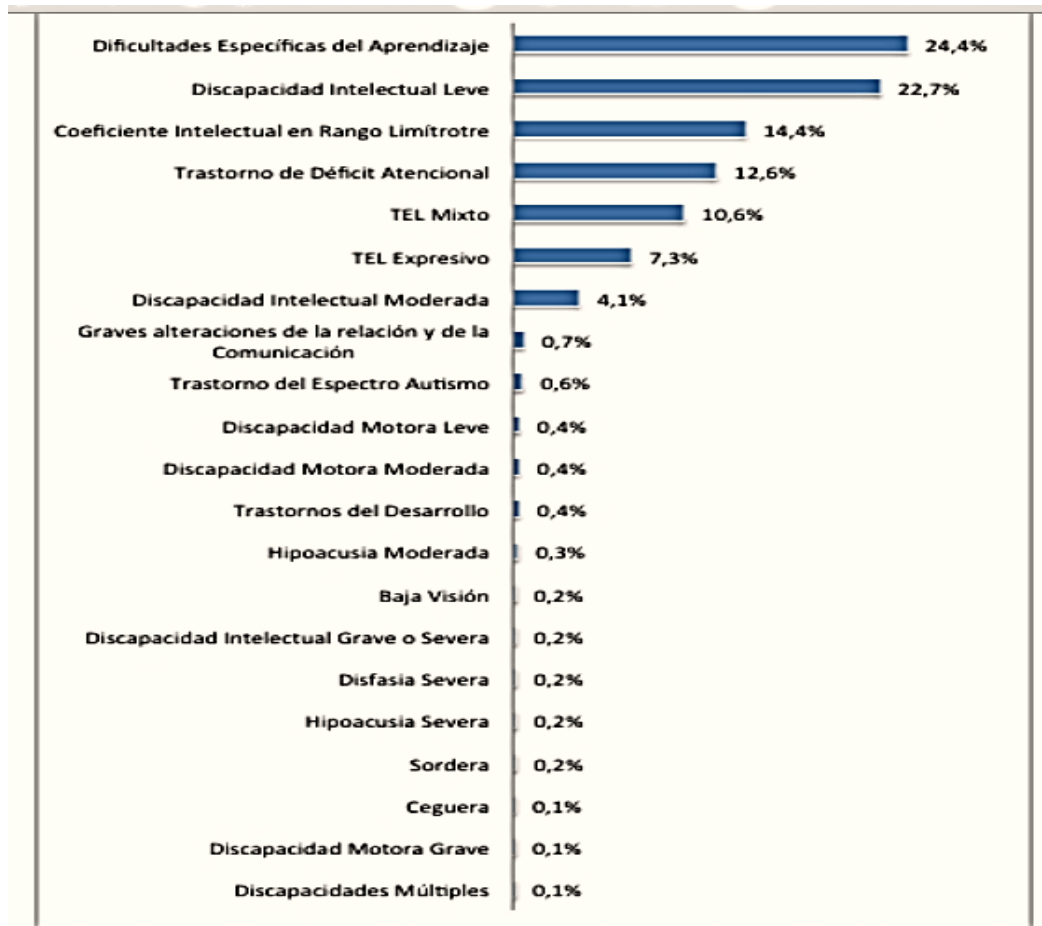

Figure 1: Graph about the percentage of the different conditions dealt by the PIE program)

171,700 students belong to the PIE program and around 20,000 have ADD/ADHD and the numbers are still increasing. This is an interesting number to work on.

Learning a second language is a major issue for most of the ADD/ADHD community. As a matter of fact, 50% of this population has different speech and language disorders provoked by a central nervous system dysfunction. (Cantwell, 2006). Swanson (2006) state that the root of ADHD problems is an impairment or underdevelopment of the front lobe of the brain, which is as a matter of fact, the one responsible for the major language functions. (As cited in Turketi, 2010). Other studies show that ADD/ADHD's language abilities are affected by a deficit of working memory (Witton, 1998, p5). As a matter of fact, the majority of the students has problems with speaking, listening, reading and writing in their mother tongue, battles that they usually carry over and impacts negatively on the second language as well (Sparks, 1992)

In the words of Mapou (2009), an ADHD person has "a weak span for auditory-verbal information" which is followed by problems with listening comprehension. An ADHD child may start listening to what is being said but sooner than later, the concentration goes away as if being attracted by something more interesting than the environment provided by the teacher. Moreover, if the ADHD child is paying attention to the teacher's speech and continues listening, he may probably be able to catch the unimportant (or slightly important) details of the conversation. Consequently, he ends up focusing on the smallest portion of what was intended to be taught and naturally resulting in an unsatisfactory outcome.

Nevertheless, as Stockman (2009) points out, "The acquisition of complex human skills, language included, is undoubtedly, a multisensory task, involving

collaboration of all the senses" (as cited in Turketi, 2009). Therefore, the more stimulation the teacher provides in the lesson, the more likely an ADHD student will benefit from the lesson.

2.4 Focusing Techniques

Thomas Armstrong, (1999) presents different techniques that have been developed by many cultures, such as: tai-chi, yoga, meditation, introspection, visionary quests, rites of passages, reflection, reverie, and more (Dang, 1994; Goleman, 1996; Iyengar, 1995). Choosing one of these techniques and applying it on a daily basis will ensure an improvement on the concentration levels by connecting body and brain reaching a state of catharsis where anxiety and impulsivity is reduced to its minimum.

He also mentions that there is a very simple activity conducted by the Harvard physician Herbert Benson (Benson & Klipper, 1990) in which kids labeled ADD/ADHD increased their levels of concentration, attention and reduced impulsivity by focusing on a sound for some minutes every day. The activity consisted in playing a sound (hopefully with earphones) where the student is able to concentrate on the different frequencies that stimulate the brain for the sake of concentration and internal stimulation.

A different example was to train kids to focus on images. Oaklander (1978) used "roaming meditation" as part of her work, which consisted on asking the kid what he was seeing and when his attention shifted, she asked "what do you see

now?" until the ability to concentrate in only one thing increased progressively. As the frequency of this technique increases (as well as the difficulty), concentration levels improve.

Chilean authors propose that teachers should have some special materials such as little rubber balls or solo games so they channel hyperactivity toward that specific and silent distraction while their work. Parents can provide that small distraction channel so they use it during class activities to deviate the hunger of being active towards the small silent object and focus on what matters at that moment. Condemarín, M.; Gorostegui, M. y Milicic, N., Déficit Atencional, guía para su comprensión y desarrollo de estrategias de apoyo, desde un enfoque inclusivo, en el nivel de Educación Básica (2005) MINEDUC.

Thomas Armstrong (1999) promotes the empowering of ADD/ADHD rather than controlling with prescribed medication. Some books tend to approve some treatments for ADD/ADHD, most of them follow a medical orientation, and this is because ADD/ADHD paradigm relies on biological principles mostly, which makes a lot of sense but unfortunately it is misapplied. Armstrong invites to break the medication paradigm to a more holistic one in which we can embrace a wide range of techniques, methods, tools and research methodologies. In his book "ADD/ADHD Alternatives in the Classroom" he states multiples techniques, strategies, methodologies, in which a teacher, parent, special educator can rely on to turn over the negative perspective that most of Chileans have of ADD/ADHD and see it as a potential condition for learning.

2.5 Frequent writing mistakes (FWM) of ADD/ADHD children.

According to Santibáñez (2012), writing is an implicit basic skill in the usage of verbal language. In this skill, there is an accumulation of major difficulties, spatial aspects, laterality, auditory memory, motor memory and the like. According to Fernandez & others (1985) "writing is defined as a representation of words and thought, with letters and drawn signs with a variety of instruments (pen, pencil, finger, chalk, among others) in a surface which can vary too (board, paper and the like) "as cited in Santibáñez, 2012"

As an activity it is attached to rules and constitutes a work of art, not only graphic but linguistic. It is defined in a strict sense as the "art of representing oral sound through graphic signs" (Blanco and Sanchez 1920, The art of writing and calligraphy, pp 4-7) "as cited in Santibáñez, 2012".

For ADD/ADHD students is difficult to follow a pattern if this pattern is not properly adjusted to their needs, as a matter of fact, their impulsivity on writing as fast as they can to finish quickly causes most of their orthographic mistakes. According to Santibáñez (2012), the deficiency on the controlling of the movements causes an alteration of the shape and union of words, what is more, it exists an irregularity on the orientation and dimensions, sometimes appearing double lines.

According to Santibáñez (2012), there are a great number of mistakes which have a pattern of frequency in the students' writing. The author states a general view of the common mistakes detected. Consequently, some of the mistakes were adapted taking into consideration what is usually seen in the EFL classroom.

Omissions.

This happens when students eliminate something from the transcription of a text which is either listened or read. This concept expands into three components; Omission of letters: when students subtract a letter from a word (for instance: February → Febuary / Government → Goverment), omission of syllables: when students subtract a syllable from a word (for instance: she is playing football → she is play football) and omission of words: when students subtract a word at the beginning, middle or end of a sentence or paragraph (for instance: Then, she started studying math → she started studying math)

Additions.

This arises when students add something from the transcription of a text which is either listened or read. This concept expands into three components; Addition of letters: when the students add an extra letter into a word (for instance: writing → writting / vacuum → vaccuum), addition of syllables: when the students add an extra syllable into a word (for instance: cut → cutted) and addition of words: when the students add an extra word into a sentence or paragraph (for instance: Carlos is happy → The Carlos is happy).

Substitutions.

This happens when students change the original grapheme of a word to a different one (for instance: Speech → speach / House → hause).

Rotations.

This occurs when students move a grapheme 180° (for instance: b → d / p → q / u → n). Example: dictionary → pictionary / upgrade → npgrade.

Reversions.

This arises when students change the syllable from its original position (for instance: beautiful → feautibul).

Adhesions.

This happens when students put two words together (for instance: blue pencil → bluepencil / I am → Iam

Segmentations.

This occurs when students divide a word from its original form (for instance: firefighter → fire fighter)

These mistakes occur on late diagnose of the issue. These difficulties come from the deficiency in the exercises regarding the development and maturity of writing skills (Santibáñez, 2012).

2.6 Parents' role with ADD/ADHD students

Parental involvement is such an important matter that not only has an effect on ADD/ADHD, but in the complete emotional development of the student. According to The Center on Innovation and Improvement (2008), These findings on social and emotional learning become even more important considering all the risks, including drug use and violence, facing schools, families, and students today. Preventing such risky behaviors involves many factors; one of them is the involvement of parents. It is imperative that, through their relationship with schools, parents become aware of their great positive influence and preventive power. Major prevention efforts such as the National Youth Anti-Drug Media Campaign, a historic initiative to educate and empower all youth to reject illegal drugs launched in 1998, underlines the important role parents play in prevention that works. The campaign's motto, Parents: The Anti-Drug, reflects the critical importance of parent involvement in children's and youths' healthy development (http://theantidrug.com).

According to Chowa, G., Masa, R., & Tucker, J. (2013), many researches have demonstrated that there is a certain link between at-home parental involvement and all the school-related results; academic performance, school engagement and socio emotional adjustment. Izzo et al, 1999. (As cited in Chowa, G., Masa, R., & Tucker, J. 2013). In Chile, in-home parental involvement is more observable through the students' level of responsibility; their level of responsibility is directly proportional to the in-home involvement. (Jeynes, 2003; Sui-Chu & Willms, 1996). Likewise, parental involvement is also related to academic performance in Ghana

(Nyarko, 2010) (as cited in Chowa, G., Masa, R., & Tucker, J. 2013). On the other hand, there is a negative connotation about in-school parental involvement, which is generally related to the increased communication of the parents with the school because of negative reasons (bad academic performance for example); this shows a different and mostly undesirable approach to the school.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.0 Introduction

Conducting a research is an intense walkthrough indeed, which needs a clear and oriented perspective to be attached with in order to accomplish the intended aim. As its nature professes, it states the sequence of methods to be applied regarding the aim intended to reach.

If we intend to reach the objective of exploring the impact to which teaching focusing techniques to parents of ADD/ADHD 6th grade EFL students in a municipal school of Tome improves writing skills in students, we must have a clear methodological orientation to follow.

The first section of this chapter presents the paradigm concerning the study and the way it is conducted, along with the methodology. The second section describes the instruments devoted to collect the data, together with the underlying principle in which they are going to be used. The third section is fervent to the description and explanation of the actions to be taken concerning the collected data and the procedures to analyze it.

3.1 Research paradigm and methodology.

According to Patton (1990) "a paradigm is a world view, a general perspective, a way of breaking down the complexity of the real world." In accordance with the aforementioned, it gashes into three different matters of research: positivism,

interpretivism and critical theory, which are categorized through their *ontology:* what is real of the human being, *epistemology*: what the researcher wants taking into consideration what it is already known: "epistemology is the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated" (Gall, Borg, & Gall, 1996) and methodology: in which way are we going to find out our inquiry. As the study contributes to the second and third paradigms, they are going to be explained in further detail bellow.

