Bogotá 30 de octubre de 2020

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Por medio de la presente apruebo y hago entrega del trabajo de la estudiante Dina Alejandra Numpaque Salamanca de la Licenciatura en Español e inglés, titulado "EFFECTIVE STRATEGIES TO HELP STUDENTS WITH ADHD AND DYSLEXIA ENHANCE THEIR ENGLISH LEARNING SKILLS", aprobación en la modalidad Monografía de Compilación.

Se solicita que sean asignados los docentes jurados para la correspondiente lectura y revisión de la investigación y sus anexos.
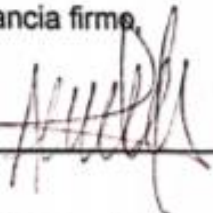
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Silvia Juliana Ordonez Rodríguez
C.C:63547805 de Bucaramanga
Docente Facultad de Educación
Universidad Antonio Nariño

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Nombre: Dina Alejandra Humpaique

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ANTONIO NARIÑO UNIVERSITY

FACULTY OF EDUCATION

Effective strategies to help students with ADHD and Dyslexia enhance their English learning
Skills

Thesis submitted in Partial Fulfilment of the Requirements for the Degree of:

Bachelor of Arts Spanish and English Teaching

Written by:
DINA ALEJANDRA NUMPAQUE SALAMANCA

PROJECT ADVISOR
MA. Silvia Juliana Ordoñez Rodríguez

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2020

Acceptance Note

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First of all, I would like to express my gratitude to God who gave me the possibility and knowledge to do this project. I would like to thank to my parents for the support given during this five years and eight months of my undergraduate degree; also, for believing in me and giving me encouragement to continue and finish my project. Finally, I want to thank my advisor Silvia Juliana Ordoñez Rodriguez for believing in my project from the beginning, and support me in the achievement of it. Her support and encouragement were fundamental since what was expected regarding the realization of this project was achieved.

DEDICATION

This project is dedicated to my parents, who have given me their full support. I wish with all my heart that they felt proud of what I have achieved. This achievement would not have been possible without their help and motivation. I also want to dedicate this project to my entire family, with the purpose of showing them that, all dreams and purposes can come true with great effort and dedication.

Abstract

The main purpose of this project was to find strategies for teaching English in students with Attention deficit hyperactivity Disorder (ADHD) and dyslexia; this in view of the fact that teachers have little information and tools conducive to working with this population. For this reason, a documentary matrix was made in order to search for research focused on this problem. This matrix contained 35 articles that led to different pertinent strategies focused on students with learning disabilities; specifically, ADHD and dyslexia. In the end, some strategies that guarantee the learning of these students were found, taking into account their way of learning. Some of these strategies are focused on learning styles and multisensory activities since this particular population acquire their knowledge with activities through the senses such as the visual, auditory, tactical and kinesthetic. In addition, motivation and games, among others were recommended as tools to strengthen learning. Finally, it was concluded that the teacher must be aware of how to teach and generate strategies that allow this population to achieve a true and effective education.

Key words: Learning disabilities, ADHD, Dyslexia, strategies, learning styles, Multisensory approach-

Resumen

En el presente proyecto se tuvo como propósito buscar estrategias para la enseñanza del inglés en estudiantes con Trastorno por déficit de atención e hiperactividad (TDHA)y dislexia; esto en vista de que los docentes tienen poca información y herramientas propicias para trabajar con esta población. Por esta razón se realizó una matriz documental con el objetivo de buscar investigaciones enfocadas en esta problemática. Esta matriz abarco 35 artículos que dieron lugar a distintas estrategias pertinentes enfocadas en estudiantes con problemas de aprendizaje específicamente TDHA y dislexia. Se tuvo como resultado algunas estrategias que garantizan el aprendizaje de estos estudiantes, teniendo en cuenta su forma de aprendizaje; algunas de estas estrategias están enfocadas en los estilos de aprendizaje y actividades multisensoriales, ya que estos estudiantes logran adquirir con mayor facilidad su conocimiento por medio de actividades a través de los sentidos, tales como; lo visual, auditivo, táctico y cinestésico. También se recomendó la motivación y los juegos entre otros, como herramientas para fortalecer el aprendizaje. Por último, se llegó a concluir que el docente debe tener claro el modo de enseñar y de generar estrategias que permitan que esta población logre una verdadera y efectiva educación.

Palabras Claves: dificultades de aprendizaje, TDAH, dislexia, estrategias, estilos de aprendizaje, enfoque multisensorial.

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Chapter I

Introduction

In Colombia, the Ministry of Education has been seeking for the improvement of English learning in the public classroom. For this purpose, the government created and implemented a program called "bilingual Colombia"; this program looks for the implementation of different strategies and techniques that not only will provide teachers with the necessary tools to drive students to successful learning, but also will equip educators with different abilities to address students' needs in reference to learning disabilities. The Bilingual program has a challenge with Colombian students, and their language acquisition process. It is proposal goes along with finding suitable and effective teaching strategies for academic and social training.

Taking into account the purpose of the bilingual program it is necessary to inquire about inclusive education; according to Arnaiz (2004), these students must have a regular and quality education regardless of their disabilities or lifestyle; this means that the institution, managers, and teachers must reinvent themselves, they need to design strategies and methodologies in which these children have the same rights as other students. In Colombia, according to the National Administrative Department of Statistics (DANE) from 2005 (as cited in Hurtado 2014) mentioned that in our country there are lots of students with physical and learning disabilities which must be integrated into a regular education, mainly because this not only benefits them, but to improve their entire

educational process; in this sense education must generate equal opportunities and inclusive spaces helping the society in general. Having said that Hurtado (2014) mentioned that it is essential for the education system to have flexible and adequate spaces for this population.

Furthermore, Jiménez y Cardona (as cited in Granada, 2015) mentioned that teachers must have initial training in which they can provide tools to respond to the teaching and learning process; also, they must have training and permanent updating to understand the needs required by this particular population. Moreover, Sánchez (as cited in Granados 2015), indicated that more than 80% of teachers in regular education are not trained to guide these students; this tells us that there is a big problem surrounding teaching and learning that teachers are providing to these students. Having said that, English teachers and even the ones from the other areas should be trained to guide and have different strategies or tools allowing them to fulfill the purpose of providing a quality education to the entire Colombian population.

Methodology

This research arises with the need to improve the English teaching skills in students with ADHD and dyslexia, throughout the use of strategies allowing assertive teaching in this population; therefore, strategies will be sought through the selection of thirty-five articles focused on improving the English teaching in students with the disabilities mentioned before; besides, the research will be strengthened with theoretical documents about ways and learning styles and as a final point a detailed analysis of each document will be done with the purpose of finding the appropriate tools to use them with this population

Research Approach

The method to be used for the development of this research is related to the mixed approach, since how set out above a detailed analysis will be carried out on the documents of investigations have already been carried out about strategies for students with ADHD and Dyslexia; this means, illustrations will be produced allowing to see quantitatively some determining results and qualitative argumentation will also be taken into account in the analysis of documents. According to Creswell y Plano Clark (cited by Nuñez, 2017) the following aspects are expressed in the mixed method:

1. This method provides rigorous analysis about qualitative and quantitative data.

2. It integrates the elements together in order to achieve a more detailed construction of the research.

3. Give priority to one of them, or strike a balance between them.

4. Incorporates both elements taking into account the difficulty of the theoretical frameworks used.

5. Combines the two elements within the specific research taking into account the plan that leads the study.

This means that the mixed method is able to perform an in-depth analysis of both the quantitative and the qualitative method, sequentially or otherwise individually, this depends on the purpose of the study being conducted.

The objective is that through the documents it is possible to find the most appropriate strategies for these students. This will be elaborated under the construction of a documentary matrix that will give quantitative results. This matrix will be designed with the following items that will respectively be graphed.

1. Date of publication of the document

2. Document title

3. Author and university

4. Place of origin of the document.

5. Abstract

6. Methodology

7. Strategies

8. Conclusions

9. Search sources

10. Type of document

11. Theorists in the document

These items will help to understand the documents and find the appropriate strategies for the students with learning difficulties, specifically students with ADHD and DYSLEXIA. Furthermore, a qualitative process will be carried out in which a detailed analysis will be carried out under the theoretical references and the results obtained by means of the graphs.

Research proposal

In the following section there will be found the steps to follow and the instruments to be used for achieving the proposed objective. Next, you will find the route taken for the development of the document.

1. Preparation of the project through the hotbed of research at Antonio Nariño University, Faculty of Education Practical Research III.

2. Investigate and analyze 35 documents focusing on learning disabilities and their appropriate strategies.

3. Preparation of the chapter one, initial document covering (introduction justification, objectives and methodological proposal).

4. Search for theoretical references giving information about children's learning process.

5. Preparation of the documentary matrix in Excel according to the information provided in the 35 documents based on strategies for children with learning disabilities, specifically ADHD and Dyslexia.

6. Preparation of an Excel matrix about the search for scientific and pedagogical documents for the project development.

7. Analysis and illustrations according to the documents previously selected for the project preparation and the specific strategies for the target population.

8. Recommendations and conclusions for teachers.

Justification

During my years as a pre service teacher, I have been able to face different situations and challenges in the classroom; one of the most important challenges was the orientation of the foreign language to students with special needs. In my teaching experience, I have learned that the learning process of each student is completely different and unique.

I have been working with elementary school students who have different learning difficulties and during the first experience I had no information about these disabilities nor strategies or tools to work with this population; however, I was able to identify that there were students with attention deficit hyperactivity disorder (ADHD), Dyslexia, Autism, among others; these students showed some difficulties in the writing and reading process in English. It was also possible to perceive demotivation, low concentration and lack of interest around the subject; these were presented because of the lack of awareness of these disabilities and the lack of tools for the teaching process.

Finally, brought with it difficulties in conveying knowledge and in getting students to understand what was being explained; this situation is a big problem in our educational system, according to Sánchez (as cited in Granado, 2015) there are a lot of teachers who are unaware of these difficulties, and who at the time of their orientation, do not know how to approach and to implement effective strategies for these students; this brings us to a very difficult problem, because according to Jiménez y Cardona (as cited in Granada 2015) the

teacher must be trained and have tools to understand the needs of students with disabilities or learning difficulties; for that reason I decided to deeply investigate the most effective ways in which teacher are going to be able to help this particular population; therefore, the main goal of this project is recognize and provide strategies for teachers to help students with learning disabilities and enhance their English skill to be more specific students with ADHD and Dyslexia.

