The Integration of Communicative Games to Improve the Speaking Skill in the Students with Attention Deficit in the English Knowledge Construction Process.

Alternative Methodological Proposal

By:

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Abstract

The present work constitutes the final project report, as a condition requested by the Universidad Latina de Costa Rica, Pérez Zeledón to obtain the degree of licentiate in the English Teaching major. This Project is also developed with the intention to empower the educational system in a necessity that students with attentional deficit have and encourage teachers to find other solution to the difficult situations faced in classrooms with the most important desire to guide students in an appropriate manner promoting success in their final results.

This project aims to offer significant characteristics related to attentional deficit and its difficulties in the students with attentional deficit to make conclusions regarding strategies about the implementation of communicative games to improve the speaking skill in the students, as well as generate recommendations addressed to teachers concentrating on the enhancement of the communicative competence of second language students during the learning construction process that support learners during the task development, providing more opportunities for this population.

Acknowledgment

We would like to thank Lic. Iván Mora Hernandez for guiding us throughout this project and for being patient with us.

Dedicatory

Firstly, I, Marianela would like to thank God for giving me the perseverance and the energy to continue every day and supporting me in difficult moments, and to my husband Alexis, my children Kendall, Alana, and Saúl to wait for me patiently every time I was working on this project, to my parents Claudia and Antonio for every pray they say for me, and my sisters Yorleny, Magaly and Wendy for those words to encourage me to continue.

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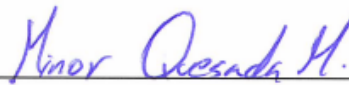Somos *esencial* COSTA RICA

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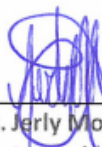
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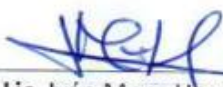
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Contenido

Chapter I Introduction

1.1 Introduction

Recognizing that teachers face diverse situations with learning disabilities in the classrooms and the challenge of working with all students in the same way, applying different methods and techniques to adapt and help students with attentional deficit (ADD, as known from now on) to promote inclusion and significant opportunities. Giving to the students and all the education participants the idea that there must be collaboration into the groups including all students and adapting means for all of them. "Cooperative groups provide students with a chance to operate as a social unit—an important prerequisite for successful functioning in real-life work environments". (Armstrong,2009 P.100). Adapting and using methods to create appropriate approach for students with attentional deficit. Recognizing that "the role of teachers is likely to be one of support" (Farrel,2011). Making all the adaptations the students require to support the development of this alternative methodological proposal, emphasizes the necessity of implementation of communicative games to improve the speaking skill in the students with attentional deficit thinking about the need to offer a proper environment and to capture the attention by the creativity. "Open attention gives us a lot of information quickly and encourages creativity by causing us to notice connections and make new patterns". (Sher, 2006.P.17). for those students that require a special structure to learn, and taking into account that those students present some special characteristics, Armstrong. (2009) suggests that "Assesses the needs of an individual using authentic assessment approaches within a naturalistic context; focuses on strengths". (151). It is s also important to know that learners also have talents as any other students and those talents should be taking into account when elaborate the communicative game in order to strength the pupil's abilities, and knowing that the academic success is reaching the attention and completion of the activities with the less interruption "The more complex the world becomes; the more individuals will need these skills". (Griffin and Care, 2015, P.8) Therefore, it is also important that the communicative games have coherence and useful content so that learners feel what they are doing is worth learning and that they will be able to use that content in the context of real -life situations.

Teachers are in charge of providing the condition for all the students giving them real opportunities to learn and to connect the knowledge and interests to improve the abilities in this case the English-speaking skill in student with attentional deficit giving them the factual chances to reach their goal in the future. "These accommodations are intended to ensure that all students have an equal opportunity to learn, to demonstrate what they have learned, and to meet the

institution' s standards of intellectual rigor" (Davis, 2009 P.90) Teachers need to recognize some important difficulties related to the communication, vocabulary and grammar that students with attention deficit face every day in the classrooms and the appropriate way to proceed and to advance "You can only feed your language machine with comprehensible input; you need to understand the gist of what you read and hear before you can learn from it". (Wyner,2015 P.78) Knowing the importance of proving the interests in the students to understand before applying the usage. The use of communicative games helps students to improve language skills in a distinct manner. The development of the speaking skill is significative in the communication process, "provides opportunities for them to experience themselves as capable learners, and encourages them to succeed". (Davis ,2009, P.80), providing proper interaction and the exchanging of information constructing an interesting connection between student and the knowledge and improving the language speaking skills. Other important aspect is that students must be comfortable and satisfied to have enough motivation to learn. "Learning a language is a complex process and there is a close relationship between motivation and language learning". (Dikilitas et,al , 2015 ,P.87)

It is important to identify aspects that affect the learning construction process and find new ideas and methods to support some learning situation that teachers face in their classrooms, according to English Syllabus (as cited in MEP,2016) "…Construction and reconstruction of knowledge is a continuing process, progressive, and never-ending…" (p.19). During the development of this chapter are exposed the following aspects: rationale, purpose, objectives, research question and hypothesis. The rationale part gives a brief explanation of why it is important the implementation of communicative games to improve the speaking skill in the students with attention deficit. This section stresses the necessity of preparing different communicative games to guide scholars during learning experience, Armstrong. (2009) suggests that "Assists the person in learning and growing through a rich and varied set of interactions with real-life activities and events". (p. 151). That leads to the desire to elaborate communicative games full of useful content that enrich the knowledge of the students and improve their speaking skill. The second point, emphasizes the purpose of implementing communicative games to improve the speaking skill, and underlines the learning as a process that can be adapted to full fill the needs of the students. Davies & Pearse (2008) state that "If communication in English is to be perceived by the learners as the main goal of the course, English should be use for real communication in the

classroom as much as possible". (p. 5). Teachers must take into account that sometimes the student will not feel confidence to participate in the activities which disadvantages the knowledge construction process, for that reason is fundamental that learners have some fun when participate in the communicative game because in that way the student will feel motivate and encourage to participate, which will provide fluent use of the English language. In conclusion, The Action Research Project is composed of one general objective and three specific objectives that constitute a guide in the progress of the action project.

Concluding, teachers face diverse situations with learning disabilities in the classrooms and the challenge of working with all students in the same way, and promoting inclusion and significant opportunities. Emphasizing the necessity of implementation of communicative games to improve the speaking skill in the students with attentional deficit. Teachers need to recognize some important difficulties related to the communication, vocabulary and grammar that students with attention deficit face every day in the classrooms and the appropriate way to proceed and to advance. Also, to identify aspects that affect the learning construction process and find new ideas and methods to support some learning situation faced.

The following section develop the rationale that emphasizes the importance of the alternative methodological proposal.

1.2 Rationale

Throughout the years, English language has become fundamental part of the education system in Costa Rica, because of the need of communicate effectively in English, in order to get a better jobs and life opportunities, as mention by the Ministry of Public Education's (MEP, as known from now on) English Syllabus 2016. "Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities" (p. 4). Improving the speaking skill in the student with ADD will provide learners with better opportunities in many different aspects in their lives such as, future jobs, in society, effective communication with foreign people inside and outside of their native country, and of course the pupils will be able to use the language in real life situation. MEP's English Syllabus 2016, expresses that, "learners have to perform real life tasks that can be used in real exchanges out of the classroom setting". (p. 46). But when teaching English to student with ADD it may result more difficult than teach English to the learners who does not have this condition. Since one of the main goals of the MEP is that learners

become bilingual and speak English proficiently, as mention in MEP's English Syllabus 2016 "The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages" (p.4). Which emerges the need of integrate communicative games to improve the speaking skill in the students with ADD in the English knowledge construction process, in order to provide to these learners a better education according to their needs, and recognizing the relevance of learning a second language. "Second language learning and teaching are more important in the twenty-first century than ever before and are more important than even many language teachers appreciate". (Long, 2015, P.4) Communication take and important role of each person because without communication the pupils cannot learn, communication is essential in the knowledge construction process, in the classroom the learners need to understand what teachers say and at the same time the need to be able to know how to communicate with teachers and their peers in order to enhance their communicative and speaking skill, Downing et, al. (2015). States that "communication is the key to learning because a great deal of what we learn depends on our interactions with others". (p.24). Which leads to the need to reinforce the social part of the pupils at the same time, since in order to develop their speaking skill, they need to know how to communicate with those around them.

It is known that student with ADD have difficulty in paying attention or concentrating on one task at a time. Pritchard. (2009). Explained that:

 Attention Deficit Disorder with or without Hyperactivity Disorder is a condition in which, when compared with most children of the same age and sex, the child has a range of behavioural problems associated with poor attention span and concentration. These problems include: pronounced inattentiveness; pronounced impulsiveness, not thinking before saying or doing something; restlessness; hyperactivity – being unable to control the amount of physical activity which is appropriate to a particular situation; under developed learning and social skills. (p. 69).

It is evident that ADD can come accompany by some other condition or symptoms that will affect the knowledge construction process of the learners with this disorder, which leads to the challenge for teachers to find different way of teach the language and in this case to implement communicative games that call the attention of the pupils in order to keep them focused in the knowledge construction process. Sher (2006) states that "If you want to focus children's attention,

you first have to capture their interest" (p. 1). It is fundamental that the games teachers will implement in the classroom to improve the speaking skill in the learners with ADD must be enough interesting, dynamic, fun, creative, also it is important that the games have short and easy instructions in that way pupils will understand easily, because as mention by Brown (2005) "persons with ADD syndrome tend often to have an "unfocused mind". Therefore, it is necessary that these communicative games are focused on the interesting of the pupils with ADD otherwise it will represent difficulties for both teachers and learners to achieve the goal of enhance the speaking skill. Pierangelo & Giuliani (2008) mention that "When children are not paying attention, they cannot respond appropriately to questions, follow directions, or take notes during a lecture". (p. 31). For that reason, it is of great importance to develop the communicative games that are appropriate to the interests, need and also the abilities of the pupils with ADD, the games must be engaging and entertaining. Wright et, al, (2006) states that, "Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work". (p. 2). Further, funny games will facilitate the knowledge construction process because if learners have fun, the knowledge construction process is almost unconscious.

To conclude, English language has become fundamental part of the education system in Costa Rica, because of the need of communicate effectively in English, in order to get a better jobs and life opportunities, improving English communication in students with attentional deficit is also improving their opportunities. Recognizing that communication takes and important role of each person because without communication the pupils cannot learn, communication is essential in the knowledge construction process. And it is necessary for teachers to find different way of teach the language and in this case to implement communicative games that call the attention. In this case to develop the communicative games that are appropriate to the interests, need and also the abilities of the pupils with ADD.

The next fragment is going to develop the purpose of the alternative methodological proposal.

1.3 Purpose
In the English construction process, teachers and students are facing some difficulties related to the different styles and needs that the students have to reach the expected competence in

the English-speaking skill in students with ADD. It is required to look for some means to help teachers, students and the system to The MEP's English Syllabus (2016) establishes that:

> The new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR) (p. 4)

Knowing those levels allows to measure in an appropriate way the progress of the students and identifying some aspects that can improve the English language learning in some students with attentional deficit and the delay they are having for the reason of receiving the knowledge construction and approaches without differentiations. Teachers are obligated to find methods and activities that underlines students' needs and students' strengths to motivate the enhancement as Armstrong (2019) claimed that, "Teachers assessing special-needs students will likely put more emphasis on identifying the strengths of students. (p. 159) Providing the environment to learn the language and enhancing speaking skill according to what they need to modify and their possibilities. Other important aspect when implementing communicative games for students with attentional deficit to improve the speaking skill is producing a significative construction knowledge to make the appropriate engagement to reach the success in the process. The knowledge construction plan is a great challenge for teachers that are in charge of students with attentional deficit. According to Ellis (2003)

> "tasks involve a plan for learner activity; they have a primary focus on making meaning; they engage with real-world authentic language use; they focus on any or all of the four language skills; they engage learners in cognitive skills in order to accomplish them; and they have a defined communication-based learning outcome" (p. 9)

The four language skills are connected to make possible the communication´s goals that is the reason why it is central to improve them in different ways reinforcing the speaking skill, according to the Common European Framework of Reference for Languages: learning, teaching, assessment (CERF, as known from now on) CERF 2018 " Spoken interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions"(p. 81) that in some cases can be difficult for students with attentional deficit giving them the confidence to improve the language. It is obligatory that teachers take into account when making the plans

providing real interaction for students with attentional deficit   to develop communicative competence in the English construction process of teaching, "Games for these teenagers are geared toward reducing anxiety levels so they can be comfortable and better able to focus on the present moment". (Sher, 2006, P.19)

Recognizing the importance of using communicative games that helps students with attentional deficit to improve the speaking skill and for instance the communication, providing real opportunities where the students feel comfortable to advance and to get challenges in the language acquisition. Wright et, al, (2006) states:

 That Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it. (p. 2).

Implementing the communicative games to improve speaking skill for students with attentional deficit is a way of recognizing that they have different needs and teachers have responsibility to provide proper approaches to help them and to guide them to the knowledge construction process, using the means that complement those necessities. In addition, it is indispensable to find some solutions to the problem's teachers face in the classrooms to have effective communication for all the members of the group.

The implementation of this alternative methodological proposal stressed the importance of improving English in the students that face some problems with speaking skill and the attentional deficit. It tries to highlight some necessary aspects to reach the communicative competence in those students providing the environment where they have the same opportunities and inclusion to obtain the proper understanding of the language and the way to respond in an appropriate way in different settings and situation not only to complete a task in the classroom, but to be successful in the reaching of the wanted results and to have more opportunities.

As a conclusion, teachers and students are facing some difficulties related to the different styles and needs that the students have to reach the expected competence in the English-speaking skill in students with ADD. Other important aspect   when implementing communicative games

for students with attentional deficit to improve the speaking skill is producing a significative construction knowledge to make the appropriate engagement to find some solutions to the problem's those students present related to attentional deficit. In the following segment are developed the general and specific objectives that develop the main goal of the alternative methodological proposal.

1.3.1 *General Objective***:**

To develop a proposal for pedagogical action that involves communicative games for improving speaking skill in students with attention deficit in the English knowledge construction process.

1.3.2 *Specific Objectives***:**

To state the need to enhance learners ´ speaking skill through the application of communicative games in students with attention deficit in the English knowledge construction process.

To substantiate conceptually communicative games to reinforce learners´ speaking skill in student with attention deficit the English knowledge construction process.

To plan sequential activities that allow the implementation of communicative games for improving speaking skill in students with attention deficit in the English knowledge construction process.

1.3.3. *Research questions*

In any action research the research questions are an important part because they work as a guide for the researcher to conduct the literary review and find the solution to the statement problem. As mention by Efron & Ravid. (2013). "The research questions arise from events, problems, or professional interests that the educators deem important". (p. 4). In other words, the research questions are the structure of the research, they highlight important aspects of the research and help the researchers to know how it must be developed, and also how the information should be gathered. Cohen, et al. (2018).

There is a move in the research design from the general to the specific and concrete. From these specific, concrete objectives the researcher can formulate direct, concrete, specific research questions that the research will answer specifically and concretely and, thereby,

address the objectives of the research. Research questions get to the heart of the research issue. (p. 165).

Once the research questions have been formulated, later they will be use to find strategies that help to improvement of the speaking skill in the students with attentional deficit through the implementation of communicative games.

How do the students with attentional deficit can learn to communicate by implementation of communicative games?

How can be enhanced the way of teaching vocabulary to students with attentional deficit through the implementation of communicative?

How can be improved the process of learning sentences and grammar by the learners with attentional deficit?

How do the accuracy features can enhance the learners speaking skill?

How does the lack of Appropriacy can affect the development of learner's speaking skill?

How do the learner's fluency in the speaking skill can be improved by the use of communicative games?

How does the action-oriented approach help to improve pupils 'Knowledge construction process?

How is the Knowledge construction process improved by the use of didactic sequence?

How does the implementation of tasks improve the Knowledge construction process?

1.4 Hypothesis

The implementation of communicative games improves the speaking skill in the students with attention deficit in the English knowledge construction process. "Hypotheses bring clarity, specificity and focus to a research problem, but are not essential for a study". (Kumar, 2011, P.104) This hypothesis is an intelligent solution of a problematic situation found in classrooms that teachers in charge of students with attentional deficit have to face related to the speaking skill in the English knowledge construction process. "The importance of hypotheses lies in their ability to

bring direction, specificity and focus to a research study". (Kumar, 2011, P.104). The implementation of games to improve the speaking skill in students with attentional deficit helps students and teachers, giving them more opportunities to develop and practice in an interesting way. The implementation of communicative games enhances speaking skill in students, according to Phillips, et al. (2008) "participants reach decisions, collaborate, communicate, and generate trust and understanding" (pag185) and benefit and increase the oral communication in students with attentional deficit.

1.5 Chapter Conclusion

This chapter studied the importance of the implementation of communicative games to improve the speaking skill in the students with attention deficit in the English knowledge construction process. It also recognized that teachers need to realize about the situation faced in their classrooms when having different styles of learning and problems with the student's knowledge construction process in English learning and giving special position to the speaking skill in communication and with the idea to enhance its practice and development, emphasizing the teacher´s commitment to apply different encounters as communicative games to intent a most interesting approach. Promoting in the students with attentional deficit the suitable understanding in the games to get a precise answer for giving them chances to acquire better communication for instance better opportunities. The chapter underlined the necessity that students with attentional deficit have more occasions in the classrooms to get their goals in communication and to have a comfortable environment to learn the language in equal manner. Doing some changes to the teachers plans, including games as kind of approaches to those students that present the attentional deficit. Furthermore, it developed the purpose and the objectives of this Action-Research Project; that can be described as: analysis of the implementation of communicative games to improve speaking skill to help students with attentional deficit in the learning construction process. The relevance of this pedagogical proposal research notes the detail that the implementation of communicative games for students with attentional deficit in English language learning results are an efficient practice that improves speaking skill in learners and help teachers to catch student's attention. In conclusion, teachers have an important responsibility in this process of providing the greatest approaches for the best development of the communication. As a final point, are offered nine research questions and a hypothesis that are going to be clarified during the following chapters of the research project. It is going to be the literature review, in this part of the research, it is the

analysis of the variables and the different indicators to develop and support the concepts presented in this research.

The development of this action research will continue with the variable I and its three indicators.

Chapter II   Theoretical Framework

2.1 Introduction

The progress of this project offers pertinent realities to support the requirement of an effective implementation of communicative games to improve the speaking skill in students with attentional deficit .It is necessary to give importance to the theoretical framework because it permits the person who reads to conceptualize the study in an extensive context, giving to the reader the idea of what it is coming below, and provides more aspects to define the problem that it is been developed and all the details around the alternative methodological proposal .It is necessary to understand that theoretical framework is really essential in the research. Giving life to the construction and development of the investigation guiding the researcher to the desired kind of study. "One of the essential preliminary tasks when you undertake a research study is to go through the existing literature in order to acquaint yourself with the available body of knowledge in your area of interest". (Kumar, 2011, P.54) Showing the right path to support the ideas and the proposals of the plan.

There are relevant aspects when doing the theoretical framework, "it helps you to establish the theoretical roots of your study, clarify your ideas and develop your research methodology". (Kumar p.54) as the organization and the composition of relations and coherent ideas to provide the essential information components to support the main purpose of the project like variables and indicators that will deliver to the readers a competent understanding of the chapter, as Kumar (2011) mentioned "the literature helps you to understand the subject area better and thus helps you to conceptualize your research problem clearly and precisely and makes it more relevant and pertinent to your field of enquiry". (p.55) It is important to remark that when the theoretical framework has a well-organized set of concepts and very strong literature review all the others chapters will have appropriate bases to continue the development of the project and to go deeper in the knowledge. "The references that you cite support your themes and serve as evidence for the arguments and assertions that you have made". (Effron and Ravid, 2013, p. 43)

This part has important material and gives the reader a more proficient knowledge of why and how to improve the speaking skill in students with attentional deficit by means of communicative games, providing the opportunity to reach effective communication in the English language. Teachers have a responsibility to provide environment for the student where they reach the English learning goals, "Help these students feel comfortable in your classroom by offering reassurance and expressing confidence in their skills" (Davis 2006 P.104) The advance of the

project emphasizes the importance of giving occasions to the students with attentional deficit to improve speaking skill considering different aspects to help them and giving them an appropriate setting. "All the games work on the principle of developing sustained attention by providing interesting age-appropriate experiences". (Sher, 2006, P.24) This chapter contains three variables, the first one is attentional deficit that has the necessity to be identified to recognize its characteristics, "ADD is a complex disorder that involves impairments in focus, organization, motivation, emotional modulation, memory, and other functions of the brain's management system". (Brown, 2005, p.20). Significant that these aspects help to provide a proper treatment in a special manner to promote that those students who face this disorder can reach a solution when they practice English speaking skill and to have success after the learning while using communicative games. "Most individuals who suffer chronically from an impaired ability to pay attention are able to focus their attention very well on activities that interest them". (Brown, 2005, p. 1). It underlines the aspect of how the students with attentional deficit can achieve communitive competence by the application of communicative games, calling the attention and promoting interests in the students.

This variable has three indicators that explain how important is the identification of students with attentional deficit´s needs and the application of communicative games to improve speaking skill to enhance the indicators that are: learning to communicate, learning vocabulary, and learning sentences and grammar for students who face this situation. In this fragment it is essential to explain the significance of appropriate development of learning to communicate, recognizing that "communication is the key to learning because a great deal of what we learn depends on our interactions with others." (Downing, Hanreddy & Peckham-Hardin, 2015, p. 24). Giving importance to the interaction of the students in their classrooms and recognizing that having the ability to communicate in a proper way to provide an opportunity to get aims not only in classroom, but also in life. "The ability of people to reach their goals in social life depends to a large extent on their communicative competence" (Rickheit & Strohner, 2008, p.36) For students with attentional deficit is valuable to have a proper communication management to get the effectiveness in their English communication growing .The subsequent indicator is the learning vocabulary that emphasizes the importance of managing an expanse of vocabulary that allows to understand and give a suitable response, recognizing the learning as a process "Language acquisition is gradual, based on receiving and understanding messages, building a listening

(receptive) vocabulary, and slowly attempting verbal production of the language in a highly supportive, no stressful setting". (Herrell and Jordan 2016 P.13), Proving the amount of vocabulary to be able to give a proper response. That "when you encounter key vocabulary and discuss and act out the words" (Herrell and Jordan 2016 P.58) Learning vocabulary is central in the language understanding, the efficiency of the communication depends on the amount of vocabulary the learner manages. It is similar when applying the vocabulary to practice the speaking skill that comprehension is related to the understanding of vocabulary. "Teachers should facilitate active learning of academic vocabulary and the linking of new vocabulary to everyday experiences" (Herrell and Jordan, 2016 P.17) To make the students practice in a confident manner. Vocabulary provides ideas and the knowledge to the learners to have effective communication. Learning sentences and grammar is the following indicator that accentuates the relevance on guiding the students to the improvement of sentences and grammar and the way people acquire the grammar and the language. "When we learn a second language, we develop like children because we learn like children. If we feed our language machines enough comprehensible input, then we will automatically learn our new language's grammar", (Wyner,2015, p. 77), to understand and produce while refining the comprehension of sentences structures and grammar. "There are two sorts of grammar that we encounter in our lives: the spoken grammar we acquire as kids, and the written grammar we learn in school". (Wyner, 2015 P.74) Grammar as language is part of the life and is developed in a natural way in the first moment.

There are some important aspects implied on sentences and grammar that allows the real communication and they are components that makes a combination of language features that reinforce the speaking skill in the English language construction process.

"Grammar Teaching involves any instructional technique that draws learners 'attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and / or process it in comprehension and / or production so that they can internalize it" (Ellis, 2006, p.84).

In the context of English language learning is possible to say that exist a necessity of using techniques to conduct the students to the attention of the sentences structure and the grammar aspects to complement all aspect and acquire a competent communication in the students with attentional deficit.

The second variable is speaking skill that is one of the most important ability to complement the English language learning construction process, considering that speech has a significant role of the communication. According to Bueno, Madrid, and Mclaren (2006), "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English" (pag 321). Consequently, teachers are in the responsibility to provide the situation where the students have speaking interaction "Spoken interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions".(CERF 2018, P. 81) for the students have real approach and practice recognizing that it is very compound and it is easier practicing in the group. "Speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group" (Celce-Murica, 2001). This variable has three indicators that explain the relevance of important aspects when improving the speaking skill such as accuracy features, appropriacy, and fluency, that are necessary to understand to help the students to enhance them. The accuracy features are obligatory part of the speaking skill improvement. According to Harmer (2001), "learners should know "language features" and the ability to process them in communication. If the speaker dominates these language features, will help learners to acquire successful communication goal" It recognizes the need to manage the language features to understand and to produce the precise route for communication. "the more accurately we learn its pronunciation, the better we'll remember it".(Wyner,2015,P.21) Following the components of the speaking skill the appropriacy stresses on" The appropriate use of language forms is important for learner's oral proficiency" (Saunders & O'Brien, 2006). In addition, the fluency is the third indicator that forms the speaking skill. It necessary to mention that fluency is the responsible of the flow in the speaking, providing an easier understanding. Fluency is placed as "assign exercises specifically designed to increase students' speed and efficiency" (Ambrose et all, 2010 P.141) Fluency is also in charge of demonstrating the management of other aspects related to the speaking skill." the ability to pick up words from one's mind may cover the speaking fluency" (Carter, 2001; Levelt, 1989)

And the third one is Knowledge construction process refers to the set of strategies applied to approach students to the construction of the language knowledge that has a necessary labor that MEP's English Syllabus (2016) emphasizes, "Teaching learning strategies is a must in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous". It is important to relate the meaning of learning to understand this perception

of knowledge construction process in the following manner according to MEP's English Syllabus (2016)

> The learnings are built up through a social and dynamic process, which maximizes the potential conditions of a learner and the ones within his community. It is in a process 200 "Educating for a New Citizenship" of permanent evolution, of construction and reconstruction of meaningful knowledge, skills and abilities for life: learning to know, learning to do, learning to be and live-in community.

This variable accentuates the relevance in three significant aspects as action-oriented approach, didactic sequence, and task. That are elemental aspects in the knowledge construction process giving the guide and making a strong educational system, the action - oriented approach according to MEP's English Syllabus (2016) the action -oriented approach place its "emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios". Also, action -oriented approach has some specific characteristics that are: "An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks" (MEP's English Syllabus ,2016). Giving to the communication an authentic vital position to reach goals and objectives. The following component is the didactic sequence that refers to the strategy used when teaching English applying different stages to integrate the whole skills of the language improving each one of its parts as a total. According to MEP's English Syllabus ,2016 "The purpose of studying English in the Educational System is the development of the learner's communicative competence as well as the knowledge, skills, abilities, values, and competences". The final indicator is the task that is understood according to Common European framework of reference for languages as: "any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved" (CEFR,10). It refers to the action made by any learner for solving or reaching any objective in the leaning construction process of the language. According to MEP's English Syllabus (2016) "The task stimulates the learner's personal commitment to the learning   process"

The aim of this action research project is to improve the speaking skill in the English language construction process   by the implementation of communicative games in the students

with attentional deficit. Recognizing as the first point the responsibility that the teacher has when is in charge of providing the proper setting for the meeting between the learner and the knowledge and knowing that in many cases the classroom is the only opportunity for some students to reach the English language goals. According to Harmer (2007) a teacher is like "a gardener, because he/she plants the seeds and watches them grow" (pag107) Teachers have to identify the students' needs to help them. As a consequence, the proper education depends on teacher´s decision, the changes, and challenges. As is claimed in Herrell and Jordan (2016), "The role of the teacher is important in supporting students in building on their background knowledge and cultural experiences" (Herrera et al., 2010)

Summarizing, this chapter give a clear view of the importance of the complete action research project. It supports the important aspects that are develop during that investigation, analyzing variables that contribute with the implementation of communicative games to improve the speaking skill in the students with attentional deficit in the English learning construction process. The variables are; attentional deficit which integrate three indicators that are significant in the English learning construction process that are learning to communicate, learning vocabulary, and learning sentences and grammar. Those indicators should be improved to obtain a successful result after the implementation of communicative games to help student with attentional deficit. One more variable is the speaking skill that is essential to accomplish communicative competence in the learning of a target language. Speaking skill is integrated by three indicators which are accuracy features, appropriacy, and fluency, and they develop the most crucial aspects to reach effective communication in the second language. To conclude, the third variable refers to the knowledge construction process, where indicators are action-oriented approach, didactic sequence, and task, that highlights the diverse ways how learners acquire the knowledge in the   learning construction process of the language. The implementation of games improves the speaking skill in the students with attentional deficit giving them a chance to be in the same level in the English language acquisition occasions in the classroom.

The development of this project is going to continue explaining every variable and every indicator to give the appropriate understanding of the needs that students with attentional deficit face and the aspects to give efficient results in the implementation of communicative games in the improvement of speaking skill.

2.2 Attentional Deficit

To empower students with attentional deficit to communicate fluently using English as a foreign language, and recognizing the opportunities they deserve and to receive a proper education in the same rights. It is reinforced in the MEP's English Syllabus' 2016 educational policies, which "are aimed to provide learners with an education for life that encourages creative innovation (…) to enhance human development" (p. 16). The development of the students is an aspect that depends on the environment education system and teachers can provide using all strategies possible to reach the goal. Contributing with the students by giving them the chances to identify their own objectives and to guide them is a duty of the teachers. According to the MEP's English Syllabus (2016), "offers students the opportunity to take responsibility for their learning, set their own learning objectives, go step by-step and demonstrate what has been learned by creating an end product" (p.27).The educational system requires a change in teacher´s mind to be in a real engagement with the leaning construction process of the students with attentional deficit , according to MEP´s syllabus 2016, a successful teacher "recognizes and reinforces the need of assuring learners of a quality education by paying attention to their personal characteristics, their needs and aspirations, and their learning styles". Knowing what leaners need and what learners want related to the language learning construction process to find the way to direct them.