For interpretivists, access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings and instruments (Myers, 2008, p.38). Interpretivism embraces diverse approaches, including social constructionism, phenomenology and hermeneutics; approaches that scrap the objective view of the world and critiques the positivism in social sciences (Collins, 2010, p.38). This approach bases on the following beliefs: a relativist ontology*,* which perceives reality as intersubjective; that is to say based on meanings and understandings on social and experimental levels, and transactional or subjective epistemology, which states that people cannot be detached from their knowledge, for that reason, there is a connection between the researcher and the research subject. Taken from: http://research-methodology.net/research-philosophy/interpretivism/.

The current study follows an interpretivist paradigm, because it follows a qualitative research design, in which "possible confounding conditions must be

carefully controlled (manipulated) to prevent outcomes from being improperly influenced" (Lincoln & Guba, 1994) where two instruments are conducted (a lead in / lead out test) which intend to obtain initial and final findings which the researcher will check according to a list of indicators in writing that denote usual errors in this skill. Also, a learning journal with some focusing techniques for the parents to employ on their houses together with some samples of writing activities to be applied, therefore, parents can register any observed behavior regarding the activities and how they elaborated them. Nevertheless, there are also signs of critical theory in which the researcher is forced to extract all the significant findings made by the parents when employing these focusing techniques and activities with their pupils, and decode the information to relate it to the results obtained in the lead in – lead out tests. "Critical research explicitly extends the assessment to social practices and institutional arrangements, and the evaluation of these is usually in terms of some notion of equity or social justice." (Hammersley, 2006).

In this research, the elected methodology was qualitative. What is more, it will follow an Action Research Study methodology, which can be also used for quantitative data collection, but the quantitative data will be drastically avoided, allowing qualitative interpretation to be the one protagonist of this investigation.

3.2 Method.

"Qualitative data, it is asserted, can provide rich insight into human behavior" (Lincoln & Guba, 1994)

According to Vaus (2002, p5) qualitative methods provide abundant data about real life people and situations, furthermore it is more capable to provide sense to what behavior means in its wider context. Sometimes qualitative researches tend to be questioned because of the lack of consistency regarding to objectivity in the results of the research. According to William (2005, p.85) qualitative methods appeared as a result of unexplainable situations that quantitative method could not respond or emit a judgement about human feelings and emotions.

According to Balcázar (2005) from this approach you can understand and obtain profound knowledge of a phenomenon through data gathering of extensive narratives. What is more, quality is the indispensable in the nature of things. On the contrary, quantity is rigorously speaking a number of something. According to Dabbs (1982, p 32) quality is the what, how, when, and where of a being, his essence and environment. Furthermore, qualitative research does refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and description of things. Opposite, quantitative research refers to counts and measures of things (as cited in Berg, 2001).

Taking into consideration to what was previously said; qualitative research method was chosen because its nature. I intended to observe a specific social-educational context to intervene on, with the idealism of raising awareness about the work that it has been done so far in a specific area of EFL, so the target audience and participant were able to change their viewpoints and behaviors based on the set of actions taken by the investigator that will question what they have done at that point and will affect the actions to be taken after the intervention. In the words of Berg (2001) qualitative researchers, then, are most interested in how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, social roles, and so forth.

*3.3*Type of method: Action research.

"Action research is conducted by teachers and for teachers. It is small scale, contextualized, localized, and aimed at discovering, developing, or monitoring changes to practice" *(*Wallace, 2000).

In the words of Stringer (1996) an action research study intends to create knowledge, propose and implement change into the specific context chosen, thus improve practices and performances within. As a matter of fact, one pathway for the conduction of an action research study is to start by developing a plan for the context which is expected to improve, followed by the implementation of the intended plan, continuing with the observing and documenting the effects of the

plan with the different instruments chosen and reflecting on the effects of the plan for further planning and informed action. The new obtained knowledge results in changes in the teaching practice. (Kemmis and McTaggert, 1988)

The Action research mode chosen was Technical/Scientific/Collaborative mode, which intended to test a particular intervention through a pre-stablished theoretical framework. As a matter of fact, the researcher and the practitioner (parents) have a relationship of great importance. The researcher served the practitioner as a collaborator and facilitator, so the practitioner could bring all the information through the data-gathering instruments also provided by him. In simpler words, the researcher identifies the problem, provides information and guidance to the practitioner in order to orient and facilitate the implementation of theory and instruments. (Berg, 2001)

According to Porta & Silva (2003) The Technical/Scientific/Collaborative (expressed as Analisis de Contenido in their research) consists of different steps. First, the researcher had to elaborate his objective, the context to be studied and the documentation or theory to apply on it. Also, it was important to define the main aim of the investigation. Second, the creation of instruments and the analysis plan of them. As a matter of fact, the researcher had to construct the data through the analysis of the instruments chosen and applied. Third, the categorization of data. Indeed, the researcher had to interpret the information provided by the context in such a way that he could bring up categories to reduce the information.. Fourth,

data classification. The researcher had to choose the relevant aspects of the data to elaborate a pre analysis. Later, he had to prepare a system of codes to organize the evidenced information. Hence, the researcher had to assign a code or symbol to each one of the categories previously presented. Moreover, he had to elaborate an inventory of the codes and categories obtained from the data. Fifth, utilize this system of codes in the selected data and relate them to the pre-stablished criterions. In this phase, it is possible to see how feasible and valid the research can be in relation to the coherence that the system of codes provides to the analyzed data. Sixth, the researcher provided a detailed description of the new data, the codes and categories that demonstrated to be more relevant and significant for the research, an interpretation of the information (inferring) and the axiological interpretation of codes, always relating it to the literature review. Finally, there is a consolidation of theory by connecting the new data (findings) with literature review and the objectives.

The investigation sought to answer the research question "will parents' influence on the teaching of focusing techniques to ADD/ADHD pupils in a school of Tomé have an impact to improve students' writing skills in the EFL classroom?", by gathering the necessary data through the lead in and lead out test and an journal provided by the investigator so parents were able to exercise with their students the focusing techniques given in every weekly meeting. Consequently, analyzing and interpreting the data and informing the participants the results obtained (Berg, 2001)
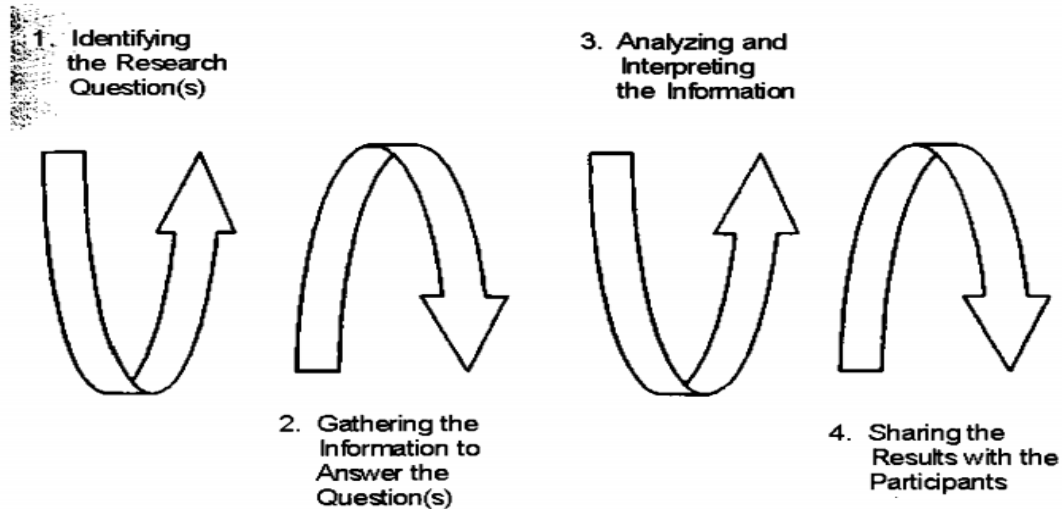
Figure 2: The action research Spiral process.

Action research method was adopted because I wanted to intervene in the context from a perspective that is nearly unstudied in the country and to show with evidence the importance of working side by side with parents. As a matter of fact, parents and ADD/ADHD students in the EFL classroom is a topic of inquiry but it remains overlooked. In spite of what was previously said, it is not something to be ignored. What is more, the action research method was chosen because of its richness in order to improve future pedagogical practices and to demonstrate the participants how important is the topic to promote inclusive practices in the EFL and reach the desired outcomes.

Procedure

First, it was observed that most of ADD/ADHD students in the Chilean context had problems with education (see chapter one) and ELT was not the exception. ADD/ADHD Students were able to learn English but there was one particular point where mistakes were something to be noticed.

At the moment of providing the right oral instruction they could manipulate the language with slight problems. The same situation happened with listening and reading exercises such as scanning, get the gist, fill in the blanks, get the meaning of words and the like, but at the moment of transferring the information to the written format, errors seemed to be more prominent. As a consequence, this situation brought an academic decrease when they went through written test type assessment (which is the most used way of evaluating a student).

Second, there was an intense research of theories that could support these ADD/ADHD students in the classroom so they were able to control their condition and as a result, improve their writing. Thomas Armstrong and his book "ADD/ADHD, Alternatives in the classroom (1999)" showed a baggage of interesting methodologies, strategies and techniques to try, so ADD/ADHD students were able to empower their condition and use it in their favor, but the one characteristic that was most noticeable from ADD/ADHD students was taken, concentration. As a matter of fact, and to narrow the research, three focusing

techniques were taken from his book to be applied, but to do so, it was important to know first the ADD/ADHD students' level of writing.

Third, a lead in test was taken to reveal all copied and free writing mistakes that ADD/ADHD students were making. In relation to this, an observational guideline for writing was developed following a model proposed by Santibáñez (2012) in her doctoral thesis "Elaboración y evaluación de una prueba de escritura para el ciclo inicial". This model was adapted and validated to check the lead in test and exhibit the mistakes.

Fourth, as an action and to match the theories from Santibáñez, Armstrong and Action Research, it was necessary to provide Armstrong's theory of focusing techniques to parents so they were able to apply them in their houses. Therefore, they were provided with a journal in which they had a weekly meeting with one focusing technique explained in its whole and some exercises to prove the effects of the techniques so they were able to register all the relevant observable changes related to the ADD/ADHD students and their writing. Each week they had a new meeting and a new technique to learn about with the researcher and to then apply with their children. The meetings also contributed to foster reflection in parents so they could express properly when registering all the observable findings.

Finally, the lead out test was taken to evaluate the same writing aspects using the same adapted observation guideline for writing. As a result, ADD/ADHD

students could show a major improvement in their writing skills according to what was facilitated to their parents.

3.4 Data-gathering Instruments

The instruments used were based on theories previously explained in the literature review, in which we used Armstrong's (1999) focusing techniques to produce a Journal for parents and an adapted version of Santibáñez's (2012) common writing mistakes list. The lead in and lead out test are assessed by an Observational Guideline for Writing (validated), in which the students were exposed for 20 minutes to a copied writing activity to reveal their common writing mistakes before the intervention (lead in test) and after the intervention (lead out test), highlighting all the particular findings that were revealed after both tests. Later, in the same observational guideline for writing and after each test, copybooks of English were also assessed to denote free writing mistakes. The journal was chosen because it is a qualitative instrument and it opened doors to the observation of the process of learning. As it was designed for parents to support their ADD/ADHD students, they had to be constantly observing and registering their children's progress, which provided the necessary information for an analysis to highlight the impact of teaching parents focusing techniques to apply to their ADD/ADHD children. This journal was created to be applied in their houses, using the three different focusing techniques proposed by Armstrong (1999). These techniques were provided by the investigator on a weekly basis. They also had some writing activities after each exercise so parents could register all relevant

findings or changes after the exercise and the activity. This was reported in the journal and presented in the weekly meeting, where the investigator could orient parents in the implementation of each focusing technique.

3.5 The Context

Tomé was an industrial city, it had more than 7 different industries, and everyone circled around that way of generating incomes, so if you ask any person where his parents worked, the most usual answer will be "in a factory, working with fabrics or fish" (Villeg, 2006). After some years, most of the industries went bankrupt. This forced the city to change their perspective towards the working area. Because of that, there was a black age in terms of economy in Tomé, the city was falling apart and poverty was a big issue. Most of the workers emigrated to the biggest industry who was still working at that time, Bellavista Oveja Tomé, but there was not enough employment for all the people. Nowadays the city has only 2 industries working which are big centers of employment, but the city still depends on Concepción as a major source of employment. (Sanhueza, 1998).

The mayor of Tomé is now trying to take advantage of the city's beauties, nowadays we see many tourists filling the city with their cars and the ambition of getting a good meal, a nice place to stay and enjoy the beach.

Those changes through time have also generated a major impact on people too. As the population gets older, it has also happened here. We used to have lots

of students inside the classroom, 45 was something very common in the biggest schools such as Escuela Ecuador, Liceo Vicente Palacios, Escuela Gabriela Mistral, among others. Now the enrolment has decreased a fair number regarding the previous years. In the schools previously mentioned, grades have decreased from 4 to 3, and the highest numbers of students are 40 per class. This is not a surprise because this is a country situation. (Morales, 2009) "Taken from: http://www.gerontologia.uchile.cl/docs/chien.htm"

In relation to family constitution, it is more common to see that families are also falling apart. We can see more and more single mothers and fathers that have to play both roles. Most of the teachers relate this situation to some behavioral issues on the students, which as a matter of fact; it has part of the responsibility.