Research problem

The learning disabilities in the students have become common in the classroom; this somehow has become a problem to solve for teachers, as students due to their difficulties can have great learning problems. Moreover, the teacher has a fundamental role in teaching these students, for this reason they must have a broad knowledge of what tools the students should use to have assertive learning, but the real situation is that most of the teachers do not have knowledge about how they have to guide this population. For this reason, we want to answer the following question: What strategies can help students with ADHD and Dyslexia to enhance their English learning process?

Objective

General objective.

- Provide teachers with effective strategies to help students with ADHD and Dyslexia enhance their English learning process and at the same time drive them to successful learning with inclusive opportunities.

Specific objectives.

- Select and analyze research results demonstrating strategies to improve the English skills of students with learning disabilities.

- Organize and categorize the information found through a documentary matrix, analyzing the appropriate strategies for students with learning disabilities.

- Analyze the results found and prioritize the most favorable and relevant strategies that will help this particular population.

- Indicate and guide teachers on strategies for teaching English to students with these learning disabilities.

Pertinence

Taking into account the professional profile to be achieved as English and Spanish teachers, it is important to contribute giving strategies that help to the construction of critical thinking to our society and educational community. For doing this, it is essential to understand that in educational institutions, we will be dealing with different issues and situations out of school present in the students' lives.

These problems can in some way be influential in the academic and discipline processes of these students. One of the most common problems in the institutions is how inclusion process is being taken in each of them; for example, lack of knowledge of relevant strategies for this inclusive population. Also based on my experience as a teacher, it has been observed that in the institutions there is a large population of students with learning disabilities, also the lack of awareness of these disabilities on the part of managers and teachers have been identified; hence, in most cases there is not a process or a personalized follow-up and the use of relevant tools and strategies for this specific population is not enough.

Taking into account the aspects above-mentioned, this project aims just to contribute as a help guide for teachers to implement appropriate and supportive strategies for students with these kinds of disabilities, and also achieve the objective set by PNB and the MEN in which they state that all Colombian students must reach basic skills in the second language

Legal Framework

Inclusive education

The inclusive education has as objective to involve the students through the participation and achievements in the construction of knowledge; this means that it must renovate the culture, politics and the school strategies to deal with the educational needs (Ainscow, 2001; Arnaiz, 2003; Blanco, 2006; Booth, 2006; Ecehita, 2006)

Additionally, the UNESCO (as cited in Beltran 2015) mentioned that inclusion is a big strategy for achieving optimal education for all people, yet education is a human right and is very important to have a fair and equal society. As educators, it is our job to identify the different needs our students are dealing with, and at the same time that teacher be able to design and include suitable activities allowing us to understand their needs and expectations. According to Arnaiz (2004) these students should be in regular education; the important thing is that everyone has an excellent education regardless of their disabilities or lifestyle. At this moment, it has been important for integration and inclusion because it can propose new strategies and methodologies for which everybody has the same rights regardless of their disability. The inclusive education has had variations that implies a unification of the ordinary education with special education; the purpose is to offer a good education depending on the needs (Birch, 1974, p. 60).

The schools and teachers are responsible for adapting a curriculum and creating programs which allow students to improve abilities, but it is important to mention that not

in all case this is achieved because there are many teachers who are not trained and also, they have no support from the institution even from the parents themselves. The inclusion also brought a social model, this has as a purpose of acceptance of diversity with the goal of the school adapting to the students and that they do not see the student as a problem for their academic process. In contrast, it is the educational system which must guide a big future for each student. According to Law 115 of 1994 (as cited in Hurtado, 2014) it is established that the education of people with disabilities is an important part of the public educational service. This means that the state must support the institutions that promote programs and experiences in the adequate educational care of this population. For this reason it is important as institution to identify which students have learning disabilities because that information is going to allow the use of specific strategies for this population (Guajardo & Muntaner, 2010.). Taking into account the mentioned before, it is going to be able to learn about two learning disabilities and find the correct strategies for these.

Disciplinary framework

Attention deficit hyperactivity disorder (ADHD)

Regarding the historical process about ADHD, George Still in 1092 presented this disorder as an unusual defect in children's moral control Blau (1938) described it as hyperkinetic, irresponsible, unmanageable, and associative behavior. Previously it was called "child hyperkinetic reaction", this had to do with the change in the child's care due to a brain injury and nervous system problems; finally, scientists decided to name it: attention deficit disorder with or without hyperactivity (American psychiatry Association, 1980).

Hidalgo (2014) mentioned through diagnosis in psychology that it is necessary to know that children with these disabilities present in some situations the following characteristics: (DSM IV).

1. Make mistakes doing or completing tasks.

2. Difficulty keeping attention on tasks or games.

3. Does not follow instructions or doesn't complete a task.

4. Difficulties in organizing tasks

5. Talk too much.

6. Stand constantly

7. Frequently interrupt.

According to Hidalgo (2014), characteristics mentioned above may be present in different social contexts such as home or school; it is therefore important that parents and teachers have the necessary knowledge to care of children with these special needs in order to look for strategies and apply them to assist these students in the training process. In fact, teachers should not only have knowledge about how to help children with difficulties, but also keep in touch with parents and notify them about student behavior in the classroom.

As mentioned above, students go through many social, physical and emotional changes. The Diagnostic and Statistical Manual on Mental Disorders (DSM IV) talks about some features of these children. For example, some as the inattention predominantly the hyperactive-impulsive aspect or both; every one of them is completely involved in the student's academic process, also common to find difficulty in following class rules, managing emotions, making or maintaining friendships, beside problem solving and decreased cognitive flexibility which affects their performance and social relations; at school it can be a big problem if this student wants to achieve a goal. (Hidalgo, 2014)

Rodríguez and Salinas Pérez (2006) talked about how while ADHD is not a specific learning disability, children with ADHD have educational disabilities; for example, 70% percent of innate types have academic difficulties, leading to lack of learning in some

subjects, and the other 30% have some problems related to their behavior; but when children are hyperactive, 75% have difficulties in the classroom and the other 25% have academic difficulties. This is usually due to social problems, group disapproval, and low self-esteem. Therefore, many students have a higher risk of school failure and learning delay.

Gasteiz (2006) mentioned in his attention guide, about stimuli and reinforcement; an aspect which we must practice all the time because in this way, we can strengthen the attitude of the student in class and also encourage them to understand that their learning process may be the same as that of their peers. Therefore, students need to trust in their potential and thus have good results in their academic and social process. We as teachers, have a duty to create an appropriate environment.

Children and teenagers are motivated when they receive positive messages or special recognitions; this allows them to improve their behavior. Generally, one of the most important aspects in ADHD is low self-esteem, however it is necessary to create in them a self-assessment about their own process. On the other hand, it is very necessary to provide them with constructive information showing them the behaviors they are presenting and then give them some tips regarding what is not good enough in order to improve it. Finally, it is essential that parents, teachers, managers and the special professionals may be involved and help in this process and also, they may know the regulations in every environment. (Gasteiz, 2006).

Below you will see some recommendations taken from the Action Guide with the student with ADHD to work in the classroom (Vitoria-Gasteiz,2006).

1. Firstly if you think it is necessary to draw attention, you should do it exclusively with the student. You should often talk to them and know their views and opinions, to improve their behavior.

2. Establish rules in a clear and appropriate manner:

• Acts firmly, but neglects rigidity.

• Tolerance is important with proper discipline.

• Students should see the rules in visible places, you or your students should put the rules on the walls.

3. You must give confidence. Let them know what you expect from them.

• Mention and repeat the instructions.

• Comment the rules and repeat them again.

• You must have goals every day.

• Create reinforcements and games with prizes, but keep in mind that you must avoid over-stimulation.

4. Harness their skills so they can enjoy their school day.

5. Recognition of the positive actions that the student has in every class.

6. give small responsibilities according to their interests and abilities, generating a dynamic class.

7. Allow students to create their own shape, to remember what to carry in their suitcase.

8. You must speak slowly and clearly, the simpler your language, the clearer instructions may be.

9. Use language that stimulates the student.

10. Be a fun person, students respond to this with enthusiasm.

Dyslexia

About the definition, Soriano (as cited in Camacho y Filgueira, 2019) indicated that dyslexia is considered as a learning disability in which there are difficulties in reading, spelling and comprehension of texts. This disability has a genetically determined cognitive basis and probably has to do with any specific defect in ripening; this one tends to decrease while the child is growing up and when that is happening, the person is able to improve in their processes considerably, especially when there is an appropriate help.

Dyslexia, according to Borodkin y Faust, (As cited in Camacho y Filgueira, 2019) is a neurodevelopmental disorder that may affect people throughout their lives. The potential cause of Dyslexia is located in the brain producing learning disabilities in one or more languages. It is also mentioned that although this issue is lifelong, there are some possibilities to improve the learning skills of these kinds of people. Some of the disabilities experienced by these people are related to phonological aspects which are really necessary to translate symbols printed in sounds, these are also known as the ability to translate graphemes to phonemes or in other words, the reading and writing process could be a bit complicated work for these people.

Types of Dyslexia

Manis, Seidenberg & Freedman (Cited in Tamayo 2017) mentioned 2 specific types of Dyslexia, phonological and superficial. Phonological dyslexia refer to the disability in the grapheme-phoneme conversion mechanism; to put it in another way, people with phonological dyslexia often make mistakes reading sentences, joining words, recognizing adjectives, verbs and nouns. On the other hand, the superficial dyslexia refer to the disability in recognizing a word as a whole; this means that people with this issue may present troubles reading complete paragraphs or sentences; It happens because its focus is to read only letter by letter forgetting the meaning of the text and generating stuttering. (Tamayo, 2017)

Dyslexia within the academic process

During the academic process, one of the most fundamental factors is learning which allows achieving significant and effective aspects; for this reason, both teachers and parents should be involved in all the advancement of these students. (Castillo, 2019).

According to Gonzales and Guadalupe (As cited in Castillo, 2019) one of the most important components that influences this progress is the motivation since not all students have a similar education; this is due to the fact that everyone has their own

learning style. It is the responsibility of both the teacher and the parents, to create a healthy environment in which the student may have a proper development despite disability. Therefore, the teacher must generate favorable strategies for these students, in order to allow them to achieve their intended objective for the entire academic process (Castillo, 2019).

Characteristics of the student with Dyslexia

According to Ramírez (2011) it is essential to take into account the characteristics that children with dyslexia may have, allowing us to adapt or formulate an optimal teaching process to this population.