On one hand, it is necessary to define   and to identify some characteristics of this attentional deficit disorder to find the correct route to help students. It is important to mention that attentional deficit is difficult to identify,

> "Typical behavior for a child diagnosed with Attention Deficit Disorder (ADD) is to notice everything and filter nothing. Whereas another child may focus on the teacher, the child with ADD may instead notice the buzzing fly in the room, the birds fluttering in the trees outside the window, the whispering in the back of the room, the holes in the ceiling tile, and how the air from the vent is making a child's hair ribbons ripple". (Sher, 2006, P.18)

Students with attentional deficit disorder present some problems that do not allow to use the same approaches when teaching, all that because the condition of the attentional deficit characteristic, "Compared to others of the same age and developmental level, persons with ADD syndrome tend often to have an "unfocused mind" not only for driving, but also for many other

important tasks of daily life". (Brown, 2005). This condition influences in the classroom activities in a direct way because of its characteristics that (Brown,2005) mentions in the following:

> Attention is an incredibly complex, multifaceted function of the mind. It plays a crucial role in what we perceive, remember, think, feel, and do. And it is not just one isolated activity of the brain. The continuous process of attention involves organizing and setting priorities, focusing and shifting focus, regulating alertness, sustaining effort, and regulating the mind's processing speed and output. It also involves managing frustration and other emotions, recalling facts, using short-term memory, and monitoring and self-regulating action. (p.21).

Concentration and attention are two important aspects that are been affected by the attentional deficit disorder in the classrooms where the students in many cases are not been seen as special as they are. "Silly mistakes occur, especially when a subject or teacher is perceived as boring. They may have jumped words or paragraphs or just scanned the words. They tend to rush their work to finish it quickly, irrespective of quality" Fulton (2011, p.15) In this way is crucial to identified attentional deficit to correct the planning. "They often have enormous trouble in starting things, put things off and have great difficulty in getting organized for work or school. They tend to need to re-read things". Fulton (2011, p.16), to provide ideal means to make the situation more adequate for the language learners and to generate interests the language learning construction process of the students with attentional deficit disorder.

On the other hand, knowing the characteristics of the attentional deficit disorder is a significant content for teachers that affects the construction learning process of the language that can help teachers in charge of those student by recognizing the limitations and the different process they require to acquire the knowledge in the life for application the language.(MEP's English Syllabus' 2016), orientates to the teacher to "reflects on ethical teaching practices and assessment to respond to learners needs" (p.28). Furthermore, it is an ethical part for teachers the satisfactory practices and methodologies to help student´s needs.

In addition, after identifying attentional deficit characteristics and limitations teachers and students have a "Integrated curriculum projects are powerful because they go a step beyond the traditional thematic unit to completing an authentic task." (Herrell and Jordan,2016 P.262) Teacher has the obligatory function to search for new means and powerful projects to catch attention of the

student with attentional deficit disorder as Brown (2005) claims, "in games help the players be more comfortable with what is happening because they give them ways to deal with difficulties and develop a positive attitude. When teens are confident in their life skills, they find it easier to stay focused" (p.143)

Concluding, this section stresses on the develop and understanding of attentional deficit concepts that has an important role in the learning of the English as a second language in students who face this disorder and help teachers to recognized and to be prepared for this challenge that promote to make changes and plans to improve. Emphasizing on teacher's requirement to implement some different techniques, and other means to approach the student to the speaking skill, preparing them to face real situation. Attentional deficit disorder needs to be recognized taking into account three different aspects that are influenced in the knowledge construction process of the language that are: learning to communicate, learning vocabulary, and learning sentences and grammar, in order to create a final product following a procedure. Besides, attentional deficit disorder has to be center in the teacher´s decision taking into account their necessities and giving them a resolution to perform the speaking skill in an effective way and instance the communication.

The following part highlights the three most important aspects that make the connection between the attentional deficit and the effectiveness in the speaking skill in the learning construction process of English. It is going to develop learning to communicate, learning vocabulary, and learning sentences and grammar.

2.1.1 Learning to Communicate

Communication is a natural aspect of humans that comes from the necessity to express, ask or give a response. All people require to develop appropriate skills to communicate with others to have a suitable connection and understanding and as a consequence agreeable relation with others. According to MEP´s Diseño Curricular bajo el Modelo de Educación basada en normas de competencia (2011)

> "Through language, people socialize and stimulate the creation, transmission and enrichment of culture. In their personal environment, individuals share their concerns, experiences, and opinions and build the world in which they live and try to improve their quality of life, as well as the life of others"

A proper communication is a tool for having more opportunities to reach goals and complete the expectation in many different fields. However, it is obligatory to understand the aspects that reinforce the learning to communicate. The CEFR defines:

Communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic interaction. It also defines competences as "the sum of knowledge, skills and characteristics that allow a person to perform actions in society. (CEFR, p.9).

Learning to communicate requires a reliable contact where the students experience the most similar situation as in real life, complementing all the communicative skill that are necessary for an effective result. Students need to have a purpose when communicating that obligate them to perform and demonstrate the abilities.

Students should have a desire to communicate something. They should have a purpose to communicate (e.g. to make a point, to buy an airline ticket or write a letter to a newspaper). They should be focused on the content of what they are saying or writing rather than on a particular language form. They should use a variety of language rather than just one language structure (Harmer, 2007 p. 69-70).

In the same way, learners get easier the communicative experiences when share with other and get some concepts and ideas from others supporting and correcting the background knowledge of the language. The MEP's English Syllabus (2016) also cited that "learners learn better in collaborative environments and exchanges" (p. 19) Being exposed to different opinions, ideas and ways to perform the language is an aspect that support the learning construction process, "you can only feed your language machine with comprehensible input; you need to understand the gist of what you read and hear before you can learn from it."(Wyner,2015 P.78) similarly, the cultural aspects, the contextualization and others that directly affect the communication. CEFR (2018) mentioned, ascertaining that those aspects are reinforced when pupils have "the capacity of dealing with "otherness" to identify similarities and differences (…) in order to enable communication and collaboration" Giving them the opportunity to grow in the language learning and helping others to get more perceptions from the language "implies recognizing the social nature of language learning and language use, the interaction between the social and the individual in the process of

learning.(CERF, 2018 P.30) that provide the understanding and the responding to the communication.

In addition, managing the English language is the main objective for the majority of the people that in these days are receiving classes or that face some situations with the language. "The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system". (MEP, 2016, p. 4). Society required some changes in the priorities when looking for more opportunities placing the English language in a high position for all who wants to improve the life quality, to get better job, to travel and more. For that reason, is that for students with attentional deficit has a great opportunity when the teachers and the system make all the possible options to solve some situation that are been an obstacle to achieve the language objectives. "learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners". (MEP, 2016, p. 12). The plan for students to learn a language involves constant changes to give the approaches required.

Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan et al., 2015). Any situation where the students perform real conversations or real experiences are essential to the process of acquire the oral communication effectiveness." Teachers should use a lot of English-speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment" (Oradee, 2012). Teachers and students success depends on the practices and resources they used to improve the speaking skill and the oral communication. "Students who repeated two tasks, having first performed them ten weeks earlier completed them more fluently and with greater complexity on the second occasion because of a shift from conceptualization towards that of formulation" (Carter, R. & Numan, D., 2005). Repetition is in many cases a helper to the correcting expressions and ideas because it has an implicit way to perfectionate communication features.

As a final point, the learning to communicate has an important role in the appropriate development of the speaking skill in students with attentional deficit because formulate and activate the prior knowledge of the language to help the learners in the accomplishment of the final product that is communication. Learning to communicate helps learners to comprehend the route that they are expected to pass to increase the success of the proposed goals. The appropriate performance of the communication other components of the language that activate the background

knowledge of students, helping them to feel self-confidence to the language and communicate with others. Summarizing, here were mentioned three important aspects related to the learning to communicate that emphasized the importance of communication as humans, the significance of the English language learning for the curriculum and some aspects to improve communication in the learners with attentional deficit.

Following section emphasizes the importance of learning vocabulary to express in a successful manner using an extensive variety of words and promoting the proper understanding in the two directions of the communication presentation.

2.2.2 Learning vocabulary
When talking about communication, learning vocabulary is a fundamental part as any other aspect of the language, but sometimes for the pupils it may result tedious and also boring, for that reason this alternative methodological proposal has as main goal to develop communicative games that enhance the speaking skill in the students with attentional deficit due to these students have difficulties when learning because of their condition. For the pupils with ADD is harder to focus in classes when they are not interested in the subject than the rest of the students who do not have this condition, for that reason the teachers must find better strategies to teach in this case vocabulary to learners in order to call their attention and improve the knowledge construction process in the students with ADD. "The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system". (MEP, 2016, p. 4). Since the educational system of Costa Rica expect that the student achieved the goal of communicate effectively in English both inside and outside of the classrooms, it is significant to provide to learners with ADD an environment which motivate and engage the pupils to learn new vocabulary. "learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners". (MEP, 2016, p. 12). The educational system of Costa Rica pretends to prepared the learners to be able of become an active part of the society and also have better opportunities in their life by communicating effectively in English, as mention by MEP "For citizens to communicate effectively in the global context and to face the challenges of an interconnected world". (2016, p. 12). Therefore, the need arises to adapt the classes according to the needs and capacities of the pupils with ADD.

The pupils need more than learn new vocabulary by memorizing words, they need to learn how useful could be that new vocabulary in real life satiation and also in their daily life with the purpose of use the new vocabulary outside of the classroom and be able to communicate with their peers who speak the language and also with foreign people. It is fundamental to take into account what it is state by Hynes & Zacarian (2010) "learners need to learn cognates, prefixes, suffixes, and root words to enhance their ability to make sense of new vocabulary. More importantly, they must be given multiple opportunities to use new vocabulary and practice it repeatedly". (p. 55). At this point is where teachers must find the way of teach the new vocabulary in a creative, dynamic ant interesting and also fun way in order to create an enjoyable environment that promotes the enhance the knowledge construction process and the learners feel motivated to learn, and that is why this alternative methodological proposal is being developed, to provide to learners with ADD effective strategies that improve the acquisition of the English language, but is important to highlight what is mention by Willis (2009), "learning a language is a much more complex and difficult process than we would like to think. We need to look very carefully at some of the assumptions we make about language learning and about language itself". (p. 1). Teachers may assume that teach vocabulary is only show words and make learners repeat over and over again until pupils retained every single word, but it is not easy and boring than that it need to have context pupils require to understand the purpose of study new vocabulary but at the same time it is also crucial that the way in which the new vocabulary is introduce must be attractive and according for the pupils with ADD

The beliefs about language learning and teaching are shaped by the training, but also by the classroom experience. Unfortunately, learning from experience is not always easy. "Teaching is such an absorbing business that it is difficult to stand back and ask appropriate questions about what is happening in the classroom". (Willis, 2009, p. 1) where in most of the case student do not find enough vocabulary to express opinion, feeling and needs in the English Language as a consequence they get frustrated for the misunderstood in the communication.

It is necessary to mention that to learn vocabulary is necessary to distinguish that it is not only obtained in the repetition of word as an isolated process, but it happens also in the contact with the vocabulary. As is stated in Herrell and Jordan 20, realia is a term for real things—concrete objects—that are used in the classroom to build back ground knowledge and vocabulary. Realia

are used to provide students with opportunities to build on their learning using all their senses (Echevarria, Vogt, & Short, 2010).

These stages demonstrate that the acquisition of vocabulary is a complex process that has components to take into account when teaching vocabulary. In other words, learning vocabulary requires working other language aspects to be productive in communication because words cannot communicate by themselves, they need other aspects to give them the form, the meaning, the structure, giving to the students the knowledge of the appropriate time and way to use them. In the same way all of the language aspects such as grammar and sounds cannot work in a proper way without words. "Apart from the meaning, use in communication, pronunciation and spelling of new words, learners need an idea of how they function in sentences". (Davies & Pearse. 2008, p. 66).

Learning vocabulary is a combination of features to arrange and to development the communications that are very implicit in the practicing.

As they learn more and more words the messages, they want to communicate become more and more complex. If they are to make their meaning clear, they need to build in more and more the grammar of orientation. And if they want to use language efficiently, they need to build up patterns and phrases which they can call to mind rapidly and spontaneously (Willis, 2009, p. 50)

Summarizing, it is developed the importance of vocabulary to have effective English communication to help students with attentional deficit recognizing its characteristics and its limitations. Applying motivating moments where they experience contact with the vocabulary taking into account that new vocabulary must be introduced by attractive means and according for the pupils with ADD. The identification of some characteristics helps demonstrating that the achievement of an expanse vocabulary is a complex process that has components to take into account when teaching vocabulary to implement a strategy where students learn and be in contact. The following section are going to emphasize on learning grammar and sentences and the importance of the proper structures and some features that compound grammar and sentences to facilitate the fluency and the improvement of the speaking skill of the English learning construction process in students with attentional deficit.

2.2.3 Learning grammar and sentences

Having a competent ability in communication requires a competent grammatical structure to manage words and sentences to make the correct language process to understand and to be understood. "Grammar creates infinite possibilities out of a finite collection of words". (Wyner, 2015 p.80)

> Though a skill in its own right, grammar can also be regarded as a necessary "master" skill that enables competence to develop in the areas of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted. (Savage et. all. 2010. p. 2)

The proper management of grammar and sentences is an appropriate complement to all the language skills providing the structure and form to the performance language. However, in many cases students and teachers find some problematic situations related to grammar and sentences structures. "The word 'grammar' often invokes a negative reaction in both teachers and students. Many teachers have come through a period in which grammar was neglected; for others, grammar has been taught in a haphazard way" (Dykes. 2007, p.3This is a vital reason why teachers and students have to reinforce the grammatical and sentences features. For transmitting the message, it is necessary to make an interconnection between ideas and terms to give the wanted form to the meaning. "Grammar provides a whole cohesive system concerning the formation and transmission of language. The question is, how do we pass on this knowledge? …. to understand it ourselves and, even better, develop that passion and enthusiasm in our student". (Dykes. 2007, p. 4) It requires to recognize what is the sense of the message that is desired to communicate. We all use grammar from the time that we can speak in intelligible sentences, because grammar deals with 'the abstract system of rules in terms of which a person's mastery of his native language can be explained. (Dykes. 2007, p. 5) Knowing and managing the rules of the language is an essential part of competent communication. "apart from the meaning, use in communication, pronunciation and spelling of new words, learners need and idea of how they function in sentences". (Davies & Pearse. 2008, p. 66). Continuing with the grammatical form and structure of sentences is possible to clarify that "in making sentences we may start with the grammar, but the final shape of a sentence is determined by the words which make up the sentence" (Willis, 2009, p. 28) However, it is vital to guide the students to the self- engage of grammatical features recognizing its importance. "If we give learners grammatical rules or encourage them to discover rules for

themselves, we are acting on the belief that rules make a valuable contribution to language description and that this kind of understanding helps promote learning". (Willis, 2009, p. 1)

Learning grammar and sentences is a process that goes step by step in a progressive construction. Students have the input from all the experience they face and make a transformation and produce the output. "In the early stages of learning learners improvise by stringing words and phrases together to communicate. As they learn more and more words the messages, they want to communicate become more and more complex". (Willis, 2009, p. 50) The identification of the components of grammar can help to the teachers and students to work in the two different parts reinforcing and giving them the emphasis to increase grammatical competence and for instance efficient communication.

Grammar is traditional subdivided into two different but interrelated areas of study – morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes) … Syntax is the study of the way in which phrases and sentences are structured out of words, …and what is the nature of the grammatical operations by which its component words are combined together to form the overall sentence structure?' (Radford, 2009, p. 1)

Those grammatical aspects are implied in the acquisition of the grammatical knowledge being those an important aspect for teachers to manage and to understand to give them the structure and the form when teaching grammar and sentences to the students with attentional deficit. By learning the sounds of your language, you gain access to words. "By learning words, you gain access to grammar. And with just a little bit of grammar, you gain access to the rest of your language". (Wyner, 2015 p. 95)

Summarizing, this segment presents some information related to the learning grammar and sentences emphasizing the importance of acquiring the grammatical components and the sufficient structural concepts to have effective speaking in the students with attentional deficit providing them and leading to look for the structures and rules by themselves with the teacher provision of real experiences with the language .To accomplish success during the implementation of communicative games, it is indispensable to be clear that to develop the learning grammar and sentences is essential the use of variety and creative means to promote an active participation within the classroom and the improvement of those grammatical aspects that allows to reach the

effective speaking skill. Similarly, is important that teachers take advantage of all tools for students with attentional deficit disorder to understand and respond in a proper manner the real English messages, familiarizing learners with the structure and rules while practicing speaking skill. It is central that teachers and pupils assume responsibilities when implementing communicative games because teachers should be a facilitator and allow learners to develop their potential knowledge of the language.

Subsequent, this section emphasizes the importance of learning grammar and sentences to express in a successful manner using an extensive structures and meanings and promoting the proper understanding in the students with attentional deficit, and giving a robust variety of resources to complete the communication in the language. The following segment provides a set of significant concepts to understand the next variable that is the speaking skill and indicators such as accuracy features, appropriacy, and fluency.

2.3 Speaking Skill

Speaking skill is one of the most significant features to produce the effective communication. "Of all the four macro-English skills, speaking seems to be the most important skill required for communication" (Zaremba, 2006). in fact, this skill is essential to understand and be understood in the second language and become an effective English speaker. Accomplish a proper speaking skill is a fundamental tool for having an accurate communication of the English language, allowing to express ideas, feelings and needs in the students and providing opportunities to live the English language not only in the classroom, but also in normal life´s activities.

If you take all the natural opportunities to use English for communication in the classroom, you remain the learners of the main goal of the course. If you create additional opportunities, you send an even stronger message. If you do not take such opportunities, you send them the message that the purpose of the course is just to learn information about the language and pass test. This means that many learners are likely to lose motivation and see English as just another compulsory subject in the academic curriculum. (Davies & Pearse, 2008, p. 8).

Students with attentional deficit disorder and of course all the students require occasions to grow in the English language to have better opportunities and giving more significance to the English language use outside the classroom and recognize the benefits they acquire when learning

and using the language in a proper way. "The first thing we need to do is give learners an idea of the important features of spoken language" (Pawlak & Waniek-Klimczak, 2015, p. 9) Students need to be engaged with the English language to take advantage of all the real opportunities of learning, practice and applying the language. "Output is also crucial in helping learners become increasingly proficient in the language. Your student´s development in the target language can be helped considerably by encouraging them to speak" (Goh & Burns,2012, p. 16) The speaking skill can be improved when the teacher provides communicative activities, "Learners should take part in oral activities to exchange spontaneously their thought in second language speaking" (Derakhshan et al., 2015), and the output must provide all the pieces that permits the efficient communication and the confidence to speak. Also, it is important to mention that the students require the proper moments of contact to reinforce speaking aspects, according to (CEFR 2018) "Spoken interaction is considered to be the origin of language, with interpersonal, collaborative and transactional functions". The most interaction students have more opportunities to acquire the language. "Language as a vehicle for opportunity and success in social, educational and professional domains" (CERF 2018 P.25) Additionally, there is an important point related to speaking skill that is the student´s need to work in groups to simulate real language usage. "The learning environments and experiences promote dialogue and the search for creative responses and solutions to real-life problems". (MEP, 2016 p.17)

It is necessary to emphasize that improving speaking skill represent a challenge for some teachers who are in charge of students with attentional deficit disorder because of the attentional deficit´s features. However, it is essential for teachers and learners to understand some central features of the speaking skill to find the way for helping and proving them what they require to learn "The school as the core of the quality of Costa Rican education, recognizes and reinforces the need of assuring learners of a quality education by paying attention to their personal characteristics, their needs and aspirations, and their learning styles". (MEP, 2016 p.15). taking into account interests and desires and learning styles to improve the speaking skill in an appropriate experience "Learners should know language features and the ability to process them in communication". (Harmer, 2001) recognizing the characteristics of the speaking skill help to the teachers and students to have a guide to figure the learning language recognizing that the learning construction process is not only to repeat, it is more understanding and thinking to produce the meaning. "success is not just being able to repeat memorized sentences or complete grammar

exercises—though they may contribute learning…---though that may indicate some progress. It is the ability of learners to use English effectively in real communication situations". (Davies & Pearse, 2008, p. 1). Recognizing more components implied in the speaking skill that are activated when the teacher proposes communicative activities.

> When the spoken language is the focus of classroom activity there are often other aims which the teacher might have. For instance, a task may be carried out to help the student gain awareness of, or to practice, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point (for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood). (Hughes, 2011, p. 6)

It is important that teachers make every possible effort to stimulate the communicative aspect in the lessons to improve and active some pieces that come obligatory to the students by the use of the oral practice of the language such as linguistic knowledge, productive skill and sociolinguistic or pragmatic, giving them all the complement aspects to have successful communication.

Summarizing, this section emphasized the importance of the speaking skill in the communication of the English language, giving it a fundamental position in the effective communication. It stressed on how the speaking skill can be enhanced when the teacher offers communicative activities and more talkative experiences giving to the students the chances to reinforce the language features and to acquire and apply the language that are very connected. Also, here is mentioned some important features that are very related to the speaking skill that are associated to the active communication. These characteristics provide a guide to the teachers to give the proper approach to the students with attentional deficit in the learning construction process of the English language.

The succeeding fragment emphasizes the three most important aspects that make the structure of the speaking skill and the effectiveness in the communication of the learning construction process of English and the importance of implementing communicative games in the students with attentional deficit. It is going to develop accuracy features, appropriacy, and fluency.

2.3.1 Accuracy features

Acquiring effective speaking skill in the communication of the English language requires additional characteristics that are very important to develop and manage as the accuracy features of the language. Housen and Kuiken (2009) state accuracy basically as "errorfree speech". Getting the ability to perform a speech without errors is getting the accuracy in the language. "If accuracy is determined by correctness of certain forms, accuracy and development (perhaps complexity or proficiency) are confounded in the measure and potentially misleading" (Pallotti, 2009). Accuracy can be determined as the notions that make the students to correct themselves when they notice an error. According to the CEFR, "Grammatical accuracy concerns both the user/learner's ability to recall 'prefabricated' expressions correctly and the capacity to focus on grammatical forms whilst articulating thought". Language students improve the accuracy in every experience they have with language where they notice the proper manner to express ideas. "Accuracy practice is intended to stablish some correctness in the production of new items immediately after they are presented, or to correct errors later on" Davies & Pearse, 2008, p. 36) Recognizing the errors is an important step in the learning construction process because it implies identification that is essential to the proper production. Other important aspect is the repetition that have to be accompanied of thinking and understanding. "Repetition in accuracy practice is based on the principle of substitution in a pattern. A sentence or phrase pattern can be seen as a structure with both fixed elements and open spaces where many different elements can be inserted" (Davies & Pearse, 2008, p. 39) to acquire the capacity to identifying all the structures and meanings that the proper interchange of communication experiences.

On the other hand, it is relevant for teachers and students to understand that communicative competence is formed of many different aspects that work as a whole to help the learner to produce the communication in an effective manner and giving to the opportunities to success in the English language.

A distinction is often made between accuracy and fluency. We need to decide whether a particular activity in the classroom is designed to expect the student's complete accuracy—as in the study of a piece of grammar, a pronunciation exercise or some vocabulary work,

for example—or whether we are asking the students to use the language as fluency as possible. (Harmer, 2007, p. 142).

The accuracy features are   the aspects that make emphasis on the correct meaning in the communication, also it is the acquisition of proper ideas to express in the desired manner and working for the real-life communication of the English language.

The nature of language testing means that a strong focus tends to be put on the actual samples of language used: their range, variety, complexity, or accuracy in relation to pre-decided criteria. This is a cause of some tension between test criteria and natural oral production". (Hughes, 2011, p. 85

That is the reason why it is significant to use real life situations where the students have to solve some common problems and situations to provide authentic learning to make a distinction between the common subject and the language acquisition helping the range, the variety, complexity and the accuracy and according to the context that the student produce the language for. "It behooves all teachers and tutors to encourage students in the rigorous exercise of accuracy and the development of an extensive vocabulary to draw from". (Dykes, 2007, p.54) Teachers fall on the obligation of provide rigorous practices to engage students to the accuracy aspects.

As a conclusion, it emphasized the importance of Accuracy that can be determined as the notions that make the students to correct themselves when they notice an error. Also, accuracy features are the characteristics that stimulate the precise meaning in the communication, also is the achievement of proper concepts to express in the anticipated manner and produce for the real-life communication of the English language. And the significance of using real life conditions where the students have to solve normal difficulties and circumstances to provide authentic input to reinforce the accuracy features in the students with attentional deficit to improve the speaking skill of the language. Added to those aspects is the commitment of the teachers to provide the appropriate moments to develop accuracy.

The following piece accentuates the most central aspects of appropriacy in the speaking skill to get the effectiveness in the communication and to provide all the means to help learning construction process of English and to support for implementing communicative games in the students with attentional deficit. It is going to develop appropriacy.

2.3.2 Appropriacy

    In the speaking skill one significant feature is appropriacy, and when speaking the English language appropriate refers, is important to highlight that speaking English with appropriacy means using the language in the correct context according to the situation or environment in which the language is spoken, additionally it is relevant to mention the importance of learners being aware of their knowledge construction process and be able to develop new knowledge based on what was previously learned with the purpose of produce the language successfully and also in an appropriate manner and communicate efficiently. Gibbons states that,

    As children learn their first language, they gradually learn not only the syntax or grammar of the language, but also how to vary the language they use according to the context they are in. In other words, they learn to vary the register of the language so that it is appropriate for the context. (2015, p. 6).

    Therefore, when teaching to speak English appropriately, teachers must take into account that pupils need to learn grammar, syntax and vocabulary previously in order to produce the language appropriately corresponding to the context. Rickheit. & Strohner "How effectively people encode their needs has a significant impact on their ability to achieve their goals. Similarly, the ability to accurately decode and appropriately respond to the cues of others is also a key to successful communication". (2008, p. 6). To teach pupils to speak English appropriate it is necessary to teach them how to use the words in the correct way in order to be able to communicate affectively but also to be understood and also be able to use the language whether outside or inside of the classroom. It is fundamental that the students comprehend what they have to say and how they have to say, they need to know how to organize a sentence and to place the words according to the context or the situation in that way they will speak appropriately. Gibbons mention that,

    So it is not simply a matter of getting the basic "grammar" correct, but of knowing the most appropriate language to use in a particular context, or, in other words, to know how to use the appropriate register. In the context of school the need to develop academic registers is a strong argument for all learners to learn through programs that integrate subject teaching with its associated language. This has implications for both program planning and for assessment. (2015, p. 9).

    For that reason, this alternative methodological proposal, will develop communicative games in order to achieve the goal of improve the speaking skill in the students with attentional

deficit and also make the pupils aware of the importance of speak the English language appropriately. Hughes, (2011) states that "To learn to communicate expertly in another language a speaker must change and expand identity as he or she learns the cultural, social, … which go into language choices needed to speak appropriately with a new 'voice'". (p. 9). Consequently, it is not only about teach grammar and how to place word in sentences in the correct way it is also regarding to different situations, environments, people that the learners will face every day.

> What learners hear and what they learn is contextualized: language is heard and used in an appropriate context and used meaningfully for a particular purpose. … comprehension is also increased, because asking questions, exchanging information, and solving problems all provide a context where words are repeated, ideas are rephrased, problems are restated, and meanings are refined. (Gibbons, 2015, p. 50)

When teaching speak English with appropriacy it is essential to arise awareness in the pupils, they need to recognize the relevant between of the content and context of what they are learning in order to produce the language appropriately. Hughes. (2011) suggest that, "link teaching methodologies to appropriate communicative tasks (rather than seeing classroom tasks as a means of practicing a particular grammatical feature)" (p. 27), therefore, this proposal expect to improve the appropriacy of speaking English in the students with attentional deficit and be able to communicate effectively with others. Speaking appropriately also refers about use suitable words of the language, appropriacy support pupils in spoken the language successfully, Bygate, 2010 mention that "it involves knowing how to signal that one wants to speak, by using appropriate phrases or sounds, or even gestures". (p. 39) If every word that students produce is suitable according to the grammar structure in sentences then pupils will acquire accuracy and therefore they will have an appropriacy use of the English language.

In order to summarize this section of the proposal is fundamental to highlight the importance of the appropriacy in the knowledge construction process which is based on the need to teach the learners to be conscious of what there are acquiring in classes and how to construct new knowledge and produce the English language effectively and be able to communicate whether outside and inside the classroom, appropriacy in the speaking skill is about to know how to use the grammar, sentences among other aspect of the language in appropriate manner according with the context and the situations in which the pupils will develop themselves, for that reason is

relevant to elaborate communicative games based in real life situation in which the student comprehend the content but at the same time the context in which the games are developed, with the purpose of enhance the speaking skill in the students with attention deficit in the English knowledge construction process.

The following section of this alternative methodological proposal emphasizes the most important features of fluency in the speaking skill to get the effectiveness in the communication and to provide all the means to help knowledge construction process of English and to support for implementing communicative games in the students with attentional deficit. It is going to develop fluency.