The PIE program is something very helpful here in Tomé because of the level of vulnerability that the city has. The city does not count with any particular institution that can help all students with special educational needs apart from the one special school that cannot take more population in. This gives a major importance to this program. The big problem is that PIE is not working as it is supposed to. (Fundación Chile, 2013, pp.30-33)

The school where the investigation took place, it is a municipal school which has three grades per level, from pre-k to 8th grade. This school is one of the oldest and most popular, which is because it is well structured; it has the basic materials which students and teachers need to have for a proper lesson since it is re-built

46

approximately 7 years ago and financed with all the needed materials. The majority of the students are vulnerable, so the school provides all the fungible materials that they may need.

3.6 Participants.

3.6.1 Inclusion criteria.

The intended level is 6th grade students with ADD/ADHD. This level was chosen because according to the curriculum, English is mandatory from 5th grade on, even though they have English on lower levels; I wanted to conduct a common level for all the national contexts and a level that was not mature enough to critic every step to be taken by the investigator. The sample was 7 of the ADD/ADHD students and parents who belonged to that level. The ADD/ADHD students chosen had to have major issues with the English language in any particular term, for example if they did not like the subject, or they had bad grades or behavioral issues and the like. Only two of all parents will be the target group of parents which are going to be part of a monitoring process and they must commit to the appliances of the weekly taught techniques by signing a commitment paper at the beginning and writing a small journal about the exercises they apply in their houses, the interesting situations they are able to notice and any other relevant revelation. After each class of the parents, they had to implement what was taught and provide all the information in paper format to the investigator the following session. Finally, and to ensure parents' participation, a weekly meeting took place

in the school where all findings where checked and improved in terms of elaboration if needed.

The parent's journal will contain a small summary of each lesson pasted on the top of the page, so parents can guide themselves through this in case they forget something, and with some English activities that implied the use of writing skills.

3.6.2 Exclusion criteria

The students who do not bring the consent signed by their parents were not part of the research investigation. It was a matter of importance to have the permission of parents to go through the investigation. Additionally, parents were aware of what they had to do during the process. As a matter of fact, and rigorously speaking, they were the major protagonists in this investigation. Furthermore, parents realized the level of responsibility that the investigation implied for them and saw if their schedules were capable of holding the process.

Students who had ADD/ADHD and were previously diagnosed with language learning difficulties were also exempt from the investigation. In concordance with the investigation, it was relevant to avoid previous issues that may influence on the results of the research.

Students who were diagnosed ADD/ADHD and had a high level of performance in the English language were also be exempt from the intervention, because we have been in presence of a student who already controlled his condition and used it in his favor.

Families who did not possess a laptop or computer were excluded from the investigation. If they wanted to go through the process completely, they needed that electronic gadget to go through it. In fact, some CD's were provided and they had to go through audiovisual exercises.

3.7 Gantt Chart.

Term	October				November				December		
Activities	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3
Ask for all the needed permissions.	X	X									
Design of instruments and written consent.	X	X	X								
Validation of instruments.				X	X	X					
Meeting with parents and journal guidance.							X	X	X	X	
Lead in and							X			X	

lead out test application.											
Data analysis and conclusions.											**X**

3.8 Ethical Concerns.

All the ethical concerns were taken to conduct this investigation. First, I talked with the "Departamento de Educación" boss to request for her authorization to begin the investigation process. Second, I talked with the Principal of the intended school to ask for his approval and to tell him what the process was going to be about so he was aware that those students were going through an important process in the investigation and that they would remain anonymous in the investigation. After that, I talked to the coordinator of the special education department to request her permission to work with her ADD/ADHD students and parents, also to explain the process that they went through. Finally, I asked for the parents' consent to intervene with them and their children, where I explained what the process was and that they would do most of it. All the material was chosen to avoid PARSNIP (No Politics, Alcohol, Religion, Sex, Narcotics, Isms or Pork) because of the different cultural background of each family and to maintain a respect atmosphere between the investigator and the participants.

CHAPTER IV. DATA ANALYSIS AND RESULTS.

4.0 Content Analysis.

In the following section, the different discoveries or findings made by the researcher according to the instruments used in the investigation were analyzed. What is more, they were divided in different categories and organized in a temporal progression so the reader could easily notice the changes from the beginning of the research until the end of it.

4.1 Lead in test analysis.

In the next section, the students' performance regarding the copied and free writing through the lead in test was analyzed. The different errors that ADD/ADHD students present in writing and the relation or pattern they follow regarding the adapted (and validated) version of Santibáñez's (2012) observational guideline for writing were shown. The sample was provided printed in paper and also projected on the data show.

Copied Writing Analysis.

Student 1

A young man and wife on a trip to visit his mother. Usually, they arrived in time for supper, but they had had a late start and now it was getting dark, so they decided to stay overnight and drive on in the morning.

Just off the road, they saw a small house in the woods. "maybe there rent rooms" the wife said, so they stopped to ask. An elderly man and woman came the the door. They didn't rent rooms, the said, but they would be glad to have them stay overnight as their guests they had plain of room, and they would enjoy the company. They old woman made coffee, bought out some they told and the four of them talked for a while. And, the young couple were talkeds their room. They insisted on paying for the room, but the old man said he would not accept any money.

The young cumple got up early the next morning, before their hosts had awakened they left an envelope with some money in it on a table near the front door, to pay for the room. Then, they went on to the next town. They stopped at a restauran and had they breakt and had breakfast. When they told they the owner where they

Student 2

the guests

a yong man and his wife were on trip to visit his mother, they arrived in time for supper, but they had had start and now it was getting dark, so they decided to look for a place to stay overnight and drive on in the morning.

just off the road, they stopped to ask in woods. rooms" the said, so they diund it rooms, they and vroman come to the door. they had said but, but vold d be glad to have tem estay evening by guests. they had yound of joon vold enjoy the company. the old vroman made coffee, brought out some cake and the four of talked a while. then yoored cuple were token to their room. they insred on nomgn yound the room, but the old man said he would not accep any money

the young cyple got up ebly the next a morgit

52

In relation to the copied writing, ADD/ADHD students had demonstrated to have different errors in their writing. First, there was a pattern regarding to middle sized words which usually were improperly written by eliminating a letter from the middle or the end of it. Another error was the omission of the first word at the beginning of a phrase or sentence. Also, it was evidenced that ADD/ADHD students had the tendency to add letters in the middle of some words. Furthermore, there were invented words added that had nothing to do with the text. Moreover, there was a tendency in not changing a grapheme of the word but the word itself and altering their original form. Finally, it is important to highlight that in this occasion ADD/ADHD students did not show problems with rotation, reversion, adhesions and segmentation of words.

4.1.1 Free Writing Analysis
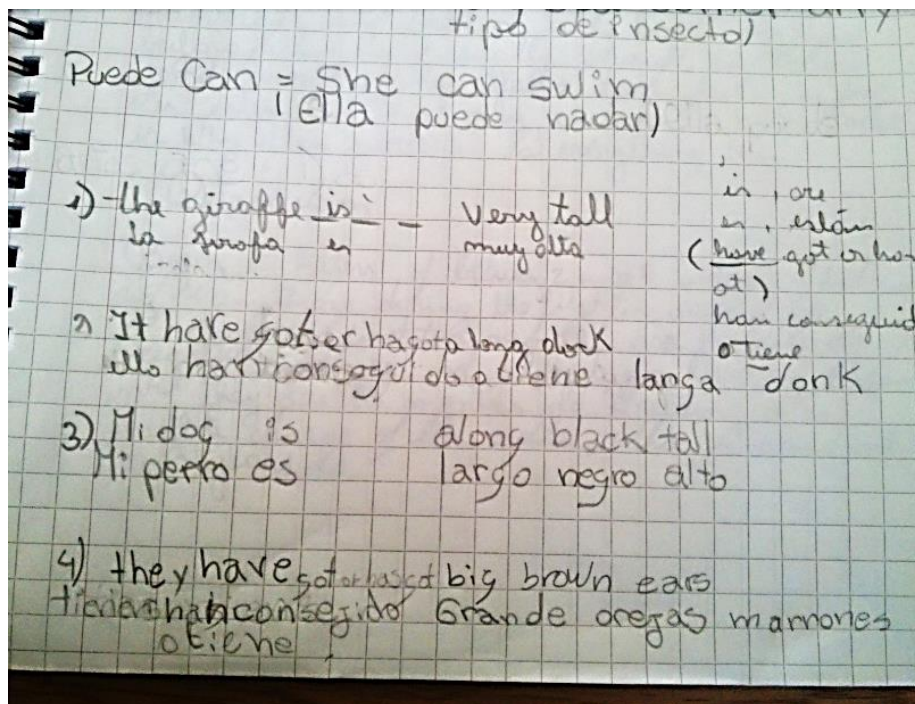
At the party
(PAgE)

Ign

Before listening

① AnsWer there question in yow notebook
② what type of pArtis doyou go to?
I goto birthdAy pArTES, Newyear pArtis, wedding pArTEs
CHSTS

ADD/ADHD students also showed the same pattern of adding a letter, but not only in the middle of it, also at the end. They showed confusion between when to use "m" and when to use "n" in some common words. There was an inclination in attaching an adjective to any other word and write them as one. Moreover, one of them showed their lack of use of the language by writing one very common word incorrectly in two different ways. Finally, they did not show segmentations, reversions, rotations, and additions of words or syllables, omission of words, syllables and letters.

4.1.2 Findings

In relation to the previous exercise there were some important findings to highlight regarding both copied and free writing. In the copied writing, one of the students wrote her last name incorrectly. This shows that this student really had a problem with writing which also affected the L1. Also, they had an inclination on transforming the words in their whole. What is more, they also added words that had nothing to do with the text. Nevertheless, the most worrying situation was the translation and insertion of phrases and sentences. ADD/ADHD students moved sentences back and forth and changed them from their original position and returned them to the right location, but only to lose track again. In the free writing, ADD/ADHD students again showed invented words that were indefinable. They also showed a problem with the right position of adjectives. Finally, one of the notebooks was almost impossible to understand what the student was writing. Exercises were incomplete, different types of colors and pens were used, the information was much disorganized and the like.

4.1.3 Synthesis.

Regarding the lead in test, ADD/ADHD students demonstrated their errors on the writing skills in both copied and free writing. Both of them had problems with omissions and additions. What is more, they showed plenty of errors regarding these two indicators, for instance: omitting the final letter in a word and sometimes the complete word or adding letters in the middle of the words, and the like. This

really affected the understanding of their writing and at the same time it showed how they perceive the language at this point. Moreover, ADD/ADHD students demonstrated to have real problems with the substitution of graphemes in a word. Indeed, they sometimes wrote something really different from the original word in both free and copied writing. Furthermore, ADD/ADHD students demonstrated to have a problem with translation and insertion of complete sentences. It was difficult for them to follow a linear writing pattern, because they changed the position of some sentences and phrases. As a matter of fact, it is of major importance to take these two indicators in further studies related to writing and exclude rotations, segmentations and reversions as indicators because they were not an issue for ADD/ADHD students in copied writing or free writing.

4.2 Parents' Journal.

From the observations made by parents of the ADD/ADHD students in each session a content analysis was determined to be elaborated. This analysis provided fruitful information in relation to the application of focusing techniques proposed by Armstrong (1999) and their effect in the writing skills. It was gathered thirteen comments/observations of each of the two parents. From their observations, fourteen different codes were obtained and organized in four different categories that explain how focusing techniques influenced in the process of improving writing skills. The organization was divided into Parent 1 (P1) and Parent 2 (P2). Furthermore, it was divided into technique (T1, T2, and T3) and Day (day 1-7). If doubt about the concept, see the Dictionary of Categories attached in the appendix.