Some of these characteristics are:

- Psychomotricity alterations: This characteristic is very common in dyslexic children; it is understood as a psychomotor immaturity, with disabilities in movement, rhythm and balance.
- Alteration in language: This alteration is associated with a low level of vocabulary, incorrect use of verbal forms and oral inversions with poor placement in the syllable.
- Lack of attention: It is related to the difficulty of effort that the students must do during the reading process; if they do not achieve the process, they may lose interest in reading

Symptoms of students with dyslexia

According to Ramírez (2011) The symptoms of students with dyslexia are changing according to the age; Some of them will be mentioned below.

From 3 to 5 years old

- Slow vocabulary process and delayed speech development; difficulties in articulating or pronouncing words.
- Difficulty following instructions and learning routines.
- Immaturity regarding the fine motor level.
- Lack of attention.

From 6 to 7 years old

- Confusion of words with similar pronunciation.
- Difficulty identifying graphemes for phonemes.
- Delay in the language.
- Mirror reading.

From 7 to 11 years old

- Confuses the organization of letters within words.
- Difficulty in the pronunciation of the words, inverts and substitutes syllables.
- Difficulty with motor coordination.

- Mirror reading.

- Difficulty in reading comprehension and problems remembering information easily.

From the age of 12 onwards

- Concentration difficulty in writing and reading.

- Difficulty planning time and organizing tasks or activities.

- Difficulty learning a foreign language.

- Presents grammatical inconsistencies and spelling errors.

- Difficulty socializing and poor adaptation in new environments.

Recognizing the characteristics and symptoms of these students, it is essential to have tools allowing a healthier environment for them improving their cognitive and social processes. For this reason, it was recommended some guidelines to improve the process. (Ramírez, 2011).

1. Positive feedback.

2. Assess their progress.

3. Give clear instructions and ensure that everything has been understood.

4. Placing the student in the first rows, in order to be close to the teacher and the information provided on the board.

5. Use of diagrams or graphs.

6. Design strategies or practical activities, motivating the student.

7. Avoid systematic correction.

8. Use multi-sensory learning techniques.

Pedagogical framework

Cognitive development

Piaget (As cited in Thomas & Almanera, 2007), influenced the concept of the
cognitive development for children; Piaget mentioned as well, that they have their own
way of seeing and knowing their environment.

 Children are able to conceive knowledge through social interaction allowing
knowledge to evolve over time. Piaget's research was oriented on the way in which
children acquire knowledge as they develop, his intention was to look at how children
solved their problems and gave them solutions. Its safety about this research was
depended on how the child is able to reason about his/her context.

Piaget (as cited in Thomas and Almanera, 2007). in his theory mentioned four
important stages that children must go through for the construction of knowledge; below
an illustration is proposed designed by Piaget (cited in Thomas and Almanera, 2007 pg

Table 1

Piaget Cognitive Development Theory Stages

Stage	Age	Characteristics
Sensorimotor stage The active child	From birth to 2 years old	Children learn the propositional behavior, the thought oriented to means and ends, the objects permanence.
Preoperative The intuitive child	From 2 to 7 years old	The child is able to use symbols and words to think. Presents an Intuitive problems solution, but thought is limited by rigidity, centralization and egocentrism.
Specific operations The practical child	From 7 to 11 years old	The child learns the logical operations of serialization, classification and conversation. Thought is linked to the phenomena and objects from the real world.
Formal operations The reflective child	From 11 to 12 years old and beyond	The child learns abstract systems of thought allowing the use of propositional logic, scientific reasoning, and proportional reasoning.

Cited in Thomas and Almanera (2007 pg 3).

The table above is presenting the way in which Piaget organized every single child process according to their age and their way of acquiring knowledge. According to Piaget (cited in Thomas and Almanera, 2007 pg. 3) children begin an organization of their knowledge through schemes such as physical actions, theoretical concepts which are organized according to the acquisition of information about the world. For example, the young child knows their context through physical actions performed, instead older children perform mental operations and use symbol systems such as language. The main objective is that while these children are going through each of these stages, their

ability to employ complex schemes improves, thus allowing them to advance in their knowledge.

Considering the cognitive development process is really important to mention not just that not all the children acquire knowledge in the same way, but also everyone has a unique and a different learning process, that's why Piaget (cited in, Arias & Floréz 2011 pg 5) mentioned knowledge as a consolidation and construction process by the action; this means, it is not only seen as a process that is written in time. On the other hand, he commented that knowledge has a time, the chronological one which consists in the development of any capacity during the child's growth; Somehow, that helps to clarify why in many cases the changes in the child's development don't happen immediately, and it's because stages often do not follow a uniform pattern of growth due to a lack of organic ripening through the child's experience with physical objects and the social world.

In accordance with the previously mentioned insight, it is necessary to say that some children may have a slower process due to the stimulation provided by the adults. Piaget (1976) stated that in some cases the children's development is affected by the carelessness and passivity of the adult around the child's knowledge, and this can be producing the child not to gain access to all the tools of knowledge.

Learning Styles

It is fundamental to understand that every student has the ability to learn something, but in a different way; for this reason, in the following paragraph there will be provided some information about learning styles proposed by Kolb and the VAK (visual-auditory-kinesthetic) based on the neurolinguistics programming system model allowing us to get a better idea about how a person can learn something.

Vergara (2015) said that David Kolb put forward his theory in 1984; he considered that learning styles were given in three different ways: genetics, life experiences and the environment requirements. Kolb (as cited in Mosquera, 2017) classified four types of learning in the following way:

1. Convergent or active: this has to do with how students look for solutions to problems, show interest in all aspects related to technology.
2. Divergent or reflective: They weigh different points of view, have an open mind and reflect for decision-making, know how to listen, are creative and show interest in art.
3. Assimilator or theoretical: these skills are related to abstraction and theoretical studies. The work is individual, there people are not particularly sociable, they like reading.
4. Usher or pragmatist: experimental character, these people show interest to work in team, are active and impatient.

According the proposed by Kolb the acquisition of knowledge depends on the abilities the student has, motive by which it is vitally important to keep in mind students may be classified within one of the 4 types of learning mentioned before. Moreover (Reyes, Cespedes, & Molina, 2017) talked to us about the VAK model (visual, auditory and kinesthetic by Blander and Grinder), in which they expose that human beings have their own way to memorize any kind of information and besides, the way to nourish knowledge is through perception channels, these are the visual, auditory and kinesthetic. Some of the most important features from these channels are:

- Visual: People have the ability to capture a lot of information through the image; they are able to abstract and plan better than other styles.

- Auditory: These people keep information through oral explanations. When they have the opportunity to talk and explain any information to someone else, they may properly keep all of the information. This channel is fundamental in the study of music and languages.

- kinesthetic: These people capture information through their body movements and sensations, this is the slowest system, but their advantage is that it is deeper, even if it takes a long time basically because If the body learns certain information, it is more complicated to forget it.

Consequently, (Reyes, Cespedes, & Molina, 2017) mentioned that people's minds work in a different way; in each person it is possible to show which style is more relevant

during their training or learning construction. It is for the above that it becomes necessary as teachers to identify what is the way in which the student learns, this would allow relevant pathways to be sought to strengthen learning and to keep information more easily.

Multiple intelligences

Another learning type we will take into account is the proposal by Gardner (cited in Arnold y Fonseca, 2004) who talks about multiple intelligences and shows us that Multiple Intelligences are presented as a cognitive perspective having profound implications for education in general.

Gardner (cited in Arnold y Fonseca, 2004) in his theory argued that in education and in many contexts, it has become evident that teachers frequently teach as if the children's learning process would be the same and this happens because teacher believe that a teaching strategy can be successful with a group of people, but it is wrong because the learning process is totally individual. This author mention, the most important developments in education in the 20th century where many learning styles investigations have been proposed making us understand that learning in every student is different. Therefore, Gardner recommended the teacher to have different tools and use different strategies to address a topic taking into account that there are different ways to represent a knowledge. (Arnold y Fonseca, 2004)

The cognitive model of Gardner (cited in Arnold y Fonseca, 2004) proposed that human beings are multidimensional subjects who need to develop their cognitive abilities, but also other kinds of skills such as physical, artistic and spiritual. In general terms, in society learning has been considered just as a single activity because according to Rogers (cited in Arnold y Fonseca, 2004, pg. 3) education has focused only on the student's cognitive process and has set aside other important features to develop knowledge; in the same way, taking into account that the Gardner's model shows a reaction against a conservative model it is convenient to say that learning involves not only the cognitive, but physical and affective aspects of the student.

Gardner (cited in Arnold y Fonseca, 2004, pg. 126) proposed intelligence frameworks, which allow the learning improvement in students, according to the objective to be expected or the information to be transmitted. In the acquisition of a second language is possible to involve different types of intelligences; for example, if we perform a writing activity in which the student must complete the lyrics of a song, it becomes necessary to involve musical and linguistic intelligence to develop it successfully; another example may be a role-playing activity where the students must involve their feelings and emotions, so for this activity you are able to apply the linguistic, intrapersonal and interpersonal intelligence. In addition, If the activity has to do with acting the title of a series or film for others to guess, it is necessary to have kinesthetic and interpersonal intelligence. The Multiple Intelligences are tools and helps for teachers to plan the activity in different ways in order for the student to capture or

keep the information according to their way in which they may learn and also to strengthen the other intelligences.

Chapter 2 Analysis of bibliographical references

In this chapter, it will be presented specific analysis about the information collected through the documentary matrix; that it will show us which the most optimal strategies are for the students with ADHD and DYSLEXIA.

Emerging categories

In this research, a documentary matrix of emerging categories was elaborated; this allowed us to identify what type of strategies are effective for these specific populations. Thirty – five documents were analyzed regarding strategies to improve English process of students with ADHD and Dyslexia. Of thirty-five documents twenty-one out of are related to children with ADHD and fourteen are related to children with Dyslexia. All of the documents analyzed during the research were consulted at academic Google search sources, Eric.com and Scopus in the following way: twenty-eight correspond to academic Google search sources, six at Eric.com and one at Scopus. As a result, from these sources consulted, it is able to say that the source in which it was possible to find more information concerning the search for strategies for this population is academic Google. See the illustration below.