2.3.3 Fluency

This is one of the most mentioned aspect when talking about speaking skill and oral communication of the English language and it is the most central aspect required for language learners. Speaking English fluently is one of the capacities that permit "adaptations to the needs arising from the interactive nature of real time conversation" (Rühlemann 2006: 402), and give to the learners the opportunities of development the English language to have more access to better life chances. "The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school". (MEP, 2016, p. 4). Fluency is very related in the objective of English or other language communication, the learners need to perform the speech in a fluently way that allows to show the management of the language and that permit to have an effective communication. Fluency is an aspect that can be determined for some measurements. "fluency and accuracy affect each other, working on very easy tasks to improve fluency may also have a positive effect on pronunciation accuracy, although this remains to be researched". (Nation & Newton. 2009 p. 96). The improvement of fluency is very related to the improvement of accuracy each reinforce the other, however it is obligatory to make a distinction between fluency that according to CEFR (2018) is "the ability to maintain a lengthy production or conversation", that is the production and engagement with the language and the accuracy that according to the CEFR (2018) is mentioned as "the comprehensibility of the intended meanings of the signed expressions". that is the clearness of ideas and the deeper understanding of meaning in the language.

On one hand, Students in all of cases require to be proved in real life situations to realize of the improvement and the needed fluency aspects to reinforce. "The production of speech in real time imposes pressures, but also allows freedoms which may enable learners to explore how a language can be made to work, at the same time as they improve their fluency in producing utterances". (Bygate, 2010, p. 21). Students need to be provided of opportunities and experiences to the input and output to accomplish the fluency to speak. Teachers are in the responsibility of providing authentic experiences where the students face the similar stress of a real-life conversation.

> There needs to be substantial opportunities for both receptive and productive language use where the goal is fluency. There must be plenty of sustained opportunity either inside or outside the classroom to take part in meaning-focused experience tasks. If the items that have been learned are not readily available for fluent use, then the learning has been for little purpose. (Nation & Newton, 2009, p. 153).

English language learners require practice all the knowledge not only inside the classroom, but also outside reaching confidence and promoting the speaking ability. Other significant aspect to acquire fluency is the repetition of activities that obligatory empower the natural learner´s speech. "Repetition of an activity is a sure way of developing fluency with the particular items and sequences used in the activity". (Nation & Newton, 2009, p. 155). In most of the cases repetition and practice provides the fastness of the speech, however, it is not the only significant aspect when speaking. "Speed is a factor, but it is by no means the only – or even the most important – one. Research into listeners' perception of a speaker' fluency suggests that pausing is equally important". (Thornbury, 2005, p. 6-7).

As a conclusion, Fluency is central in the goal of English or other language communication, the learners need to accomplish the speech in a fluently showing the managing of the language and that certificate to have an effective communication, it mentions the importance of students face opportunities and experiences to the input and output to accomplish the fluency to speak. And it emphasizes on the significant aspect to acquire fluency by take advantage of the repetition of activities and empower the natural learner´s speech for supporting the implementation of communicative games to improve speaking skill in the students with attentional deficit. This

section gives an essential position to the fluency recognizing it as the most visible in the acquisition of the language and in the production to obtain the objectives of the communication.

The subsequent part put emphasis on the essential characteristics of the following variable that is knowledge construction process and the indicators that are action-oriented approach, didactic sequence, and task in the speaking skill to reach the success in the communication and to provide all the means to help English students practice and learning, giving fundaments for implementing communicative games in the students with attentional deficit, in this manner Knowledge construction process is going to be develop below in this project.

2. 4 Knowledge Construction Process

Talking about knowledge construction process is making a relation between the way all people learn and the role of the language in this process recognizing the language as one of the most important characteristics of the human being. It provides development and is essential in many different progressions where communication is the significative feature that allows the active movement between generations, society and future citizens.

> Languages are a key aspect of human life, they are crucial in human development both cognitive and social, they are the vehicle of our cultural, political and economic existence in society. In our globalised world, where exchanges and contacts are exponentially increasing, the role of languages stands out as a fundamental element. Languages are able to determine effective communication, are a major element for fostering cultural awareness and sensitivity, and eventually for enhancing peaceful coexistence. (Piccardo & North, 2019, p. 2).

Creating ideas and provide new understanding is one vital aspect when talking about knowledge construction   process of the English language, giving the form to the structure to achieve the using and producing the language in the students. According to CEFR (2018) "the focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning". (pag 103). One of the most important goal of the educational system in Costa Rica is to provide approaches to the students to construct   the proper knowledge to conclude the process of the public education reaching bilingual citizens, according to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada "The

Costa Rican educational system is committed to achieving this goal of having bilingual citizens" (p.4).

Knowledge construction process cannot be reached when pupils only reproduce what they have already learned, "the learning is more than just presenting new knowledge to be memorized for pupils and can be described as "a highly complex process" (Brown, 2015, p.53) only repeating without any understanding, it is necessary to provide a method to activate the knowledge in the students for an appropriate production of the language "the language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures". (CEFR, 2018, p. 27). Students need to be encouraged to find more real-life experiences where they can be provided of all the moments to get the understanding of the English language. "The learner constructs and reconstructs understanding and learnings based on prior knowledge from his/her life and in exchange with others." MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada (p. 19). Recognizing the English language learner´s experiences as the most relevant aspect in the process of language learning, and giving to the learners the critical idea of going deeper in to the language as an independent process that every student lives by his/her self. "see the learner as a social agent at the center of the curriculum who is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights and socially committed to their community, country, and the world". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada (p. 19). English language learners need to acquire some characteristics that make the confidence to perform what they learn. "meaning is created by individual learners, and that they construct meaning after reading a story or watching a video while being influenced by their own social, cultural, and historical experiences".(Herrell and Jordan 2016 P.19). In the same way the students have a change in their mind and knowledge when they active participate in role plays, debates, discussions and communicative games. All the activities where they have to demonstrate what they understand.

On one hand, the learning construction process emphasizes in three important bases to have effective learning of the language those bases are "learning to know, learning to do and learning to be and to live in community" (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada p.19)., allowing to the learners the structure for the effective process. The first refers to the capacity of "acquires knowledge on how to live with dignity and contribute to

society". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada p.19)., also it refers to the memory, imagination and the proper way to increase the knowledge and the self-growing to solve problems that they have to face in their normal life, and all the characteristics to reinforce the social part. It is important to mention that the students cannot only practice the language in the classroom, but also in all the possible situations in normal life, recognizing English language as part of the life´s opportunities. According to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada.

> The critical pedagogy emphasizes the political dimension of teaching whereby learners become producers of knowledge, not just consumers. They are subjects of their own learning process. Moreover, this teaching pedagogy promotes questioning and inquiry of the learner´s own beliefs and social, political, and economic realities by means of facing different life "dilemmas". This liberating education destroys the division between teacher-student, as the dialogue between them is essential for education. Thus, the role of the teacher is to enhance dialogue, debates, collaborative work and help learners question their realities. (p. 23)

Enhancing activities where the students use the critical thinking and the realities is giving a suitable idea of the language learning, where they are the first responsible of the success by the use of all the means to achieve effective language communication. The second base implies "application of knowledge into practice" (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p.21), when the student acquires the ability to use the language in the practices and in all situation, also when the student is able to perform the knowledge with confidence. The last one base refers to the capacity to live with other in harmony and peace recognizing that all people are different, and deserve the same rights and the same respect of the opinions. It refers "a curriculum, for the development of the whole person by cultivating qualities of empathy" (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p.21), these bases focus on the objective to guide the student to the acquirement of the aspects that make a complete person with opportunities, rights, and responsibilities in the society.

Another important aspect is cognitive processes that permit to the students to get new information as Salazar (2018) cited "…Cognitive processes refer to a number of tasks the brain does continuously. They are procedures in charge of processing all the information we receive

from the environment…"; that is very significative for the teacher because it allows to identify different styles in the leaning construction process and the skills development that is referred as the different manner in which the student process and apply the information. Cognition is generally understood as the set of mental processes that occur between the reception of stimuli and the response thereto (Ortiz, 2009)

As a conclusion, this section refers to language and communication that are two important aspects in human life providing the development of the society and making an important connection with the knowledge construction process placing it as an essential mean to approach the student to the language and all the components to have effective communication   and for instance education. One of the greatest central objectives of the educational system in Costa Rica is to have the proper construction for the learning process giving the chance to conclude the process of the public education reaching the expected goal to create a better society. Other relevant aspect is that the students need to be stimulated to discovery that they are increasing the knowledge every moment they are in contact with real-life experiences where they can be provided of ideas and structures of the English language.

The following fragment emphasizes the three most important indicators that give the form of the knowledge construction process and the efficiency in the communication of English and the importance of implementing communicative games in the students with attentional deficit. It is going to develop the action-oriented approach, the didactic sequence and the task.

2.4.1 Action Oriented Approach

To achieving the language goals is important to take into account some aspects that are implied in the action-oriented approach that is the reason why it is vital to understand some values from this approach that are guided to the use of new elements for communicative language teaching.

The purpose of studying English in the Educational System is the development of the learner's communicative competence as well as the knowledge, skills, abilities, values, and competences of a 21st century citizen. This requires the implementation of innovative communicative language teaching methodologies. These methodologies are supported by principles established in the Common European Framework of Reference for languages (CEFR), the Action-Oriented Approach. (MEP 2016 in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 23)

Action oriented approach is based on the idea that students are responsible for their own learning construction process and to search for their experiences to have more opportunities to acquire the knowledge. "An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 28) Students must be seen as the most important actors in the learning construction process. "Actor means a person performing and animating some duties. Since foreign language is learned through some duties and actions as well, it handles the learners as (social) people who should perform tasks" (Delibaş, 2013, p. 1) teachers are in the obligation of enhance the awareness in the students of looking for practices and explore the language. According to CEFR (2018) "he co-construction of meaning (through interaction) at the centre of the learning and teaching process". (Pag 27). Also, it is important to guide the students to the idea of recognizing communication as a common action. According to CEFR (2018) "Seeing learners as social agents implies involving them in the learning process possibly with descriptors as a means of communication". (Pag27) However, it does not imply that teachers are out of the responsibilities, in opposition teachers are in charge of proving the connection between students and the language by the use of proper techniques, According to CEFR (2018) "Seeing learners as language users implies extensive use of the target language in the classroom". (Pag 27) and implementing different activities to improve the language skill. According to CEFR (2018) "Language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures". (pag 27) Real life situations are fundamental in the language learning process because it has all the variety of moments where the students face problems that they have to solve. "learning is constructed around action. Learners/users/social agents are called upon to act and this action implies strategic activation of competences in order to achieve a particular outcome" (Piccardo & North 2019, p. 248) students have to use all the means to understand and to be understood by the repetition, clarification and questioning.

All the society is in a constant change and the education face the same changes, for this motive is it important to make some changes according to the need of the students to guide them by the correct path in the learning process. "the role of the language changes in the AOA and consequently the way the language is learned changes too. (Piccardo & North. 2019, p. 246)

teachers must provide a direct contact between learners and the language giving real opportunities and making real changes in the learning process placing the students as the principal member of the learning construction process.

Concluding, Action oriented approach is constructed on the awareness that learners are in charge for their own learning construction process and to improve for their practices to have more opportunities to acquire the knowledge. Also, it was an important mentioned aspect that stressed on the necessity of real-life situations to reinforce the language learning process because it is where the students face problems and situations to open their mind and to create critical thinking for giving to the language a common life´s signature position, recognizing its significance and the opportunities that provides. It is vital the awareness of teachers to recognize that they are in the obligation of enhance the alertness in the students of looking for practices and explore the language to get effective communication by mean of the different methods used by the system and by the teachers.

The next part is going to be focused on an important indicator that is essential in the knowledge construction process of the Costa Rican educational system and here it very related to the efficiency in the communication of English and the importance of applying communicative games in the students with attentional deficit to improve speaking skill. It is going to develop the didactic sequence.

2.4.2 Didactic Sequence

Teaching the language is a complex mix of features, all together give the structure of the knowledge construction process of the language, in this case the English language, it is an opportunity for the student to have a step more in the society necessities that is evolving and requiring more efficient communication. Teachers require an organization to help student in the language process. "Didactic Sequence refers to a set of classrooms planned activities that aims to construct oral and written knowledge and focuses on a specific genre." (Dolz and Schneuwly ,2004, p. 51) Producing the language in an efficient way relay on the significative mediation that the system and the teachers provide between student and the language and the sequence they use to connect all ideas and structures to produce.

The new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels

described by the Common European Framework of Reference for languages (CEFR). To achieve this goal, curriculum, teaching, learning and assessment have to be aligned at the classroom level as well as in the national test. (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 6).

It is necessary to recognize that in the language classrooms must be created the associations between the background knowledge and the new knowledge. "This prior knowledge and experience provide points of reference and categories for organizing new learning". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 32). To make the suitable connection first between two languages and then between the received information, taking into account the different levels in the classroom and the objectives propose for every stage. "Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies, etc." (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p.33). All the different components of the language must be reflected on the instruction plan for the language students. "Oral Production: Spoken interaction (planning, organizing, rehearsing, and interacting) and spoken production (planning, organizing, rehearsing, and producing)". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 36). In English language teaching there is a categorization of components that all together give the structure of the language in the four language skills dividing them in features to be reinforce every single as a unit, but guide to the same goal. "The pedagogical mediation values individual pathways toward learning. It is substantive, flexible, inclusive, and culturally relevant, respecting the individual differences and learning potential of all students. The learning environment promotes democratic principles of agency". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificadap. 19) The teaching plans must take as reference the individual characteristics of the students to identify the different aspects that must be develop in a strong manner to give to the students the possibility to be in the same level in the language and recognizing the weakness part.

The role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct

or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional. (CERF 2018, P. 103)

Providing the appropriate environment to perform the communication in the classroom and for instance in the common life situations. Every encounter with the language in the classroom must have a sequence providing a link between each one with the following.

Teachers start each theme and class with a warm-up activity, which is part of the pre-teaching phase. After that, he/she introduces the sentence frames, vocabulary, sounds or sociocultural aspects of the unit, which are the focus of the lesson. Then, teacher shares the learning goals and essential question with the students for that day or week. MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada.

The importance of the stages is stressed on the idea that every activity need first to identify the previous knowledge to reinforce an important connection between students and the knowledge, then, to understand what need to be added and to make some clarifications in the background of the students to continue with the advance component of the skill. For example, a student cannot write a little if he or she does not have the enough vocabulary or structure to do it. According to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, "Teachers facilitate pre-task activities for activation of students' prior knowledge to carry out a specific task, placing emphasis on the forms, sounds and vocabulary words needed by repeating, rephrasing, writing on the board or drawing". Every feature of the English skills must be taking into account to complete the whole acquisition of the language by the organized sequence of input and output activities. According to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada "The teacher follows a set of integrated sequence procedures". Giving the opportunity to the students to get the knowledge step by step knowing that is vital to include all the skills. In MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada is mentioned as vital to "involve the integration of listening and speaking or reading and writing and are given to students individually, in pairs, or teams.

On the other hand, when discerning about the improvement of the students with attentional deficit disorder is important to take into account the proper plan for providing the means to those students who face some difficulties in the language learning and have different requirements when the mediation occurs. "One of the dangers of teaching is to focus exclusively on the contents of an

established curriculum without adapting it to the students' actual needs and characteristics" Dolz (2009, pp. 11–12)

Closing this section, it is possible to reinforce the idea of the revelatory mediation that the system and the teachers offer between student and the language and the sequence they use to attach all concepts and constructions to produce the language and the communication. Also, the relevance of providing in the language classrooms, the links between the background knowledge and the new knowledge. In addition, the individual characteristics of the students have to be taken into account when planning to detect the diverse aspects that must be develop in a solid way to give to the students the option to be in the equal position in the language and supporting the weakness part by the use of methodologies and strategies to help the students by the organized sequence of input and output activities. providing the means to those students with attentional deficit who face some difficulties in the language learning and have different requirements when the conciliation occurs.

The following fragment is going to be emphasized on a central indicator that is essential in the knowledge construction process of the Costa Rican educational system and it is very related to the planning for the efficiency in the communication of English and support some aspects for applying communicative games in the students with attentional deficit to improve speaking skill. The Task is going to be developed bellow.

2.4.3 Task

In this section of this alternative methodological proposal, it will be highlighted the significance of the task and how the implementation of the task can help to improve the knowledge construction process. It is also important to mention that tasks are activities that are develop in the classroom and in the case of this proposal the tasks will be communicative game, through which it is expected to strengthen the speaking skill of students with attentional deficit in the knowledge construction process. Firstly, it is fundamental to emphasize what a task is. Nunan states that,

> task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (Nunan, 2004, p. 4).

Tasks are basically activities or action through which the students will be able to produce orally the knowledge they have been acquiring during the classes. Nevertheless, is fundamental to take into account that the learners with ADD need have some difficulties to paying attention in class when the topic or tasks are not interesting enough for them for that reason this proposal is focused on enhance the speaking skill but at the same time to create dynamic, attractive, meaningful and fun communicative games in order to improve the knowledge construction process in the pupils with ADD with the purpose of motivate the learners to participate in class and communicate in English effectively and improve their speaking skill. Consequently, it is necessary that pupils notice that the content of what they are learning is meaning, relevant, worth and useful for their knowledge construction process and also for their oral production of the language successfully, otherwise, students will assume there are learning grammar or vocabulary only for get a good grade in the tests. Nunan mention that, "language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorized. It is a dynamic resource for creating meaning. Learning is no longer seen simply as a process of habit formation". (2004, p. 7, 6). It is for that reason teachers ought to understand and recognize the condition of the students with ADD and create and adapt the content of the topic and communicative game according to the needs and abilities of the pupils with attentional deficit disorder. In the other hand, it is significant to highlight the importance of the purpose of the task which is to expose the learners to real life situations, they need to recognize the importance of use the language effectively, teachers must create tasks in which students face situation that will take place outside of the classrooms and also in their futures, pupils need to comprehend the relationship between tasks and the content or the topic which they are studying. According to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada.

> Tasks are set in a context that learners would face in everyday life within scenarios and domains. Learners are able to demonstrate what they "can do" in English, as well as what they know about English language structures, vocabulary, functions, psycho-social and Sociocultural aspects. (p. 29).

Nevertheless, teaching grammar structures and vocabulary is not less important, they are vital part of the language but sometimes it is not enough to get the attention of learners and keep the focused on classes and encourage them to participate in the task performance. Also, Nunan

mention that, "'Goals' are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum" (2004, p. 41). In other word the main part of any task is the goal or the purpose of why that certain task is being developed in the class, what the students learn while perform the task in the classroom and how the task helps pupils to create their own knowledge by doing, as Carter & Nunan suggest, "creative design of tasks (well-structured, with opportunities for learners to activate their own knowledge and experience and to monitor what they are doing)" (2001, p.11). It is important that tasks are based on action and real -life situations in that way the pupils will learn by actions, and create their own knowledge. Piccardo. & North mention that,

> the CEFR give tasks a prominent role from an organisational and methodological point of view. The focus is on real-life, action-oriented tasks. Such tasks are seen as having the potential to provide coherence to the entire process of planning, teaching/learning and assessment; they are the backbone of the curriculum. (2019, p. 18).

Task are not only activities to have fun in the classroom, of course it should contain some fun in order to get learners attention but it is more than fun, every single aspect of the task must be planning in advance, starting from the instruction that must be clear enough to be understood by the student, then it is essential to adapt the content and the context of the task corresponding to the necessities of the learners and in this case the pupils with attentional deficit disorder, and also it is important to stablish a relationship between the content, the task and the context with the purpose of provide a quality education to the learner with attentional deficit disorder. Learners have to be able to understand the connection between the task, the context and how it can be used in real life situation or how task will help them in the future. Another point is the task must enrich the social skill of the students, they have to be able to develop themselves in the society by working in groups with their peers in a cooperative way in which each student has an important role in the development of the task, and also, they must have good communication to carry out the task successfully, in that way each pupil will help and learn at the same time. MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, mentioned that.

> Tasks in the Action-Oriented Approach often involve the creation of a product as the students perform the task. This product may be a brochure for tourists, a blog entry, or a fund raising project for a humanitarian cause. "However, not only the specific outcome,

but also the process, which leads to the final result, is important for communication in the language classroom: this involves a step-by-step organization, learners' activation of strategies and competences, consideration of the setting and social forms, as well as materials and support" (MEP, p. 29-30).

Task must be present in segments it should be a pre-task in which is the engagement of the learners with the task, follow by the task in which the learners work in the task and finally there is the post task in which most of the time teachers give a feedback to the students and correct errors, as in this case the task the will be develop in this alternative methodological proposal are communicative games to enhance the speaking skill, it is fundamental that teacher keep the correction of errors and the feedback for the end of the task and not correct errors while the learners are performing the task because the confident and fluency of the pupils will be affected. When teachers are planning the task is necessary to take into account the level of the student, tasks must be adapted, they may have a degree of complexity in which tasks may result either very difficult o very easy for the student, and in either case, pupils may lose the interest. Piccardo. & North. Mention that.

> Tasks with any degree of complexity may have phases of different types of language activities, involving reception activities (e.g. getting information from source texts), interaction activities (e.g. exchanging and discussing points found), mediation activities (e.g. processing a text for someone else; facilitating the work in the group) and production activities (e.g. addressing the class as an audience, writing a report, making a poster). For many such activities, descriptors describing such real-life activities suitable for the level of the learners (Piccardo. & North., 2019, p. 177)

It is fundamental that task include stages in which the leaners make use of their abilities and also the different aspect of the language and not only the speaking skill, of course it should be the main goal to improve the speaking skill but it is also significant that task include reading, listening and writing skill with the purpose of enhance the knowledge construction process.

This indicator highlight, the importance of task and how task can enhance the knowledge construction process and improve the speaking skill in students with attentional deficit disorder. It likewise acknowledges, that tasks are activities based on action in which pupil learn by doing, those tasks are developing in the classroom which students will be capable of use their previous

knowledge and create a new one by themselves while develop de task. Moreover, it identifies, that tasks in this case must have as the main goal to enhance the speaking skill but also integrate the other skill such as reading, listening and writing in the students with attentional deficit disorder to improve the knowledge construction process. In other hand, it is aware that task must explain in a simple manner to by understood by pupils an adapted conform to the pupils, necessities, abilities and also the level of English. Finally, it mentions that task should be divide in sections in which the learners first get the instruction then perform the task and at the end they receive a feedback by the teachers, in that way the students will be improve they knowledge construction process by follow instruction and working in groups with their peer as a team.

The fallowing section of this alternative methodological proposal will continue with the development of the conclusion of this chapter.

2.5 Conclusion

Concluding, this chapter emphasized on the identification and understanding of the three variables that are attentional, speaking skill, and the knowledge construction process. The attentional deficit concepts that have a significant role in the learning of the English as a second language in students who suffer this disorder and benefit teachers to recognized and to be prepared for this challenge that promote to make changes and plans to improve and to approach the student to the speaking skill. About the students with Attentional deficit disorder was cited before that "They often have enormous trouble in starting things, put things off and have great difficulty in getting organized for work or school. They tend to need to re-read things". Fulton (2011, p.16), and the help that teachers must to provide is vital taking into account learning styles. It needs to be recognized three different aspects that are influenced in the knowledge construction process of the language in students with attention deficit that are: learning to communicate that refers to the appropriate development of the speaking skill in students with attentional deficit because articulate and stimulate the prior knowledge of the language to help the learners in the accomplishment of the final product that is communication as was cited before from MEP´s Diseño Curricular bajo el Modelo de Educación basada en normas de competencia (2011)

Through language, people socialize and stimulate the creation, transmission and enrichment of culture. In their personal environment, individuals share their concerns,

experiences, and opinions and build the world in which they live and try to improve their quality of life, as well as the life of others.

Next aspect is learning vocabulary stresses on the application of experiences in contact with the vocabulary taking into account that new vocabulary must be introduced by attractive means and according for the pupils with ADD, and learning sentences and grammar that was mentioned in this chapter as the emphasis of acquiring the grammatical components and the sufficient structural concepts to have effective speaking in the students with attentional deficit providing them and leading to look for the structures and rules by themselves with the teacher establishment of real experiences with the language, about the vocabulary is was cited before an statement by Hynes & Zacarian (2010) "learners need to learn cognates, prefixes, suffixes, and root words to enhance their ability to make sense of new vocabulary. More importantly, they must be given multiple opportunities to use new vocabulary and practice it repeatedly". (p. 55). to have a final product following a procedure. As well, attentional deficit disorder was stated as the center in the teacher´s decision taking into account their necessities and giving them a determination to perform the speaking skill.

On one hand, this chapter emphasized the position of the speaking skill in the communication of the English language, for the effective communication, to be enhanced when the teacher offers communicative activities and more talkative experiences giving to the students the chances to reinforce the language features and to acquire and apply the language that are very associated. Also, here was mentioned some important features that are very correlated to the speaking skill and the active communication to provide a guide to the teachers to give the proper approach to the students with attentional deficit in the learning construction process of the English language. In this chapter, it was developed the most important aspects such as accuracy features that are the characteristics to stimulate the specific meaning in the communication, also is the achievement of proper concepts to express in the predicted manner and produce for the real-life communication of the English language, the second is appropriacy that was referred as the use of the language in the correct context according to the situation or environment, Rickheit. & Strohner mentioned "How effectively people encode their needs has a significant impact on their ability to achieve their goals. Similarly, the ability to accurately decode and appropriately respond to the cues of others is also a key to successful communication". (2008, p. 6)., and fluency that is focused

on the goal of English or other language communication, to accomplish the speech in a fluently demonstrating the managing of the language and that certificate to have an effective communication.

On the other hand, this section referred to language and communication that are two aspects in human life that provide the development of the society and make a connection placing as the most important position to the knowledge construction process. It was mentioned before that "the learning is more than just presenting new knowledge to be memorized for pupils, that is essential to be engaged as an essential mean to approach the student to the language and communication and for instance education. Recognizing the fundamental purposes of the educational system in Costa Rica is to have the proper construction for the learning process giving the chance to conclude the process of the public education reaching the expected goal to create a better society. The students need to be stimulated to language encounters, increasing the knowledge every moment they are in contact with real-life experiences structuring the English language construction process. It accentuated the three most important features such as action-oriented approach that was cited as "An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 28), that is constructed on the consciousness that learners are in charge for their own learning construction process. Also, the necessity of real-life situations to support the language learning process because it is where the students face problems and situations to open their awareness and to generate critical thinking. It is vital the enhancement in the students of finding practices and explore the language. The next is the task which refers to activities based on action in which pupil learn by doing, developing in the classroom to use their previous knowledge and create a new one by themselves while develop de task and the improvement of the knowledge construction process and the speaking skill in students with attentional deficit disorder. It was cited as:

A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (Nunan, 2004, p. 4).

Task must explain in a simple manner to be understood by pupils an adapted to the pupils, necessities, abilities and the level. The last indicator is the didactic sequence that is the significative mediation that the system and the teachers offer between student and the language attaching all concepts and constructions to produce the language and the communication. Didactic sequence was cited as, "a set of classrooms planned activities that aims to construct oral and written knowledge and focuses on a specific genre." (Dolz and Schneuwly ,2004, p. 51), Also, the relevance of the links between the background knowledge and the new knowledge and the individual characteristics of the students to make the planning and the use of methodologies and strategies to help the students by the organized sequence of input and output activities helping students with attentional deficit with difficulties in the language learning provide consolidation.

The following section of this alternative methodological proposal will continue with the development of the third chapter that will emphasize the introductory paragraph and the research method fallow by the type of approach and data collection tools and finally ending the chapter with the instruments, diagnostic test, pre-test and post-test and the chapter conclusion paragraph.

Chapter III   Design and Methods

3.1 Introduction

The chapter is necessary to provide the required material to support the research and to create a strong procedure to collect the information giving the authenticity to the research to attain the desired result in this investigation. This action research has an important purpose in the teaching and learning construction process because it helps to identify a situation that teachers and students face and it has the purpose of implementing some possible solutions to the situation to improve the learning in the students with attentional deficit in this case. Pardede (2015) stated that the "action research has been known as an impressive tool for teachers to advance their skills and knowledge for improving their students' achievement through their teaching practice refinement, including in English as a Foreign Language learning and teaching" (pg.2). In action research there are some important aspects to take into account to understand the main idea of the action research in teaching.

> Action research involves problem-posing, not just problem-solving. It does not start from a view of 'problems' as pathologies. It is motivated by a quest to improve and understand the world by changing it and learning how to improve it from the effects of the changes made. (Cohen et. al. p. 298).

This chapter gives a guide to this research in an effectual manner, it is indispensable to consider the use of methodological basis. The segment incorporates all the rudiments needed to provide legitimacy to the problem on study, this chapter is very relevant because it provides description for each element to explain the procedures to be used and the importance of implement all the needed tools to create this action research "Credibility is an aspect certainly necessary in the action research and is perceived as 'the arguments and the processes necessary for having someone trust research results" (Greenwood & Levin 2007, p. 67). The importance of having methodology elements is to help researchers to provide objective and reliable data in order to find and support the importance of valid result of the impact of the implementation of communicative games to improve speaking skill in the students with attentional deficit in the language learning construction process.

Constantinescu (2012) claims that "learners can improve their understanding of written and spoken English via games". The employment of this framework is essential for an appropriate

understanding of the topic with the idea of getting concrete result when investigating about the students with attentional deficit and the way to improve the speaking skill and collecting the data.