4.2.1 Categorization
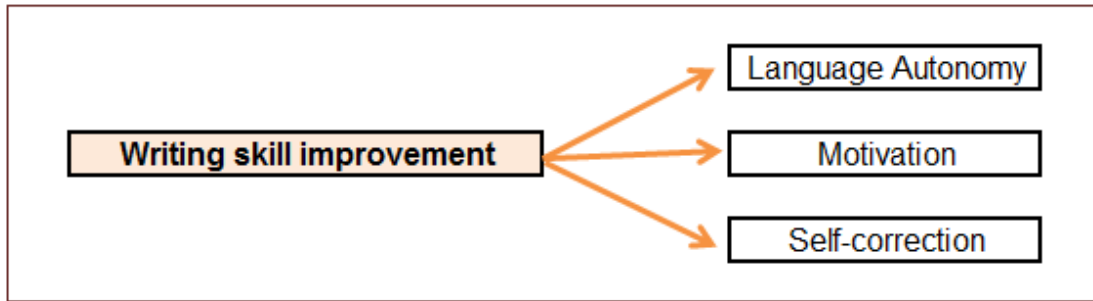
Category 1. "Writing Skill Improvement"

This category stands for the quantity of evidence that parents showed in their observations regarding the improvement of the writing skill (as the name says). From this category, it was evidenced from parents that the ADD/ADHD students demonstrated to have in certain occasions Language Autonomy. This concept implies that students were able to develop the activities in English without the necessity of turning to any type of human or material help. We can observe this in phrases like:

P2, T3, D2: *"(…) no le tomo mucho tiempo ya que entendio lo que tenia que hacer altiro"*

In the same category, it was also evidenced that ADD/ADHD students developed Motivation. This concept is defined as the inner drive which creates the interest for the development of a task. We can observe this in phrases like:

P2, T2, D6: *"Estaba entretenido haciendo esta actividad(…)"*

Finally, parents also evidenced the code of Self-Correction. This concept is the capacity of noticing an error made during the task and at the same time, correcting the errors made without the necessity of an external agent to highlight it. We can observe this in phrases like:

P2, T1, D3: *"(...)solo se equivoco al escribir tres palabras donde están los borrones "*
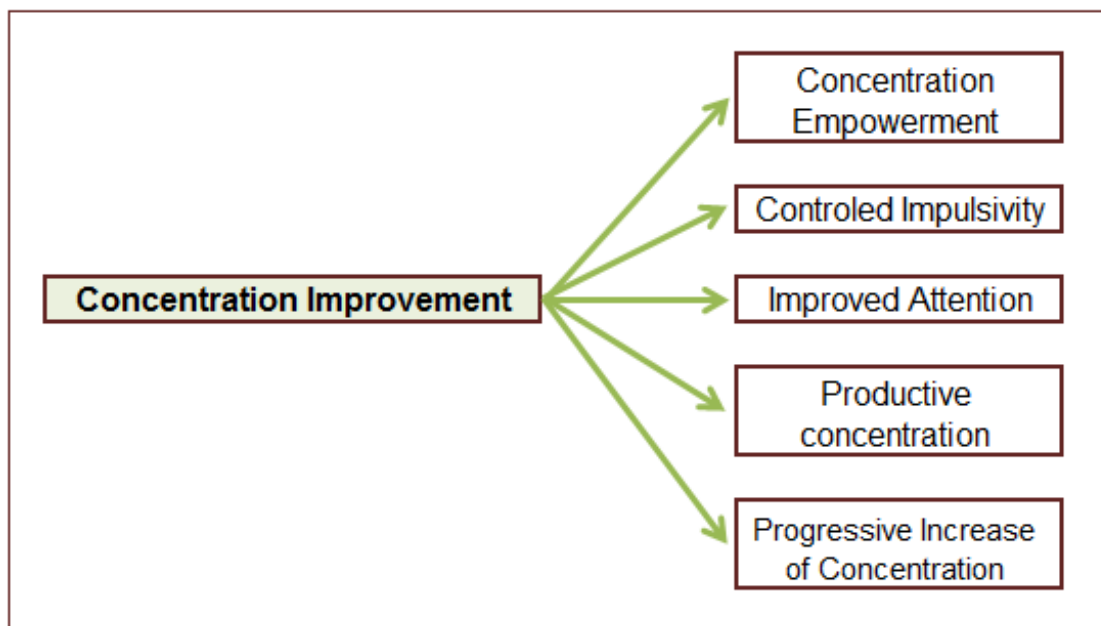
Category 2. "Concentration Improvement"

This category presents how much evidence was presented by parents regarding the development of concentration. Inside this category, it was evidenced from parents that the ADD/ADHD students occasionally demonstrated to have Concentration Empowerment. This code is defined as the ability to reach a level of concentration at the point of being an innate process of the student, in which it

does not exist the awareness of being concentrated or trying to be it. We can observe this in phrases like:

P2, T3, D3: *"Pudo desarrollar la actividad muy concentradamente (…)"*

In the same category, it was also evidenced the code of Controlled Impulsivity. This is defined as the appropriate level on the motor activity to develop the different tasks. We can observe this in phrases like:

P1, T2, D7: *"(…)trabaja tranquila"*

Inside this code emerges a sub-code named Overcome Task. This is described as the self-control that ADD/ADHD students had over an impulsive response to overpower the obstacles the task presents and develop it in spite of the pressure generated by this hurdles. We can observe this in phrases like:

P1, T2, D6: *"(…) no demoro tanto en terminar pero le cuesta entender las palabras"*

Another code inside this category is the Improved Attention. This code consists of the appreciation or assessment from parents regarding the attention level increase of the ADD/ADHD students, that is to say, the perception of an attention improvement from their ADD/ADHD students during the development of the different tasks. We can observe this in phrases like:

P1, T3, D2: *"(…) no se distrajo puso atención (…)"*

The following code is Productive Concentration. This code is defined as the appropriate level of concentration observed by parents which conveys the development of the activities. We can observe this in phrases like:

P1,T1, D2: *"se concentro bien (…)"*

Finally, parents evidenced a code named Progressive Increase of Concentration. This code is defined as the appreciation or assessment that parents assigned to the increase on the concentration levels of the ADD/ADHD students during the development of the different tasks. We can observe this in phrases like:

P1, T2, D4: *"(…) no se dictrae tanto como las primeras fichas"*
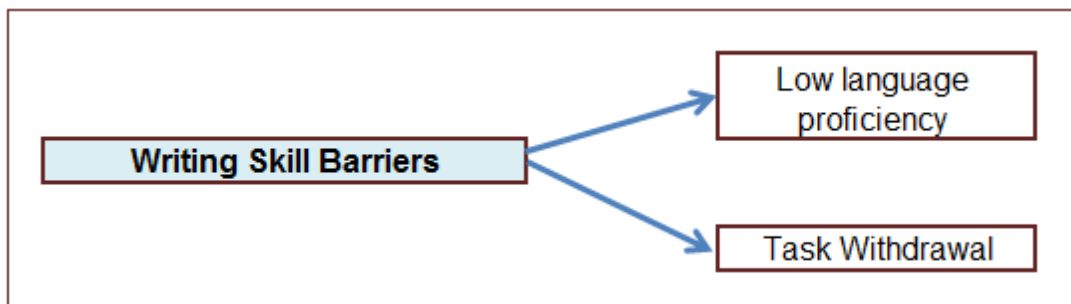

Category 3. "Writing Skill Barriers"

This category shows the difficulties evidenced by parents that students presented during the development of the different written tasks. From this category, parents identified two negative codes in the ADD/ADHD students' writing. The first code is named as Low Language Proficiency. This is defined as the low level of manipulation of the second language that ADD/ADHD

students have. As a consequence, this level blocks the progressive development of the activities. We can observe this in phrases like:

P2, T1, D2: *"(…) no se sabia escribir algunas palabras en ingles (…)"*

The final code is named as Task Withdrawal. This code is defined as a resignation impulse at the moment of answering an ununderstood activity. The ADD/ADHD students are overwhelmed by the activity and decide to abandon it. We can observe this in phrases like:

P1, T1, D2: *"(…) la ultima no supo hacer"*
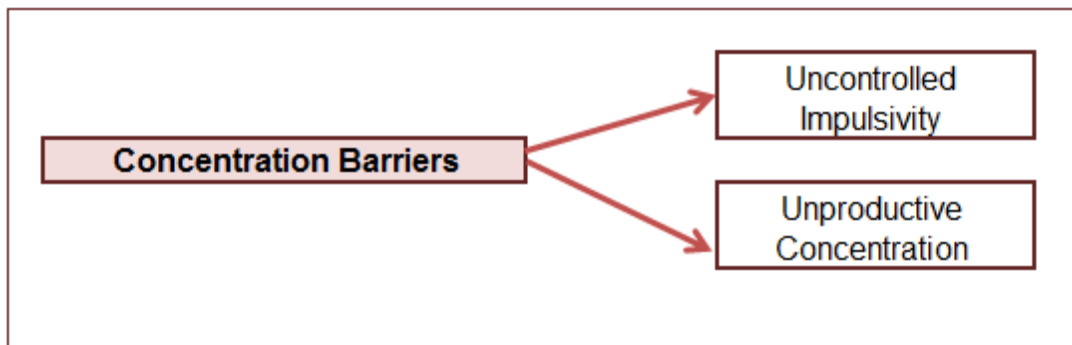
Category 4. "Concentration Barriers"

This category expresses the difficulties evidenced by parents regarding their children's concentration. In relation to this category, parents were able to evidence two negative codes. The first code is Uncontrolled Impulsivity. This is defined as an ungoverned level of impulsivity on the motor activity for the development of the writing activities. It is observable in phrases like:

P1, T3, D1: *"No se concentro mucho porque encontró que escuchar las melodía era un poco fome (…)"*

The second and final code highlighted by parents is named as Unproductive Concentration. This code is described as the inappropriate level of concentration for the proper development of the activities. The ADD/ADHD students concentrate on other factors of less relevance. It is observable in phrases like:

P2, T2, D2: *"(…) pero se deconsentra con facilidad solo observa los dibujos (…)"*

<div style="border: 1px solid black; text-align: center; padding: 20px;">
Absence of difficulties
</div>
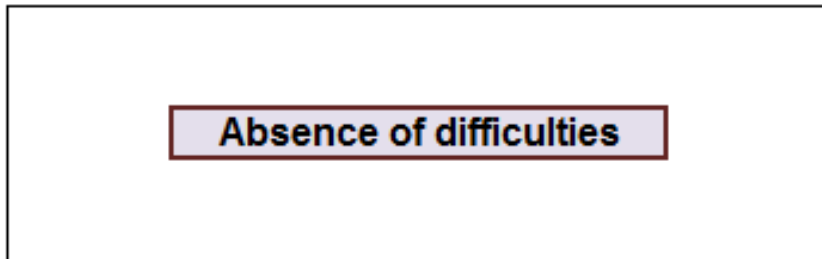
Category 5. "Absence of Difficulties"

This final category evidenced by parents is defined as the nonexistence of a writing barrier. As a matter of fact, parents identified that in some moments writing activities were easy to be developed by the ADD/ADHD students. It is observable in phrases like:

P1, T1, D1: *"no tuvo problema en contester (…)"*

4.2.2 Synthesis.

It is relevant to highlight the fact that the ADD/ADHD students that went through this journal and its activities have a low level of English. This demanded the researcher to provide parents different types of writing activities that were not too demanding for the ADD/ADHD students. The exigence regarding the activities is confirmed in the applied exercises (word-search puzzle, crossword, birthday invitations and the like, see appendix). In spite of the types of exercises chosen, parents still evidenced barriers that emerged during the process. These barriers affected the process of writing and concentrating which at one point lead to the withdrawal of an activity. In relation to all the categories, it is clear to see that parents evidenced a major development on concentration rather than writing skills. The number of codes revealed by parents regarding concentration improvement showed that ADD/ADHD students had a more significant impact on this aspect of the research. Nevertheless, concentration and writing go hand in hand when talking about second language learning. As a matter of fact, students increased their concentration levels, but this has an important influence on the improvement of writing skills too. Indeed, parents evidenced that students at some point reached a level of language autonomy, self-correction and motivation which are high order skills regarding language learning and concerning their language level.

4.3 Lead out test Analysis.

In this section, the students' performance regarding the copied and free writing through the lead out test was analyzed. It is shown how much the students improved in their writing regarding the different indicators used in the adapted (and validated) version of Santibáñez's (2012) observational guideline for writing.

4.3.1 Copied Writing Analysis.

Student 1

The Guests.

A young man and his wife were on a trip to visit his mother. Usually, they arrived in time for supper, but they had had a late start and now it was getting dark so they decided to look for a place to stay overnight and drive on in the morning.

Just off the road, they saw a small house in the woods. "Maybe they rent rooms," the wife said, so they stopped to ask. An elderly man and woman came to the door. They didn't rent rooms, they said, but they would be glad to have them stay overnight as their old woman made coffee, brought out some cake, and they four of them talken for a while. then, the young couple were taken to their room. They insisted on paying for the room, but the old man said he would not accept any money.