Figure N ° 1:

Search sources,
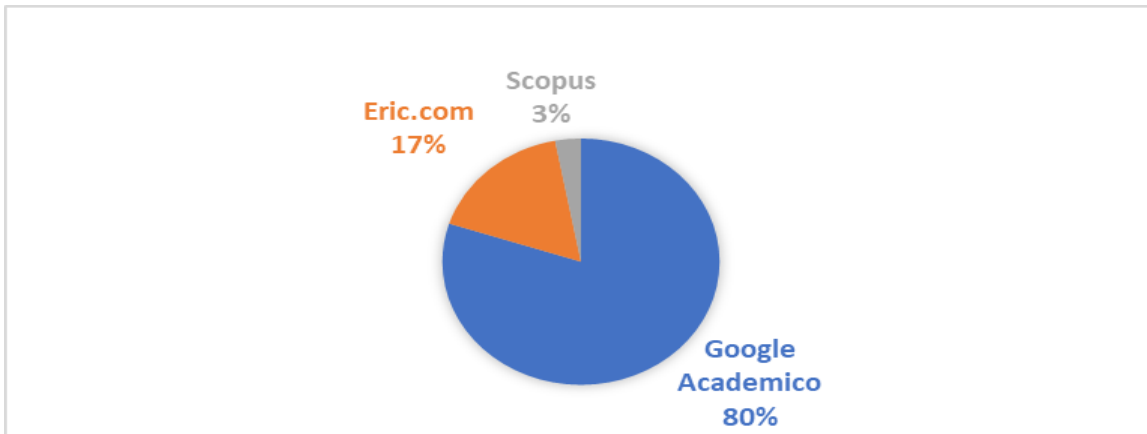
Own Creation, Author: Alejandra Numpaque. September (2020).

In addition, we analyzed the place where the 35 documents used during this research were published and these were the results: fourteen belong to the European continent, eleven are from the South American continent, five are from the Asian continent, and five from the American continent; with that information we are able to say that the continents with the greatest research, regarding strategies to improve English in students with ADHD and dyslexia are found basically in Europe and South America. See the illustration below.

Figure N ° 2:

Continents
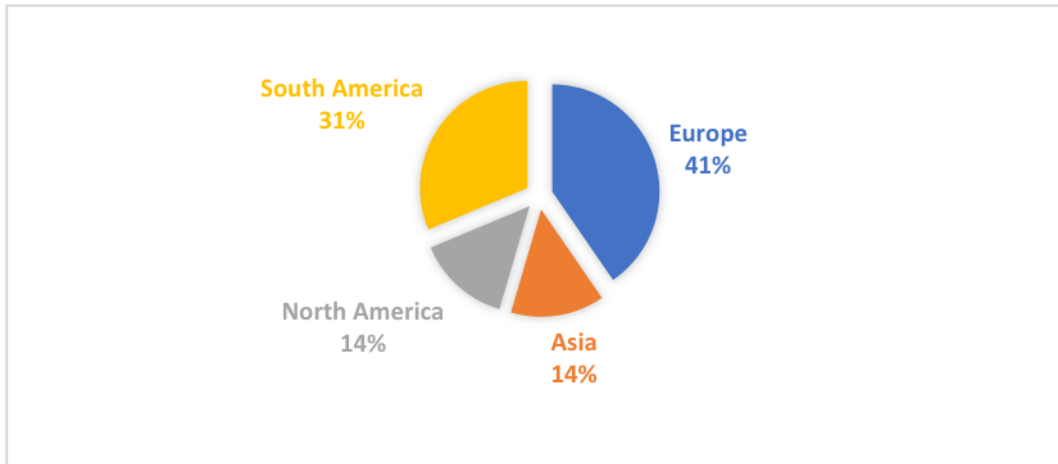
Own Creation, Author: Alejandra Numpaque. September (2020).

Then, an analysis was performed about the years in which every document was published and these were the results: nine documents were published from 2010 to 2015; 20 of them from 2016 to 2019 and eventually 6 are from the current year; the latter are focused on strategies to improve English in children with ADHD and dyslexia. As a result of the previous analysis, it may be concluded that the highest percentage of documents worked on this research were designed from 2016 to 2019. See the illustration below.

Figure N ° 3
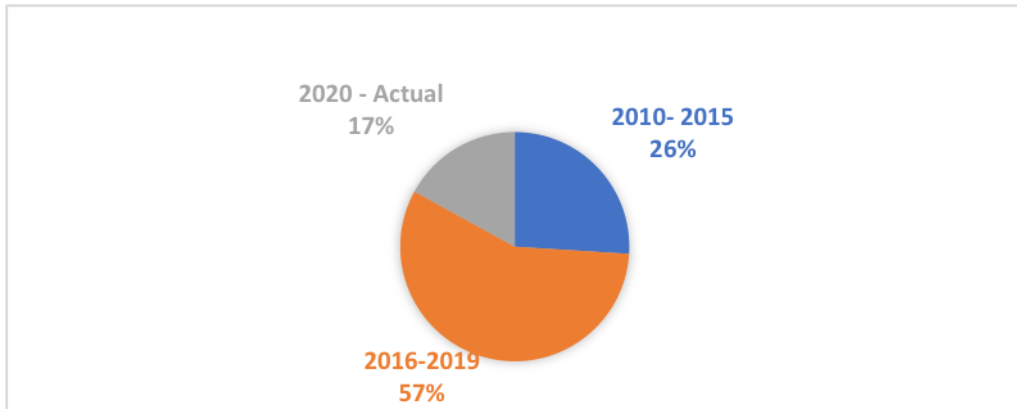
Date of publication of the document

2020 - Actual
17%

2010- 2015
26%

2016-2019
57%

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Furthermore, the different types of documents consulted were analyzed and there were identified files such as 19 theses, 9 journal articles, 3 research articles, 2 research projects, 1 master's project and finally 1 electronic textbook.

Figure N ° 4

Type of document

e-textbook
3%

MA tesol
3%

Articles
9%

Thesis
53%

Journals –
Articles
26%

Research
Project
6%
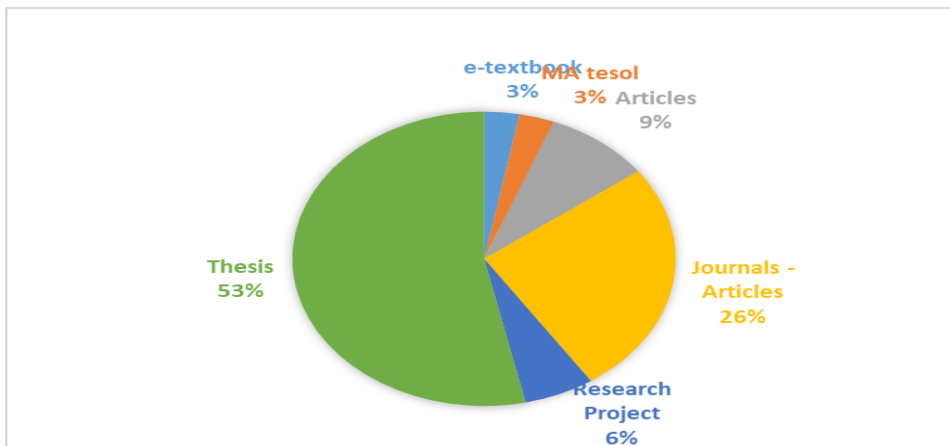
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Strategies for student with ADHD and Dyslexia

As a final point, an analysis was generated according to the important strategies to develop in students with ADHD and dyslexia: initially, 21 of the 35 documents had specific information related to ADHD; within these were found 5 with very similar aspects. Articles from the documentary matrix: articles number two, eight, nine, twelve and twenty are focused on strategies about student preferences and needs through learning styles and games. According to Kolb (1984), there are two classification types related to learning styles: The first one known as the sensory style which highlights the favorite senses presented in every person for the learning process, such as visual, auditory and kinesthetic. The second one presented by Kolb (1984) which develops learning through genetics, life experience and the environmental experience. Moreover, Dunn (1990) defined learning styles as the way how students begin to concentrate, analyze and understand new information. This author also mentions that, by teaching students in their preferred learning styles, the attitude toward school and academic performance improves eventually, producing the inattention to become less and less.

Also, it was found five documents with the strategies that involve motivation through visual   in articles number ten, eleven, fifteen and nineteen; mainly Flores (2006)

indicated that motivation is essential for students to take the initiative to present their activities and tasks; this author suggests the following tools: flashcard, videos, posters and a personalized accompaniment by the teacher. Also, Clares (2012) proposed visual activities such as: Flashcard, memory games and word association; these activities make it possible to motivate students and improve their academic processes.

In the articles number one, seven and sixteen the authors were talking in detail about daily routines in the classroom and in their home. According to (Marzano, R. J., Marzano, J. S, & Pickering, D, 2003). Distinguished the classroom as the primary, for learning and teaching process and activities; besides (Evertson & Harris, 1992, p.74), complemented by mentioning that classroom management, discipline and instructions are essential, as it creates a healthy environment for the acquisition of knowledge and strengthens the behavior of students.

On the other hand, Armstrong's theory not only focuses on the work done by parents to support strengthening children's learning from home, but also showing techniques to parents for the organization and construction of a personal journal, where it is possible to verify aspects about daily routines and activities performed by the students, helping them in some way to improve their academic process and convivial in classroom and at home.

Additionally, in articles fourteen, seventeen and twenty- one there were evident strategies to improve the process in English with the total physical response method

(TPR); this one developed by Asher (1997) has had great results as it focuses on motivating activities for student, involving their movements and creativity; It also achieves in students with ADHD improve not just their communicative process, but improve as well anxiety levels around learning.

Adding, in articles five and thirteen were found strategies with the help of technology and the use of applications, which allow an organization to be set up, in all the activities that students have to carry out. According to Greenfield (2003) Information and communication technology (ICT) may be used to support learning and in this way the student performs significant tasks. Moreover, Kutscher & Rosin (2015) mentioned that, although technology helps students to concentrate on tasks, improve their focus and have greater organization, it is necessary for teachers and parents to supervise the use of tools and the time set for the screen, because excessive use will not enable them to acquire knowledge properly.

To conclude, González (2000) mentioned that playful and different kinds of games should go according to the student's interests. This author mentions too, Games are fundamental because they allow students to develop their creativity, their imagination and diverse roles, generating in this way, a meaningful learning process in each one of them. Also, Devan Blackwell (2020) mentions that, student interests are essential to achieve objectives, regarding learning acquisition; These interests may be produced through movement, artistic expressions and real experiences with any environment.

As well, article number six talks about strategies through rhythms and songs; according to Krashen (1982) songs should be used to teach a second language like English, because through them, teacher is able to create a positive atmosphere in the classroom, reach the interest of students and also to generate an enabling learning through the experiences. The second reason why music is an important teaching instrument is basically because of the cognitive process presented, allowing the student to be more fluent speaking in a second language. (Gatbonton & Segalowitz 1988, p.473).