On one hand, it is going to explain the types of research methods that are relevant aspects to identify, and to understand the one that is going to be used in this alternative methodological proposal. There are different types of action research such as: school-wide, collaborative and individual research…. It is essential to identify the three types of investigations, to know the characteristics and aspects that make one the ideal to be used in this proposal, however, in this case it is going to be used the collaborative action research that is "…is the superordinate term for a set of approaches to research which, at the same time, systematically investigate a given social situation and promote democratic change and collaborative participation…"(Burns, 2015, p.187).During this action research is going to be working some components such the researchers teachers, the social situation that is the attentional deficit in the English language students and the possible solution that is the implementation of communicative games to improve speaking skill in the language learning construction process. Also, it is important to remark that this research is an exploratory research that take a frequent problem seen in the classrooms and work to find a possible solution to help the students with attentional deficit and the language learning construction process. "in the phrase 'Exploratory AR' came primarily out of my prior experience and was a pragmatic response to a particular context…., not an 'academic' attempt to capture territory or attention". (Dikilitaş, Smith and Trotman, 2015)

On the other hand, the segment is going to explain the kind of approach that best matches with the intentions of this investigation. Recognizing that there are different types of approaches in the action research method. The type of approach to be used, emphasizes the importance of developing the search in a compacted style. In this action research is going to be used the mixed approach that it compounds of quantitative and qualitative procedures. "The mixed-methods approach proposes to cross boundaries between worldviews and blend (or combine) qualitative and quantitative research methods and techniques into a single study". (Efron & Ravid., 2013 p. 45) The use together qualitative and quantitative provides more aspects to be analyzed in the procedure of the action research. The goal of mixed-methods research is to draw on the strength of both quantitative and qualitative research to enhance school improvement. …enables the researcher to use multiple methods to explore different aspects of the same question. (Efron &

Ravid., 2013 p. 45). It is essential to recognize that qualitative helps to the understand of the problem and in quantitative is promoted the measurement of aspects related to the problem proving stronger value to the study. "…quantitative and qualitative, can live peacefully together in one study. The researcher can assume an objective or subjective stance, or attitude, depending on the question under investigation". (Efron & Ravid., 2013 p. 46), Quantitative and qualitative fit in the action research together to help the researcher to have valid information in the learning construction process of the students with attentional deficit in the improvement of speaking skill by the use of communicative games.

Other relevant aspect is the data collection tools presented by means of some explanations about the different tools to gather the information and to give a clear vision of the procedure used to collect the material needed to apply this alternative methodological proposal. According to Sajjad (2016) "data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes", (p. 5). It is important to recognize the different tools used to collect the information to support the implementation of communicative games in the students with attentional deficit to improve speaking skill in the language learning construction process.

> Data collection is defined as the systematic gathering of data for a particular purpose from various sources, including, interviews, focus groups, observations, existing records, and electronic devices. Depending on the data collection method, researchers could encounter challenges with obtaining information from participants 'in a study. (Rimando, Brace, Namageyo-Funa, Parr & Sealy ,2015, p.2026)

The data collection tools include all the means to find evidences such interviews, observations, records, that support the problem, the process of the investigation and the implementation of the solution. "data collection process can involve research with human subjects related to the study" (Rimando et al. ,2015, p.2026); the main purpose of this alternative methodological proposal is the collection of all the information required to determine the improvement in the speaking skill by the implementation of communicative games in the students with attentional deficit in the English language learning construction process.

The following aspect that is going to be develop in this alternative methodological proposal is the instruments that refers to the... It includes diagnostic test, that is referred for the following purpose, "diagnostic tests are designed to identify particular strengths, weaknesses and problems in the aspect with which they are concerned". (Cohen. 2018 p. 565). Then it is the pre-test that is very related in context to the post test. "the pretest may have questions which differ in form or wording from the post-test, though the two tests must test the same content". (Cohen et. al., 2007, p. 432).and post-test, that has a characteristic as the mention of Cohen (2007) "care must be taken in the construction of a post-test to avoid making the test easier to complete". (p. 432). It is necessary to work carefully in the test design to take the information needed. Dermatol (2014) stated, "…The instrument for data collection is a key element of the traditional questionnaires, which are used to investigate various topics of interest among participants of scientific studies…" (p.5); The instruments can measure important aspects , "learning will be measured by means of a self-assessment instrument on which participants indicate the extent to which they have learned the material".(Phillip et al. 2008, P.105) include some important aspects and steps to develop in an appropriate manner to give the necessary sustenance to the investigation.

> Tests can concern achievement (what a person can do or knows), diagnosis (where the strengths and weaknesses of a student are; where the student is going wrong or having problems), aptitude (what the student is good at doing), proficiency, performance, speed, and so on. Tests can be used to compare students; to see if a student has achieved a particular fixed criterion (e.g. mastery tests, i.e. regardless of comparing with other students) …to see how quickly students can work (speed tests); to see what skills a student has mastered (e.g. a power test); to diagnose (e.g. difficulties and problems) etc. (Cohen et. al. 2018, p. 563)

The tests are really central to construct the bases of the collection of the information capturing relevant aspects that can be taken into account in the decisions and results of this alternative methodological proposal to help the students and give more opportunities by means of the different set of ideas take from the instrumentation used to gather data.

Summarizing, one of the most important aspect is that action research gives a vital determination in the teaching and learning construction process because it supports to identify situations that teachers and students face and it has the persistence of implementing some possible

solutions to the studied conditions to improve the English language learning in the students with attentional deficit in this case. Also, the importance of having methodology elements to support researchers and to provide objective and reliable data in order to discover valid result of the impact of the implementation of communicative games to improve speaking skill in the students with attentional deficit in the language learning construction process. Similarly, the importance of analyzing the three types of investigations, and identify some aspects related to the different kinds and knowing the one that in this case it is going to be used that is the collaborative action research. Other vital aspect mentioned here is the type of approach to be used, which emphasizes the importance of developing the research in a compacted manner applying Quantitative and qualitative to fit in the action research organized to help the researcher to have valid information. Adding, that is important to recognize the different tools used to collect the information to support the implementation of communicative games in the students with attentional deficit to improve speaking skill in the language learning construction process. Finally, it was emphasized the relevance of instruments and some important aspects to develop in an appropriate manner to give the necessary support to the investigation.

The following aspect to be explained in this chapter is the research method that is going to be used and some important aspects related to it. with the idea of make a clear development of the research.

3.2 Research method

Research is essential in any professional area. For example, in the medical field, research helps to find out which treatments work better for patients. In the technological field, research plays an important role in discovering new ways to make life easier. And in Education, research is essential to know which strategies or approaches work better for the learners in order to improve the knowledge construction process. There are several types of researches, but the one that concerns in this alternative methodological proposal, is the action research which is very useful and profitable in the educational field. This segment of the chapter provides about the use, advantages and why an Action Research is a significant tool to improve teachers work and how an Action research may help to determinate the proper communicative games to improve the speaking skill in students with attentional deficit disorder in the knowledge construction process.

Action research has a wide range of applications in classroom, school, and community contexts. Action research provides the basis for formulating effective solutions to highly significant classroom and school problems—such as classes that are particularly fractious, exceptionally problematic groups of students, underachieving students, multiple external demands, and so on. Action research also provides a useful tool for day-to-day planning in classrooms, such as in lesson planning, formulation of teaching strategies, and student assessment, or more extensive tasks such as syllabus planning, curriculum construction, and evaluation. (Stringer, 2014, p. 5).

An Action Research allows educators to investigate areas of concern and meet the challenges faced in the classroom. "Action research is carried out by teachers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention" (Burns, 2010, P.16). The Action Researches are evaluative, investigative, and analytical research methods, "The appropriate method depends on the type of data needed (quantitative or qualitative), the convenience of the method for potential respondents, the culture of the organization, and cost".(Philip et,al ,2008 P.90) that are designed to diagnose problems, irregular situations or weaknesses in processes, curriculums, or classes, helping educators to develop the best solutions to make the knowledge construction process efficient and meaningful, for learners with attentional deficit disorder. By using the Action Research, teachers observe, collect, and analyze information about their teachings, classes or processes, and also about the issues that may affect the knowledge construction process and in order to know the weaknesses and increase the strengths of the students and in this case the action research will help to identify and create communicative games that help to improve the speaking skill in students with ADD in the knowledge construction process.

Action research, however, is a distinctive approach to inquiry that is directly relevant to classroom instruction and learning and provides the means for teachers to enhance their teaching and improve student learning. Far from an "extra" that teachers must somehow cram into an already challenging work schedule, action research can be integrated into regular classroom activities to assist them to enhance student learning and improve their professional practice. (Stringer, 2014, p. 1).

The Action Research follows a predefined process that is repeated over time. Some of these processes identify a problem to be studied, collect data on the problem, organize, analyze, and interpret the data, develop a plan to address the problem, implement the plan, evaluate the results of the actions taken, identify a new problem and at the end it repeats the process. Action research is used in real situations, because it is primary focus is on solving real problems. It is chosen when circumstances require flexibility, the involvement of the people in the research, or change must take place quickly or holistically. To accomplish a successful action research, it may need the adoption of many different roles in the different stages of the process, like a planner leader, catalyzer facilitator, teacher designer, or synthesizer reporter. In this case, in this alternative methodological proposal, the teachers must take on some of these roles.

> For (Lewin, 1938, 1946, 1948; Lewin & Lewin, 1942). viewed action research as a cyclical, dynamic, and collaborative process in which people addressed social issues affecting their lives. Through cycles of planning, acting, observing, and reflecting, participants sought changes in practices leading to social action for improvement. A form of action research … assisting people to resolve issues, initiate change, and study the impact of those changes (as citen in Stringer, 2014, p. 9).

This proposal pretends through the use of action research gather information to understand the condition of the students with attentional deficit disorder and how this condition affect their knowledge construction process, and find a solution to this problematic, because that is the purpose of the action research, it detects and analyzes an issues, and find a solution to improve that situation. "More sophisticated forms of action research engage collaborative practices that may include any combination of students, colleagues, administrators, parents, and the community" (Stringer, 2014, p. 10). It is significant to mention that in this case a collaborative action research will be use since, later this proposal may be useful for many teachers who find themselves in difficulties to improve the speaking skill in their students with attentional deficit disorder. For (Staniforth and Harland, 2003: 89) "Intervention using collaborative research provides a genuine opportunity for newly appointed academics to validate and contest their tacit knowledge, challenge ideas and values and gain support for their immediate needs". (as citen in Norton, 2009, p. 24). This collaborative action research has as a main goal to innovate classes by implementing communicative games that help to enhances the speaking skill in students with attentional deficit

disorder, in that way make the classes more dynamic, interesting and meaningful for the students and improve the knowledge construction process.

To summarize, it is fundamental to highlight the importance of how the action research play an important role in the improvement of the knowledge construction process, since it help to investigate about a specific problem and by gathering information in this case about the students with attentional deficit disorder and how this condition may affect their knowledge construction process, and after detection the issues, the action research will also help teachers to find, elaborate and implement a solution for the problem, and in this case researchers will elaborate communicative games that help to enhances the speaking skill in students with attentional deficit disorders. Another aspect of this action research is a collaborative action research, due to, it will be useful for futures teachers and also for the students who will face situations in which teachers feel frustrated because of the lack of enough information about the condition of this students, and also the frustration of the learners because the classes are not enough interesting for them, and the classes result to boring for the learners and for that reason it is difficult for them to focused in classes.

The development of the chapter will continue explaining the importance of type of approach and the data collection tools.

3.3 The Type of Approach

The purpose of the research is to discover a possible solution for a problem faced in the classrooms, however first is necessary to be close to the problem and understand some important aspects related to the situation, and searching for the information by the different possible means.

The main objectives of the research are the generation of knowledge and the solution of practical problems. However, it must be thought as a process, in which different stages must be taken into consideration in a rigorous way, without dispensing with any of them. (Manterola 2013 p.3)

In this action research is going to be used the mixed approach taking into account the idea that qualitative and quantitative give different characteristics to the research and support in a different way, providing stronger material when investigate about the implementation of

communicative games to improve the speaking skill in the students with attentional deficit in the language learning construction process.

> The researcher employs both quantitative and qualitative data collection strategies, methods, and analyses, either simultaneously or sequentially. Thus, the different data tools that are used complement each other by highlighting different aspects of the same question. The workability of the methods and the usefulness of the results are the most important factor in planning the study. (Efron. Ravid., 2013 p. 46)

Helping the measurement and the understanding of some important aspects in the research by the different means to collect data. First is developed the quantitative part that is the one which helps to the researcher to measure some features of the problem studied by some procedures. Quantitative helps to make measurements to collect information. "Quantitative research is designed to gather numerical data from individuals or groups using statistical tests to analyze the data collected". (Slavin, 2007) On the other hand, the researcher needs to apply some aspects when using the qualitative approach recognizing that "qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (Merriam 2009 p. 13). It is vital to be analytic, reflective to structure the process to get the material and once applying the information to analyze and provide changes. "Action research requires teachers to understand their own practice by being self-reflective and examining it critically and systematically" (Burns, 2010). It is essential to mention the qualitative questions have a specific structure. "Questions in qualitative research are usually open-ended. The most common way to state research questions is by using the words how and what, rather than to articulate questions that lead to yes or no answers". (Efron and Ravid,2013, p .59). In education the qualitative approach tries to understand some important phenomena related to the process in the classroom about students and knowledge. "Discover universal rules and methods to improve education and the quality of teaching and learning. (Efron. Ravid., 2013 p. 48) On the other hand, the quantitative feature helps to measure significative aspects in the research giving the appropriate structure of the questions used to collect the information.

> Research questions that are concerned with measuring variables that can be quantified are usually specific and involve assessing "how much" or "how many." These research questions are often followed by hypotheses, especially in experimental studies. Hypotheses

are educated guesses, or predictions, about the outcomes of the study. Efron and Ravid, 2013(59)

Every feature of the mix approach must be a complement to collect the information and to give the validity to the action research. The identification of the desired type approach and the recognizing of the characteristics allows to make a research with an extended world view of the problem. "The recognition of the constructed and performative dimensions of measuring allows its integration in research processes where actors are engaged in producing knowledge from their social positions and goals, and in enacting social realities" (Law & Urry, 2004). It is vital to identify some social real situations to make an engagement in the process of the research giving the enough knowledge of the problem to be capable to provide possible solutions and the only way is by doing an organized collect of information that measures and understand the situation of the students with attentional deficit that can have improvement of the speaking skill by the implementation of communicative games in the language learning construction process. "In a mixed-methods research study you may want to pose several specific research questions, each calling for a different form of data collection". (Efron. Ravid., 2013 p. 55)

Summarizing, qualitative and quantitative give diverse features to the research and support in a different way. The measurement and the understanding of some significant characteristics in the research by the different means to collect data. Every feature of the mix approach must be a complement to gather the information and to give the validity to the action research. make an engagement in the process of the research and exploring the problem and all its components in a deep way to comprehend the situation to attain finally the enough knowledge of the problem to be effective when providing possible solutions.

The next point develops the manner in which is obtain the information, the tools that are going to be used in his research for the proper collection of data.

3.4 Data Collection Tools

In this research is used a set of tools to give more validity to the information and to give more updated material to the case that is been investigated. "it is important to be aware of a few things about data collection in AR. First, the techniques you use should be well matched to what you are trying to find out" (Burns 2010, p. 57) with the idea to collect significant and involved evidence to implement the communicative games to improve the speaking skill in the students

with attentional deficit, helping the language construction process. It is necessary to apply a variety of techniques to gather the data to support the research in a proper manner.

> Techniques are the set of mechanisms, means or resources to collect, preserve, analyze and transmit data on the phenomena under investigation. Therefore, techniques are fundamental procedures or resources for collecting information, which the researcher uses to approach the facts and access their knowledge. (Abril (2012) p. 6)

The data collection permits to comprehend information related to the problem and certificates the proper analysis to make the correction and changes to help the knowledge construction process and for instance help the teaching and learning development. "In teacher research, the data collection effort is purposeful, deliberate, organized, and systematic. The information we gather from our data may serve as evidence that confirms our insights and validates our intuition". (Efron & Ravid, 2013, p. 85) The data collection has a very important function to give the support and look for some responses to the studied problem. "Without data collection, education in this case, may find difficult to use outdated methods to make the correct decisions, changes or evaluations. Data collection instead allows to provide answers to problems, and analyze new insights to get great effect". (Arthur, 2012, p.2)

This alternative methodological proposal will be supported through questionnaires and a diagnostic test and some other tools applied to the students and teachers and some people that is directly affected by the attentional deficit, recognizing that data collection is essential to the research and require time to make the excellence to the process.

> Data collection is the most important and time-consuming phase. …. the quality of evaluation findings is entirely dependent upon the data collected. … quantitative or qualitative methods are used for data collection; it is essential to ensure that quality is maintained in the process. (Kumar 2011 p. 350)

The data collection takes into account all the contributors that are engaged in a different way with the problem with the intention of attain material that favors the development of the alternative methodological proposal. "Data are collected in different time frames and from different sources". (Phillips, Stawarski, 2008, pag 27) The data should be taken from the different

settings and from all the possible bases to give legitimacy to the research. This alternative methodological proposal collects the data to determine the way in which the improvement of the speaking skill can be influence by the proper implementation of communicative games in the students with attentional deficit helping the students and the teachers in the language learning and teaching construction process. It is necessary to mention that every instrument used to collect information gives a great portion to complete with the objectives, however is necessary to make a great choice

> The choice of a particular method of collecting data depends upon the purpose of collecting information, the type of information being collected, the resources available to you, your skills in the use of a particular method of data collection and the socioeconomic–demographic characteristics of your study population. Each method has its own advantages and disadvantages and each is appropriate for certain situations. (Kumar 2011 p.164, 165)

A research merits a process with numerous stages, equally significant, to get valid and consistent results. Also, it is vital to take into account some other facets that are very related to the knowledge construction process of the students such as social and environmental aspects. It is known that one of the essential stages of the research is data collection. This implies elaborating an exhaustive plan of procedures to obtain the information according to the objectives. In the same way, data collection instruments are mainly any resource that the research can use to approach to the problem and extract the information from it to find a positive result. Then, knowing the instruments to be used in an investigation, which is more appropriate or better adapted to the research in progress, is vital to accumulate the necessary material in an effective and truthful manner. Data collection is a systematic process of gathering observations or measurements that permit to obtain the knowledge to the first-hand and unique perceptions of the research problem.

> Another important determinant of the quality of your data is the way the purpose and relevance of the study are explained to potential respondents. Whatever method of data collection is used, make sure that respondents clearly understand the purpose and relevance of the study. (Kumar 2011 p. 140)

As a summary, one of the most important aspects is the use of a set of tools to give more validity to the data and to provide more updated material to the case that is been explored with the awareness to collect significant and involved evidence to implement the communicative games to improve the speaking skill in the students with attentional deficit, helping the language construction process. Also, the data collection permits to understand information related to the problem and permits the proper examination to make the improvement and changes to help the knowledge construction process and for instance help the teaching and learning development. This research is reinforced through questionnaires and a diagnostic test applied to some students and teachers and some people that is directly affected by the attentional deficit, following a process with frequent steps to obtain valid and consistent results.

The following section is going to develop the instruments that are going to be used and the importance of theses in the research.

3.5 Instruments

The use of a variety of instruments helps to collect more evidence to support the alternative methodological proposal and to give a successful result to the problem studied. Every mean that is used to collect the information in a valid way can be a tool that funding the bases of the alternative methodological proposal. As mentioned by Wilkinson & Birmingham (2003), "research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose" (p. 8). The instruments allow to explore deeply in the problematic situation that is faced in the classroom such as the attentional deficit and the language construction process and permit to suggest a possible solution. "The construction and administration of tests is an essential part of the experimental model of research" (Cohen, et al. p. 432) Instruments are essential to the research because they help to the researchers to capture the realities in the studied field in this case the classrooms, by the means of the observation and the measurements required.

There are instruments that can be used to collect information in a valid manner, however, it is vital to mention that the instruments to conduct this action research are the diagnostic test "Diagnostic testing is an in-depth test to discover particular strengths, weaknesses and difficulties that a student is experiencing, and is designed to expose causes and specific areas of weakness or strength".(Cohen, et al. 2007p.438), the pre -test   that is related to "The construction   and

administration of tests is an essential part of the experimental model of research". (Cohen, et al.2018 p 432), and the post -test, that has a great importance in the first decisions. "Diagnostic tests identify needs, difficulties, successes and where problems arise. (Cohen. et al, 2018, p. 565). to the acquisition of evidence to give support to the study. "Validity, on the other hand, concerns the extent to which the test tests what it is supposed to test. This devolves on content, construct, face, criterion-related and concurrent validity". (Cohen, et al. p. 432)

The instruments that are used to collect the information have a vital purpose that is in relation to the three variables and nine indicators that guide this alternative methodological proposal with the main idea of improving the speaking skill in the students with attentional deficit by the implementation of communicative games to benefit the language knowledge construction process of this students, helping in this way the students, the teachers, and the language educational system.

To conclude, it is relevant to say that the practice of a variation of instruments helps to collect more evidence to support the research in a valid way and allows to explore deeply in the problematic situation and to give a successful result. There are different types of instruments that can be used to collect the enough information to make the proper analysis for giving suggestions to improve the situation studied. Also, is essential to mention that the instruments to conduct this action research are the diagnostic test, the pre -test and the post -test to the acquisition of evidence to give support which are going to be developed in following section.

3.5.1 Diagnostic test

One of the first instrument used in this alternative methodological proposal is the diagnostic test that is in charge of identifying some important features in the problem faced in the classroom that is the main reason of the research. "Diagnostic testing is an in-depth test to discover particular strengths, weaknesses and difficulties that a student is experiencing, and is designed to expose causes and specific areas of weakness or strength". (p.438) In this case the research is focused on the idea of improving the speaking skill in the students with attentional deficit by the appropriate implementation of communicative games and in this way helping the language learning construction process. The application of diagnostic test permits the identification of some complications in the students with attentional deficit. "Diagnostic tests are designed to identify particular strengths, weaknesses and problems in the aspect with which they are concerned".

(Cohen 2018p. 565). The purpose of the diagnostic test is to capture information to take some relevant decisions to help the learning construction process.

> diagnostic tests identify needs, difficulties, successes and where problems arise. Whilst teachers are constantly diagnosing students' needs, difficulties…Diagnostic tests are often used as the foundation for formative planning, informing what action needs to be taken next. (Cohen 2018p. 565).

Diagnostic test gives a path to the researcher to continue improving and apporting to the problematic situation, providing the organization and the appropriate plan for the following step. Diagnostic test gives the path to the teacher to know what the students need to reinforce.

> The diagnostic test n in the classroom should be considered as an important element in the planning stage, because if it is not appreciated as such, there is a risk of not having the necessary information when organizing the planning, monitoring and evaluation of the course. In such a way that the diagnostic evaluation and the planning, both elements together, provide security in the teaching task. (Mora 2006, p.5)

It is essential to evaluate some related features about the topic that is investigated as a previous information to make the appropriate route for continuing the research and the plan for the action. "… data are not an end in themselves but a way to link action, observation and reflection as your knowledge and understanding get deeper. Knowing more about our actions helps to develop them and developing them leads to greater knowledge. (Burn.2010 p. 67) The development of the research can be clearer when the analysis and reflection is done taking into account previous aspects of the problem, "Diagnostic tests are often used as the foundation for formative planning, informing what action needs to be taken next" (Cohen. et al, 2018, p. 565).

As a summary, the application of diagnostic test permits the identification of some complications in the students with attentional deficit. Diagnostic test gives the path to the teacher to know what the students need to reinforce. The previous information is relevant to make the appropriate route for continuing the research and the plan for the action. The progress of the research can be stronger when the examination and reflection is done taking into account previous features of the problem captured by the diagnostic test. The next part is going to develop the pretest

giving an important place in the research to measure some necessary aspects and gather vital information.

3.5.2 Pre test

The use of a test is necessary to collect data in the research, "researcher adopts a structured and controlled set of methods, using control and experimental groups of students and guarding against threats to the validity of the research through pre- and post-testing" (Burns, 2010.p.24) It helps to understand many aspects related to the attentional deficit and the students that face this situation making a connection with the language and its parts such as the four skills, using some questions that are selected in a carefully way to make available what the research requires to provide fidelity. It necessary to have a clear idea of what a pre -test offers "A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment". (Creswell, 2014.p328) Here is developed the significance of the pre- test in the research that according to George (2011), a pre-test is a quiz that is tested on a small sample of respondents before a full-scale study (para. 1). This test is used to evaluate the progress and if the implementation is working in the proper manner to provide confidence to the study. "Reliability concerns the degree of confidence that can be placed in the results and the data, which is often a matter of statistical calculation and subsequent test redesigning". (Cohen, et al. p. 432) Also, it is significant to mention that the test must have a structure to fulfill the objectives. "The pretest may have questions which differ in form or wording from the post-test, though the two tests must test the same content" (Cohen, et al. p. 432) First, it is important to choose the questions that better explore the problem. For Kumar 1999: 132, a pre-test could indicate whether respondents are more comfortable answering a question with set income brackets or if they are willing to reveal their real income. (as citen in Stockemer, 2019, p.67). On the other hand, the questions must take into account cultural aspects to make the appropriate approach. For Kumar 1999: 132, Questions need to be culturally and situationally appropriate, easy to understand, and they must carry the inherent concept's meaning. (as citen in Stockemer, 2019, p.67). The responses of each item from the pre - test can show to the research important information that can be analyzed to understand the problem.

> For Kumar 1999: 132, A pre-test can help a researcher discover if responses to a specific item vary or not. In case there is no variance in the responses to a specific question at all,

or very little variance, the researcher could think about omitting the issue to assure that the final questionnaire is solely comprised of discriminative items (items with variance) (as citen in Stockemer, 2019, p.67).

A pre-test is a tool that is applied to the students in an individual manner with the idea of measuring the student´s knowledge and the process, that is the reason why is important to check the question very carefully to apply the right questions for the research. "the researcher should check the questions several times to see if there are any uncertain or vague questions, if the question flow is good, and if the layout is clear and appealing" (Stockemer, 2019, p. 69), taking into account that the most important is to obtain enough information to help to the students with attentional deficit in the improvement of the speaking skill in the language knowledge construction process. "A pre-test should be carried out under actual field conditions on a group of people similar to your study population". (Kumar, 2011. P.182) It necessary to analyze and take into account important characteristics of the students to apply the pre-test in the same conditions "The purpose is not to collect data but to identify problems that the potential respondents might have in either understanding or interpreting a question" (Kumar, 2011. P.182) Recognizing as the main goal the identification of problems that the students have when completing the test showing at the same time the required data for the research. It is important to make a great effort to prepare a clear pre-test to provide the conditions for obtaining result according to the intentions.

 The pre-test of a research instrument entails a critical examination of each question as to its clarity, understanding, wording and meaning as understood by potential respondents with a view to removing possible problems with the question. It ensures that a respondent's understanding of each question is in accordance with your intentions. (Kumar, 2011, p.418)

Concluding, pre-test is required to gather data in the research to appreciate many aspects related to the attentional deficit and the students that face this condition making a connection with the language. Also, the test must have a structure to fulfill the objectives, making a great discrimination to apply only questions that are useful. The responses of each item from the pre - test can show to the research important information that can be analyzed to understand the problem and to find a possible solution. The next point developed is the post test that is a tool to measure the progress of the students demonstrating data to confirm the appropriate development.

3.5.3 Post test

In all researches it is essential to find a tool to evaluate the progress of the new implementation to have the proper evidence and to make comparisons to continuing with the action plan or to know the results of the implementation. It is explained in a strong way in the following quote. "After the treatment, you take another reading on the attribute or characteristic. A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment". (Creswell, 2014.p328) The post- test gives to the research the demonstration of the progress that the students have. According to Kuehn (2007), a post-test is applied to measure the amount of learning a student has acquired in a subject (para. 3) When teachers implement new techniques, it is necessary to make in the same way a careful evaluation of the process to know and understand the development of the new procedure used in the students. In this case is important that the researcher applies a post-test to evaluate how the students with attentional deficit are progressing in the implementation of games for improvement the speaking skill. However, it is essential to understand that the post- test is different in form to the pre- test, but it must have the same content than the pre- test. "The pretest may have questions which differ in form or wording from the post-test, though the two tests must test the same content (Cohen, et al. p. 432) The post test is similar in significance to the pre-test because both have different intentions in the measurement of the process of the implementation. "Between the administration of a pretest and a posttest, the instrument may change, introducing a potential threat to the internal validity of the experiment" (Creswell, 2014.p337) It refers to a change that the students can suffer in the progress of the implementation that can display different results. "Observers may become more experienced during the time between a pretest and the posttest and change their scoring procedures" (Creswell, 2014.p337) It means that the posttest measures the same content, but in a different way with the possibility of different results. Another vital point to argument is that the natural process of the students can be affected by the implementation of a different procedure. "Interrupted time series design consists of experimental procedures for studying one group, obtaining multiple pretest measures, administering an intervention (or interrupting the activities), and then measuring outcomes (or posttests) several times". (Cresswell ,2014 p.11) This section is very important for teacher who are experimenting new procedures or methods to help students in the language knowledge construction process because with the use of this tests can determine changes and measurements to make planning decisions.