the young couple got up early they next morning, before their hosts had awakened. they left and envelope

| Student 2 | the guests |

A young and his wife were on a trip to visit his mother. *unavally*, they arrived in time for supper, but they had had a late start and now it was getting dark, so they decided to look for a place to stay overnight and drive
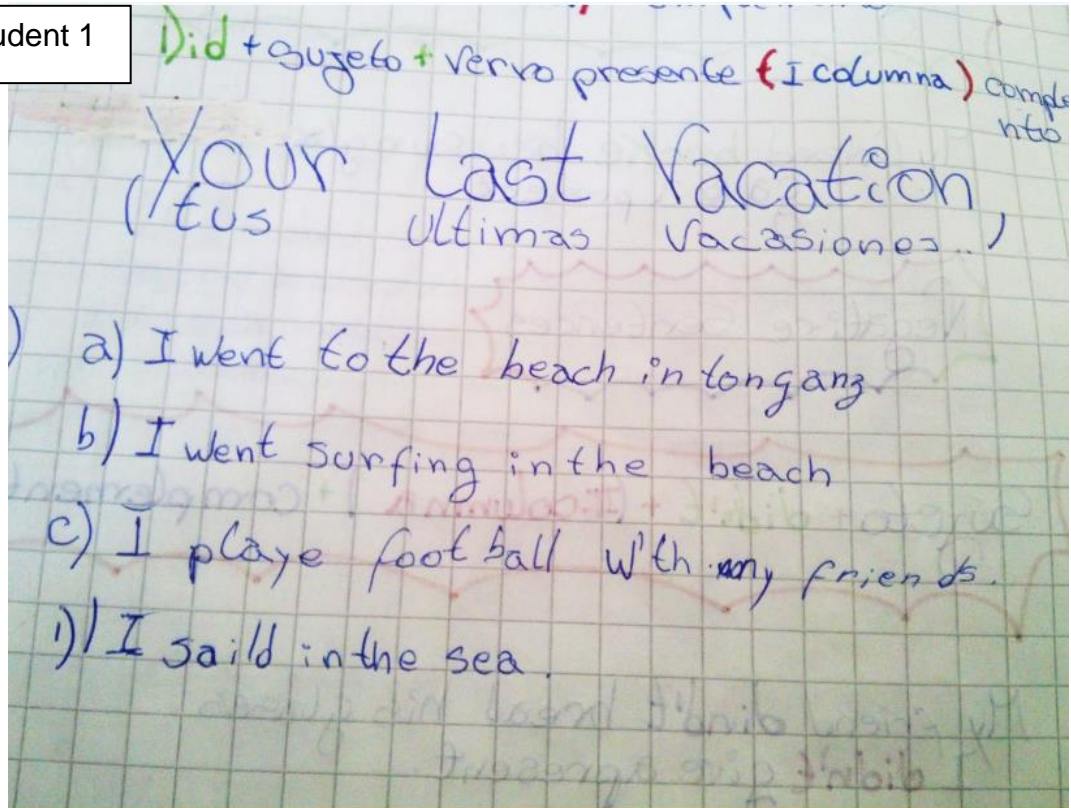
just off the saw a small house in the woods " maybe they rent rooms! the wife said, so they stop ask. an elderly man and woman come to the door. they didn't rent room, they said, but they would be glad to have them stay overnight as their guests. the old woman made coffee, brought out some coffee and the four of them talked for a while the old to their room. they were only played for the room, but the old man said he would
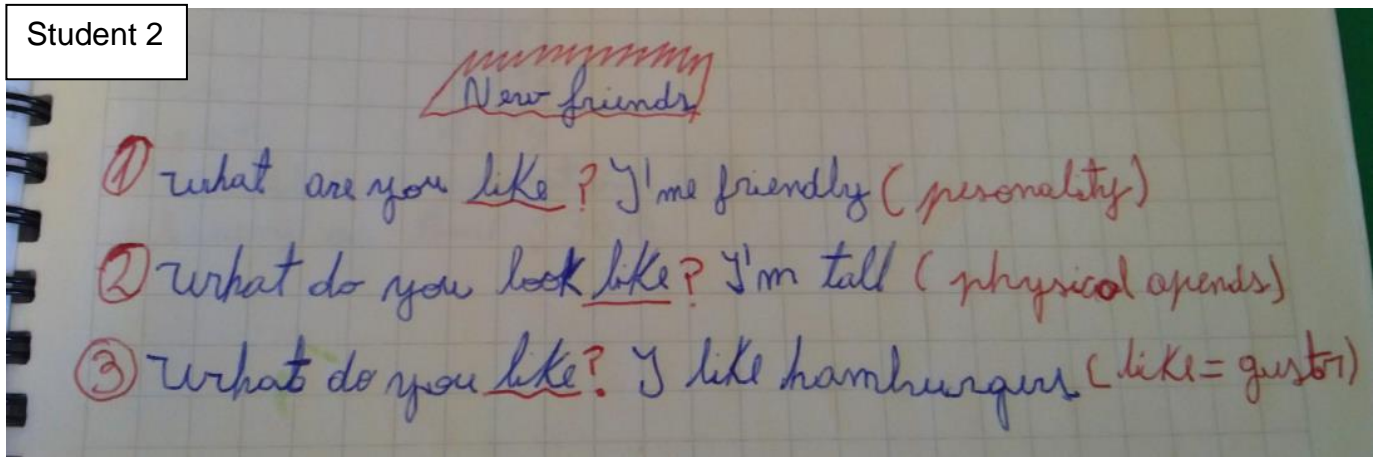
In relation to the copied writing, ADD/ADHD students had a persistent pattern of omitting, adding and substituting a grapheme or syllable at the end of a word. This particular characteristic highlights as something to be considered in further studies, ADD/ADHD students have a problem with the suffixation of words and also in their root form. Furthermore, it was observed that students eliminated some sentences from the text. Finally, the ADD/ADHD students did not show segmentation, adhesions, reversion, rotations and additions & omissions of words or syllables.

4.3.2 Free Writing Analysis

Student 1

Did + sujeto + verbo presente (I columna) comple
nto
Your Last Vacation
(tus   ultimas   vacasiones...)

a) I went to the beach in tonganz
b) I went surfing in the beach
c) I playe football with many friends.
d) I saild in the sea.

Student 2

New friends
① what are you like? I'me friendly (personality)
② what do you look like? I'm tall (physical apends)
③ what do you like? I like hamburguer (like = gusto)

In relation to the free writing, ADD/ADHD students showed problems of omission and additions of the regular verbs. There is a reduced tendency on the regular past. Furthermore, there are few problems with the words ending in "m" or

"n", which tend to be confused by the students. Also, there is a problem with the adjectives which are attached to the word next to them in some occasions. Finally, ADD/ADHD students did not show omissions and additions of syllables and words, rotations, segmentations and reversions.

4.3.3 Findings

Even though ADD/ADHD students skipped some sentences from the copied writing, they were still able to follow a coherent track. What is more, they wrote less than the previous test which shows a higher level of concentration and a lower level of impulsivity. As a matter of fact, this time one student who wrote something not understandable at all in the lead in test, it was possible to be followed this time. The organization and presentation of the notebooks improved dramatically. This time it was possible to follow the activities and check them.

4.3.4 Synthesis.

Regarding the lead out test, ADD/ADHD students reduced their error making dramatically, which demonstrates that they improved in their writing skills in both copied and free writing. The problems in general were barely significant; they presented few mistakes in addition and omission. Moreover, it was possible to see that most of the indicators were flawless. Nevertheless, there was still a particular pattern at the end of some words. As a matter of fact, ADD/ADHD students demonstrated to have problems with suffixation of words and also in their root form. Furthermore, they still skipped some sentences and phrases from the text,

but in very little occasions. As a matter of fact, it was possible to follow the reading without getting lost. Hence, ADD/ADHD were able to improve their writing skills in many aspects, they showed fewer mistakes and the common mistakes were reduced in number. There are still some aspects from the observational guideline of writing that were not needed, such as: rotations, reversions, segmentations and now, addition and omission of syllables and words were avoided.

4.4 Content Analysis Synthesis/Findings.

Together with the lead in test, parents' journal and the lead out test the findings were the following: ADD/ADHD students presented a range of difficulties regarding concentration and writing skills. They had problems with the copied and free writing in many occasions. What is more, in some of these occasions it was almost impossible to follow what they were trying to say. As a matter of fact, ADD/ADHD students showed mistakes which were not considered by the researcher, for example: adding invented words, translating and inserting phrases or sentences and the like. After that, parents' journal intervention was a revealing process. At its starting point, parents showed a little bit reluctant to express in depth what their ADD/ADHD children were doing with the different activities within the journal. As the process was going forward, parents started to evidence with more detail about what was happening with their children during their exercising. The number of codes revealed by parents regarding concentration improvement showed that ADD/ADHD students had a more significant impact on this aspect of the research. Nevertheless, concentration and writing go hand in hand when

talking about second language learning. As a matter of fact, students increased their concentration levels, but this has an important influence on the improvement of writing skills too. Indeed, parents evidenced that students at some point reached a level of language autonomy, self-correction and motivation which are high order skills regarding language learning and concerning their language level. This type of evidence had to be proven by the lead out test. As a matter of fact, it did. ADD/ADHD students demonstrated a great increase on their writing skills. Indeed, ADD/ADHD students writing errors decreased dramatically. They no longer were writing invented words, or with many mistakes in addition or omissions. The mistakes were very few and almost irrelevant for the sake of free and copied writing. However, there are still some specific points to have in mind. ADD/ADHD students persisted on suffixation mistakes or even in the root form of the word. Also, they showed adhesion of some adjectives to an article or a connector. These aspects are something to highlight to continue improving their writing. Nevertheless, an improvement was done. Parents do influence on their children's writing skills. They are major protagonists on the EFL teaching process. Furthermore, Armstrong's theory of ADD/ADHD empowerment works too. The teaching of these focusing techniques (which is only a pinch of what Armstrong proposes in his book) do raise concentration levels. As a matter of fact, these two students were able make a dramatic improvement in their concentration levels. That being said, it can be declared that these students were able to empower their condition and use it in their behalf during the research process.

5.0 CONCLUSIONS

During this professional process, a problem was proposed which is related to the lack of interest of ADD/ADHD students in the EFL classroom with a focus on writing, which is evidenced with the low academic performance of those students in the English language and the new existing norms in our Chilean education. In relation to what was previously said, theory related to those issues was scrutinized to guarantee a starting point for this research process and to reach understanding of that particular point.

Following the nature of the issue and what was expected to find in this investigation, applying a Qualitative investigation from an Action Research methodology was decided, because it was expected to answer the research's objectives which were related to explore the impact to which teaching focusing techniques to parents of ADD/ADHD 6th grade EFL students in a municipal school of Tome improves writing skills in students.

It was decided to follow a data analysis in a way it is related to the type of investigation that was held, which also answers the proposed objectives. As a consequence, results were obtained which also were closely connected to the initial objectives.

In relation to the main objective which is "to explore the impact to which teaching focusing techniques to parents of ADD/ADHD 6th grade EFL students in a municipal school of Tome improves writing skills in students", it can be concluded

that guiding and providing the necessary tools to parents to teach their students to control their ADD/ADHD in order to improve writing skills had a potential impact on their children's writing skills. As a matter of fact, students were able to reduce the amount of mistakes regarding free and copied writing, especially in copied writing. For instance, student one omitted five letters, three words, one syllable and a complete sentence in the lead in test, which made the text really difficult to follow. Different from the lead out test, where student one avoided omissions of letters and syllables, but he maintained three omissions of words and the omission of sentence. Student two wrote something unintelligible from the copied writing and the free writing in the lead in test. Indeed, nor the text or the notebook were possible to be used to gather the intended information because of the lack of organization and coherence from both sources, which is one clear characteristic of an ADD/ADHD student. Nevertheless, in the lead out test, student two did write coherent information from the copied and free writing. What is more, student two wrote very few mistakes that the ones expected. For instance, he omitted one letter, three syllables, two words and one sentence. He added one letter and substituted one word. From parents' perspective, it was seen that at the beginning of their comments they did not write much information about what they were observing from their children. For instance, parent one started writing in week one observations with very few information, such as: "trabajo tranquila" or "no tuvo problemas en contester pero con ayuda de un diccionario". Different from week 2 where parent one wrote more precise observations, such as "no le costo hacer su

actividad se concentra bien no demoro tanto en terminar pero le cuesta entender las palabras" or "no se concentro mucho porque encontro que escuchar las melodias era un poco fome pero despues de un rato estuvo mas atenta y escribió mejor". As a result, it was possible to see a positive impact on both students regarding their writing skills thanks to the parents' assistance and the focusing techniques that were applied before going through the activities included in the journal.

In relation to the first specific objective which is "to assess writing skills of the ADD/ADHD participating students before the intervention through a lead in test", it can be concluded that it was very relevant, because it allowed the researcher to stablish a starting point to begin the observation process in which the intended context was assessed in relation to their writing skills. This was based on Santibáñez's (2012) framework of writing assessment which was to highlight the most common writing error that students evidenced in their student life. With respect to Santibáñez's framework of writing assessment, it was concluded that it needed an adaptation of all the concepts to a more local one. This adapted version was validated by a Special Educator, master in Educational Psychology and a teacher of English, Doctor in TESOL. This corroborated that the two ADD/ADHD students participants of this study, made frequent mistakes in copied and free writing such as: additions, omissions, substitutions and adhesions. They also showed some other characteristics like: elimination of sentences in copied writing, complete transformation of words from its original form, addition of invented words,

translation and insertion of sentences or phrases. Furthermore, they demonstrated a lack of preoccupation in the presentation of their notebooks, especially one of them who had his notebook with incomplete exercises and very disorganized. All in all, the researcher was able to identify the initial errors on their writing to later continue with the journal to reduce those mistakes.

In relation to the second specific objective which is "to guide parents' teaching process of the different focusing techniques through a weekly revision of the journal based on Armstrong's book "ADD/ADHD, Alternatives in the classroom", it can be concluded that the three focusing techniques proposed by Armstrong (1999) are effective. The first one applied was "Roaming Meditation" Oaklander (1978), which consists on training children to focus their attention on one specific object or point, and ask him "what do you see now?" if the researcher (in this case parents) saw that the students changed his attention. As this process continued, students' ability to attend one thing increased gradually. The second focusing technique consisted on focusing on a sound for a few minutes each day, this reduced distractibility, impulsivity and increased the ability to attend. (Benson & Klipper, 1990). The final focusing technique consisted on following a system of training attention used in other cultures, such as: tai-chi, yoga, meditation and the like. (Dang, 1994; Goleman, 1996; Iyengar, 1995)   As a matter of fact, parents were able to identify how much the concentration of their children rose as the activities were being developed. They started writing short and general observations which later became more specific and profound ones. Parents were

able to see the major impact their assistance and presence on this process had. In the case of the researcher, he observed that these two children and their parents were able to work committedly from the beginning until the end of the process. As a matter of fact, students answered most of the researcher's requests in time (consent, lead it test, lead out test, notebooks) allowing the research process to be done in the time constraints. Also, parents attended to most of the weekly requested meetings and asked all the questions they had regarding the focusing techniques or the activities from the journal, so they could do their observations without major drawbacks. In summary, the researcher was able to observe that parents noticed that their contribution caused a positive impact on their children.