Subsequently, in the article number three, there were found some strategies based on the multisensory approach, Kormos and Smith (2012) recommended teaching vocabulary through the multisensory approach to these students, since they involve the auditory, visual and kinesthetic student modalities.

Lastly, in article number eighteen are presented cognitive and instructive strategies; Barkley (2006) mentioned that, teachers must provide tools helping the student with ADHD to improve their academic and disciplinary processes; these strategies, are focused on giving clear instructions for all of the activities, as well as reminders for the delivery of activities and tasks. On the other hand, it is important to provide the students some spaces or some activities, allowing them to concentrate on different aspects; therefore, in this way, students are going to have the opportunity to

improve specific behaviors. Then it was found in article four the metacognitive strategies according to Wenden (2018); the use of metacognitive strategies helps to activate thinking and leads to improved learning performance. Regarding the students who are learning a second language strengthens their listening process.

Figure N ° 5

Strategies for the students with ADHD
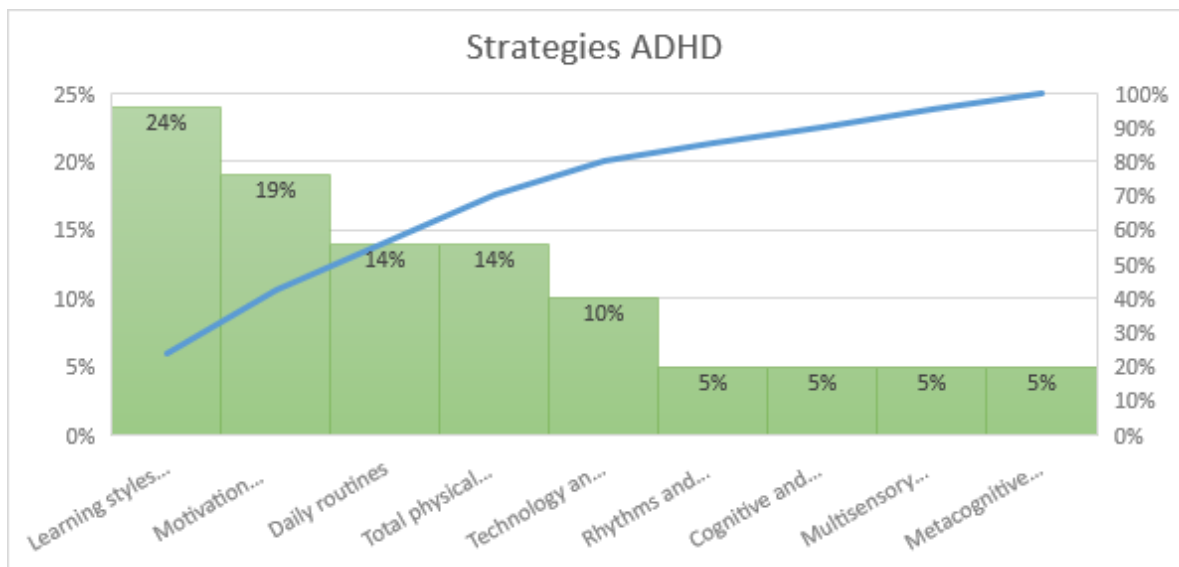
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Once the analysis regarding ADHD was completed, the information corresponding to dyslexia was analyzed and a second documentary matrix was developed taking into account 14 documents, focused on strategies to improve English in students with this disability. Firstly, there were found seven articles specifically, which propose strategies through the multisensory approach: these articles are the number one, three, seven, eight, nine, eleven and fourteen.

Ritchey & Goeke (2006) proposed us a model called The Orton-Gillingham (OG)", this is a multisensory instruction model that is characterized by acquiring learning through the tactical, visual and kinesthetic senses. Simpson y Swanson (1992) commented that this model may focus on the literacy, reading and writing process of these students. In addition, Stark (2014), proposes the use of the multisensory approach as a priority for students with dyslexia. Activities should be focused on the use of senses responding to the student needs and their skill levels. Moreover, Kelly & Phillips (2016) indicated, that the use of the multisensory approach allows students to experience at least two senses, remember concepts, generate ideas and also recognize their skills and talents.

Other authors such as Pavey, Meehan & Davis (2013) & Lami (2008) recommended the use of the multisensory approach through conceptual maps based on the organization and understanding of information; this will cause the students to

improve their concentration throughout the activity's development. Finally, Bogdanowicz & Smoleń (2004) emphasize in the objective of the sensory approach, in order to create positive partnerships with learning and create an atmosphere of joy and confidence; it is also related to direct teaching for students, achieving automatic response through reading and writing.

Second, in articles number four and twelve, there were found strategies focused on assisted materials designs, for computers or applications. Hussain (2016) mentioned that, assisted materials designed for computers, improve oral, reading and writing skills in students with dyslexia; these programs focus on phonetics and guided reading. One of the most widely used tools, according to Franceschini et al (2013) are video games mostly because with their uses, there is a favorable improvement in the abilities of children with dyslexia. On the other hand, Johnassen & Reeves (1996) not only considered technology to be a cognitive tool, because it improves learning and problem solving, but they commented that creation of web pages are used to catch the students attention and thus, reinforce their knowledge.

Third, in articles number two and six, there was possible information about strategies mentioning the fundamental role that teachers play, in the learning acquisition generated in students. According to Johnson (2004) the work presented by the teacher should be one of the main ways in which the student gets the motivation to learn something; for this reason, the teacher must know the difficulties that every student has

in order to help them during the process, providing security, self-esteem and confidence.

Fourth, in article number thirteen there were found strategies to use metaphor analysis and games; this one is considered as the Lakoff model in cognitive linguistics and psychology. Jin & Cortazzi (2008) indicated that, metaphor data is obtained through interviews and activities such as role play, drawings and images, thus allowing students to express opinions, comments and thoughts; with this information, it is possible to know, what are the students' perceptions regarding the learning and teaching of any subject; under those circumstances, it will be easier to identify the knowledge, presented in every student and hence, implement accurate tools for them.

Fifth, article number five is based on strategies about Mnemonics illustrations. According to Mastropieri, Scruggs & amp; Whedon (1997), illustrations give students strategies for planning and organizing tasks; when students are using these illustrations, they are able to easily remember the words and improve their English skills.

To conclude, article number ten talks about strategies related to the total physical response method (TPR) developed by Asher (1977). this method is applied to reduce stress for people who want to learn a second language; In order for the student to improve this language, it is necessary for them to learn, in a similar way as they learn their mother language. Teacher's purpose is to get students to see him as a role model.

Figure N ° 6

Strategies of the students with DYSLEXIA

Strategies dyslexia

- Memochnical illustrations — 7%
- Metaphor analysis and games — 7%
- Role that teachers play — 14%
- Materials designs, for computers or applications — 14%
- Multisensory approach — 50%
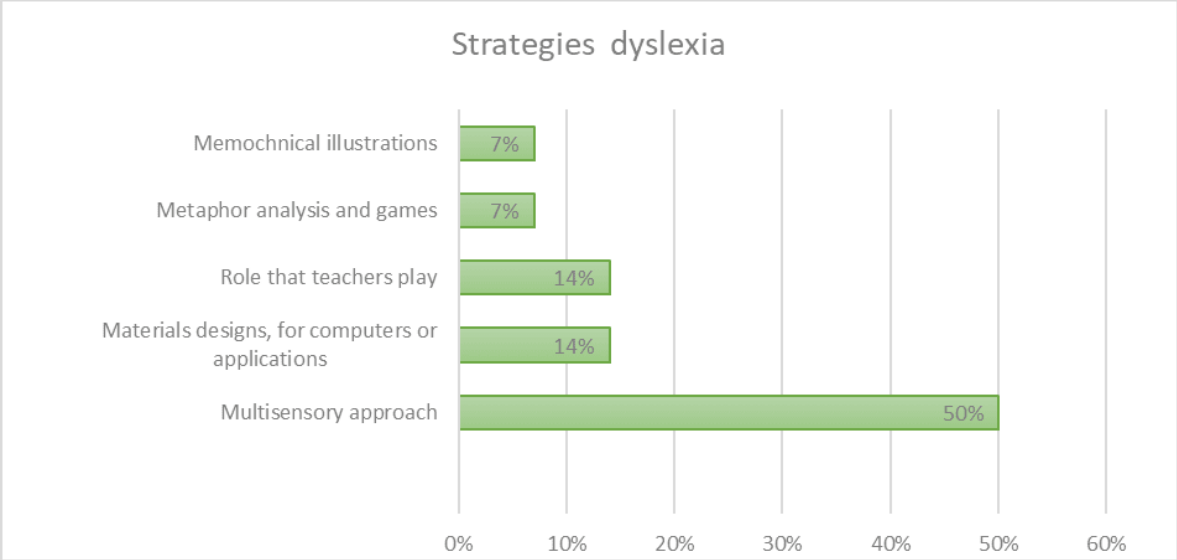
Own Creation, Author: Alejandra Numpaque. September (2020

Chapter 3

Analysis of results

In the following chapter, you will find the analysis of the results according to the bibliographic information that was analyzed in the previous section. Additionally, the information that was not found will be described and detailed; finally, the conclusions and recommendations will be provided.

According to the information collected and described in the previous chapter, an analysis was made with the help of some graphs, regarding strategies for students with ADHD and dyslexia; these were the results:

Analysis of the first graph about strategies for students with ADHD

Figure N° 5

The first graph shows that more than 24% of the documents studied recommend strategies for students with ADHD; they focus specifically on learning styles and games; According to Kolb (1984) and Dunn (1990) it is important to understand that students' learning should be done through their context and real experiences; one way to orient them is through the senses as they are, the visual, auditory, tactic and kinesthetic. Also, González, (2000) mentioned that recreational activities are tools that

can work to focus on the interest of the student and in this way, this may be considered as a help, allowing the student to get a better concentration and improve their academic and disciplinary performance. Some of the activities proposed to put into practice the learning styles are through videos, puzzle games, roleplays, series, movies and games where movements are involved. In conclusion, this could be the most effective strategy, for students with these disabilities.

Also, we can see in the same graph that 19% of the documents recommend motivation and visual activities as appropriate strategies for this particular population; Flórez (2006) Indicated that motivation is a fundamental aspect of learning; mainly because it generates in the students the initiative for the presentation of their work and activities. Some of the proposed tools are: flash cards, posters, videos, memory games and personalized guidance from the teacher. See below some flashcards that may be used.