As a conclusion, researchers need to find a proper way to evaluate the progress of the new implementation to have the appropriate evidence and to make comparisons to continuing with the action plan or to know the results of the implementation. The post test is similar in significance to the pretest because both have different intentions in the measurement of the process of the application. The students can face a change in the progress of the implementation that display different results in both pretest and posttest according to the experiences they had. Finally, it important to mention that the following section is going to develop the Data Analysis where it studies all the components to understand the data collected through the research.

The development of this alternative methodological proposal will continue with the conclusion of the chapter III.

3.6 Chapter Conclusion

In this chapter it was developed some significant aspects such as role of the action research in the improvement of the knowledge construction process, since it help to investigate about a problem and gathering information and the detection of the issues, the action research helps teachers to find, elaborate and implement a solution for the problem, and in this case researchers will elaborate communicative games that help to enhances the speaking skill in students with attentional deficit disorders. Another aspect of this action research is a collaborative action research, due to, it will be useful for futures teachers and also for the students who will face situations in which teachers feel unsatisfied because of the lack of enough information about the condition of this students, and also the frustration of the learners because the classes are not enough interesting for them, and the classes result to boring for the learners and for that reason it is difficult for them to focused in classes. Then it was mentioning the characteristics of qualitative and quantitative that give diverse features to the research and support in a different way. The measurement and the understanding of some significant characteristics in the research by the different means to collect data. Every feature of the mix approach must be a complement to gather the information and to give the validity to the action research. making an engagement in the process of the research and exploring the problem and all its components in a deep way to comprehend the situation to attain finally the enough knowledge of the problem to be effective when providing possible solutions.

One of the most important aspects developed was the use of a set of tools to give more validity to the data and to provide more updated material to the case that is been explored with the awareness to collect significant and involved evidence to implement the communicative games to improve the speaking skill in the students with attentional deficit, helping the language construction process. And the way the data collection permits to understand information related to the problem and permits the proper examination to make the improvement and changes to help the knowledge construction process and for instance help the teaching and learning development. This research is reinforced through questionnaires and a diagnostic test applied to some students and teachers and some people that is directly affected by the attentional deficit, following a process with frequent steps to obtain valid and consistent results. Finally, the preparation of a variation of instruments helps to collect more evidence to support the study in a valid way and allows to discover deeply aspects in the problem and to give an effective result. There are different types of instruments that can be used to collect the enough information to make the suitable analysis for giving suggestions to improve the situation studied. Also, is essential to mention that the instruments to conduct this action research are the diagnostic test, the pre -test and the post -test to the acquisition of evidence to give support.

The development of this alternative methodological proposal will continue with chapter IV.

Chapter IV Action Plan Proposal

4.1 Introduction

The language learning construction process is very related to some important aspects that helps to the development in an effective manner such as the teacher´s role and their responsibility when face with students with different abilities, also the environment provided to the students. "It is also important for teachers to establish an accepting and supportive classroom environment". (Herrell & Jordan 2016), in this case attending with the students with attentional deficit, and the significance of identifying the characteristics, difficulties and different necessities they have to improve and continue in a satisfactory manner in the learning construction process of the second language. "Difficulty with attention and focus will obviously cause the student to miss important instruction. Insufficient practice and review of material taught in class will reduce the chance of strengthening skill". (Parker 2006, p. 11) and the different means to offer a real approach between students and the language to make the engagement. Recognizing the relevance of offering diverse resources to the students to grow more in their communicative abilities must be one purpose of the teachers and the system to guide the students in the correct path to the successful communication. For Goldenberg, 2008, It is crucial that classrooms provide multiple opportunities for students to practice verbal interaction in both social and academic English (as citen in Herrell & Jordan 2016). The implementation of the communicative games to improve the speaking skill in the students with attentional deficit represents a necessary proposal to give to the students the opportunity to acquire the proper usage of the language that permit the real communication.

The chapter IV includes the title of the proposal, the justification; that refers to the relevance of implementing the communicative games to improve the speaking skill in the students with attentional deficit. Additionally, it develops three strategies to improve the speaking skill, which are the application of communicative games in students with attention deficit, substantiate conceptually communicative activities to reinforce learners´ speaking skill, and a plan of sequential activities that allow the implementation. Besides, this section explains that alternative methodological proposal that refers to the importance of the proposal and the application of different styles to get the goals, "Change your teaching style frequently during the day. Be animated, lively, dramatic, and enthusiastic. Your enthusiasm could capture the student's attention. Make lessons interesting, novel, and fun." (Parker, H. C. Ph.D. 2006 P.52) And the vital action of capture the student´s attention as a meaningful accomplishment, and necessity that focused on the idea that "Teachers who use assertive styles of communication tend to be more successful in

maintaining control of their classroom". (Parker, Ph.D., 2006, P. 50), also, to provide the appropriate methodology to give the real communication. To apply these strategies in order to improve speaking skill in the students with attentional deficit to accomplish the appropriate communicative competence while recognizing the scopes of the application and knowing that the main value must be to "Teach speaking in a way that sustains self-esteem and lifelong self-expression. (Díaz-Rico, 2013, p.29) and then, making important decisions as teachers to reach the communicative goals that allows the students to give an efficient performance of the language.

For Diamond, 1998; Fry et al., 2003; Ramsden, 2003; Suskie, 2004, Let your decisions be guided by what you want your students to accomplish. Instead of thinking about the topics you want to teach, focus on learning outcomes: What do you want your students to be able to do after they have studied the material and completed their assignments? What knowledge, skills, attitudes, and "habits of mind" do you want your students to acquire during the semester. (Davies, 2009, p. 3)

Teacher are in charge of directing the students to acquire some necessary characteristics such as skills, attitudes and habits not only to understand a topic, every assignment must be guided to an authentic area not only to past the grade, but also, to perform the language efficiently for everyday life to empower the students. "Language is a powerful means of communicating the deepest and highest desires, dreams, and ideals of humanity". (Lynne T. Díaz-Rico P.39). This chapter emphasized on the relevance of making the implementation to improve the speaking skill in the students with attentional deficit. For Canagarajah, 2006, "Recent trends in language acquisition support in the classroom rely heavily on using assessment of the learner's needs, present level of functioning, and individual motivation to acquire the target language in structuring the teaching methods to be employed". (Herrell & Jordan 2016, p. 2) The implementation is going to be presented in a sequence, the first strategy´s name, its general and specific objectives and the way it is developed, "Language learning is a complex, dynamic process that forms the foundation for academic skills. Beginning with basic communication skills, English learners face an uphill battle to acquire the sophisticated verbal skills needed for college entry or career success" (Lynne T. Díaz-Rico P.5). This first strategy is the encounter with the bases of communication skill developing speaking, but in a very simple manner to continue with the next strategy that is more advanced, also it is including some stages to understand the manner it works in the progress of

each strategy and giving them the necessary support to know the best way to fit in the process of learning a second language in the students with attentional deficit. For Collier, 1995, "For classroom teachers to make good decisions about instructional practices for English language learners, they must understand how students acquire English and how this acquisition differs from the way foreign languages have traditionally been taught in the United States" (Herrell & Jordan 2016, p. 2) In this way, knowing that a second language is acquired in diverse manners depending on the means and approaches that teachers use to guide and engage students to the language, it is essential to use different activities to approach the student to the language. "It is vital that classroom teachers understand the implications of language acquisition research so they can provide the scaffolding necessary for their students to be successful in the classroom". (Herrell & Jordan 2016, p. 2) Providing the necessary approaches to the students is vital to reach the goals of the learning language process. On the other hand, the second and third strategy are going to be developed using the same elements and giving the essential supports to sustain the integration of the three strategies and searching all the means that can evidence the communicative games as the proper assessments and tasks to fulfill the speaking improvement in the students with attentional deficit. For Canagarajah, 2006, Using approaches and materials that add context to the language—props, gestures, pictures—contributes to the child's language acquisition and eventually to the production of the new language. (Herrell & Jordan 2016, p. 2) The three strategies are going to be developed as sequences in an organized set of activities which followed the different stages that the study program stablishes. "The teacher follows a set of integrated sequence procedures … to develop the different linguistic competences" (Programa de tercer ciclo y Educacion Diversificada MEP.2018. P.26) Also, it is essential to explain detailly the instructions of every strategy to the students, in this mode they understand what they have to do to complete the strategies in a successful manner. "Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice" (Programa de tercer ciclo y Educacion Diversificada MEP.2018. P.26). The first training to follow is to recognize the best way to give instruction and make the students to understand by every possible mean.

The last point of the section is the development of the social and education impact analysis to know how the implementation of the communicative games affects the improvement of the speaking skill in the students with attentional deficit and for instance the social communication, "Teach and plan English lessons in English to engage learners socially and cognitively" (Programa

de tercer ciclo y Educacion Diversificada MEP.2018. P.26)., and the education of the second language. In a general social point, the implementation of communicative games improves the speaking skill in the students with attentional deficit promoting a change in the student's learning, but also in the society and giving more prepared citizens to it to face the current society challenges.

The following section presents the title of the proposal and the justification of this work, it explains why the application of the proposal is significant and how it helps the students and teacher to accomplish the objectives of the language learning construction process in the students with attentional deficit.

4.2 Title

The integration of communicative games to improve the speaking skill in the students with attention deficit in the English knowledge construction process.

4.3 Justification

Realizing about the recent requirements in the societies about having a second language and efficient communication, students are in a position where they must be more competitive and more prepared to face communication advances. "The door to English is opened, learners who acquire basic tools of language acquisition can proceed at their own pace. In some countries, English skills can be a key to social and economic success". (Lynne T. Díaz-Rico P.4) the learning of English as a second language represents a progress in social and educational aspects. Recognizing the oral communication as one of the most important feature of humans growth "Good oral communication is essential to every aspect of life and work. Many surveys have identified it as one of the skills most highly valued" (Cole. Et, al. 2007, p. 2) That is the reason why the implementation is necessary to give the same opportunities to all the students. "teachers of English who represent the highest ideals of the American target culture will work to create a classroom environment characterized by equal opportunity and democratic process" (Díaz-Rico, 2013 p.16). In addition, it is essential for teacher to help students to engage with language and to feel comfortable with the progress and give them the opportunity to succeed in the language learning construction process teacher must recognize the different characteristics of the students and the limitations they have to learn as a "Part of the challenge of educating learners of a second

language is discovering what works and doing more of it, and then supporting other educators who are making similar discoveries and achieving similar successes". (Díaz-Rico, 201 p.5). Another significant part of this alternative methodological proposal and the importance of its application is supporting other teachers that are in charge of students with the same conditions and to find the way to feel able and make the students able with the usage of the language in their classrooms. "Teachers influence the daily lives of students in their classrooms. They can create a climate of warmth, acceptance, and high achievement for English learners, supporting the home language while fostering the growth of English". (Díaz-Rico 2013 p.23) By using appropriate topics and tasks in a sequence, teachers can facilitate the language acquisition in the students, however, it is important to mention that the implementation of the strategies and the detailed analysis of the process and progress of the same strategies allows to the students, teachers and educational system to be stronger and reach the objectives.

The implementation of this proposal helps to give support to the idea of using games to capture the attention of the students with attentional deficit and find clear evidences of the possible solutions to a common problem that in some cases is not seen with the deeply manner as it must be treated. "Through playing the game and completing the exercises in the workbook, children learn to identify the things they say to themselves during social interactions". (Parker, H. C. Ph.D. 2006 P.108) Giving the importance to the social interaction and the collaborative work in the classroom to guide the student to the real language. Cooperativeness is shown by being helpful, waiting one's turn, sharing, trusting others, listening to others, and following instructions. When we show cooperativeness, we are working or playing alongside others in a helpful, positive way. (Parker, H. C. Ph.D. 2006 P.115) There are many aspects that are very related to the implementation of the strategies recommended in this alternative methodological proposal that complement the language construction process and fulfill to the objectives .

Another significant goal of the proposal is that it pretends to create an environment which students can develop their imagination and creativity and make the classes more dynamic and at de same time make the classes less boring for the students. "Handle classroom dynamics effectively to promote greatest output from the student and position the teacher as a facilitator of exploratory and autonomous learning through negotiation rather than a dominant voice of authority on what is correct". (Hughes 2011, p. 149). Teachers must work as a guide for the students and

help them to improve their knowledge construction process in students with attentional deficit by the implementation of the communicative games. "Attention deficit disorder (ADD) has been historically defined as a genetic, biochemical disorder that affects two neurotransmitters involved in providing focus and attention to the brain". (Fisher, 2007, p. 1). It important to take into account the need of the students with attentional deficit, because for them it is more difficult to focus in classes and if the classes are not interested enough, they will not be able to learn the language. Teachers who work with students with LD commonly note that "Things seem to go in one ear and out the other," or they remark on the need to "jog" students back after their attention has wandered. (Reid & Ortiz Lienemann. 2006, p. 7), for that reason it is fundamental to develop strategies that are interactive and innovative in order to provide the quality education that pupils with attentional deficit deserve and enhance their speaking skill.

The development of this alternative methodological proposal will continue with the Alternative methodological proposal.

4.4 Alternative Methodological Proposal

This alternative methodological proposal is presented to improve the speaking skill of students with attentional deficit and recognizing that "learning is complex and diverse and unique to each individual student." (Graham, et. al. 2015). This proposal is developed by means of three strategies that are sequenced and very related to three indicators carefully selected that are an important innovation to help students with attentional deficit. "Language teachers must be unafraid to be risk takers and innovators in their teaching and must actively apply teaching and learning strategies using a broad". (Díaz-Rico. 2013, p. 36. Recognizing that is necessary to take risks to modernize some aspects in the education to provide different results in the teaching process doing every possible transformation to improve. "Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to succeed in the information age as 21st century learners" (Programa de Estudios Decimo , Ministerio de educacion,2019, P.6) It is very relevant the implementation of the communicative games to improve speaking skill to provide to the students with attentional deficit the opportunity and rights to receive the same approach to improve the language, but in the manner they need, "Defend and protect Human Rights and be against all forms of discrimination". (Programa de Estudios Noveno , Ministerio de educacion, 2019, p. 8) , to be in the same position when they communicate in the second language and when they have to face the usage of the English language in the everyday life. Recognizing that speaking skill is one of

the most significant in the language learning construction process that allows the communication in an appropriate manner and that include other important aspects to form the human. "Functions of language are communication, self-expression and thinking. The expression of feeling and meaning becomes more exact. The command of words and groups of words grows with practise and with the complexity of ideas and reactions to be expressed" (Patel and Jain, 2008. p.38), consistently recognizing that the most the learners practice the most they grow in the language and for instance the communication.

The central idea of the alternative methodological proposal is helping to the students to acquire abilities to express themselves using the second language in a proper manner. "Good oral communication is essential to every aspect of life and work. Many surveys have identified it as one of the skills most highly valued" (Cole. Et, al. 2007, p. 2). And giving a support to the teachers that faced the attentional deficit situation in their classroom." Educators need every possible tool to create successful learning in the face of these challenges". (Díaz-Rico. 2013, p. 36). The principal aspect in this proposal is to create different strategies to help teacher, "learner become autonomous and be successful in the completion of the task". (Programa de Estudios Noveno, Ministerio de Educacion,2019, P16), to encourage students to continue looking for the learning and acquisition of the language not only to complete the final tests and conclude a year, but also to have appropriate communication in the English language to succeed in the requirements that the educational system ask to be qualified. "Citizens need to possess a number of competences to communicate effectively in the global context and to face the challenges of an interconnected world". ((Programa de estudios Decimo. MEP. 2020.P6) Besides, the need of implementing this proposal is underlined in the perception of creating the autonomy in the students to grow and succeed in the English language communication advances. "Learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction". (Programa de estudios Decimo. MEP.2020. P.18) Language learners must manage the language for communication, and how to communicate efficiently, giving effective performance of the language that allows to understand and to be understood, being that the main idea of this alternative methodological proposal.

The first strategy focuses on the implementation of collaborative activities that permit the development of the ability to speak and share with others, emphasizing the action of collaboration in the group and giving and receiving the feedback, that allows learners to learn as a team, share ideas, opinions and correct themselves without the constant supervision of the teacher. "The group task is structured so that each member of the group is expected to perform an assigned task. Because of the embedded structure of the unique tasks assigned to each member of the group" (Herrell and Jordan, 2016.P.265) the application of this strategy permits not only the improvement of the speaking skill, but also the group work and the opportunity to interact and communicate with others within the classroom. "Cooperative tasks are designed so that individuals must work together for the task to be accomplished". (Herrell and Jordan, 2016.P.265)

The second strategy offers learners the opportunity to face everyday situations to solve individually where they have to think and to participate. In this strategy the students have to reason, create, produce, and play. The teacher emphasizes in the importance of giving responses to common situations as giving directions for example. However, it is important for teacher to model that is stronger than a simple explanation and demonstrate what is asked to do in the strategy to be able that the students are clear with the instructions and it is important for students because they need to understand the appropriate manner to complete the task. "They include the early involvement of teachers; practical demonstrations (not just chalk and talk) and successful working models (even if small-scale) that potential adopters can observe" (Long, 2015, P.385) Students observe and analyze the task and then they are prepared to perform it. Other important aspect that is taking into account is the back knowledge the students have about the topic to understand if it is possible to complete the task in an efficient way. "Prior experiences and skills and the context and content of the intended learning task determine how individual students engage in learning activities and what they learn". (Graham, et. al. 2015)

The third strategy encourage learners to develop speaking performance in groups in a interesting manner promoting in the students the competition to incentive the interest to participate and reach the oral communication using the English language, providing first the student with all the elements in a pre-activity to help the students to get the proper preparation to perform of the activity and to accomplish the objective. This strategy is doing it in groups and focused on competition to stimulate the interest of the students to compete and to win the first

position at the same time that they are learn and practicing the language. Besides, it exposes the language students to test themselves to recognize their weakness and strongness and to correct by the classmates help as a part of a team. "Language is learnt only through practice. The more the learner is exposed to the use of language, the better chance of learning It". (Patel and Jain, 2008. p. 47) the use of communicative games encourages the practice of the language in the students with attentional deficit making the learning process more natural. "Avoid presenting lessons back-to-back that involve close attention to detail or highly repetitive, boring tasks. Follow one of these lessons with a more active lesson which encourages student participation, class discussion, or movement in the classroom". (Parker, 2006, P.58) competing team task is a strategy that make a combination of learning and fun through games.

As a conclusion, this proposal is developed by means of three strategies that are sequenced and very related to three indicators carefully selected that are an important innovation to help students with attentional deficit. The greatest idea of the alternative methodological proposal is helping to the students to acquire abilities to express themselves using the second language in a proper manner and to create different strategies to help teacher that face with the students with attentional deficit to inspire them to continue looking for the learning and acquisition of the language. Emphasizing the significance of having appropriate communication in the English language to succeed in the necessities that the educational system request to be qualified. Besides, the first strategy emphases on the implementation of collaborative activities that permit the development of the ability to speak and share with others, emphasizing the action of collaboration in the group and giving and receiving the reaction, that allows students to learn as a group, share concepts, thoughts and correct themselves without the continual supervision of the teacher. Also, the second strategy provides to learners the chance to face everyday situations to resolve individually where they have to think and to participate. In this strategy the students have to reason, create, produce, and play. As well as, the third strategy which is do it in groups and focused on competition to give more stimulation to the interest of the students to compete and to success in the activity. Finally, reiterate that every strategy is developed in a concordance with the sequences the MEP´s syllabus stablished.

The following segment develops the relevance of this alternative methodological proposal and the importance of the implementation to fortify the language learning construction process of the students with attentional deficit.

4.4.1 Importance

Recognizing the relevance of managing a second language and in this case the English language and the way it helps to the citizens to be prepared for the modern challenges of the global changes and the significant position that communication has acquire in the world is the reason why the learning and effective performing of the English language becomes vital and obligatory.

It is spoken all over the world. This language is mother tongue of nearly 320 million people and another 200 million people use it as second language. So, it is very useful to establish international relation for communication purpose and for the exchange of views with different countries of the world. (Patel and Jain, 2008. P.15)

Besides, the importance of implementing communicative games to improve speaking skill accentuates on the idea that provide different methods with some special characteristics that are a way of making a change in the manner teachers manage the situation with the students with attention deficit making wider the possibilities to capture the attention on this population. "Inattentive students can never perceive knowledge. He disturbs whole teaching learning process. The teacher should follow the simple rules for stretching their attention till at the end of the class". (Patel and Jain, 2008. P.53). This alternative methodological proposal search with the implementation of three strategies that enhance the English learning construction process, giving the self-assurance to the language learners. "Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions". (Bygate,2010. P.7) and that help students to take advantage of their prior knowledge through sequenced activities where they can participate in groups of sequenced activities and at the same time put into practice the language following specific steps, and doing it using authentic materials to enhance the oral ability. "Main interest is to see how certain aspects of oral ability, particularly interaction skills, can be promoted through the various types of materials that have been identified". (Bygate,2010. P.71) , and with the closest method to the real life. The innovative implementation of communicative games allows to the students to concentrate on a task that is interesting for them and that liberate

the students of the perception learning for evaluations that in many cases is stressing for the students.

The vital idea of this proposal is to apply different techniques to benefit not only the students with attentional deficit, also the teachers. This proposal helps the language learning construction process when proving some strategies to improve the speaking skill and to reinforce the oral communication, knowing that every language skill must be integrated in all the sequences used to approach the students in the language construction process. "Communicative tasks, on the other hand, require the learner to 'integrate his pre-communicative knowledge and skills' into the full activity of communicating meanings". (Bygate, 2010. p.71). Distinguishing the significance of drawing a path to the students to the effective completion of the task, providing a sequence where they clarify every step to learn and perform the language.

Closing, implementing communicative games to improve speaking skill accentuates on the awareness that provide different methods with some distinct characteristics that are a way of making a change in the manner teachers accomplish the situation with the students with attention deficit making wider the options to capture the attention on the students. The innovation of communicative games allows to the students to concentrate on a duty that is stimulating for them and that free the students of the perception learning for evaluations that in many cases is stressing for the students. Besides, the reinforcement of the oral communication, knowing that every language skill must be integrated in all the sequences used to approach the students in the language construction process.

The following section emphasizes on the necessity of implementing this proposal to help students and teachers and to make stronger variations to the language learning construction process to fulfill effective the language and the communication goals.

4.4.2 Necessity

There is a special need in the human beings to communicate in different languages in many different ways since much time ago. "Language is used to communicate our thoughts and ideas. Language is essential for our survival and development as human being" (Patel and Jain, 2008. p. 40), however, nowadays English teaching and learning process has changed to increase the use of English as a foreign language, giving much significance to the knowledge construction process and becoming wider the requirements of providing more authentic material. "Authentic activities

engage students in making choices, evaluating competing solutions, and creating a finished product". (Davis, 2009. p. 234), and a variation of activities according to learners' necessities, "They tend to have problems with paying attention, organizing, and completing work". (Parker, 2006, P.50) with the main idea of inspiring to reach the high level of proficiency when learning and performing the language. Realizing that the language is compound of some important aspects that must be exposed in sequences but integrated. "Language is also a system of phonetics, grammar and vocabulary. English Language has a set of sounds peculiar to it". (Patel and Jain, 2008. P.40)

On the other hand, the necessity of the implementation of communicative games lays on idea of creating some strategies to help the students with attentional deficit to improve the speaking skill, however, this proposal is not the imposition of ideas or a fashion implementation, it is the exploration of an innovation, "The implementation of innovative communicative language teaching methodologies" (MEP,2016, p.23), to help teachers and students that make them to grown in the language and in the communication for everyday life.

"We believe that advances in language teaching stem from the independent efforts of teachers in their own classrooms. This independence is not brought about by imposing fixed ideas and promoting fashionable formulas. It can only occur where teachers, individually or collectively, explore principles and experiment with techniques. Our purpose is to offer guidance on how this might be achieved". (Bygate,2010. P.9)

Emphasizing on the necessity to create on the students the idea of practicing and learning the language for themselves, to enhance the awareness of being independent in the searching for the language knowledge, and recognizing that it is a process that goes personally.

As a conclusion, English teaching and learning process has changed to increase the use of English as a foreign language, giving much significance to the knowledge construction process and becoming wider the requirements of providing more authentic material. It is necessary to enhance the idea of inspiring to reach the high level of proficiency when learning and performing the language. Besides, the language is compound of some important aspects that must be exposed in sequences but integrated and there is a need to explore to make some improvements to the knowledge construction of the language. It is also necessary to enhance the awareness of being independent in the searching for the language knowledge. All the needs that learners and teachers

have related to the problems with attention deficit can be solve with the implementation of communicative games to improve the speaking skill doing it the process stronger.

The following segment develops the scopes of the alternative methodological proposal and how the implementation of communicative games helps to the students and teacher to accomplish the language goals.

4.4.3 Scopes

This alternative methodological proposal aims to achieve the goal of enhance the speaking skill in students with attentional deficit disorder in the knowledge construction process through the implementation of communicative game, such games must be adapted according to the need and strength of pupils with ADD, since speak English proficiently is the main goal of the educational system of Costa Rica, according to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. "The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school" (p 4). For that reason, the scopes of this alternative methodological proposal are focus on the needs of the students with ADD and according of those needs, it will be developed strategies which enhance the speaking skill in the knowledge construction process of the learners with ADD.

➢ How do the students with attentional deficit can learn to communicate by implementation of communicative games?

This alternative methodological proposal expected to create attractive, creative and dynamic communicative games that engage pupils with ADD to participate in the classroom activities, since these learners have difficulties on focus in class when they are not interesting in the activity due their condition, according to , "Compared to others of the same age and developmental level, persons with ADD syndrome tend often to have an "unfocused mind" not only for driving, but also for many other important tasks of daily life". (Brown, 2005). Due to the learner's difficulty to focus in classes, this proposal pretends to create strategies that help pupils to learn to communicate effectively in English through the implementation of innovative communicative games.

➢ How can be enhanced the way of teaching vocabulary to students with attentional deficit through the implementation of communicative?

Learning vocabulary may result difficult and boring for pupils with ADD, for that reason this alternative methodological proposal expect to elaborate effective communicative games that help the students to learn vocabulary easer and in an enjoyable way, since vocabulary is a fundamental part of the language since the more vocabulary pupils learn, the more they will be able to communicate effectively. According to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. "Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication" (p. 25). That is one essential reason of why pupils need to learn vocabulary, therefore, this Alternative methodological proposal will implement communicative games that facilitate the process of learn vocabulary, focus on need of learners with ADD.

➢ How can be improved the process of learning sentences and grammar by the learners with attentional deficit?

Learners with ADD may present complications when learning sentences and grammar in the traditional way, for that reason this proposal aims to implement innovative communicative games that attract the pupil's attention and make them to be aware of the importance of learn grammar and sentences to produce the English language proficiently. "Grammar provides a whole cohesive system concerning the formation and transmission of language. The question is, how do we pass on this knowledge? …. to understand it ourselves and, even better, develop that passion and enthusiasm in our student". (Dykes. 2007, p. 4). This proposal aims to implement strategies that make the classes more attractive for pupils but at the same time to create enjoyable communicative games that help pupils to enhance the process of learn sentences and grammar.

➢ How do the accuracy features can enhance the learners speaking skill?

Accuracy refers to speak the language correctly without grammatical errors, therefore, is it fundamental that pupils acquire the ability to produce English with no mistakes. According to the CEFR, "Grammatical accuracy concerns both the user/learner's ability to recall 'prefabricated' expressions correctly and the capacity to focus on grammatical forms whilst articulating thought". this alternative methodological proposal will develop communicative game that engage the pupils

in classes and make them aware of the necessity of learning to speak English correctly in order to speak proficiently.

➢ How does the lack of Appropriacy can affect the development of learner's speaking skill?

Speaking English with appropriacy, refers to produce the language in the correct way in context and content with the correct use of grammar, syntax, vocabulary and pronunciation, otherwise pupils will not be able to speak English proficiently and communication will not take place as it is expecting. "How effectively people encode their needs has a significant impact on their ability to achieve their goals. Similarly, the ability to accurately decode and appropriately respond to the cues of others is also a key to successful communication". (Rickheit. & Strohner 2008, p. 6). If pupils do not have the correct use of language either in grammar, fluency or appropriacy the communication will be affected, therefore they will not be able to speak in English correctly.

➢ How do the learner's fluency in the speaking skill can be improved by the use of communicative games?

This alternative methodological pretends to elaborate communicative games that help pupils to enhance their fluency. "Repetition of an activity is a sure way of developing fluency with the particular items and sequences used in the activity". (Nation & Newton, 2009, p. 155). Fluency is a fundamental part of the English language, since if pupils achieve fluency when produce English they will be able to communicate efficiently with others.

A distinction is often made between accuracy and fluency. We need to decide whether a particular activity in the classroom is designed to expect the student's complete accuracy—as in the study of a piece of grammar, a pronunciation exercise or some vocabulary work, for example—or whether we are asking the students to use the language as fluency as possible. (Harmer, 2007, p. 142).

This alternative methodological proposal pretends to expose pupils as much as possible to tasks in which they will practice their fluency in order to improve their speaking skill.

➢ How does the action-oriented approach help to improve pupils 'Knowledge construction process?

The action oriented is an approach that focuses on actions it pretends to make the student learn by doing and focus on real life situations. "An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 28). In that way pupils will be responsible of their own knowledge construction process and at the same time they will be able to correct their mistakes and improve through the process.

➢ How is the Knowledge construction process improved by the use of didactic sequence?

The English lesson must follow a sequence according to the previous knowledge of pupils and base on their needs, the different stages of the lesson must be taken into account when planning, "Oral Production: Spoken interaction (planning, organizing, rehearsing, and interacting) and spoken production (planning, organizing, rehearsing, and producing)". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 36). And this organization must be followed in order to develop the lesson in a step-by-step fashion and in that way, guide the learners to improve their knowledge construction process.