In relation to the third specific objective which is "To assess writing skills of the ADD/ADHD participating students after the intervention through a lead out test", it can be concluded that there was a major improvement on writing skills. ADD/ADHD students still presented some particular errors in the writing but in a much reduced way. As a matter of fact, many of the indicators were flawless and the ones who presented a mistake, they were very insignificant ones. The differences of results will be shown in the following chart; the ones not observed will be ignored:

Student	Activity	Lead in test	Lead out test	Margin of improvement (%)
1	*Copy*	Omissions: five letters, one syllable, three words. Additions: six letters, three words Substitutions: nine	Omissions: three words. Additions: five letters	O. letters: 100% O. syllable: 100% O. words: 0% A. letters: 20% A. words: 100% Subs: 100%
	Free	Additions: two letters Substitutions: four Adhesions: four	Omissions: three letters. Substitutions: two. Adhesions: two	O. letters: -100% A. letters: 100% Subst: 50% Adhe: 50%
	Extra observation	Transformation of words: four	Translation: one	Transl: 0% Transf: 100%

		Translations (moving sentences from its original position): one Addition of invented words: two		Add of Inv: 100%
2	*Copy*	Not possible to register, unintelligible.	Omissions: one letter, three syllables, two words. Additions: two letters. Segmentation: one	O. letter: 100% A. letter: 100% Segm: 100%
	Free	Most of the information unintelligible. Substitutions: three	Additions: one letter.	A. Letter: 100% Subs: 100%
	Extra observation	Translations: four Omission of sentences: six Information is almost unintelligible.	Omission of sentences: two	Omiss: 66,6% Possible to follow.

In relation to the fourth specific objective which is "To analyze the parents' reflections done during the intervention process with the ADD/ADHD students through the journals", it can be concluded that the participation of parents during the process of learning a second language is crucial. Furthermore, it is evidenced at the moment of reading the parents' observations. Initially, they gave short and light comments about their children's performance on the different activities, but as the journal activities go through, they evidenced more profound and relevant findings about their children's behavior towards the activities. Therefore, parents were able to see in situ what was happening with their students in the English class and how they might be reacting or performing in the classroom. As a consequence, they started to look and act more worried about their students' situation with the language and ADD/ADHD students could feel that concern. These situations lead to an improvement in the ADD/ADHD students' writing and concentration skills. Consequently, a list of codes was developed regarding the parents' evidences, where the majority of codes inclined towards the improvement of the concentration levels of the students.

In relation to the fifth specific objective which is "to connect the data of the lead in test, lead out-test and the parents' performance analysis to elucidate the parents' influence on the ADD/ADHD students in relation to their writing skills in the EFL", it was shown that together with the lead in test, lead out test and the parents' performance analysis, parents have a major role with the improvement of the ADD/ADHD students' writing skills. What is more, students dramatically changed

their results from the first observation process until the assessment of the lead out test.

6.0 DISCUSSIONS

According to Turketi (2010) changes and opportunities are possible, even in the very old-style institutions which seem to have a very strict and structured way of teaching. What is more, teachers are the ones in charge of providing those changes and opportunities to students. ADD/ADHD students perceive when a teacher is confident with him or not, and that is the key issue. In the words of Turketi (2010) "Our job as teachers is to be a guide in this fog, encourage all our students to use their stronger abilities in order to compensate for the weaker ones". In relation to Armstrong (1999), he states that every child who shows a behavior or attention difficulties has a unique constellation of issues that define their world as an individual. Our job as teacher is to provide a range of techniques, methodologies, strategies and tools that are diverse enough to fulfill the needs of those students, and not just treat the hypothetical "ADD/ADHD" child. As a matter of fact, in this research it was shown that just by teaching a pinch of what Armstrong proposed in his book, it was possible to make a substantial change on the students' writing. What is more, it was possible to evidence that the influence of parents on the teaching process of the L2 was something essential for the ADD/ADHD children. As parents were part of their process, they acted as a catalyst to drag the students' interest on going through this process. Both parents and students did not know much regarding L2. Nevertheless, it was not an excuse

to abandon the activity, because it would have meant to abandon their children when they needed them the most. Nowadays, empowerment does not mean to be on your own and solve your problems. Empowerment is constructed, and who better than those who are around you and love you.

7.0 REFERENCES

Books and Papers

Armstrong, T. (1999). *ADD/ADHD Alternatives for the Classroom. Chapter 3, Strategies to Empower, Not Control, Kids labeled ADD/ADHD*. Association for Supervision and Curriculum Development (ASCD): N Beauregard. Alexandria.

Breggin, P. (1998). *Talking back to Ritalin: What Doctors Aren't Telling You about Stimulants for Children*. Monroe, Maine: Common Courage Press.

Byrd, K. (2013*). Reactions to English Language Learning in Chile as a Means for Personal and National Development*. University of San Francisco. (p.84)

Chowa, G., Masa, R., & Tucker, J. (2013). *Parental Involvement's Effects on Academic Performance*. Evidence from the YouthSave Ghana Experiment. University of North Carolina at Chapel Hill. Washington University in St.Louis

Cole, M. (2008). *The importance of parental involvement in language acquisition and activities and techniques to enhance the home-school connection*. Washington University School of Medicine Program in Audiology and Communication Sciences.

CONDEMARÍN, M. y GOROSTEGUI, M. y MILICIC, N. (2005). *Déficit Atencional: Estrategias para el diagnóstico y la intervención psicoeducativa*. Editorial Planeta Chilena: Santiago, Chile.

De Ridder, D., van der Loo, E., Van der Kelen, K., Menovsky, T., van de Heyning, P., & Moller, A. (2007). *Theta, alpha and beta burst transcranial magnetic stimulation: brain modulation in tinnitus*. International journal of medical sciences, 4(5), 237.

Donato, R. (2003). *Action Research*. University of Pitsburg.

Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research*. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp. 105-117). Thousand Oaks, CA: Sage.

Jeynes, W. (2005). *Parental Involvement and Student Achievement: A Meta-Analysis*. Harvard Family Research Project (HFRP).

Mueller, A. K., Fuermaier, A. B. M., Koerts, J., & Tucha, L. (2012). *Stigma in attention deficit hyperactivity disorder*. Attention Deficit and Hyperactivity Disorders, 4(3), 101–114. http://doi.org/10.1007/s12402-012-0085-3

Patrikakou, E. (2008). *The Power of Parent Involvement: Evidence, Ideas, and Tools for Student Succes*. DePaul University. (p.2)

Porta, L & Silvia M. (2003). *La investigación cualitativa: El Análisis de Contenido en la investigación educativa.* Universidad Nacional Mar del Plata y Universidad Nacional de la Patagonia Austral.

Sanhueza, A. (1998). *Diccionario Bibliográfico e Histórico de Tomé*. Impr. Arevalo: Tomé.

Santibáñez, J. (2012). *Elaboración y evaluación de una prueba de escritura para el ciclo inicia*l. Universidad de la Rioja, Servicio de Publicaciones.

Schor, E. (1996). *Caring for Your School-age Child: Ages 5 to 12.* American Academy of Pediatrics. Bantam Books,

Turketi, N. (2010). *Teaching English To Children With ADHD.* MA TESOL Collection. (pp.5-7)

U.S. Department of Education Contract & American Institutes for Research. (2006). *Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices.* Education Publications Center: U.S.

Villeg, R. (2006). *Visión Histórica y Geográfica de Tomé.* Concepción: Ediciones Perpelén.

Links

ADD/ADHD, Data and statistics: http://www.cdc.gov/ncbddd/adhd/data.html

ADHD, Ritalin, and Conspiracies: Talking Back to Peter Breggin:

http://www.quackwatch.org/04ConsumerEducation/NegativeBR/breggin.html

Ayuda MINEDUC, Déficit Atencional e Hyperactividad:

https://www.ayudamineduc.cl/Temas/Detalle/6483b325-092d-e211-8986-

00505694af53

Departamento de Inglés, Antecedentes Históricos:

http://www.umce.cl/index.php/dpto-ingles-antecedentes-historicos

Histórico fallo en contra de colegio por no ayudar a alumno con déficit atencional:

http://diario.latercera.com/2015/05/10/01/contenido/tendencias/16-189330-9-

historico-fallo-en-contra-de-colegio-por-no-ayudar-a-alumno-con-deficit.shtml

Informe Final de Estudio: Análisis de la implementación de los programas de

integración escolar (PIE) en establecimientos que han incorporado estudiantes con

necesidades educativas especiales transitorias (NEET):

http://www.mineduc.cl/usuarios/edu.especial/doc/201402101719500.InformeEstudi

oImplementacionPIE2013.pdf

MINEDUC, 2015. Andres Palma se refiere a la Ley de Inclusión. [Video]. Available

in *https://www.youtube.com/watch?v=h2U32nMtlVM*

MINEDUC, Educación 20-20 (2013). Derechos de los niños y niñas con Déficit Atencional: http://www.educacion2020.cl/noticia/derechos-de-los-ninos-y-ninas-con-deficit-atencional

Paradigm: http://www.personal.psu.edu/wxh139/paradigm.htm

Research Methodology: http://research-methodology.net/

Ritalin Side Effects and Warnings: http://ritalinsideeffects.net/

Stigmas in Attention Deficit and Hyperactivity Disorders: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3430836/

Super Intendencia de Educación. La discriminación escolar bajo la lupa: Hacia escuelas más inclusivas: http://www.supereduc.cl/images/PPT-Reporte_sobre_Discriminaci%C3%B3n_Escolar_Superintendencia_de_Educaci%C3%B3n.pdf

Tips and tricks for special needs students: http://genkienglish.net/specialneedseducation.htm

Working Parents And Child Development: http://www.yoursocialworker.com/p-articles/working-parents.pdf

8.0 APPENDIX

CONSENTIMIENTO INFORMADO

Investigador: Camilo Marcelo Saavedra Canales
Contacto con investigador: carkno88@gmail.com / +56982110027
Lugar de procedencia: Universidad Andrés Bello

Su pupilo ha sido seleccionado para participar de una investigación denominada *"The impact on teaching parents of English language beginners different focusing techniques to deal with ADD/ADHD 6th graders to improve specifically writing in the EFL classroom. An action research study (El impacto de enseñarle a los padres/tutores de estudiantes iniciales de inglés, diferentes técnicas de concentración para lidiar con TDA/TDAH a estudiantes de 6to año para mejorar su quehacer en la clase de inglés, específicamente la escritura. En estudio de investigación acción.)"*.

En este estudio los participantes podrán sentir algún nivel de presión respecto al trabajo profesional que realizará, sin embargo, en ningún momento del estudio, se juzgará la pertinencia de la información que usted nos ha otorgado, de igual manera se garantiza a los participantes la salvaguardia de sus intereses por encima de los que pudieran surgir de la propia investigación.

Privacidad y confidencialidad:
La información personal que usted otorgará al investigador en este estudio permanecerá en secreto y no será proporcionada a otros entes, por lo que se ocuparán códigos para identificar a las personas participantes para resguardar su identidad.

Los resultados de esta investigación pueden ser publicados en revistas científicas o ser presentados con fines académicos, pero su identidad no será divulgada.

Consentimiento:
He leído la información proporcionada. Consiento voluntariamente participar en esta investigación y entiendo que tengo el derecho de retirarme de la investigación en cualquier momento sin que afecte de alguna manera mi quehacer ni el de mi pupilo.

En consecuencia, autorizo a realizar evaluaciones de "Habilidades de escritura en inglés" a mi pupilo durante el horario de clases y además me comprometo a participar de las cuatro reuniones mencionadas en el anexo.

Nombre del Apoderado	

Nombre del Estudiante						
Firma del Apoderado						
Fecha Consentimiento						

Calendario de Actividades

Participantes: Alumno = A - Apoderado = T

	Noviembre			Diciembre		
Actividad/Fecha	Mi 18	Ju 19	Ju 26	Ju 03	Mi 09	Ju 10
Prueba 1 "Evaluación de las habilidades en la escritura en inglés"	A					
Reunión 1 "Entrega de resultados de la evaluación y portafolios, además de la técnica de concentración para mejorar la escritura en inglés 1."		T				
Reunión 2 **"**Entrega de técnica de concentración para mejorar la escritura en inglés 2."			T			
Reunión 3 "Entrega de técnica de concentración para mejorar la escritura en inglés 3, recopilación de portafolios"				T		
Prueba 2 "Evaluación de las habilidades en la escritura de inglés"					A	
Reunión 4 "Entrega de resultados de la evaluación final."						T

OBSERVATIONAL GUIDELINE FOR WRITING.

Aim:

- To assess writing skills of the ADD/ADHD participating students before the intervention through a lead in test.
- To assess writing skills of the ADD/ADHD participating students after the intervention through a lead out test.