Moreover, 14% of the documents give strategies related to daily routines; according to Marzano, J. S., & Pickering, D. (2003) work in the classroom is essential, because in this way knowledge is acquired in some way, taking into account the order and organization; therefore, it is essential to involve routines for students, such as field journals and penalty-reward systems; besides, there should be supervision not only in the classroom but also at home, thus, parents will be able to know the process of students.

The other 14% is related to movement activities and learning with the total physical response method; according to Asher (1977), this method is focused on the movements and creativity of the students enabling improved communication processes and anxiety around learning. An example of this method is to show different flashcards with vocabulary, then they can represent this vocabulary by mimics; in this way students may be involved in natural learning through movements (Robledo, 2017).

Furthermore, the use of technological strategies was involved in 10% of the documents analyzed; according to Greenfield (2003) Information and communication technology (ICT) contribute greatly to the acquisition of learning due to students may have greater organization and concentration around their activities and tasks. Some activities that teachers can use are designed activities allowing students to understand reading. Greathead (2010) proposed a presentation of texts with enough color, with

conceptual maps and images that allow through the organization of activities, provide

knowledge for these students in a simpler way using their visual sense. Also 5% of the

documents are based on strategies related to the use of rhythm and songs; according to

Krashen(1982), the use of tools focused on music become necessary for the acquisition

of a second language as it improves the vocabulary of the students, their fluency and

their environment in the classroom. Some recommended activities are the use of

children's songs helping to achieve an essential vocabulary learning in the student's

context; for example, songs related to body parts, clothing, places in the house, among

others.

As a final aspect 14% of the documents are aimed at improving the cognitive and

academic process. Barkley (2006) recommended, that teachers should provide tools for

students with ADHD to improve their academic and disciplinary processes; these

activities can be through clear instructions, responsibilities provided by the teacher and

should also be activities that please the student and produce movements; for example,

distribute activities in the classroom such as clearing the board, organizing work groups,

creating teams, among others.

Analysis of the second graph about strategies for students with Dyslexic

Figure N° 5

According to the information found in the second graph, and an analysis of the most important strategies to apply in students with dyslexia, the following data was generated: 50% of the documents recommend strategies based on the multi-sensory Approach Goeke (2006) proposed a model called: The Orton-Gillingham (OG)"; this is a multisensory instruction model characterized by acquiring a learning through the senses, tactical, visual and kinesthetic; a tool recommended by them, is the use of flashcards through vocabulary activities; for example, students may design cards with vocabulary about verbs in English with their meaning in Spanish, in order for students to play memorize verbs with their peers. Moreover, these cards can be used to generate representations through sounds and movements, making it possible for students to use their senses to improve their learning.

Kormos and Smith (2012) proposed tools that can be used for the organization of words, this by creating letters designed with materials, such as fomi or wood which are material that may have different colors, in this way the organization and memorization of the student will be much better. Likewise, they recommend us to use conceptual maps as a visual aid to help the student to have more organization in their homework, so they can understand a topic easier; therefore, that proves that this could be the most effective strategy for students with dyslexia.

In addition, 14% of the documents talk about strategies focused on technology; according to Hussain (2016) technological tools allow to improve the communication skills in English in students with dyslexia; examples of programs focused on phonetics and guided reading are video games and the construction of web pages designed especially for this type of population. In addition, 14% mention the importance of the teacher's role in the classroom; according to Johnson (2004), one way the teacher can be part of the process, is to have knowledge of the difficulties, to provide students' self-esteem and confidence to develop their activities. 8% are related to strategies focused on metaphors and games. Jin and Cortazzi (2008) mentions that students through activities related to role play, drawings and images, can show what their interests are and, in this way,, teachers can focus on strategies related to their likes and interests. On the other hand, 7% are based on mnemonic illustrations; (Whedon,1997), tells us that illustrations give students strategies to plan and organize tasks; usage of mnemonic illustrations, help students to remember words easily and improve their English skills. See below some examples.

Mnemonics Illustration recovered from:
https://www.twinkl.es/search?term=mnemonics+spellings
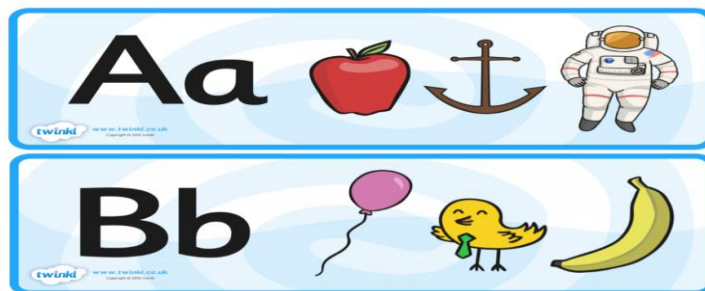
As a final point, 7% comment strategies for natural learning with the total physical response method. According to Asher (1977), this method is focused on the movements and creativity of the students enabling improved communication processes and anxiety around learning. An example of this method is to show different flashcards with vocabulary, then they can represent this vocabulary by mimics; in this way students may be involved in natural learning through movements.

Missing of information

During the research, there was evidence about the lack of information regarding this challenging topic. Finding strategies to address students with learning disabilities is not an easy job; initially the idea was to find effective approaches to help these students with their reading and writing skills, since according to the research regarding what their symptoms are, it was evidence that these students have great problems in the processes of attention and writing and reading skills however, during the exploration of the 35 documents the research took a different turn since only 2 out of 35 documents had this information.

A search was made for the following equations "teaching" + "English" + "TDAH" +" Colombia" "English" + "ADHD"+ "reading and writing " "English" + "Dyslexia "+ "reading and writing ""teaching" + "English" + "ADHD" + "reading" + "strategies" and very limited information was found, about strategies to improve this specific skills in students with ADHD and dyslexia.

Throughout the investigation, making the analysis of the documents and seeing that the found articles did not talk specifically of what was desired, it was decided to make some adjustments to the investigation since by not doing so, the objectives proposed at the outset would not be met; for that reason, the focus of the project was somewhat changed to something that could be clearly analyzed, like as an example removed the detailed skills that were originally wanted and talked about all the skills in general.

In consequence, we are able to mention that there is very little research focused on this learning difficulty. Moreover, there was found very general information about the strategies, so there were no examples of these, and some documents did not present case studies to determine if the strategies had any positive results with this specific population. For this reason, for future research, it is suggested to address this problem in a more detailed way, to find strategies related to these two skills.

Conclusions

At the end of all the research, the following aspects can be mentioned:

1. It is important to consider students with learning disabilities as they may have difficulties in the process of acquiring knowledge; therefore, it is necessary for teachers to be aware of these specific situations and of strategies to improve their learning.

2. According to the results, the most effective strategies for the students with ADHD are through learning styles focused visual skill and also the preferences activities for the students. Also, for student with Dyslexic the strategies are through the multisensial approach with the purpose that student using their senses. It can be concluded that the most effective strategies for students with ADHD and dyslexia are strategies focused on the visual, tactile and kinesthetic; some of the proposed activities are through videos, movies, music videos but also activities related to the movement such as the Roleplays

3. Another strategy that can help in the process of this population is the use of games, regarding the educational function of Queyrat, which specifically talks about motor, sensory, intellectual games, among others; Some activities that can be performed are puzzles, roleplays, use of objects that allow to work the senses and activities of movements.

4. Motivation also plays a fundamental role in the acquisition of knowledge of this population; therefore, it is recommended to use tools that motivate students, all through the visual process in which can be included design of didactic material, videos, posters, flashcards, movies and series.

5. Taking into account the disciplinary framework focused on the symptoms of students with ADHD, one of the most effective strategies for this population is related to daily routines and clear instructions, since these students find it difficult to understand and do their tasks; if there is not one instruction and organization clear in their academic process the results will not be as expected.

6. Understanding that students with Dyslexia struggle with specific skills like reading and writing, focused strategies can be counted on the organization of words, this by creating letters designed with materials, such as fomi or wood which are material that may have different colors, in this way the organization and memorization of the student will be much better, also usage of mnemonic illustrations, help students to remember words easily and improve their writing and reading skills.

7. According to my experience with students who have these difficulties, some strategies proposed here were used, but above all the context of the student was the most important starting point to propose strategies, since according to their preferences activities were found that attracted your attention the most.

8. Taking into account the absences in the research, it is necessary for future researches on strategies be carried out for students with these difficulties, from the skills that are most difficult for them in this case writing and reading, since little information was found on the environment of this problem.

Recommendations

1. First, it is essential that during the search for information, an organization and good process will be developed in the consulted sources, to obtain the expected results.

2. It is important to generate more research around this population, as this will allow teachers to have tools for teaching these students.

3. It is necessary that teachers use tools and strategies focused on the behavior and interests of these students, so that in this way they will achieve great results.

4. Finally, for future researchers, it is recommended to investigate the need our society has to educate teachers on this topic.