➢ How does the implementation of tasks improve the Knowledge construction process?

Tasks are activities or in this case will be the communicative games that this alternative methodological proposal are implemented, these tasks are focus on action and real- life situation in which pupils will create their own knowledge.

> Task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (Nunan, 2004, p. 4)

This proposal pretends to elaborate innovative and dynamic task according to the needs of students with ADD base on the most important parts of the language such as fluency, grammar and appropriacy in order to improve the knowledge construction process.

To summarizing, the scopes of this alternative methodological proposal expect to improve the speaking skill of the students with attentional deficit disorder through the implementation of creative, innovative, dynamic communicative games, according to the needs of these pupils, these communicative games will be task or activities based on real life situation and actions that help pupils to develop their own knowledge construction process.

The development of this alternative methodological proposal will continue with the alternative methodological proposal implementation.

4.5 Alternative methodological proposal Implementation

Three strategies are developed in a sequence manner to implement the communicative games in the students with attentional deficit to improve speaking skill, these strategies are very related to the MEP´s syllabus stablished with the resolution of planning the lessons. "The teacher follows a set of integrated sequence procedures as presented below to develop the different linguistic competences" (Programa de Estudios Octavo 2018, P.26) the strategies are in concordance with the scenario: Going shopping   taken from the teacher´s guide eighth grade, the theme is: How can I get there? The didactic sequence is: Spoken interaction: Planning, Organizing, Rehearsing, Interacting. The first strategy is called direction team task which focuses on collaborative games activities that allow the development of the ability to speak and share with others, emphasizing the action of collaboration in the group and giving and receiving the positive corrections as reaction, that permits learners to learn as a team, share ideas, opinions and correct themselves without the constant supervision of the teacher. This strategy has as the goal: L asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given. SI.1. ask appropriate questions during a conversation to ensure the other person understands points being made or information being given. In addition, the first strategy tries to evidence that the implementation of communicative collaborative games helps students to improve the speaking skill by observing and evaluating. The second strategy´s name is individually asking and answering task which offers learners the opportunity to face everyday situations." Helps the learner become autonomous and be successful in the completion of the task" (Programa de Estudios Octavo, 2018, P.16) to solve individually where they have to think and to participate while playing. In this strategy the students have to reason, create, produce, and play.

The teacher accentuates in the importance of giving individual responses to common situations as giving directions for example.in this strategy the goal and the assessment are: SP.2. tell a simple direction (e.g., how to get to a location) as well as offer simple explanations to others and the assessment to tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others. The strategy tries to evidence the individual work help to the student with attentional deficit to recognize mistakes and the grow in the language to make the improvements required. And the third strategy is called competing group task that is another strategy used to enhance the students speaking performance, in all strategies is necessary to provide the student with all the elements in a pre-activity to make the proper perform of the activity and to accomplish the objective. The goal and the assessment of the strategy are: L gives recommendations about convenient places to buy something. SP.1. make recommendations about convenient places to buy something. This strategy is doing it in groups and focused on competition to stimulate the interest of the students to compete and to win the first position at the same time that they are learn and practicing the language. "Research has shown game-based learning (GBL) to be effective in enhancing motivation and improving learner performance". (Tlili & Chang. 2019, p. 3) Also, it is important to mention that every strategy is developed in a closed relation with the sequences the MEP´s syllabus stablished. Besides, it is important to mention that must be an integration of all skills of the language in the strategies to promote the whole learning construction process.

> "When the spoken language is the focus of classroom activity there are often other aims which the teacher might have. For instance, a task may be carried out to help the student gain awareness of, or to practise, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point (for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood). (Hughes 2011, p. 6)

Teachers require to take into account that speaking is not only promote speaking activities in isolation in opposition speaking activities are a complement of some other important aspects in the language that must be implicit in the strategies to accomplish the effective communication such grammar, phonetics, rhythm, intonation, appropriacy and accuracy. The strategy evidence that

students with attentional deficit have better results when they are learning while playing or having funny activities to capture the attention. Each of the strategies have a short evaluation speaking activity to prove that the objective is reach in the effective manner.

Concluding, strategies are developed in a sequence manner to implement the communicative games in the students with attentional deficit to improve speaking skill, these strategies are very related to the MEP´s syllabus stablished with the resolution of planning the lessons. First strategy is called direction team task which focuses on collaborative games activities that allow the development of the ability to speak and share with others, emphasizing the action of collaboration in the group. The second strategy´s name is individually asking and answering task which offers learners the opportunity to face everyday situations. The third strategy is called competing group task that is another strategy used to enhance the students speaking performance, in all strategies is necessary to provide the student with all the elements in a pre-activity to make the proper perform of the activity and to accomplish the objective. Every strategy has to evidence that the activities planned for the students with attentional deficit help to the improvement of the speaking skill. Each of the strategies have a short evaluation speaking activity to prove that the objective is reach in the effective manner.

The next section develops the deep description of each strategy and the activities in a specific and demonstrative way such (games, word sheets, exercises and explanation) manner with the idea of providing the necessary understanding of the sequence of the implementation to the application of the same.

4.5.1 Description of first teaching strategy
First strategy:

Direction Team Task

Objective:
SP.2. tell a simple direction (e.g., how to get to a location) as well as offer simple explanations to others.

To relate learning to communicate to learner´s speaking skill by making use of topics

that are interesting for the students in order for them to tell a simple direction with

the purpose of offering simple directions and explanations to others.

Variable:
Speaking skill

Indicator:
Learning to communicate.

Level:
Eighth grade

Unit:
Four

Scenario:
Going shopping

Theme:
How can I get there?

Assessment strategy:
L tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.

Didactic sequence:
- *Spoken interaction*
  - ✓ Planning
  - ✓ Organizing
  - ✓ Rehearsing
  - ✓ Interacting
  - ✓ describing

Implementation of the first teaching strategy

Direction Team Task is the first teaching strategy that constitutes the alternative methodological proposal.

It is important to mention that these activities keep accordance with the MEP´s syllabus stablished with the purpose of planning the lessons. Consequently, they are developed following the sequence in order to achieve the assessment strategy defined for the skill of speaking. The purpose of this strategy is to lead students to perform the speaking skill using oral pieces as tasks and making use of contextualized materials. Taking into account the level, eighth grade students are usually around 14 to 16 years old, therefore, games are used to capture the attention of the students while they practice giving directions in the speaking skill. Go straight on, when you come to the crossroads, go across the roundabout, Take the first turn/road/street on your left/right, go on for about (10 minutes/200 meters) take part of the games and activities with the purpose of engaging the students to be interested in the topics. According to the sequence stablished in the syllabus, the stages of this strategy is developed as follows:

✓ **Planning**

In this task, first T will show a power point presentation with vocabulary of prepositions and its pictures, T will ask L to repeat each preposition in order to make the student to practice pronunciation and at the same time it will help students to learn new vocabulary, after that, L will play a game called "**CHINESE WISPER"** which will develop as follows, First, T will divide the class in three groups, then each groups will stand up and make three different lines in front of the whiteboard, then T will give one marker to the first student in each line, then, T will silently say a preposition to the last student of each line, then that student will say the same preposition to the next classmate until reaches the first student of each line who must write and say the word correctly, finally the group that has the most prepositions written correctly, will win the game.
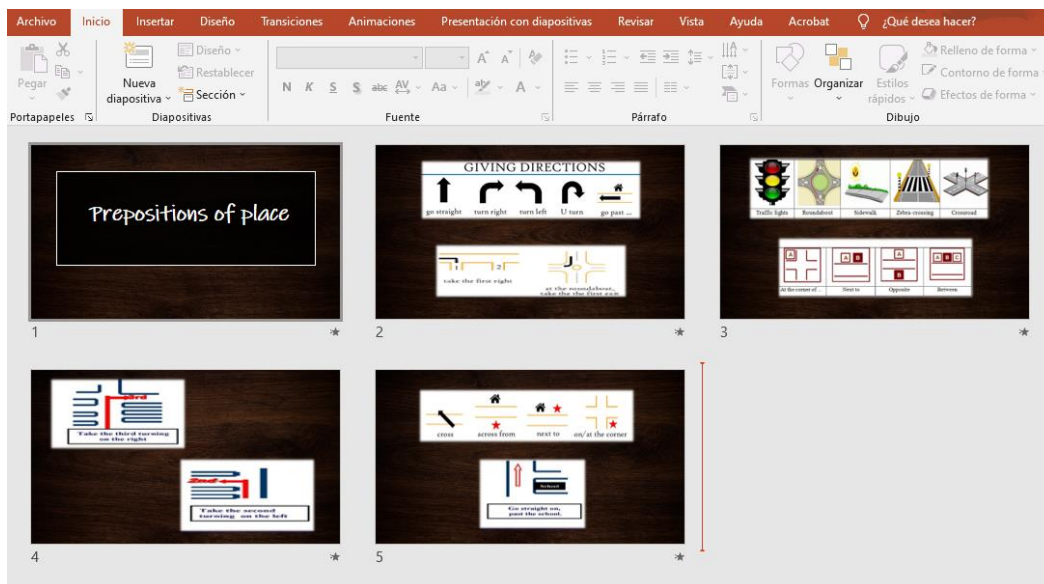
✓ **Organizing**

In this task T will asks to the students to work in pair then, T will give to the students an envelope with scrambled conversations about giving direction, T will ask to the students to unscramble the conversation, once the students have organized the conversation T will ask the students to go in front of the class and present their conversation. T time the activity and the two first pairs are winner of a prize.
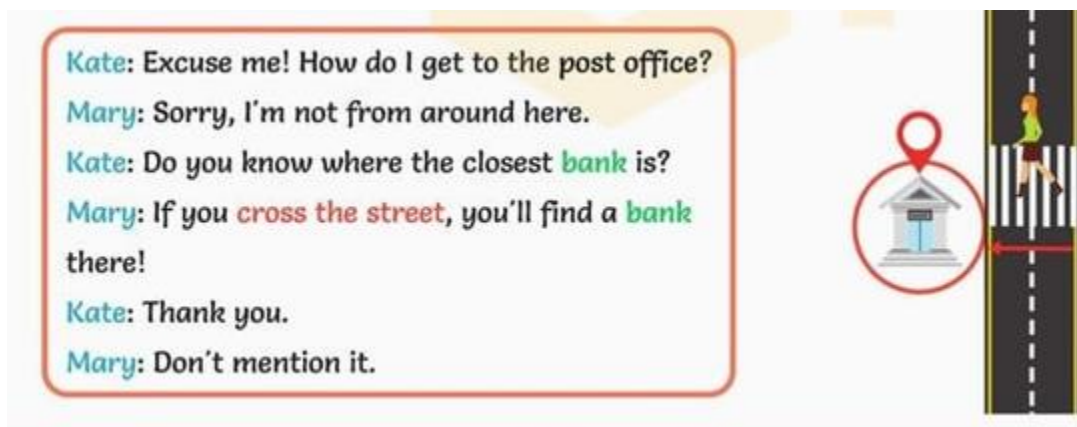
Conversations 3

Emily: Excuse me, I'm afraid I can't find a petrol station. Do you know where one is?

Bill: There's one near here.

Emily: How do I get there?

Bill: At the bus stop, take the first right and go straight on. It's opposite the shopping mall.

Emily: Thank you so much!

✓ **Rehearsing**

Students are organized in three groups to play **lost in the city game**. The teacher projects some maps of the city for the students to prepare an answer for the question how can I get _____? taking as a reference the person that is lost in the map. The group that answers faster and correct gets one point, each student of the group must to participate giving at least one answer, at the end the group that has more points is the winner of the game.
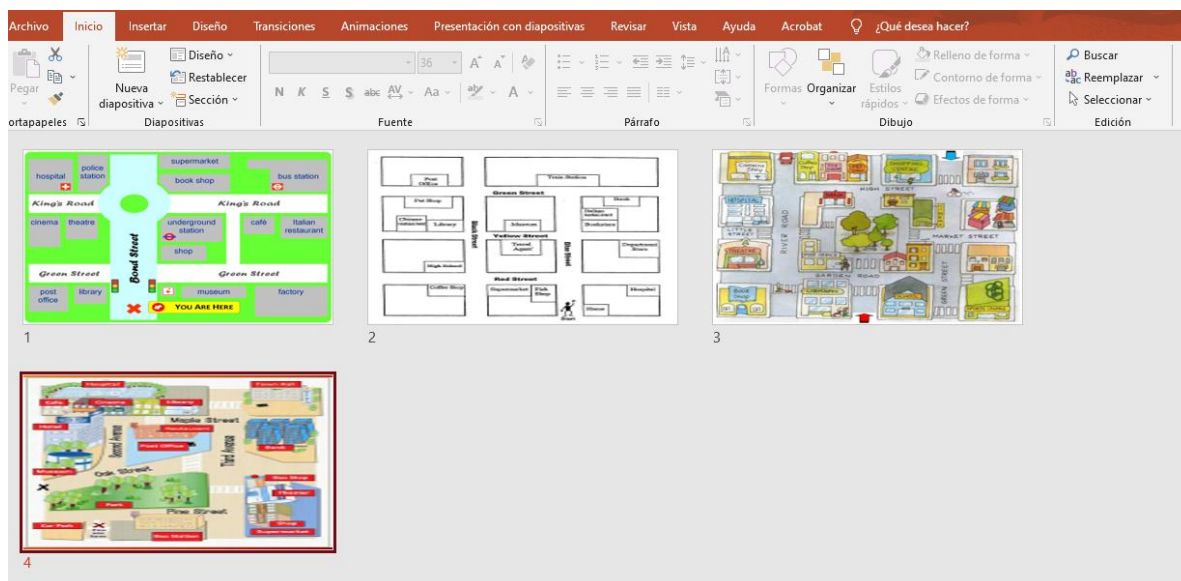
✓ **Interacting**

In this activity, T will divide the class in two groups, then T will give to one of the groups some question about the location of a place, then T will give to the other group the answers of the questions, then each group will walk around the class to look for the correct the correct answer for

each question, T will project a map in the whiteboard in order to guide the students to find their partner, the student who finds his partner first will win a prize.
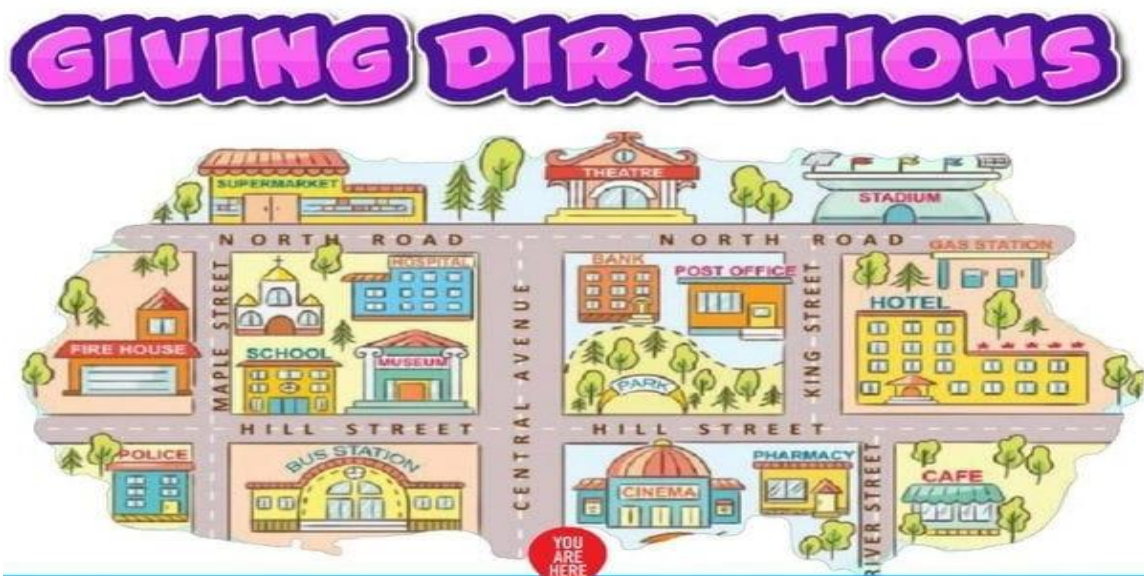
Possible question and its answers:

✓ **Describing** T divide the group in two A-B and gives a DIFERENT map to each group to help Kevin and Susan to find some places and directions. Group A has to prepare the description of three directions that the group B have to guess the place. Also, group b prepares the descriptions of three direction that group A have to guess. Every correct answer is a won point. Each group has a turn to guess. For example: **which place is that on**

the corner of dog Street and cow street and crossing Kim´s house?
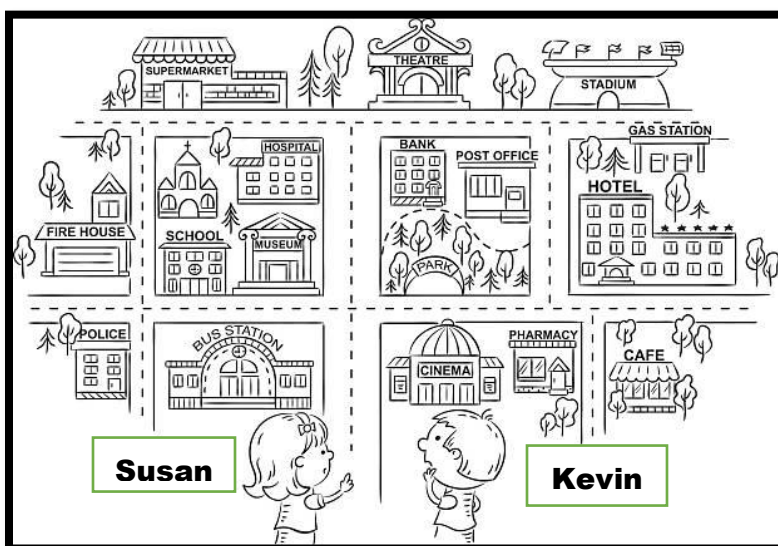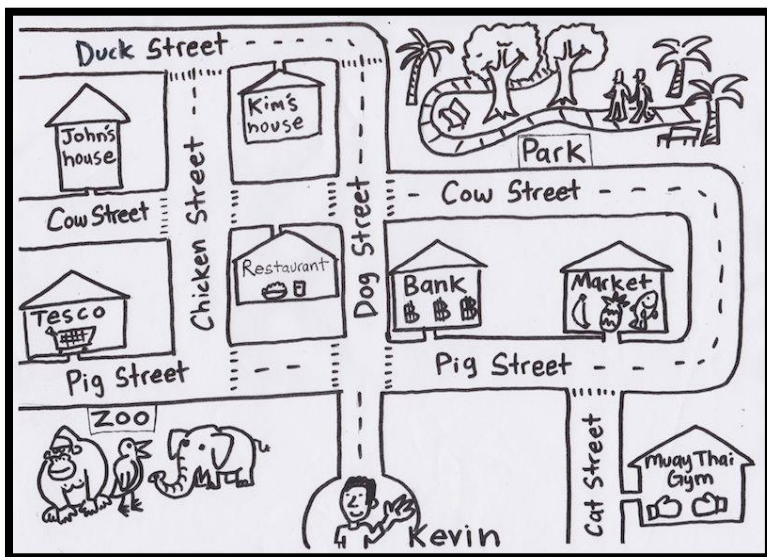
✓ **Evaluation**

Finally, with the purpose of assessment strategy the students´ achievement of the objective of the activity, T projects a map of the city on the whiteboard, then tells the students that they will do an activity called **"hot potato"**, then the T will give a potato to a student which they will have to pass to the next classmate, while the teacher plays a song, when the song stops, the student who has the potato in his hand will have to answer the question that the teacher asks, for example "how

can I get to the hospital?" to which the student must respond by giving the direction according to the map projected on the whiteboard, if the student answers correctly, he wins a prize.

4.5.2 Description of second teaching strategy
Second strategy:

Individually Asking and Answering Task

Objective:

To relate Learning grammar and sentences to learner´s speaking skill by making use of topics that are interesting for the students in order to ask appropriate questions during a conversation with the purpose of ensuring the other person understanding.

Variable:

Speaking skill

Indicator:

Learning grammar and sentences

Level:

Eighth grade

Unit:

Four

Scenario:

Going shopping

Theme:

Getting what I need at the right place

Assessment strategy:

Assessment: L asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.

Didactic sequence:

- *Spoken interaction*

✓ Planning

✓ Organizing

✓ Rehearsing

✓ Interacting

✓ Describing

Implementation of the second teaching strategy

Individually Asking and Answering Task is the second teaching strategy that constitutes the alternative methodological proposal. +It is important to mention that these activities keep accordance with the MEP´s syllabus stablished with the purpose of planning the lessons. Consequently, they are developed following the sequence in order to achieve the assessment strategy defined for the skill of speaking. The purpose of this strategy is to lead students to perform the speaking skill using oral pieces as tasks and making use of contextualized materials. Taking into account the level, eighth grade students are usually around 14 to 16 years old, therefore, games are used to capture the attention of the students while they practice getting what they need at the right place, in the speaking skill. A service is something that someone does for you. fix cars, get a checkup, get haircuts, mail delivery, clean a messy house, transport people and goods, cut grass and plants flowers, trees, paint buildings, help children learn, keeps neighborhoods safe, goods are things that you can keep, eat, or use. food, clothing, toys, furniture, toothpaste, game, book, flower, paint, toys, tools, books, pets, plants, household goods take part of the games and activities with the purpose of engaging the students to be interested in the topics. According to the sequence stablished in the syllabus, the stages of this strategy is developed as follows:
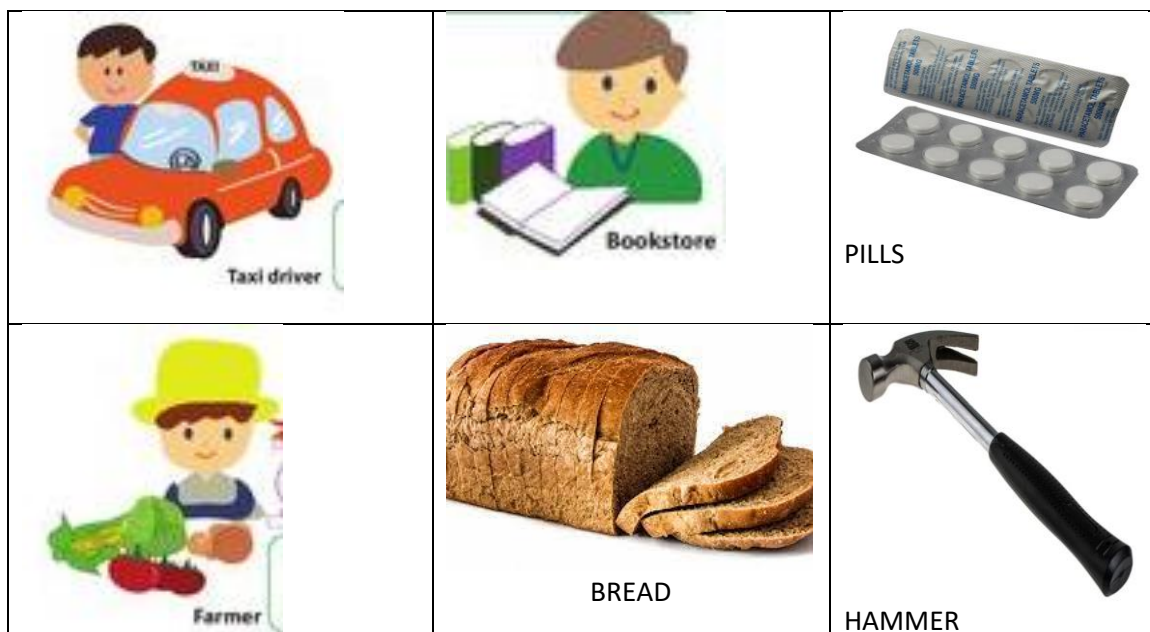
✓ **Planning**

After showing some vocabulary, sentences, and grammar structures, the teacher will project on the board a kahoot game, with images of different stores in which many goods can be bought, this kahoot will also has some uncompleted sentences or questions to be completed or answered, the class will be divided into two groups, each group will have to discuss what would be the correct answer for each question and the group that raises their hand first will have the opportunity to answer, if the answer is correct the group wins a point, if the answer is incorrectly, the other group will have the opportunity to answer, in the end the group with the most points wins and receives a prize

https://create.kahoot.it/details/9ee296b1-14c7-40b6-ba4f-3290f7a62236

✓ **Organizing**

In this activity, the students will work in pairs, the teacher will give each pair two images of good that can be bought, such as clothes, food, tools, furniture, medicines, among others, the students will not be able to see the image that was given to them and they must stick it on their foreheads, then the student must ask his partner questions, such as: am I a fruit? Can I be bought in a clothing store? To which the partner must answer with long answer such as, " yes, you are or no you cannot", until the other partner guesses what he or she is? The students take turns and they have only 15 second to guess, and for every guessing one points is won.

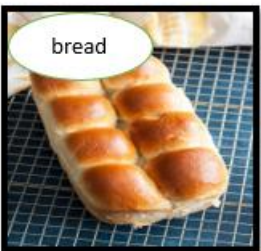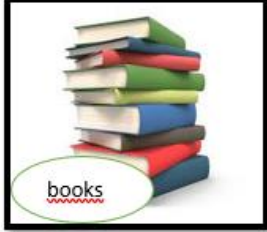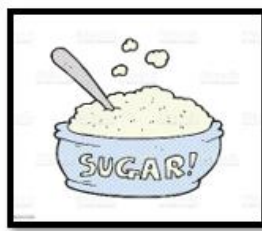|		
Hair dresser	Plumber	SHOES
Pet groomer	BUS	GASOLINE
DORTOR	DINNER	DRESS
MOVIE	PEDICURE	MILK

✓ **Rehearsing**

The teacher will divide the class into two groups, to develop a game called "hot seat", in which one participant from each group will sit in a chair with their back to the board and facing their classmates while the teacher projects images of people shopping in different places, while the members of the group will give clues so that they can guess what is projected on the board, each student will have 25 seconds to guess, otherwise they will have to give the place to the next group so that they can guess, each Guess word will add a point to the group, in the end the group with the most points wins the game.
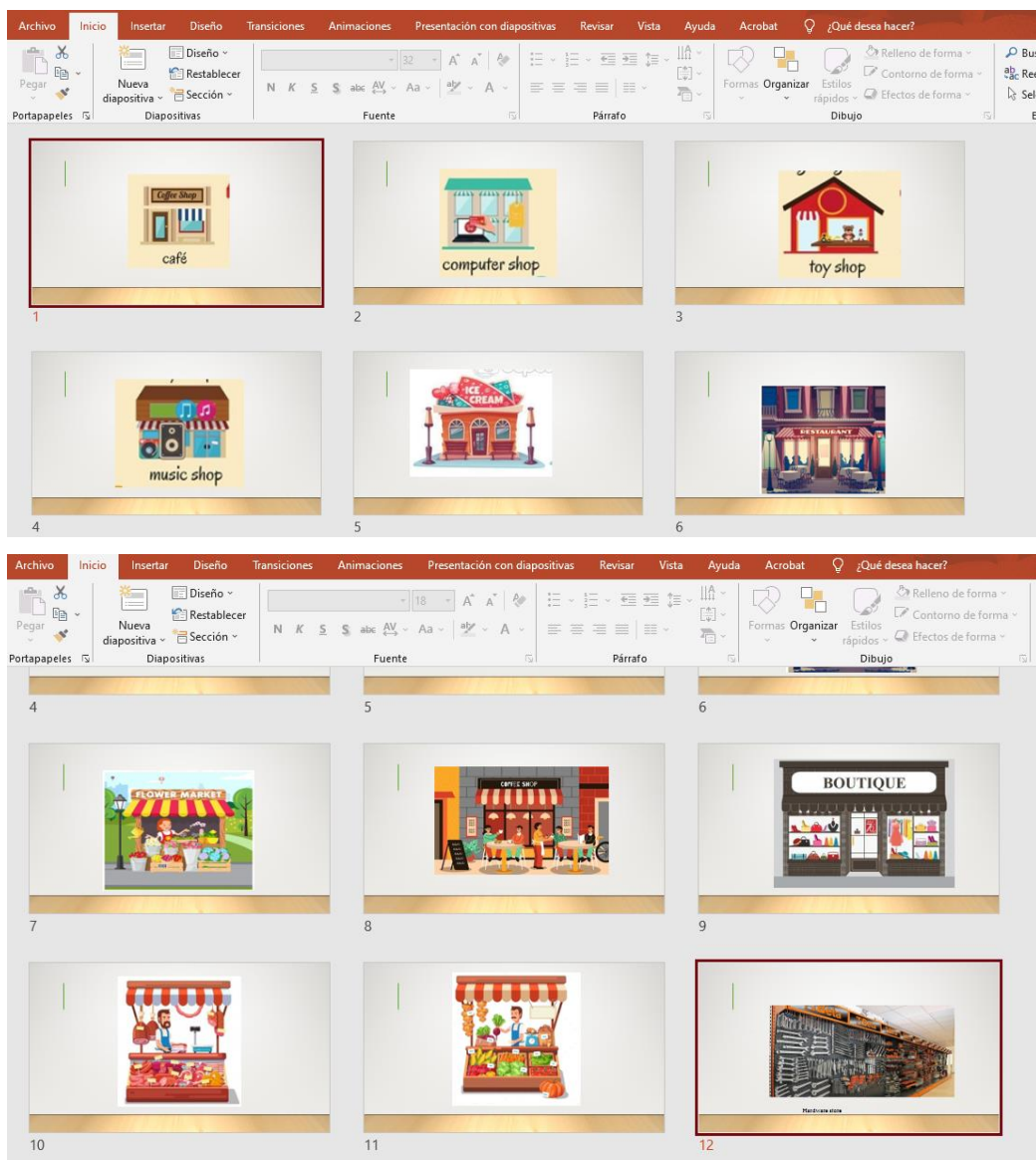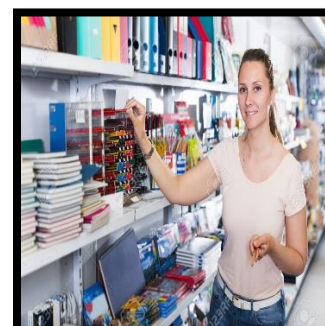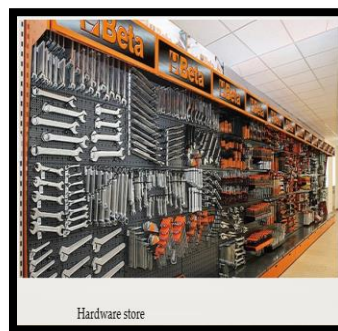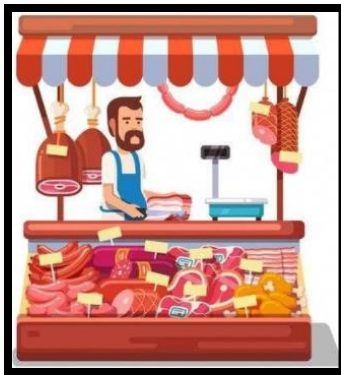
✓ **Interacting**

T divides the group in two: Sellers and costumers to play the game "store" then teacher gives to the sellers some flashcards about the different things people can get in a specific store and the costumers are going to have a list of different things to buy. Costumers have to walk around the classroom looking for what they need while the teacher check that students use the correct questions and answers. For example: are there apples here? Answer: No, there are not. This is the drugstore. Or yes, there are. This is the fruit store. Teacher have to time the activity and give points to the costumers that get more things. Then teacher ask to change turns and at the end teacher gives a price to the four people who get more things.

eggs

SUGAR!

salt

Rice cooker

nails

plier

books

haircut

Color pencil

flowers

blender

Hand care

pills

tools

shoes

meat

Blue jeans

bread

butter

spade

Stores

✓ **Describing**

In this activity the teacher divides the class into two groups, group A and group B, then the teacher will explain the game called "I went to the ….(STORE) and bought ..." then the teacher starts the game by saying I went to the supermarket and buy a <u>pineapple</u> for example, then a student from group A should say "I went to the supermarket and bought <u>one pineapple ,</u> "I went to the supermarket and bought <u>one yellow pineapple</u>   and every group takes turns   to add an adjective to the first sentence until finishing ideas while the teacher time 30 seconds to answer or loose points, then a student from group B continue with a new place and new object ", and so on, each time the students say the sentences with the added adjective gets a point, and the group will win

a point, otherwise they will lose a point and the student is out of the game, the winning group will receive a prize

✓ **Evaluation**

In this activity the teacher divides the class into two groups, group A and group B, then asks a couple from group A to come forward, then the teacher shows the couple a situation, and model the activity to give the idea. for example a person buying medicine in the pharmacy, the teacher gives them a short dialogue, the pair of students must learn and then represent the situation in front of the class, while the rest of the members of group A must guess which is the situation represented by their classmates, the students must ask and answer questions and be aware they understand to get points, also the students will have 45 seconds to guess the situation and place they are looking for, once the 45 seconds have passed, it will be the turn of the next group, each time the students guess the situation, they will add a point to the group, at the end the group with the most points will win a prize.