Instructions:

a) For the copied writing:
- The students will have to transcribe as much as they can of a text that is going to be projected on the whiteboard in its original form or in paper format, in a maximum time frame of 20 minutes. After this, the evaluator will observe the written products and record their observations in the observational guideline for writing.

b) For the free writing:
- The evaluator will observe the students' notebooks, focusing his attention on their free writing activities such as; writing sentences, answering questions, text composition or brainstorming. After this, the evaluator will record the results in the observational guideline for writing.

Name:		
Age:	Gender:	Date of birth:
School:		Grade:
City:		

Orthography	Copied	Free
Omission of letters: The subtraction of a letter in a word. (February → Febuary; government → goverment)		

Omission of Syllables: The subtraction of a syllable(s) in a word. (She is playing football → she is play football.)		
Omission of Words: The subtraction of a word in a sentence, phrase, paragraph, text. (Then, she started studying → she started studying.		
Addition of letters: The addition of a letter in a word. (Writing → writting ; vacuum → vaccuum)		
Addition of Syllables: The subtraction of a syllable(s) in a word. (cut → cutted)		
Addition of words: The addition of a word in a sentence, phrase, paragraph, text. (Carlos is happy → The Carlos is happy)		
Substitutions: Changing the original grapheme of a word with a different one.(Speech → speach; house → hause)		

Rotations: Moving a grapheme in 180° (b→d ; p →q ; u → n)		
Reversions: Changing a syllable from its original position. (beautiful → feautibul)		
Adhesions: Putting two words together. (Iam → I am; blue pencil → bluepencil.		
Segmentation: dividing a word from its original form: (Firefighter → fire fighter)		

Copied writing observations:

Free Writing Observations:

THE GUESTS

A short story for Hallowe'en

(Anonymous)

A young man and his wife were on a trip to visit his mother. Usually, they arrived in time for supper, but they had had a late start and now it was getting dark, so they decided to look for a place to stay overnight and drive on in the morning.

Just off the road, they saw a small house in the woods. "Maybe they rent rooms," the wife said, so they stopped to ask. An elderly man and woman came to the door. They didn't rent rooms, they said, but they would be glad to have them stay overnight as their guests. They had plenty of room, and they would enjoy the company. The old woman made coffee, brought out some cake, and the four of them talked for a while. Then, the young couple were taken to their room. They insisted on paying for the room, but the old man said he would not accept any money.

The young couple got up early the next morning, before their hosts had awakened. They left an envelope with some money in it on a table near the front door, to pay for the room. Then, they went on to the next town. They stopped at a restaurant and had breakfast. When they told the owner where they had stayed, he was shocked. "That can't be," he said. "That house burned to the ground, and the man and the woman who lived there died in the fire."

The young couple could not believe this, so they went back to the house. Only now there was no house. All they found was a burned-out shell. They stood staring at the ruins, trying to understand what had happened. Then, the woman screamed: in the rubble was a badly burned table, like the one they had seen by the front door, and on the table was the envelope they had left that morning.

Source: Anonymous. (n.d.). The guests – A short story for Hallowe'en. *Learn-english.com*. Retrieved 27 June, 2013, from http://learn-english-network.org/stories/halloween/guests.html

Supper: cena.   Overnight: toda la noche.   Envelope: sobre.   Burned-out: quemado.   Rubble: escombr

Validation informs of the Observational Guideline for Writing.

Validation Inform 1

November the 17th

The objective of applying this instrument is to know the writing abilities in English that ADD/ADHD students from 6th grade have, for this reason, I consider appropriate that the evaluator registers the orthographic errors that students do at the moment of transcribing a text because this is related with the diagnose of ADD/ADHD.

It is interesting the idea of considering the students' notebooks, as a matter of fact, it is absolutely interesting the idea of gathering data related to the students' writing skills but in their natural form, avoiding the pressure of formality.

The text is appropriate considering that it is a recommended text to be applied by the MINEDUC.

The time frame given for transcription is extensive and appropriate for the concentration period of an eleven years old student.

I recommend doing this evaluation in the morning, preferably the first or second period of class, as a matter of fact, the fatigue of the school hours can negatively influence in the results. Also, it would be a good idea to provide a stimulus for the students to create a good initial bond, and so, ensure the participation of the lead out test. Finally, it is suggested that the transcription is made on a squared sheet of paper and written with pencil.

Victoria Alejandra Farias iturra
Prof.Ed. Diferencial C/M DM
Magister en Psicología Educacional

Validation inform 2

December 22nd, 2015

To Whom it May Concern

After examining the instrument submitted by Camilo Saavedra for expert opinion, I can confirm that all changes suggested in my first appraisal have been duly incorporated. The instrument seems to tap into the behaviours to be observed.

Faithfully

Mauricio Véliz-Campos, M.A, EdD

Dictionary of codes

Absence of Difficulties: It is the nonexistence of a writing barrier

Concentration Empowerment: it is the ability of making concentration an innate process.

Controlled Impulsivity: it is the suitable level on the motor activity to develop writing activities.

Improved Attention: it is the parent's assessment in relation to the improvement in the attention levels.

Language Autonomy: the development of activities without help.

Low Language Proficiency: the limited level in the L2 that blocks the development of the activities.

Motivation: the inner drive that creates interest in a task.

Overcome Task: Controlling an impulsive response avoiding the withdrawal.

Productive Concentration: It is a focusing level to develop an activity properly

Progressive Concentration Increase: it is the parent's assessment in relation to the improvement in the concentration levels.

Self-Correction: process that happens after correcting which ends up in proper writing.

Task Withdrawal: The resignation impulse on answering an ununderstood activity.

Uncontrolled Impulsivity: it is the unrestrained level of impulsivity in the motor activity to develop writing activities.

Unproductive Concentration: It is the inappropriate focusing level to develop an activity properly.

Observations from Journals

PARENT 1 OBSERVATIONS

<u>FOCUSING TECHNIQUE 1,</u> Week 1.

Day 1: "no tuvo problema en contestar pero con ayuda de un diccionario"

Day 2: "se concentro bien la ultima no supo hacer"

Day 3: "trabajo tranquila"

<u>FOCUSING TECHNIQUE 2,</u> Week 2.

Day 1: "Le costó escribir lo que realmente esta pensando no sabe como busco algunas palabras en el diccionario"

Day 2: "Estaba concentrada y no demoro mucho en hacer su actividad"

Day 3: "no tiene problema para transcribir la actividad"

Day 4: "estaba clara como hacer su tarea no se dictrae tanto como las primeras fichas"

Day 5: "Le costo un poco entender como se hace pero la lo logro"

Day 6: "no le costo hacer su actividad se concentra bien no demoro tanto en terminar pero le cuesta entender las palabras"

Day7: "Entendio como hacer su trabajo no pide ayuda y trabaja tranquila"

<u>FOCUSING TECHNIQUE 3</u>, Week3

Day 1: "No se concentro mucho porque encontró que escuchar las melodía era un poco fome pero después de un rato estuvo mas atenta y escribió mejor"

Day 2: "se concentro no se distrajo puso atención en el video y arreglo lo que se abia escrito mal sin que le dijeran"

Day 3: "Lo escribió concentrada tranquila se relajo no miro para los lados"

PARENT 2 OBSERVATIONS

<u>FOCUSING TECHNIQUE 1</u>, Week 1.

Day 1: "Lo hizo con mucho entusiasmo y concentrado sin distraerse, se demoro 3 minutos en ejectutar la actividad. Le llamo la atención los dibujos o imágenes"

Day 2: "Se demoro 5 a 7 minutos no se sabia escribir algunas palabras en ingles, pero intento hacerlo lo mas rápido posible y tratando de concentrarse no entenidio la palabra de solution no la podía encontrar"

Day 3: "Se demoro 4 minutos en hacer la actividad trato de escribir rápido no se salto ninguna palabra solo se equivoco al escribir tres palabras donde están los borrones"

<u>FOCUSING TECHNIQUE 2</u>, Week 2.

Day 1: "le cuesta entender lo que estan preguntando"

Day 2: "le gusto la actividad pero se deconsentra con facilidad solo observa los dibujos y no sabe como completar"

Day 3: "Lo hizo bastante concentrado y rápido"

Day 4: "necesito de mucha ayuda para encontrar y poder traducir la invitación le costo mucho"

Day 5: "le costo entender pero si estaba concentrado"

Day 6: "Estaba entretenido haciendo esta actividad la única dificultad, no se sabia los significados en español, hubo que traducirte a español"

Day 7: "Esta actividad la hizo rápido sin dificultdad y concentrado le agrado mucho lo hizo con entusiasmo"

FOCUSING TECHNIQUE 3, Week 3.

Day 1: "hubo problemas para concentrarse porque encontró que era mucha letra pero igual pudo hacerla, se demoro un poco pero no hubo problemas al final"

Day 2: "se distrajo un poco con la imagen que esta en el ejercicio pero al final pudo hacerla concentrado, no le tomo mucho tiempo ya que entendio lo que tenia que hacer altiro"

Day 3: "Pudo desarrollar la actividad muy concentradamente, se equivoco en responder algunas pero el mismo se dio cuenta y las arreglo"

Weekly Activities and focusing techniques

Semana 1

Técnica: "Entrenando la vista"

Objetivo: Aumentar la concentración del niño/a fijándola en un solo punto por un período de tiempo, dicho período se irá prolongando a medida que se vaya aplicando este ejercicio. Los pupilos deben mantener la vista fija en el objetivo, describiéndolo a cabalidad, sin distraerse por las otras imágenes u otro agente.

Pasos para el tutor:

"El tutor es quién guía esta actividad. Debe realizar los siguientes pasos 3 veces en esta semana antes de la siguiente reunión".

1) Presentar una variada cantidad de imágenes, en las que el niño/a pueda mantener su vista fija. Por lo tanto, deben ser imágenes coloridas y abundantes en detalles para una mayor descripción (las imágenes van adjuntas).
2) Sentar al pupilo en correcta posición, ponerle en frente las imágenes y pedirle que las describa lo más que pueda (se sugiere que use las siguientes preguntas: ¿Qué ves en la imagen a la que estás poniendo atención ahora?, ¿qué cosas te llaman la atención de la imagen que ves? ¿qué tiene de interesante esa imagen?, ¿qué sucede en la imagen? ¿qué es lo que menos te gustó de la imagen?, ¿Qué sientes con esa imagen?)
3) Luego de ejercitar 5 minutos con las imágenes, debe asistir al pupilo en la completación de una actividad de escritura en inglés. (Actividad de escritura en inglés adjunta)
4) Tomar nota de las facilidades y dificultades para realizar la actividad de escritura en inglés que presento el pupilo durante la actividad.

Activity 1:

 "Complete the word search puzzle"

Observación del tutor, día 1:

Activity 2:

"Complete the crossword puzzle"

Observación del tutor, día 2:

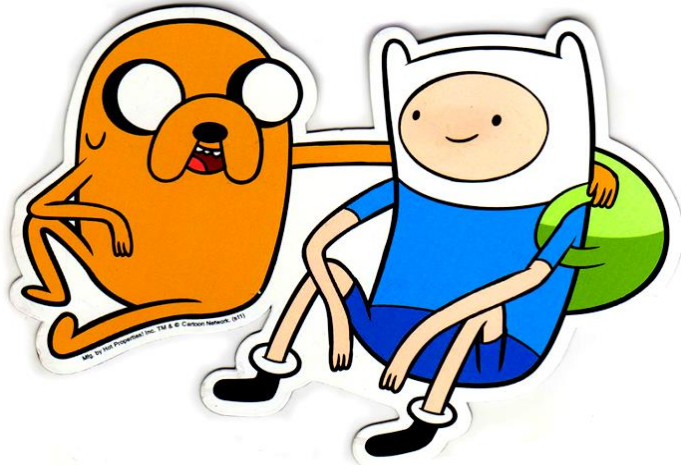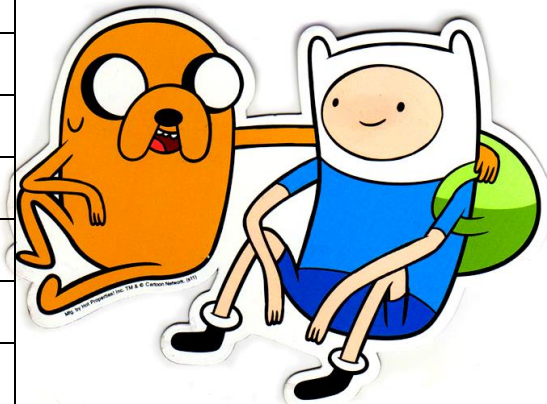| |
|---|
| |
| |
| |
| |
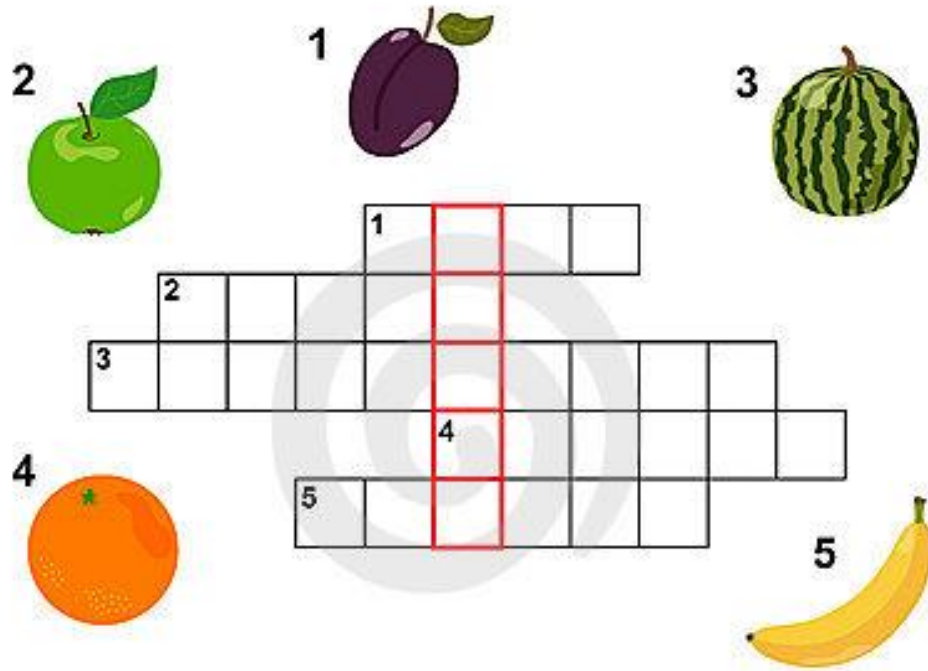
Activity 3:"Copy this text"

I´m thinking about you and

I really care, so on my wall

This post I share.