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Documentary matrix ADHD

N° Articles	Age	Title	Author	Universities	LA - AME Continent	Asia Continent	Europe Continent	Strategies	Abstract	Metodology	Conclusion	Search site	Theorical	Document type
Art N°1	2020	CLASSROOM MANAGEMENT TECHNIQUES FOR TEACHING ENGLISH INCLUSIVELY TO ADHD AND ASD PRIMARY STUDENTS IN VIETNAM	Vu Hoi Ha*, Nguyen Nha Uyen	English Language Teacher Education VNU		Vietnam		Healthy learning routine for the class; Physical classroom arrangement, system of punishment‐and‐rewards, proficient student assigned to work, in a partnership with the ADHD and ASD - Resolving interpersonal conflicts	This case study aims to find the solution for the teacher who teaches students with ADHD and ASD and facilitate their management in the classroom.	This project use of a qualitative approach and its objective is to carry out the study case and mixed methods were applied to enrich the data.	In relation to the needs and difficulties of this type of population, these 8 management techniques were taken into account in the classroom and the help of people like; parents, school and teachers, to allow for ease in the language	Google Academico	Marzano, R. J., Marzano, J. S., & Pickering, D. (2003).	Journal of Foreign Studies
Art N°2	2020	Reinventing ADHD in Out-of-School Time	Devon Blackwell	Article‐Journal USA				The most important strategies is through likes and necessity of the students. Using the social context.	This article talks about to create of project to involve students with ADHD. It attract them, some of the activities designed by hypertissue are; opportunities for movement, means of expression and artistic creativity, meaningful connections in real life through learning experiences	This project use of a qualitative approach, in this project a investigation was made with a very one student with learning disabilities.	Finally, Devon Blackwell (2020) mentioned that the interests of the students are essential to achieve the objective regarding the acquisition of learning. These interests can be through movement, artistic expressions and real experiences with their environment.	Eric.com	Devon Blackwell (2020)	Article - Journal
Art N°3	2019	Teaching English as a foreign language to children with special learning needs at primary school	Kateřina Kašpárková	MASARYK UNIVERSITY			Chequia	multi-memory approach; activities in which students can move, have a visual process, TPR is another teaching method used by the English teacher during her lesson. The teacher for the skill use some strategies like in a colour-coding (Writing) reading strategies, the teacher always chooses short texts with pictures and with just a minimum of unfamiliar words.	The purpose is teaching english to children with learning disabilities such dyslexia, dyspraxia, dysgraphia, dysorthographia and ADHD and this project has two parts. Theoretical and practice.	This project use of a qualitative approach, in this project a investigation was made with a very one student with learning disabilities, the project wants to try to find out which methods, strategies and techniques are nowadays mostly used when learning and teaching a foreign language and which one of them has a positive effect on the child's learning process in the all skills.	The purpose was teaching english to children with learning disabilities in the primary school. This thereson divided into two parts, theoretical and practical. As They fs sand out that the English teacher uses various strategies and methods while teaching English, technology tools and multi-sensory plays an important role in the child's learning process	Google Academico	Mendes, (2019) statement (2012), who also says that multi-sensory teaching strategies encourage pupils to learn the language, as mentioned in the thesis	Thesis
Art N°4	2019	USING FOCUSED TEACHING STRATEGIES TO DEVELOP LISTENING IN ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) ENGLISH LEARNER	Carmen Alejandro Cuzhipe	COTOPAXI TECHNICAL UNIVERSITY Ecuador				metacognitive strategies from the language learner to improve the listening skill‐that metacognitive strategies make their learning more effective, hence, they are able to maximize the information received and thus this can be used to improve their listening skills.	The principals aim is identify the most appropriate methodological strategies in order to improve the teaching learning process in english in students with ADHDspecifically to improve listening.	The following research is a descriptive project because it allows me to know about the ADHD learners and identify the methodological strategies that the teachers are applying during the listening English class‐This project based on qualitative paradigm, the focus is in the characteristic about ADHD and the lack of strategies that English teachers have for working with ADHD students.	Each student learns in different ways and teachers need to be prepared to meet those needs that all students have be whatever disorder it may be.	Google Academico		Research project
Art N°5	2019	Foreign language learning for children with ADHD: evidence from a technology-enhanced learning environment	Triangeni Liontou	University of Athens.			Greece	Reading activities through technology. The process of how students learn and implement; the visual, the organization and habits was taken into account.	The goal about this investigation was investigating the development of young attention Deficit Hyperactivity Disorde (ADHD) Learner's reading competences within a Technology-Enhanced Learning Environment	Communications Technology (ICT) applications are used to support and facilitate learning. computer-oriented language learning can help learners use language in authentic situations while promoting their social skills.	It was analyzed that students with special needs must unquestionably have differentiating strategies for acquiring knowledge. Some limitations were presented due to the number of students that underwent the study and the reliability of this study due to the small number. This project showed the importance of working with technology and how activities should be carried out that allow the motivation of these students.	Scopus	Greenfield (2002)	Article - Journal
Art N°6	2019 School	The Use of Rhymes and Songs to Develop English Speaking Skills of Special and NonSpecial Needs Students of Third Grade at Liceo Bello Suiza	Isis Alonna Candelo Piori Camilo Esteban Coral Cortes	Santiago de Cali University Colombia	Colombia			Didactic unit: in which rhymes and songs were implemented in each monologue and activity	This paper presents the results of research based on a participatory approach where the use of rhymes and songs, in order to develop English speaking skills in the third grade students of an inclusive classroom (a classroom that Includes special and non-special needs students) was evaluated.	The project has a qualitative focus and participatory action research, the principal teacher It is part of the researchers and the implementation of the didactic unit, since he know the students and he could find solution for the situation in the students were significant.	It was possible to implement the rhymes and songs in monologues for the students to learn a dialogue and an orientation guide was left so that the teachers who do not manage this population have help. The activities	Google Academico	Krashen (1982)	Thesis
Art N°7	2018 ESTUDIO DE CASO	PAUTAS METODOLÓGICAS PARA UNA DOCENTE DEL ÁREA DE INGLÉS CON UN ESTUDIANTE DIAGNOSTICADO CON TDAH EN SU CLASE:	ANGIE LIZETHE MUÑOZ VANEGAS INGRID VANESSA GUTIERREZ MASMELA	Pontifical Javeriana University Colombia	Colombia			It is recommended that the teacher be trained and that the diagnosed student improve his behavior and the academic process through daily routines, objectives, coloring clear instructions.	In the next project the principal goal is proposing different methodological guidelines and English teacher who have students diagnosed with ADHD in their classroom.	The project has a qualitative focus. It was carried out to study and it had results and there were different treatments to help the students and teachers	In conclusion, it is important to point out that the teacher must have full knowledge regarding ADHD, and how understanding iteotales an appropriate change in methodology for the entire class including the student.	Google Academico	Pérez, R. (2019). The importance of establishing good habits and routines	Thesis
Art N°8	2016 SCHOOLS	PRACTICES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN THE CASE OF STUDENTS WITH LEARNING DIFFICULTIES IN ESTONIAN BASIC	Pasi, Merle	UNIVERSITY OF TARTU DEPARTMENT OF ENGLISH STUDIES			Estonian	The most important strategies that was select for the interviewed teachers was: Games, Activities that involve movement and Computer-based activities, but they work by separate team. Students without LD and Students With ADHD, and have some interactive activities with the principal team. Teaching English is organised in three different ways: (1) in a separate classroom, (2) in a mainstream class together with peers, and (3) in a mainstream class, but not with peers.	The goal of present master's thesis is observe the real situation in the practices of teachin english with 4 important aspects as: organisation of teaching, learning materials, teaching techniques, assessment, how teaching English falls into the inclusion and what are the teachers' perceptions about teaching English to students with learning difficulties	Quantitative approach that seeks to understand the student's perspective. Data collection and statistical analysis are used, in which answers will be obtained on how the English language learning processes are related in students with different schools.	concluded that students in learning styles have a strong preference for learning English visually, that resources such as images, video, movies etc. are used in approaches and methods students students prefer a natural way of learning.	Google Academico	Watkins et al (Kai)	Thesis
Art N°9	2016	idioma Inglés en estudiantes de enseñanza básica con Trastorno de déficit atencional e hiperactividad en Establecimientos educativos de chillan	PATRICIA BELEN ESPINOZA MONTECINOS LEA BEATRIZ OCAMPO PEÑA NATALY SOLEDAD RETAMAL NOCETTI YADIRA PAOLA RODRIGUEZ MALDONADO	Bío-Bío University Chile	Chile			was an investigation of approaches and learning styles like: Visual, auditory among others. The purpose is known the opinion of the student and how does he want to learn other language.	It is looking appropriate methodologies and approaches for teaching English to students with ADHD, from their perception	The project wants reducing student anxiety and stress of failure enhancing student's reading comprehension and improving student's writing performance	The conclusion is that the most important strategies that improve the Language Learning Experience of Seventh Graders with Deficit and Lack of Attention in the English Class	Google Academico	Gebhard & Demeyer (2008)	Thesis
Art N°10	2016	Strategies that Improve the Language Learning Experience of Seventh Graders with Deficit and Lack of Attention in the English Class	Karina Andrea Cobarrus Zapata	Antioquia University Colombia	Colombia			Motivational strategies and devices: Watching series, especially fantasy and role plays	This project has strategies that allow improving the motivation and attention of a group of the students who have ADHD	Critical approach to the research methodology - Participatory action research. Information gathering technique	The strategies that were applied were effective around student care, student participation and the delivery of work.	Google Academico	Fleter (2016)	Thesis - research project
Art N°11	2018 estudiantes con TDAH del Instituto colombo Venezolano	Estrategias de mejoramiento del aprendizaje del idioma de inglés en tres	Duban Alberto Idarraga Venoa, Yanira Rodriguez Bautista	Antioquia University Corporation Colombia	Colombia			Motivation through the Flashcards, videos. The teachers have to give personalized treatment. Sensory stimulation and occupational health support	The inclusion of students with ADHD is sought, and to have significant learning, in three students.	A case study was carried out on 6 students with ADHD in a public school, evaluations were carried out to determine what the learning style of these students was and in this way to be incorporated students' learning preferences	assessment showed that academic performance improved for students whose teachers incorporated students' learning preferences	Google Academico		
Art N°12	2017 of Elementary Students with ADHD	The Investigation of the Learning Style Preferences and Academic Performance	Stephanie Jasmine Shtei, Sandra Deemer, Deborah Tamakloe, and Ojoma Edeh Herr	Millersville University USA				The proposed made by this project is to take into account the learning preference of these students, such as the motivation to learn, the environment and the comfort in the classroom are preferences that were obtained in the research.	This study investigated the learning style preferences of students with ADHD in elementary school through learning styles tools.			Eric.com	Assessment Tools (Dunn, Rundle, & Burke, 2007).	Article - Journal
Art N°13	2017	HELPING STUDENTS WITH ADHD IN THE AGE OF DIGITAL DISTRACTION	Juliet E. Hart Barnett	Arizona State University USA				The following article provides educational and organizational advice in the first part, to maintain attention in class, for example, the division of work and activities. Movements and activities in the classroom. Carrying out other tasks. In the second part of the article, technological tools, applications and devices are proposed to help students maintain their attention and solve tasks.	The following article talks about traditional technological strategies and tools to meet the care needs of students with ADHD		By incorporating targeted environmental, organizational, and instructional techniques into everyday instructional and classroom management practices, teachers will be empowered to improve the sustained attention and academic performance of their students with ADHD. By modeling use of the most up-to-date apps that center on study skills, organization, and engagement, teachers can also attend to the characteristics and needs of their students with ADHD.	Eric.com	Kutscher & Rosin, 2015	Article - Journal
Art N°14	2017 a high school of Avila (Spain)	Teaching English to students with special needs: a case of study in	Tamara Robledo Carranza, Luisa Maria Gonzalez Rodriguez	Salamanca University Spain			Spain	This project focused on the design of material with different activities to improve its process in English, activities were used to improve vocabulary, grammar and speech. Total Physical Response method (TPR)	In this project (a principal aim is develop methodologies and implement didactics to achieve success in the Language learning process in students with ADHD and Dyslexia	This work tells us that in the acquisition of the second language it must start little by little and it is recommended that the skill that must be strengthened is listening. (investigative action).	The main objective of this study was to prove that SLD students were able to learn on their peers with an adequate methodology and that this will not necessarily impair the progress in the rest of the class.	Google Academico	Asher (1977)	Thesis
Art N°15	2017 general básica de la escuela particular	Estrategias de aprendizaje de inglés en niños con trastorno de déficit de atención e hiperactividad "TDAH" del sexto año de educación	Rivadeneira Conallos Diana Jamira	Central University of Ecuador Colombia	Colombia			Didactic materials like: Videos, poster.	Strategy in the English language for children with ADHD in the sixth grade, through teaching materials	This project use of a qualitative approach and action research, It used data through the lead in und lead red test and an journal provided by the investigator	The strategies that obtained results were in the learning of English of these students were the visual strategies, they allowed to capture the attention of the students.	Google Academico	Cordile Lourdes, 2009	Thesis research project
Art N°16	2016 specifically writing in the EFL classroom	The impact on teaching parents of English language beginners different focusing techniques to deal with ADD/ADHD 6th graders to improve	Saavedra Canales, Camilo Maricela	Andres Bello University Chile	Chile			Parents were given a series of techniques to work with the students they had to make a report in a newspaper referring to the improvement of their children's writing.	The aim of the present project is teaching focusing techniques to parents of ADHD 6th grade to allow improve writing skill in the students	This project use of a qualitative approach and action research, It used data through the lead in und lead red test and an journal provided by the investigator	the contribution of parents in the teaching of focusing techniques generated an impact their ADD/ADHD students' writing skills.	Google Academico	Armstrong, 199	Thesis
Art N°17	2016 STUDENTS"	"TEACHERS' STRATEGIES FOR TEACHING VOCABULARY IN CLASSROOMS WITH ADHD	MIGUEL ÁNGEL CADAGAN VALERIO DORIS CAROLINA PALMA GARRIDO	OF CONCEPCION EDUCATION FACULTY PEDAGOGY IN ENGLISH Chile	Chile			The strategies is based in Teaching the form of the words, Teaching the meaning of the words‐Teaching the use of the words, the project wants continue with the same strategies but it is implement TPR Physical Response, The Silent Way and the Task-Based Language Teaching, for the Children With ADHD (Visual - Tecnology)	This project has an aim find the correct strategy to teaching English especific the vocabulary to students With ADHD for this reason three chillean teachers was interview for to know some strategies that they used.	This project use of a qualitative approach to allow discover the comprehension new ideas with the others contexts	The teacher used the words in English using repetition drills, ICT, speaking and reading, and With student's ADHD used the same strategies but cooperative learning, lowering the instructional pacing and TPR.	Google Academico	Asher (1977)	Thesis
Art N°18	2014	Differences Between Students With and Without ADHD on Task Vigilance Under Conditions of Distraction	Peter Ross & Justus Randolph	Walden University USA				In the article cognitive and instructional strategies are proposed: some of them are to divide the periods of instruction and assigned work into smaller sections - Provide instructive clues and reminders - Physical and movement activities.	In the following article it was did an investigation with the distraction in students without and with ADHD in which it was found, that the moment of the distraction the student with ADHD has greater difficulties in acquiring knowledge and this explained that the boys with ADHD because of distraction has low performance, for this reason recommendations and strategies are proposed to work with this population in class.	This research conducted a case study with elementary school students with and without ADHD to identify how they behave under different forms of distraction.	The results obtained in this research was that children with ADHD are more easily distracted and this can cause their poor academic performance.	Eric.com	(Sankey, 2000; Reid, Trout and Schwartz, 2005). Cognitive and instructional strategies	Article - Journal
Art N°19	2012 metodologica	Diferencias	Maria Dolores Clares Almagro	University of La Rioja			Spain	Motivation through the visual, concrete and activities that dominate psychometricity	How a second language should be taught appropriately for children with ADHD (work at home and orderly guidelines)	Pedagogical method and approach, in which a series of guidelines	The students are highly motivated and participative, in all the visualization activities, it is necessary to have casting time to carry out this method.	Google Academico	Clares 2012	Thesis
Art N°20	2010 MEJOREN SU APRENDIZAJE	LOS JUEGOS EN INGLÉS UNA POSIBILIDAD PARA QUE LOS NIÑOS CON TDAH (TRASTORNO POR DEFICIT DE ATENCIÓN CON HIPERACTIVIDAD)	TATIANA GARCIA ROA ANDREA DEL PILAR GÓMEZ ÁVILA INGRY MALLERELY RODRIGUEZ SALAS	Universidad libre Colombia	Colombia			The recommended strategy is through of games these games are about the daily routines, tastes and preferences.The approach used is the communicative	Provide English learning in children with ADHD by implementing a series of games to control levels of anxiety, hyperactivity, impulsivity and inattention.	Under the action research modality, an investigation was carried out within the classroom in which it was determined that the students wanted a more playful class. (PPP (Presentation, Practice and Production) lesson plan model	The implementation of games allowed the comprehension, motivation, participation of the students. It also allows the improvement of anxiety levels, aggressiveness.	Google Academico	Jean Piaget	Thesis
Art N°21	2010 Teaching to Children with ADHD	Natalia Turketi	School for International Training Brattleboro, Vermont USA USA				Games and activities exclusively for ADHD students. In their core three are usually fun, visual, interactive. Based in the TPR Method Physical Response, The Silent Way and the Task-Based Language Teaching.	The purpose is improving the ESL teaching process and that the learning english can be successful in all students, but especially in ADHD students	The method selected was EFL teaching: TPR - Total Physical Response, The Silent Way and the Task-Based Language Teaching.	It is important to focus on the student's needs, so that the learning process is successful, remembering that the learning form for each student is unique and they have different abilities.	Google Academico	Asher (1977)	MA TESOL

Documentary matrix DYSLEXIA

N° Articles	Año	Title	Author	Universities	LA - Amer Continent	Asia Continent	Europe continent	Strategies	Abstract	Metodology	Conclusion	Search site	Theorial	Document type

THEORY

Search site	Title	Age	Document type	Reference	
Google.academico	ESTRATEGIAS PSICOPEDAGÓGICAS EN LA ENSEÑANZA A NIÑOS CON DISLEXIA Y ORIENTACIONES A DOCENTES Y PADRES DE FAMILIA.	2019	Reaserch	Naranjo, C., & Castillo J. (2019). *Estrategias psicopedagógicas en la enseñanza a niños con dislexia y orientaciones a docentes y padres de familia.Machala, Ecuador: Universidad Machala-Tesis.*	Dislexia
Google.academico	Programa de Intervención Psicopedagógica de Alumnos con Dislexia	2019	Article	Camacho, J., Filgueira, D. *Programa de Intervención Psicopedagógica de Alumnos con Dislexi a.* REIDOCREA, 8, 250-266. [http://hdl.handle.net/10481/57766]	Dislexia
Scielo	*Los métodos mixtos en la investigación en educación: hacia un uso reflexivo*	2017	Article	Nuñez, J.(2017). *Los métodos mixtos en la investigación en educación: hacia un uso reflexivo.Brasil, Sao Pabl: Cad. Pesqui.*	Medologia
Google.academico	*LA DISLEXIA Y LAS DIFICULTADES EN LA ADQUISICIÓN DE LA LECTOESCRITURA*	2017	Article	Tamayo, S. (2017).*La dislexia y las dificultades en la adquisición de la lectoescritura.* España, Granada:Profesorado. Revista de Currículum y Formación de Profesorado.	Dislexia
Google.academico	Tipos de aprendizaje y tendencia según modelo VAK	2017	Article	Reyes, L., Céspedes, G., Molina, J. (2017). *Tipos de aprendizaje y tendencia según modelo VAK.* Colombia, Bogotá: TIA, 5(2), pp. 237-242	Leraning Styles
Google.academico	Inclusión educativa y cultura inclusiva	2017	Article	Plancarte, P. (2017). *Inclusión educativa y cultura inclusiva.* Mexico: Revista Nacional e Internacional de Educación Inclusiva.	Inclusion
Google.academico	El sistema educativo colombiano en el camino hacia la inclusión. Avances y reto	2015	Article	Beltrán-Villamizar, Y. I., Martínez-Fuentes, Y. L. y Vargas-Beltrán, A. S. (2015). *El sistema educativo colombiano en el camino hacia la inclusión. Avances y retos.* Colombia, Bucaramanga: Educ. Educ. Vol. 18, No. 1, 62-75. DOI: 10.5294/edu.2015.18.1.4	Inclusion
Google.academico	Inclusión educativa de las personas con discapacidad en Colombia	2014	Article	Hurtado, L. & Agudelo, M. (2014). *Inclusión educativa de las personas con discapacidad en Colombia.* Colombia: CES Movimiento y Salud.	Inclusion
Google.academico	Actitud de los profesores hacia la inclusión educativa	2013	Article	Granada Azcárraga, M., Pomés Correa, M. P., & Sanhueza Henríquez, S. (2013). Actitud de los profesores hacia la inclusión educativa.	**Inclusion**
Scielo	Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe	2012	Article	Fandiño-Parra, Y. J., Bermúdez-Jiménez, J. R., Lugo-Vásquez, V. E. (2012). Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. Educ. Educ. Vol. 15, No. 3, 363-381	**Introduction**
Google.academico	Aporte de la obra de Piaget a la comprensión de problemas educativos: su posible explicación del aprendizaje	2011	Article	Arias Velandia, N., & Flórez Romero, R. (2011). *Aporte de la obra de Piaget a la comprensión de problemas educativos: su posible explicación del aprendizaje.* Colombia, Bogotá: Revista Colombiana de Educación	**Learning**
Google.academico	Trastorno por déficit de atención e hiperactividad (TDAH)	2008	Article	Vicario, M. I. H., & Esperón, C. S. (2008). *Trastorno por déficit de atención e hiperactividad (TDAH).* Pediatría Integral, 177-197.	ADHD
Google.academico	Guia actuación con el alumno con TDHA	2006	Guide	Gasteiz, V. (2006). *Guia actuación con el alumno con TDH.* España: Eusko Jaurlaritzaren Gobierno Vasco.	**ADHD**
Google.academico	Multiple Intelligence Theory and Foreign Language Learning: A Brain-based Perspective	2004	Article	Fonseca, C. (2004). *Multiple Intelligence Theory and Foreign Language Learning: A Brain-based Perspective.* España, sevilla: IJES Universidad Murcia.	Inteligencias Multiples