✓ **Possible situations:**

> ✓ First situation; A person needs help to find a place to buy a necklace to give to his mother for his birthday, his friend gives him the help to guide her so that she can get to the nearest jewelry store.

> ✓ Second situation: A boy in a new city needs to get to the bus station but first he must buy bread at the bakery, a person on the street asks for help to give him the direction to get to the bakery and then to the bus stop.

> ✓ Third situation: A girl wants to buy a new beautiful dress for her graduation she does not have any idea of a nice place. Where can she go to find it?

> ✓ Fourth situation: An old man is looking for a place where he can buy some medicines and some fruits, help him to find the correct place.

> ✓ Fifth situation: I am looking for a place where I can cut and paint my hair and fix my nails. Help me please! Where can I go?

> ✓ Sixth situation: It is tom and Rachell anniversary they want to have a nice dinner, but they do not know where to go. Can you help them to say the correct place to have a delicious dinner?

4.5.3 Description of third teaching strategy
Second strategy: Competing Group Task

Objective:

To relate Learning vocabulary to learner´s speaking skill by making use of topics that are interesting for the students in order to make recommendations about convenient places with the purpose of buying something.

Variable:

Speaking skill

Indicator:

Learning Vocabulary

Level:

Eighth grade

Unit:

Four

Scenario:

Going shopping

Theme:

Welcome to my town

Assessment strategy:

Assessment:

Make recommendations about convenient places to buy something.

Didactic sequence:

- *Spoken interaction*

✓ Planning

✓ Organizing

✓ Rehearsing

✓ Interacting

✓ Describing

Implementation of the second teaching strategy

   Competing Group Task is the third teaching strategy that constitutes the alternative methodological proposal. It is important to mention that these activities keep accordance with the MEP´s syllabus stablished with the purpose of planning the lessons. Consequently, they are developed following the sequence in order to achieve the assessment strategy defined for the skill of speaking. The purpose of this strategy is to lead students to perform the speaking skill using oral pieces as tasks and making use of contextualized materials. Taking into account the level, eighth grade students are usually around 14 to 16 years old, therefore, games are used to capture the attention of the students while they practice to Identify different retail shops and services in my town in the theme: Welcome to my town, in the speaking skill. Appliance store, bakery, bank, bus station, clinic, clothing store, coffee shop, convenience store, drugstore, flower shop. Which store is cheaper ____ or_____? − The Outlet is cheaper than the shopping mall, take part of the games and activities with the purpose of engaging the students to be interested in the topics. According to the sequence stablished in the syllabus, the stages of this strategy is developed as follows:

✓ **Planning**

   This activity is called "let's go fishing." First, the teacher will show the students some images with vocabulary about some places of the town that can be found in the city, then the teacher will divide the class into two groups, group A and group B, then the teacher will ask a member of each group that to go to the front of the class and will give each one a homemade fishing rod and in a small pool the teacher will place several fish with a written word related to the vocabulary they had previously studied, each student should try to catch a fish, each student will

have 60 seconds to give glues of the word they caught and for their group to guess, the group that guesses first wins a point, at the end of the game the group with the most points wins a prize.
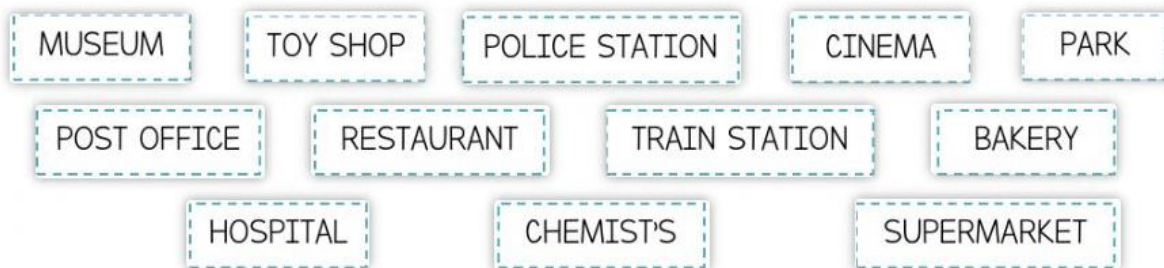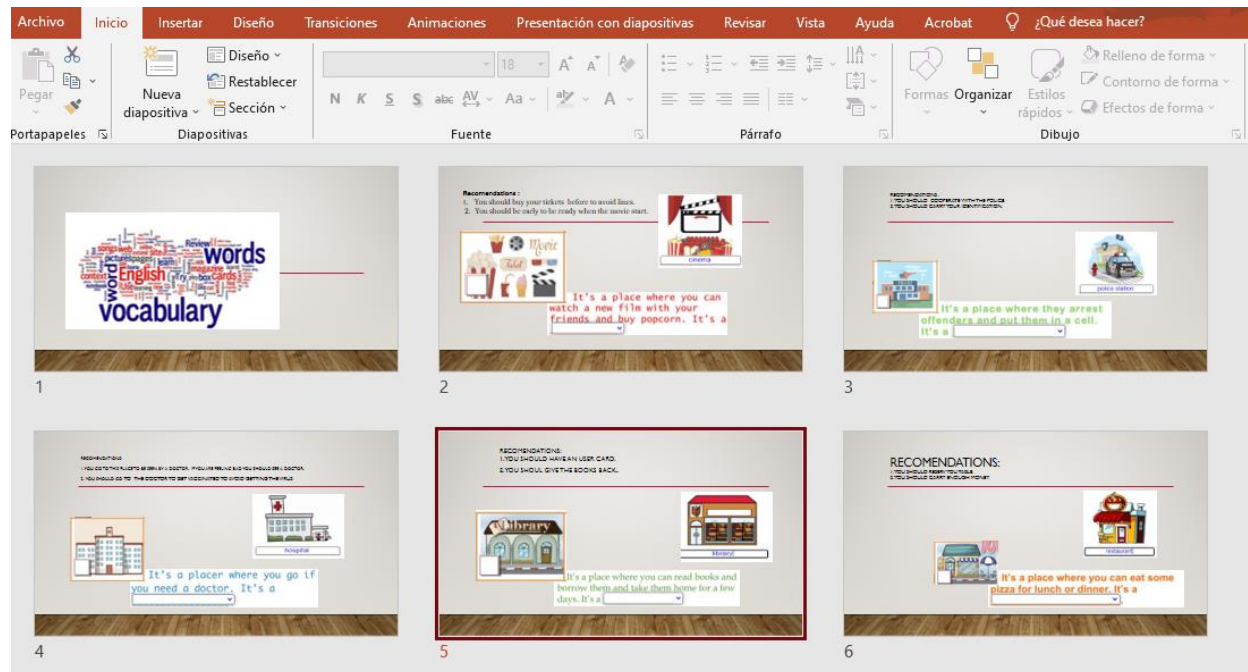
✓ **Organizing**

Teacher divides the group in two and stick on the back of a student from group An image of a place of the town without watching it, and one student from group A have to say some characteristics and recommendations to give clues to help her or his classmate to guess. Every correct guessing is a point. And the group B must do the same trying to get the most points they can. Teacher organizes the turns and take time. At the end is the winner the group with the most points. The teacher must be able that all students participate.

playground	market	museum
cinema	hospital	stadium
police station	school	park
cinema	library	train station

restaurant	cathedral	shopping centre
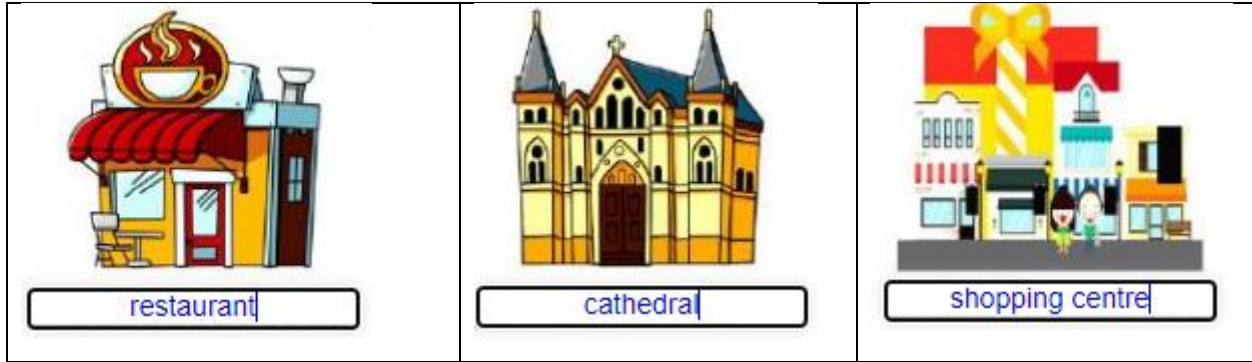
✓ **Rehearsing:**

For this activity, Teacher organizes students in groups of three or four and give to each group a set of cards, which they had to place face down on the table. Students in turns pick up a card and talk for as much as they can about the place of the town. Each student must say three aspects for example: the card has an image of a cafeteria and the three aspects can be: The cafeteria is cheaper than the restaurant, in the cafeteria friends can share delicious coffee, the cafeteria is next to the park. If the student completes the three aspects keep the card but if it is not complete, he or she must retorn the card to the table. At the end the students that has more cards is the winner.

School   Library   Bookstore   Post Office

Pharmacy   Hospital   Police Station   Bank

Bus Stop   Airport   Train Station   Petrol Station

Hotel   Church   Factory   Garage

café market bookshop candy shop

clothes shop computer shop DVD rental music shop

mall pet shop greengrocer's bakery

restaurant gift shop toy shop shoe shop

sports shop donut shop florist's camera shop

✓ **Interacting**

In this activity, the teacher divides the class into two groups, then to each group the teacher will show one by one several images about different places that can be found in the city and will give a student from each group the opportunity to say a recommendation about buying in that place or a characteristic about the place, for each correct recommendation the teacher will write a point to the group on the board , the whole group has some minutes to work together helping each other

to do it correctly and to get points, and at the end of the activity the group with the most points wins a prize
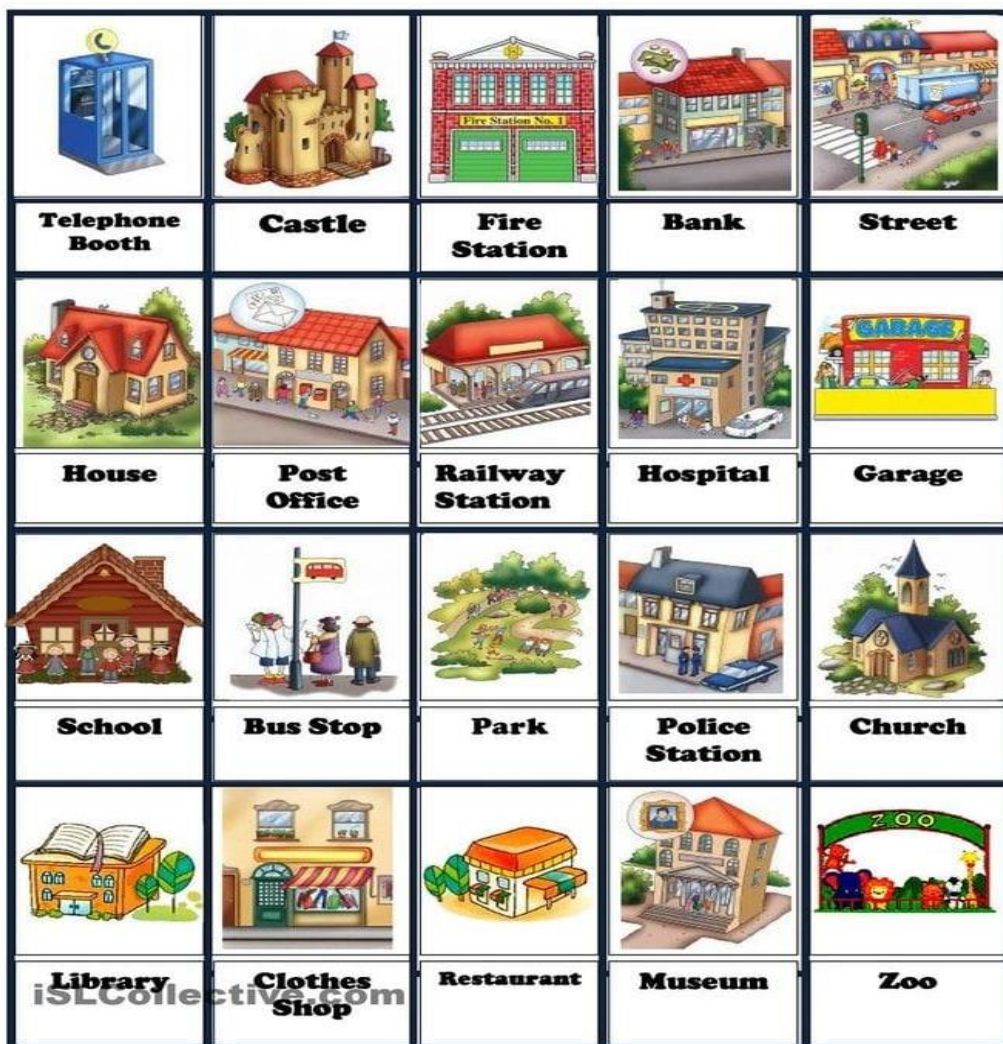

✓ **Describing**

This is a fun describing game. Teacher projects a roulette from the application flippity with places of the town on the board and divide the group in three and role the roulette to ask the students to participate describing the place where the roulette stops. They have around 2 minute to prepare and say a description or a recommendation, every correct answer is a point for their corresponding group. The answer can be for example; this place is special to have a romantic

dinner, it can have cheap or expensive dishes, it has a menu for you to choose. The idea is to make the students to participate and to compete for points while they learn. The game continues until all students participate. The group with more points is the winner.

https://flippity.net/rp.php?c=Bakery,Church,Supermarket,Gas%20Station,Movie%20theater,Clothing%20Store,Hospital%20,Farmacy,Park,Bank,Zoo,Flower%20Store%20,Fire%20Station%20,Police%20Station%20

Evaluation

In this activity, the teacher divides the class into groups of 5, the teacher gives each group a palette with the number of each group, then the teacher projects a power point presentation with images of different places that can be found in the city with their respective vocabulary, the students will be able to review the images twice, then the teacher projects only the image of the place and the students must discuss with in groups how to write the name of the place correctly and also write a sentence making recommendations of convenient place to buy , The group that has the word and the sentence ready first must lift the palette that the teacher had given them and say the word "done" and they will read aloud what they have written, if it is correct the group wins a point, at the end of the activity the group with the most points wins.
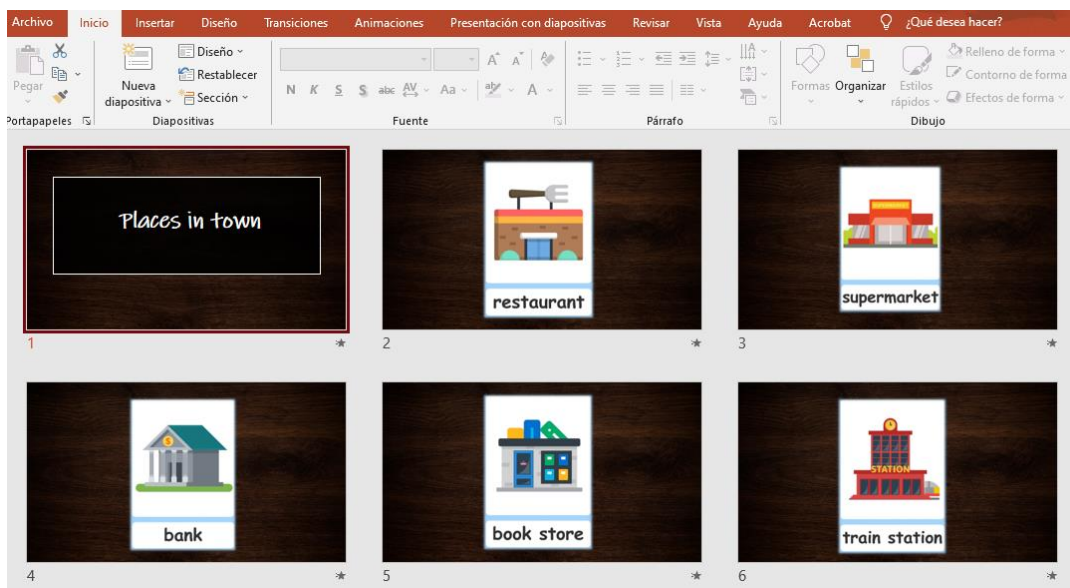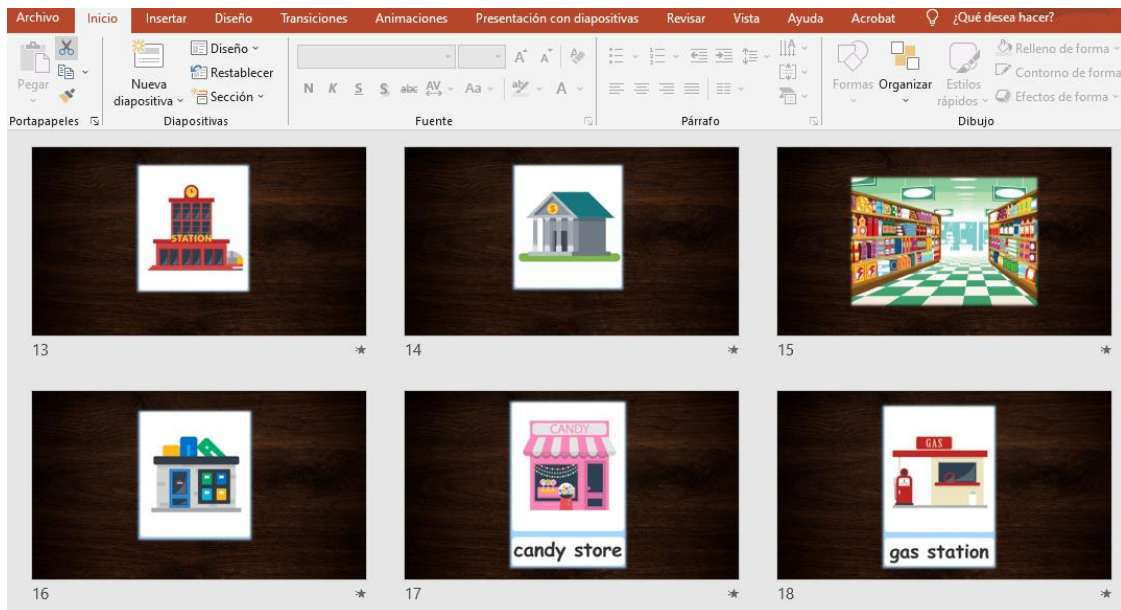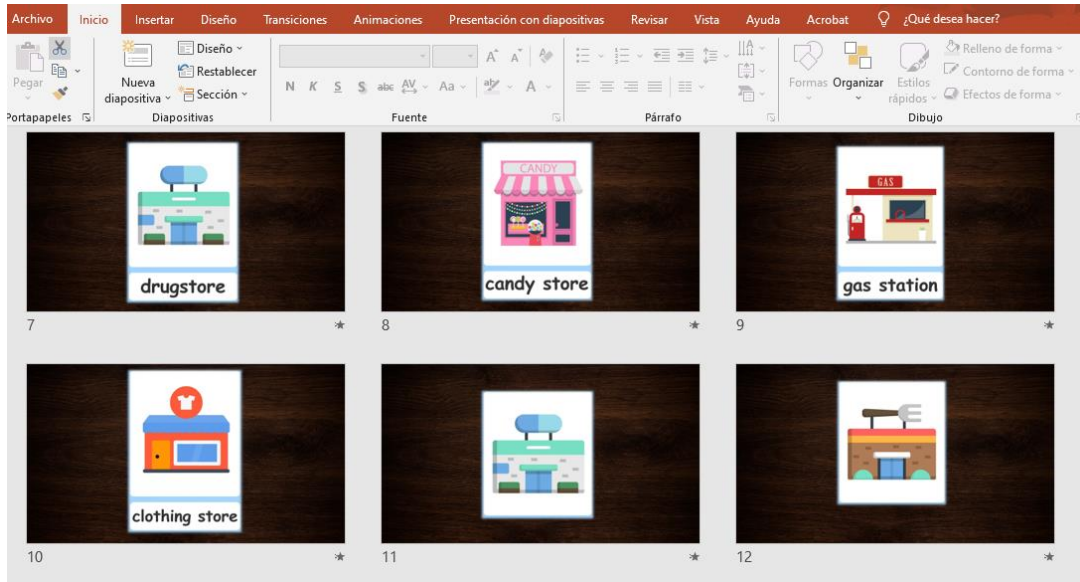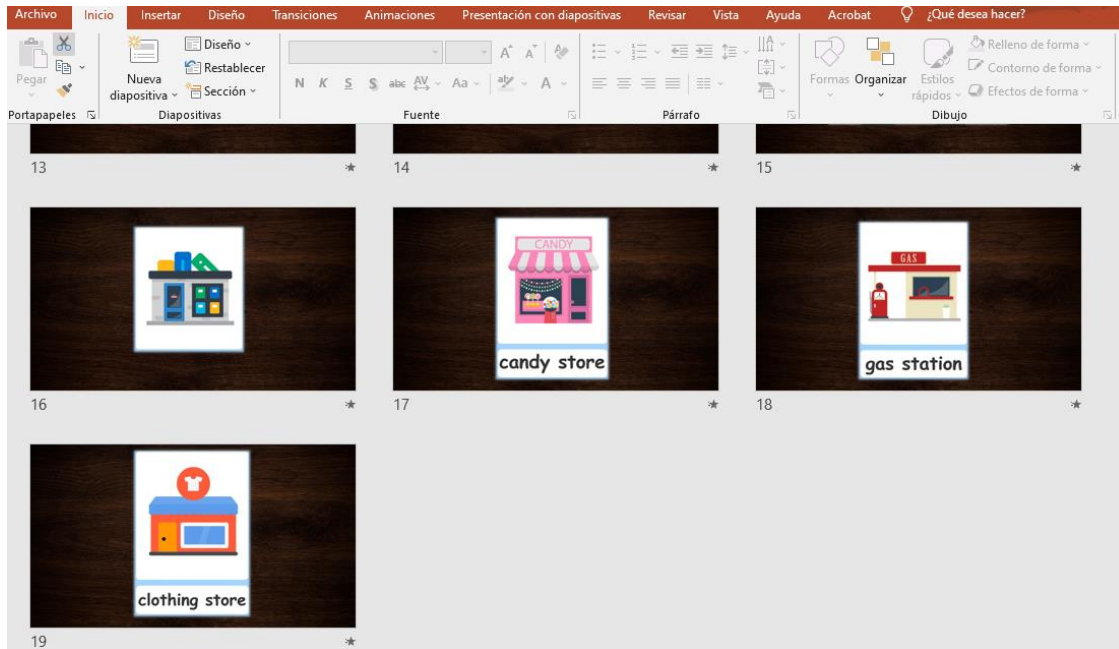
4.6 Educational Impact

The educational system requires ideas and works from engaged teachers that causes the needed changes in some traditional designs that the system has, knowing that society changes constantly and the requirements of the students are also different and recognizing that now teachers are able to much information that is related to the students and the manner they need to learn. "Change your teaching style frequently during the day. Be animated, lively, dramatic, and enthusiastic. Your enthusiasm could capture the student's attention. Make lessons interesting, novel, and fun." (Parker, H. C. Ph.D. 2006 P.52) It is essential to find the proper way that students with attentional deficit, at the end of the high school, have the ability to communicate using the language positively in the same manner that all the students get this ability. And recognizing the relevance of managing the English as a second language. "Second language learning and teaching are more important in the twenty-first century than ever before". (Long, 2015 p. 3) that is the reason why it is necessary to enhance the speaking skill of the English language, "Most of our students will be asked to speak face to face with a variety of audiences: classmates now, and some day co-workers, clients, team members, staff, and many others". (Palmer, 2014, p. 106). Through the possible strategies, "It provides students with the ability to maintain, connect and use learning to enable further development, to think creatively, to innovate and apply knowledge of problem solving in many different contexts" (Graham, et. al. 2015), teachers will cause an important effect

in the students with attentional deficit, "To facilitate learning that last for students, teachers need to teach not only content but also how to apply and develop knowledge and skills (Graham, et. al. 2015), making a change not only in this population, but also in all the educational system, placing attentional deficit student in a position with more opportunities.

Students with attentional deficit can become English speakers through the use of communicative games that improve the speaking skill in the development of the English knowledge construction process. The strategies use in this proposal take as the most important aspect to fulfill the necessities of students with attentional deficit providing means to capture their attention and helping the knowledge construction process of the language making the students to reach the language in an appropriate way. "When children use language to learn and to communicate in creatively engaging and motivating contexts, they experience its powerful provocative, as well as evocative, potential" (Cremin, 2009 p. 12), to enhance the speaking skill in the students with attentional deficit is enhance the communication in this population and of course in the knowledge construction process of those students who are needing some different means to have real approach to the language, giving to the students the power to face normal life situations and succeed. "Teaching and learning English is, at its richest, an energising, purposeful and imaginatively vital experience for all involved, developing youngsters' competence, confidence and creativity as well as building positive attitudes to learning". (Cremin, 2009 p. 1) By the implementation of communicative games the students with attentional deficit have the different opportunities to work in groups, in pairs and individually guided and helped not only by the teacher that must be checking and controlling every activity, but also taking corrections and ideas from the classmates. "Feedback is 'information about the results of an activity'. It is used to check on the results, and if necessary, improve on them, by comparing the results with the intentions". (Bygate, 2009, p. 85). The main purpose is capturing the attention of the students with attentional deficit by means of activities that are simple, competitive and very efficient to promote the interaction between students, "In spoken interaction, speaker and listener do not merely have to be good processors of the spoken word, able to produce coherent language in the difficult circumstances of spoken communication. It is also useful if they are good communicators". (Bygate, 2009, p. 22). Making communication of the English language as the most important final product from the students.

Previously of the development of these strategies to improve the speaking skill in the students with attentional deficit, there were a great necessity to help this population, to be motivated and included as different , but with the same deserves , despite the educational system in Costa Rica has made an effort for improve the knowledge construction process in the students by the implementation of a new program that has into its goals to make the pupils become proficiently speakers of the English language.

> Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. (Programa de tercer ciclo y Educacion Diversificada MEP p. 4).

But it is not easy for the teachers to find the tools or the strategies to achieve the goal set by the MEP and most of the time the classes are still mechanical and a bit boring for the students and more difficult for the pupils with attentional deficit disorder due to their condition, for that reason it is expects that after the application of the strategies developed in this alternative methodological proposal to help teachers to find a better way to develop their classes in order to improve the knowledge constructions process in the students with attentional deficit disorder and make the classes more enjoyable for pupils.

As a conclusion, the educational structure needs ideas and works from involved teachers that causes the required changes in some traditional plans that the system has, knowing that society evolves constantly and the requirements of the students are also different and recognizing that now teachers are able to much information that is related to the students and the manner they need to learn. In addition, the strategies used in this proposal take as the most important aspect to fulfill the necessities of students with attentional deficit providing means to capture their attention and helping the knowledge construction process of the language making the students to reach the language in an appropriate way, giving to the students the power to face normal life situations and succeed. Previously of the development of these strategies to improve the speaking skill in the students with attentional deficit, there were a great necessity to help this population, despite the educational system in Costa Rica has made an effort for improve the knowledge construction

process in the students and after the application of the strategies developed teachers find a better way to develop their classes in order to improve the knowledge constructions process.

4.7 Chapter Conclusion

We have personal experience dealing with this disorder but we have also seen it from very close in some members of our families, and we know how difficult it is to achieve learning in school and high school, for this reason our desire to develop strategies that help to make the knowledge construction process more dynamic and less boring for students with attention deficit and provide to the students with attentional deficit an opportunity to acquire the language in an efficient manner that permit to be part of the competitive society when they need to perform the language. Also, we believe that despite the fact that these students represent a minority in the student population, they also deserve to receive a quality education focused on the needs of each student with attention deficit but at the same time helps them improve their skills. We as teachers coincide that we have a great responsibility with every single student trying to give them real opportunities and real means to attain the language in the level they need to succeed in everyday life.

This chapter emphasized on the different means to offer a real approach between students and the language to make the engagement is essential in the knowledge construction process of the language, also recognizing the relevance of offering diverse resources to the students to grow more in their communicative abilities must be one purpose of the teachers and the system to guide the students in the correct path to the successful communication. The implementation of the communicative games to improve the speaking skill in the students with attentional deficit represents a necessary proposal to give to the students the opportunity to acquire the proper usage of the language that permit the real communication. "It is vital that classroom teachers understand the implications of language acquisition research so they can provide the scaffolding necessary for their students to be successful in the classroom". (Herrell & Jordan 2016, p. 2). It developed the proposal, and the justification; that refers to the relevance of implementing the communicative games to improve the speaking skill in the students with attentional deficit. Additionally, it developed three strategies to improve the speaking skill, which are the application of communicative games in students with attention deficit, substantiate conceptually communicative activities to reinforce learners´ speaking skill, and a plan of sequential activities that allow the implementation and taking into account the needs of the students to make decitions.

For Diamond, 1998; Fry et al., 2003; Ramsden, 2003; Suskie, 2004, Let your decisions be guided by what you want your students to accomplish. Instead of thinking about the topics you want to teach, focus on learning outcomes: What do you want your students to be able to do after they have studied the material and completed their assignments? What knowledge, skills, attitudes, and "habits of mind" do you want your students to acquire during the semester. (Davies, 2009, p. 3)

Emphasizing on the idea that teachers are in charge of directing the students to acquire some necessary characteristics such as skills, attitudes and habits not only to understand a topic, every assignment must be guided to an authentic area not only to past the grade, but also, to perform the language efficiently for everyday life to empower the students. Explaining first strategy that is the encounter with the bases of communication skill developing speaking, but in a very simple manner to continue with the next strategy that is more advanced. It also explained, the second and third strategy are going to be developed using the same elements and giving the essential supports to sustain the integration of the three strategies and searching all the means that can evidence the communicative games as the proper assessments and tasks to fulfill the speaking improvement in the students with attentional deficit.

Direction Team Task, Individually Asking and Answering Task, and Competing Group Task are the teaching strategies that constitutes the alternative methodological proposal. It is important to mention that these activities keep accordance with the MEP´s syllabus stablished with the purpose of planning the lessons. Consequently, they are developed following the sequence in order to achieve the assessment strategy defined for the skill of speaking. The purpose of this strategy is to lead students to perform the speaking skill using oral pieces as tasks and making use of contextualized materials. Taking into account the level, eighth grade students are usually around 14 to 16 years old, therefore, games are used to capture the attention of the students while they practice getting what they need at the right place, describe places around town and answer how can I get there? in the speaking skill. Take part of the games and activities with the purpose of engaging the students to be interested in the topics. All the activities promote the participation of all the students and the integration of skills also the interaction between students with the idea of have real practice of the language in different ways that capture the student's attention.

Finally, this section emphasized on the specific description of the strategies and how they work in this alternative methodological proposal. It mentioned why it is relevant to offer a real approach between students and the language to make the engagement in the knowledge construction process of the language. And how the implementation of the communicative games to improve the speaking skill in the students with attentional deficit represents a necessary proposal to give to the students the opportunity. Also, the manner of the development of these three strategies to improve the speaking skill, which are the application of communicative games in students with attention deficit, that substantiate conceptually communicative activities to reinforce learners´ speaking skill. The development of the sequence in order to achieve the assessment strategy defined for the skill of speaking. Also, the purpose of the strategies is to lead students to perform the speaking skill using oral pieces as tasks and making use of contextualized materials

The next section is going to develop important recommendations to the application of the strategies and some reflections about the significance in the knowledge construction process of the language.

Chapter V Reflections

5.1 Introduction

During this section are presented some ideas about the importance of the implementation of communicative games to improve the speaking skill in the students with attentional deficit and the relevance to produce a change to make possible the scopes for this population that needs more opportunities. Thinking mainly about real necessities and real solutions for these students. "Most individuals who suffer chronically from an impaired ability to pay attention are able to focus their attention very well on activities that interest them". (Brown, 2005, p. 1) And recognizing that every student requires the management of the second language in an efficient way to improve some other aspects in the social and educational content to succeed in their lives. "The ability of people to reach their goals in social life depends to a large extent on their communicative competence" (Rickheit & Strohner, 2008, p.36) Taking into account that teachers are in the responsibility to offer the necessary approaches according to the student's needs. MEP's English Syllabus' 2016 educational policies, which "are aimed to provide learners with an education for life that encourages creative innovation (…) to enhance human development" (p. 16). Inspiring the critical thinking and the creative innovation must be one of the most important aspect to reinforce for teacher and students to give tools for facing normal life. (MEP's English Syllabus' 2016) orientates to the teacher to "reflects on ethical teaching practices and assessment to respond to learners needs" (p.28) Knowing that teacher have important resources that support them when making decision related to the student´s requirements.

In addition, this methodological proposal takes into account all the characteristics of the students with attentional deficit with the purpose of giving a change to the teaching strategies to create a modification on the second language knowledge construction process, giving the emphasis to the manner they learn and the different limitations they present with the attentional deficit.

Attention is an incredibly complex, multifaceted function of the mind. It plays a crucial role in what we perceive, remember, think, feel, and do. And it is not just one isolated activity of the brain. The continuous process of attention involves organizing and setting priorities, focusing and shifting focus, regulating alertness, sustaining effort, and regulating the mind's processing speed and output. It also involves managing frustration and other emotions, recalling facts, using short-term memory, and monitoring and self-regulating action. (Brown, 2005 p.21).

Also, the reaction they present to the fails and the proper way to give corrections to motivate them, avoiding frustration.

As a conclusion, it is emphasized some concepts about the importance of the implementation of communicative games to improve the speaking skill in the students with attentional deficit and the relevance to produce a transformation to make possible the possibilities for this population that needs more opportunities. Taking into account that teachers are in the responsibility to offer the necessary approaches according to the student's needs. Knowing that teacher have important resources that support them when making decision related to the student´s requirements. The proposal takes into account all the characteristics of the students with attentional deficit with the purpose of giving a change to the teaching strategies to create a modification on the second language knowledge construction process.

The next segment develops the reflection of every investigation question, explaining the relevant aspects when implementing the communicative games to improve the speaking skill in the students with attentional deficit.

5.2 Reflections

The variable attentional deficit disorder has its three indicators which are learning to communicate, learning vocabulary and learning grammar and sentences, from these three indicators it will be written a reflection for each indicator.

- **How do the students with attentional deficit can learn to communicate by implementation of communicative games?**

Learning how to communicate has implicit aspects to structure the communication such as: understand other ideas and interpret, also be clear enough to be understood. Becoming significative the idea of supporting the interaction activities to allow the students be in contact with other speakers and with the language doing the process more efficient.

According to MEP´s Diseño Curricular bajo el Modelo de Educación basada en normas de competencia (2011) Through language, people socialize and stimulate the creation, transmission and enrichment of culture. In their personal environment, individuals share

their concerns, experiences, and opinions and build the world in which they live and try to improve their quality of life, as well as the life of others.

The use of communicative games reinforces relevant aspects that are essential to communicate efficiently, helping the students with attentional deficit to obtain all the requirements to manage the language and have appropriate communication. "…. moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic interaction. It also defines competences as "the sum of knowledge, skills and characteristics that allow a person to perform actions in society". (CEFR, p.9). It emphasizes the importance of learning about the language, but also the necessity to learn how to communicate in an appropriate way.

- **How can be enhanced the way of teaching vocabulary to students with attentional deficit through the implementation of communicative?**

Taking into account the significance of learning vocabulary, teachers must enhance the learning vocabulary to give to the students the appropriate terminology to communicate with confidence and successful. Hynes & Zacarian (2010) "learners need to learn cognates, prefixes, suffixes, and root words to enhance their ability to make sense of new vocabulary. More importantly, they must be given multiple opportunities to use new vocabulary and practice it repeatedly". (p. 55). Proving to the students the opportunities to change or organize the ideas in different ways to be clearly understood by the use of communicative games students with attentional deficit attain, practice and acquire a variety of words and structure to have the proper improvement to have successful communication. "And if they want to use language efficiently, they need to build up patterns and phrases which they can call to mind rapidly and spontaneously" (Willis, 2009, p. 50) The way of teaching vocabulary and the implementation of strategies is indispensable to make students practice and training the words and structures they need to manage the language in an appropriate manner.

- **How can be improved the process of learning sentences and grammar by the learners with attentional deficit?**

Taking into account that the process of learning sentences and grammar must follow some aspects that complement the speaking skill and also the communication "apart from the meaning, use in

communication, pronunciation and spelling of new words, learners need and idea of how they function in sentences". (Davies & Pearse. 2008, p. 66). It is essential that the activities provide all the components to reinforce sentences and structures to improve speaking skill in the students with attentional deficit, doing it step by step "in making sentences we may start with the grammar, but the final shape of a sentence is determined by the words which make up the sentence" (Willis, 2009, p. 28). It is necessary to guide students to discover by themselves the way sentences and grammar are structure."If we give learners grammatical rules or encourage them to discover rules for themselves, we are acting on the belief that rules make a valuable contribution to language description and that this kind of understanding helps promote learning". (Willis, 2009, p. 1) That creates in the students an important worth to connect with the language and an engagement with the own process.

The variable speaking skill has its three indicators which are accuracy features, appropriacy and fluency, from these three indicators it will be written a reflection for each indicator**.**

- **How do the accuracy features can enhance the learners speaking skill?**

To improve the speaking skill in the students with attentional deficit is not only important the vocabulary the students manage, but also the way they use the vocabulary and expressions and correct manner to perform it in the language. According to the CEFR, "Grammatical accuracy concerns both the user/learner's ability to recall 'prefabricated' expressions correctly and the capacity to focus on grammatical forms whilst articulating thought". The implementation of communicative games increases the practice of accuracy features giving to the students the opportunity to find and correct their mistakes by themselves. "Accuracy practice is intended to stablish some correctness in the production of new items immediately after they are presented, or to correct errors later on" Davies & Pearse, 2008, p. 36). Interaction and communicative activities help to students to improve the knowledge construction process of the language. "It behooves all teachers and tutors to encourage students in the rigorous exercise of accuracy and the development of an extensive vocabulary to draw from". (Dykes, 2007, p.54).

- **How does the lack of Appropriacy can affect the development of learner's speaking skill?**

It essential to recognize that appropriacy allows the student to understand and to be understood affecting in a positive manner in the management of the language and the confidence when performing it. … "comprehension is also increased, because asking questions, exchanging information, and solving problems all provide a context where words are repeated, ideas are rephrased, problems are restated, and meanings are refined". (Gibbons, 2014, p. 50) Acquiring the accuracy in a progressively manner, finding the proper use according situations. "As children learn their first language, they gradually learn not only the syntax or grammar of the language, but also how to vary the language they use according to the context they are in. (Gibbons 2014, p. 6). Every practice and every activity help the student to contextualize the language and improve the appropriacy, improving also the speaking skill and the communication. "What learners hear and what they learn is contextualized: language is heard and used in an appropriate context and used meaningfully for a particular purpose. (Gibbons, 2014, p. 50)

- **How do the learner's fluency in the speaking skill can be improved by the use of communicative games?**

The implementation of communicative games simulates the real conversations and the interaction giving to the students with attentional deficit the opportunity to acquire some important characteristics to have fluent communication. "The production of speech in real time imposes pressures, but also allows freedoms which may enable learners to explore how a language can be made to work, at the same time as they improve their fluency in producing utterances". (Bygate, 2010, p. 21). Teachers must provide strategies where students find opportunities to rehearsal fluency offering chances to easy understand fluent conversations. "There needs to be substantial opportunities for both receptive and productive language use where the goal is fluency". (Nation & Newton, 2009, p. 153). The most practice the students have the most confidence they acquire to perform the language in a fluent manner.

The variable knowledge construction process has its three indicators which are action- oriented approach, didactic sequence and task, from these three indicators it will be written a reflection for each indicator**.**

- **How does the action-oriented approach help to improve pupils 'Knowledge construction process?**

When considering this question based on the knowledge construction process as a variable and action -oriented approach as its indicator, the knowledge construction process it was determinate that "An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks". (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p. 28), Action oriented approach helps to the knowledge construction process when place the student in a protagonist position, seeing the student as the responsible and the most important in the connection with the language that must be active, and knowing that communication is a social aspect which is required in normal life activities. "The language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures". (CEFR, 2018, p. 27). Preparing the students by means of communicative games teachers guide students to act by themselves to solve and perform conditions simulating every-day situations.

- **How is the Knowledge construction process improved by the use of didactic sequence?**

When teachers plan strategies and lessons, they must take into account the sequence that must be followed through the encounters to provide the opportunity to the student to have a progressive acquisition of all the components of the language. "Didactic Sequence refers to a set of classrooms planned activities that aims to construct oral and written knowledge and focuses on a specific genre." (Dolz and Schneuwly ,2004, p. 51) The didactic sequence gives necessary step to the knowledge construction process of the language allowing to the students learning from low to high level. "Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies, etc." (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, p.33). Also, didactic sequence promotes the integration of all the skill giving them the same importance and reinforcing in the same way. In addition, "the notion of progress is essential in a didactic sequence since students become aware of their capacities and try to overcome their difficulties through the work done in the different sessions". (Dolz and Schneuwly ,2006), the knowledge construction

process needs to be controlled to appreciate the advancement and the complications the students have.

- **How does the implementation of tasks improve the Knowledge construction process?**

It is essential to recognize task as a significant actor in the knowledge construction process because it permits to teachers and students recognize the progress and the problems that must be supported. Nunan mention that, "language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorized. It is a dynamic resource for creating meaning. Learning is no longer seen simply as a process of habit formation". (2004, p. 7, 6) Task provides to the knowledge construction process and intention that makes the students to be present and active in the encounters. Carter & Nunan suggest, "creative design of tasks (well-structured, with opportunities for learners to activate their own knowledge and experience and to monitor what they are doing)" (2001, p.11). However, it is indispensable to be inventive when plan the task to offer the necessary activation in the knowledge construction process.

Chapter VI Conclusions

6. 1 Introduction

This chapter develops some significant conclusions that summarizes the most substantial points of the alternative methodological proposal with the idea of giving to the readers better understanding about the necessity of the implementation of communicative games to improve the speaking skill in the students with attentional deficit. Conclusions helps to the person who reads this proposal to recognize the relevance of English as a second language and the management of the regular students of the schools and the necessity of providing more opportunities and knowing the difficulties that has for learners to acquire the speaking ability. According to Bueno, Madrid, and Mclaren (2006), "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English" (pag 321). Making a realistic examination of deficiencies that the management of attentional deficit has in the classrooms. Also, there are important aspects to take into account when making conclusions to approach the reader and the situations studied, trying to facilitate all the occasions possible to give the teachers the tools to have effective change in the manner they relate with attentional deficit situations. "The teacher can facilitate language acquisition through problem solving activities and tasks which ensure learner participation and interaction naturally" (Aslam, M. 2003). Conclusion facilitate the proper understanding of the problem and allows the clearness to find ideas to solve it. Providing conclusions improves the occasions to rethink of the attentional deficit and its different characteristics to help students and teachers promoting necessary opportunities of education, understanding by motivating actions. The conclusions are developed recognizing their characteristics and their limitations of the students with attentional deficit "ADD is a complex disorder that involves impairments in focus, organization, motivation, emotional modulation, memory, and other functions of the brain's management system". (Brown, 2005, p.20). Taking into account the research questions that are very related to the three variables and their indicators.

On the other hand, conclusions permit to clarify the results and the production from the students with attentional deficit and the appropriate relation between them, providing the tools to perform the language with confidence and in a proficient manner. "Output is also crucial in helping learners become increasingly proficient in the language. Your student´s development in the target language can be helped considerably by encouraging them to speak" (Goh & Burns,2012, p. 16) That is the reason why is required the development of conclusions summarizing the process of implementation of communicative games to improve the speaking skill to give clearer ideas.

According to CEFR (2018) "the focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning". (pag 103) Becoming the language learning construction process in aspects more comprehensible for the readers, building new meaning about the attentional deficit and the way can be treated in the classroom to help students to improve speaking skill.

To the point, it is necessary to provide significant conclusions that summarize the most substantial points of the alternative methodological proposal with the idea of giving to the readers better understanding about the requirement of the implementation of communicative games to improve the speaking skill in the students with attentional deficit. there are important aspects to take into account when making conclusions to approach the reader and the situations studied, trying to facilitate all the occasions possible to give the teachers the tools to have effective change in the manner they relate with attentional deficit situations. Emphasizing the learning language construction process through the progress of the other important components of the language acquisition such as collaboration, understanding, communication and the creation of meaning and building new meaning about the attentional deficit and the way can be treated in the classroom to help students to improve speaking skill.

The next segment develops some important conclusions that synthetizes the most important ideas of the alternative methodological proposal.

6.2 Conclusions

The variable attentional deficit disorder has its three indicators which are learning to communicate, learning vocabulary and learning grammar and sentences, from these three indicators it will be written a conclusion for each indicator.

➢ **Learning to communicate:**

The use of communicative games reinforces appropriate aspects that are essential to communicate competently, helping the students with attentional deficit to obtain all the requirements to manage the language and have appropriate communication. "Students should have a desire to communicate something. They should have a purpose to communicate… They should

be focused on the content of what they are saying or writing rather than on a particular language form. (Harmer, 2007 p. 69-70). Summarizing, learning to communicate is vital in the improvement of the speaking skill helping the students with attentional deficit to achieve the communication they need to succeed in their lives and in the professional field.

> **Learning vocabulary:**

Giving the importance of learning vocabulary, it is necessary to enhance the learning vocabulary to give to the students the appropriate terminology to communicate with confidence and successful. Hynes & Zacarian (2010) "learners need to learn cognates, prefixes, suffixes, and root words to enhance their ability to make sense of new vocabulary. More importantly, they must be given multiple opportunities to use new vocabulary and practice it repeatedly". (p. 55). Proving to the students the opportunities to change or organize the ideas in different ways to be clearly understood by the use of communicative games students with attentional deficit attain, practice and acquire a variety of words and structure.

> **Learning grammar and sentences:**

Guide students to discover by themselves the way sentences, grammar and structure work is essential to the improvement of the speaking skill in the students with attentional deficit. "Grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency" (Richards & Renandya, 2002). It is important to reinforce sentences and structures to improve speaking skill in the students with attentional deficit, doing it step by step, they acquire the appropriate communication.

The variable speaking skill has its three indicators which are accuracy features, appropriacy and fluency, from these three indicators it will be written a conclusion for each indicator.

> **Accuracy features:**

The implementation of communicative games rises the practice of accuracy features giving to the students the chance to find and correct their mistakes by themselves. "Repetition in accuracy practice is based on the principle of substitution in a pattern. A sentence or phrase pattern can be seen as a structure with both fixed elements and open spaces where many different elements can be inserted" (Davies & Pearse, 2008, p. 39) Interaction and communicative activities help to

students to acquire the correct accuracy features of the language to improve the knowledge construction process and provide an efficient communication.

➢ **Appropriacy:**

Appropriacy permits the student to understand and to be understood affecting in a positive way in the management of the language and the confidence when performing it. Bygate, 2010 mention that "it involves knowing how to signal that one wants to speak, by using appropriate phrases or sounds, or even gestures". (p. 39) Practices and communicative activities help the student to contextualize the language and improve the appropriacy, improving also the speaking skill and the communication.

➢ **Fluency:**

The implementation of communicative games pretends the real conversations and the interaction providing to the students with attentional deficit the occasion to acquire some central characteristics to have fluent communication. "Speed is a factor, but it is by no means the only – or even the most important – one. Research into listeners' perception of a speaker' fluency suggests that pausing is equally important". (Thornbury, 2005, p. 6-7). Giving the opportunities to training fluency present chances to easy understand fluent conversations

The variable knowledge construction process has its three indicators which are action oriented approach, didactic sequence and task, from these three indicator it will be written a conclusion for each indicator.

➢ **Action oriented approach**

Action oriented approach benefits to the knowledge construction process when place the student in a central character position, and knowing that communication is a common part which is mandatory in normal life activities. "Actor means a person performing and animating some duties. Since foreign language is learned through some duties and actions as well, it handles the learners as (social) people who should perform tasks" (Delibaş, 2013, p. 1) seeing the student as the person in charge and in the most vital in the connection with the language that must be active, CEFR (2018) "he co-construction of meaning (through interaction) at the centre of the learning and teaching process". (Pag 27).

➢ **Didactic sequences:**

The didactic sequence provides essential stage to the knowledge construction process of the language permitting to the students learning from low to high level. MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada "The teacher follows a set of integrated sequence procedures". In addition, the use of didactic sequence encourages the combination of all the skill giving them the equal position and supporting in the similar way.

➢ **Task:**

Task makes the students to be present and active in the encounters Also, Nunan mention that, "'Goals' are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum" (2004, p. 41).MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, mentioned that.

Tasks in the Action-Oriented Approach often involve the creation of a product as the students perform the task. ….. is important for communication in the language classroom: this involves a step-by-step organization, learners' activation of strategies and competences, consideration of the setting and social forms, as well as materials and support" (MEP, p. 29-30).

Task permits to teachers and students recognize the progress and the problems that must be supported and it takes into account some important aspects that are very related to the students.

Chapter VII   Recommendations

7.1 Introduction

The following chapter is based on the recommendations for this alternative methodological proposal, these recommendations are fundamental for the improvement of the knowledge construction process in the students with attentional deficit disorder and also these recommendations are important to guide the teachers to develop better strategies to make the classes more dynamic and enjoyable for the students. "Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. p. 12. These recommendations are important because teachers need to innovate and adapt their lessons according to the needs of the pupils with attentional deficit disorder and enhance the speaking skill and help the learners to speak English proficiently, and become independent user of the language and have better job opportunities in their future. "Teaching learning strategies is a must in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. These recommendations have as a purpose to help teachers in the research of find the correct activities for their lessons in order to make them more meaningful and absorbing enough to motive the pupils to be interesting in learning the language. Also, this segment of recommendations has the purpose to guide the readers to a solution. Every recommendation comes from every conclusion, for instance they are very related, giving first the chance to know the clear ideas to understand the condition and then to know what it must be done to improve the speaking skill in the students with attentional deficit.

This chapter details the recommendations for each indicator of the three variables that this alternative methodological proposal has, the first variable is attentional deficit and its three indicator are, learning to communicate, learning vocabulary and learning grammar and sentences, then the second variable is speaking skill and its three indicator are accuracy features, appropriacy, and fluency, and finally the third variable is knowledge construction process and its three indicator are action oriented approach, didactic sequences and task.

7.2 Recommendations

The variable attentional deficit disorder has its three indicators which are learning to communicate, learning vocabulary and learning grammar and sentences, from these three indicators it will be written a recommendation for each indicator**.**

➢ **Learning to communicate.**

It is suggested for English teachers that are in charge of students with attentional deficit to develop enough communicative activities, "Provide multiple opportunities to develop communicative competence". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada P 28) to activate the efficient communication in the students. "The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. p. 4) The solution is to make a plan which teachers stimulate the students to express themselves. "The role of the teacher is to enhance dialogue, debates, collaborative work and help learners question their realities." (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. p. 23)

➢ **Learning vocabulary.**

It is recommended to English teachers to plan activities which the students are exposed to an enough amount of words and structures that permit them to communicate in effective manner.According to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. Learners are able to demonstrate what they "can do" in English, as well as what they know about English language structures, vocabulary, functions, psycho-social and Sociocultural aspects. (p. 29). To solve the vocabulary improvement is essential the implementation of communicative task where the students have to demonstrate what they can communicate using the words required. According to MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, "Teachers facilitate pre-task activities for activation of students' prior knowledge to carry out a specific task, placing emphasis on the forms, sounds and vocabulary words needed by repeating, rephrasing, writing on the board or drawing".

➢ **Learning grammar and sentences.**

It is suggested for English teachers to provide the contact to a variety of texts where the students get enough information to produce writing pieces. "By being exposed to different types

of texts, learners get insights about how to write." MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, P.47) The manner to solve the improvement of grammar and sentences is to provide activities that follows an organized sequence that permit to write with proper grammar and sentences step by step. "Writing as a process includes the following steps: Brainstorming, Organization of information through graphic organizers and outlines, Drafting and revision, Editing and final copy." MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada, P.47)

From the variable speaking and its three indicators which are accuracy features, appropriacy and fluency, from these three indicators it will be written a recommendation for each indicator.

➢ **Accuracy features.**

An important suggestion for English teachers is to design activities and tasks where the students have to replicate the learning features that are essential to understand and be understood according to context and different manners of interpretation. "learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. p. 12. The solution to the accuracy features improvement is guiding to the students to produce the knowledge by means of authentic encounters to the language making them to have a critical thinking. "The critical pedagogy emphasizes the political dimension of teaching whereby learners become producers of knowledge, not just consumers." MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. (P.23)

➢ **Appropiacy.**

It is recommended to English teachers to take into account the previous information of the students to plan activities in which they activate it and expand the knowledge of the language to give them the tools to understand the proper manner to express themselves to be understood "The learner constructs and reconstructs understanding and learnings based on prior knowledge from his/her life and in exchange with others." MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada (p. 19). To resolve the appropriacy problems is obligatory to

apply activities and task where students have experiences in community with the other classmates. "learning to know, learning to do and learning to be and to live in community" (MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada p.19)

➢ **Fluency.**

It is suggested to English teachers to implement activities where the students can improve the fluency by promoting simulating activities that prepare them to the real conversations. "The learning environments and experiences promote dialogue and the search for creative responses and solutions to real-life problems" (MEP 2016 in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. p. 17). The situation with the fluency improvement is solved when using interesting communicative activities that place the student in a challenge to express and to understand. "Thus, the role of the teacher is to enhance dialogue, debates, collaborative work and help learners question their realities." (MEP 2016 in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. (p. 23)

The following recommendations are in concordance to the variable knowledge construction process and its indicators action- oriented approach, didactic sequence and the task.

➢ **Action Oriented Approach.**

It is recommended to English teachers to prepare tasks where the students feel motivated to be engaged of their own process. "An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks" MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. The resolution is planning every activity with the idea that communication is a social aspect that students face every day life.

➢ **Didactic sequences.**

English teachers must give the students the chance to learn step by step in an organized process, where students have the corresponding involvement to produce the efficient results. "offers students the opportunity to take responsibility for their learning, set their own learning objectives, go step by-step and demonstrate what has been learned by creating an end product". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. P. 27.

To solve the situation is especial to plan the lesson activities in concordance with the four skills and in a structured organization.

> **Task.**

It is suggested to the English teachers to emphasize every task in how to communicate with others in an efficient manner to understand and be understood. "emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada. To solve the problem is relevance to use real life situations where students can simulate the real -life communication to acquire enough preparation. "The task stimulates the learner's personal commitment to the learning process". MEP (2016) in Programas de Estudios de Inglés Tercer Ciclo y Educación Diversificada.

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