If you ever need me and

Feel all alone, I will come

To you and never moan.

I´m here for you until the

End, I´m not your family

I´m your very best friend

Observaciones del tutor, día 3

Semana 2

Técnica: "Sonidos que concentran"

Objetivo: Aumentar la concentración del niño/a fijándola en un solo sonido por un período de tiempo predeterminado. Los pupilos deben mantener la audición fija en el sonido.

Pasos para el tutor:

"El tutor es quién guía esta actividad. Debe realizar los siguientes pasos todos los días antes de la siguiente reunión".

1) Disponer un espacio adecuado para la actividad; ubicar al menor en una posición cómoda cerca de la fuente de sonido.
2) Reproducir el CD entregado una vez al día.
3) Luego de escuchar, debe asistir al pupilo en la completación de una actividad de escritura en inglés. (Actividad de escritura en inglés adjunta)
4) Tomar nota de las facilidades y dificultades para realizar la actividad de escritura en inglés que presento el pupilo.

Activity 1:

"Complete this chart"

My favorite animal is the

....

It is my favorite because

....

Here are some words to describe it

....

....

Observación del tutor, día 1:

Activity 2:

"Complete the comic"

Observación del tutor, día 2:

Activity 3: "Copy this recipe"

Instant Mashed Potatoes Recipe

1. get bowl and fork
2. add 3/4 cup water
3. add 1/3 cup millk
4. add 1 spoonful of butter
5. put in microwave for 3 minutes
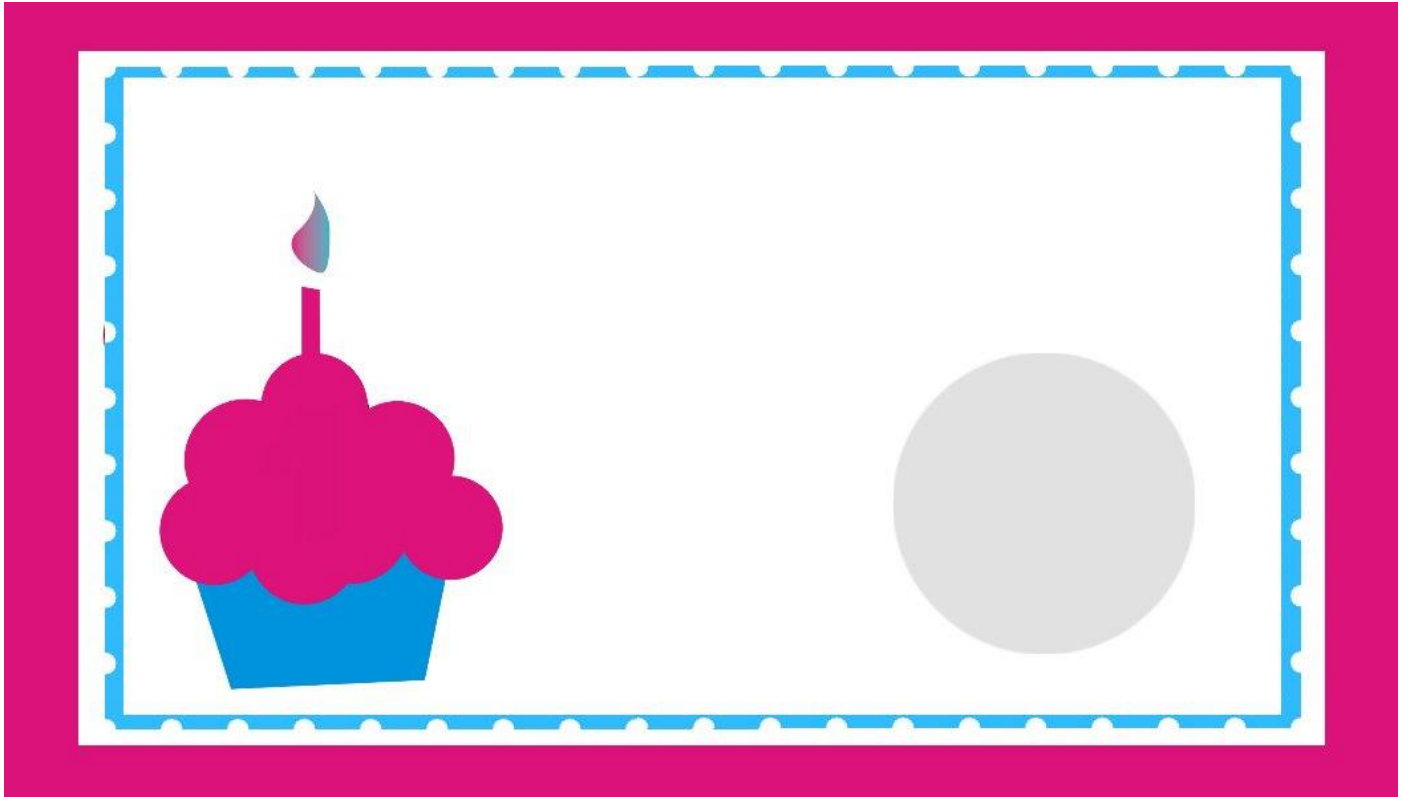6. put in 3/4 cup potato flakes
7. mix and fluff with fork
8. eat

Instant Mashed Potatoes Recipe

1.
2.
3.
4.
5.
6.
7.
8.

Observación del tutor, día 3

Activity 4:

"Create a birthday invitation"

Observación del tutor, día 4:

Activity 5:

"Select the correct word"

Observación del tutor, día 5:

Activity 6:

"Complete the body parts"

foot   body   head   arm   leg   hand   neck
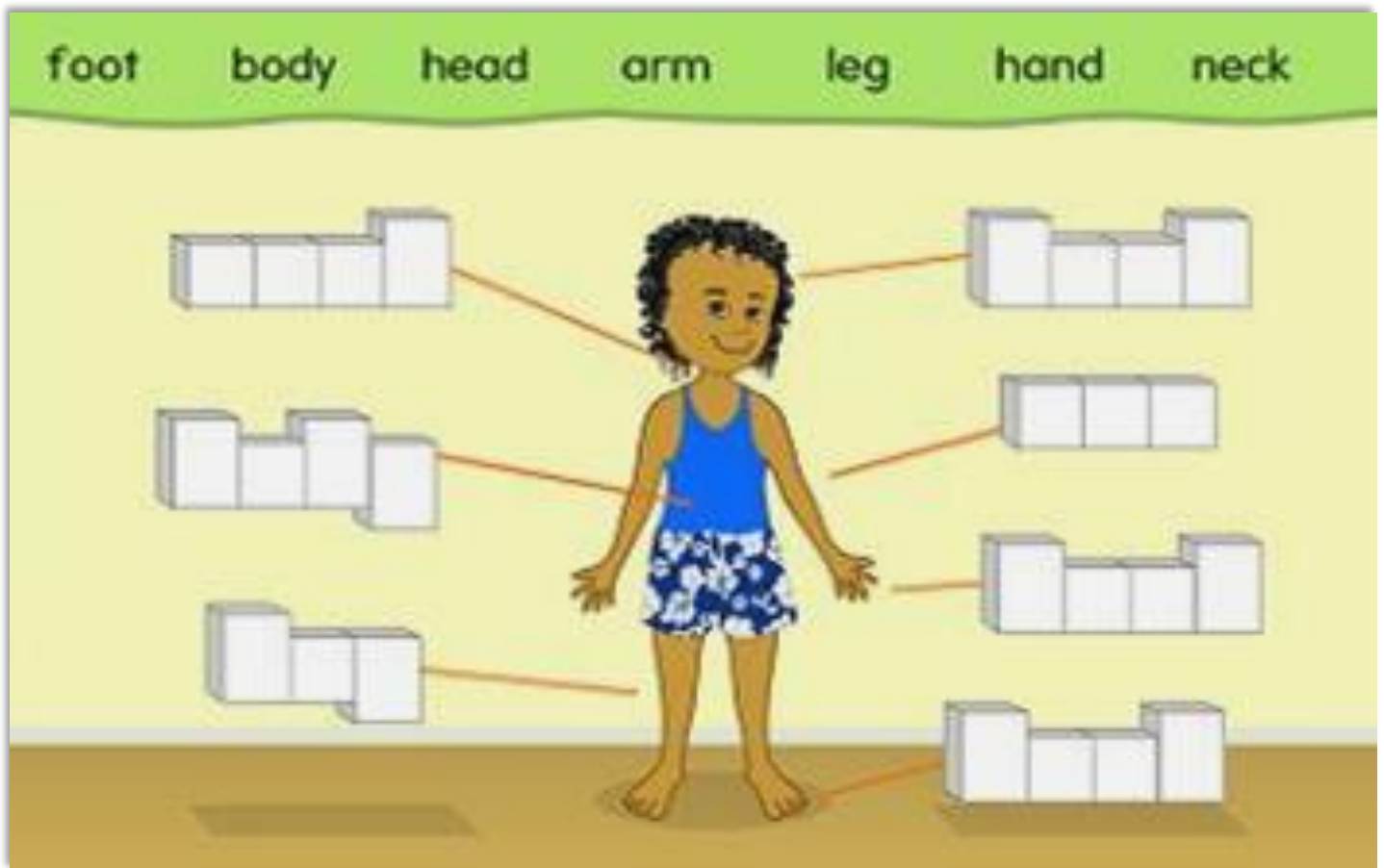
Observación del tutor, día 6:

Activity 7:

Find each sight word in the puzzle below. The words appear (→),(↓) & (↘).

went   now   some   yes
what   ran   too   with

t	s	j	l	t	h	z	t	a	n
o	n	w	e	n	t	g	w	a	o
o	h	z	y	s	o	m	e	e	w
u	w	d	e	w	i	t	h	e	x
v	a	h	v	d	l	n	y	e	s
w	e	l	a	p	r	r	a	n	y
l	o	t	h	t	r	e	m	p	a

Observación del tutor, día 7:

Semana 3

Técnica: "Meditación"

Objetivo: Aumentar la concentración del niño/a a través de ejercicios de meditación guiados por videos.

Pasos para el tutor:

"El tutor es quién guía esta actividad. Debe realizar los siguientes pasos todos los días antes de la siguiente reunión".

1) Disponer un espacio adecuado para la actividad; ubicar al menor en una posición cómoda cerca del lugar donde será reproducido el video.
2) Reproducir el video 1 del CD siguiendo todos los pasos propuestos por este.
3) Luego de seguir los pasos del video, debe asistir al pupilo en la completación de una actividad de escritura en inglés. (Actividad de escritura en inglés adjunta)
4) Tomar nota de las facilidades y dificultades para realizar la actividad de escritura en inglés que presento el pupilo, siempre siendo detallado.
5) Repetir pasos 1,2, 3 y 4 con el video número 2 y 3 en días diferentes.

Nota: Una vez finalizada la aplicación de este ejercicio, entregar carpeta con todos los documentos respondidos a la Sra Brenda Reyes, hasta el miércoles 9 de diciembre.

Activity 1:

"Re-write and organize these words in alphabetical order"

Meet	Cabin	Barbecue	Healthy	Grape
Warm	Sing	Fireworks	Advantage	Pollution
Drink	Quiet	Enjoy	Library	Offer

1)	8)
2)	9)
3)	10)
4)	11)
5)	12)
6)	13)
7)	14)
	15)

Observación del tutor, día 1:

Activity 2:

"Write down and put the words in their correct sequence"

Months of the year

FEBRUARY	SEPTEMBER	JUNE
OCTOBER	APRIL	MAY
JULY	JANUARY	MARCH
DECEMBER	AUGUST	NOVEMBER

1)	2)	3)
4)	5)	6)
7)	8)	9)
10)	11)	12)

Observación del tutor, día 2:

Activity 3

Write down the words into the correct category.

Potato chips	French Fries	Apple	Pear
Broccoli	Hot dog	Hamburger	Orange
Lettuce	Fish	pizza	Donuts

HEALTHY FOOD	UNHEALTHY FOOD

Observación del tutor, día 3: